

Vassar  
**150**  
*Founded 1861*

**VASSAR**  
*2011/12 Catalogue*

## **Nondiscriminatory Policies**

Vassar College does not discriminate on the basis of race, color, religious belief, sex, marital status, disability, sexual orientation, gender identity or expression, national or ethnic origin, veteran status or age in the admission of students to the college; in any of the rights, privileges, programs, and activities generally accorded or made available to students at the college; in the administration of its educational policies, admission policies, scholarship or loan programs, and athletic and other programs administered by the college; or in the employment practices of the college. Additionally, should state or federal law be enacted during the period this policy is extant which prohibits discrimination based upon a group's protected status not listed in the above categories, this policy will be deemed amended to afford protection to such groups.

Inquiries concerning the application of this policy prescribed by Title IX of the Education Amendments of 1972, the Internal Revenue Service, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990 may be directed to the Office of Equal Opportunity and Affirmative Action, which is charged to coordinate the college's efforts to comply with and carry out its responsibilities under Title IX, Section 504, and the ADA.

Academic and non-academic policies and procedures, as well as specific academic and non-academic events, are subject to periodic review and revision. Such changes may apply to matriculated students. Procedures for their implementation are published at appropriate times and in appropriate places.

## **Crime Statistics**

For campus crime statistics, consult the Security website at <http://security.vassar.edu/statistics>, the U.S. Department of Education's website at <http://ope.ed.gov/security>, or call the director of security at (845) 437-5201. The Advisory Committee on Campus Safety will also provide upon request all campus crime statistics as reported to the United States Department of Education.

## **Catalogue Statement**

All statements contained in this catalogue reflect the approved policies of Vassar College as of January 1, 2011. However, for educational or financial reasons, the College reserves its right to change the provisions, statements, policies, curricula, procedures, regulations, or fees described herein. Such changes will be duly published and distributed.

Students, faculty, and staff are responsible for all information and deadlines contained in this catalogue and in the current *Student Handbook*. The *Student Handbook* and the *Schedule of Classes* supplement the *College Catalogue* and expand upon college policies and procedures.


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For the college website and the catalogue online,  
please refer to: [www.vassar.edu](http://www.vassar.edu)

# VASSAR

2011/12 Catalogue

 *printed on recycled paper*

# Calendar

## 2011/12

Vacations, recesses, and holidays are shown in underlined figures.

### JULY

S	M	T	W	T	F	S
					<u>1</u>	<u>2</u>
<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>
<u>31</u>						

### AUGUST

S	M	T	W	T	F	S
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<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>
<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>
<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>
<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>			

### SEPTEMBER

S	M	T	W	T	F	S
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<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>
<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	

### OCTOBER

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<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>
<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>
<u>30</u>	<u>31</u>					

### NOVEMBER

S	M	T	W	T	F	S
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<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>
<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>
<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>			

### DECEMBER

S	M	T	W	T	F	S
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<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>
<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>

### JANUARY

S	M	T	W	T	F	S
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>
<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>
<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>
<u>29</u>	<u>30</u>	<u>31</u>				

### FEBRUARY

S	M	T	W	T	F	S
			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>
<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>
<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>			

### MARCH

S	M	T	W	T	F	S
				<u>1</u>	<u>2</u>	<u>3</u>
<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>
<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>

### APRIL

S	M	T	W	T	F	S
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>
<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>
<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>
<u>29</u>	<u>30</u>					

### MAY

S	M	T	W	T	F	S
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>
<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>
<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>		

### JUNE

S	M	T	W	T	F	S
					<u>1</u>	<u>2</u>
<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>

Although Vassar College has no religious affiliations, it does respect the observance of religious holy days by members of the college community.

**Fall Semester, 2011/12**

August	8	Monday	Last day for payment of first semester fees
	25	Thursday	Residence houses open at 9:00 am for new students only. All new students arrive before 2:00 pm for beginning of orientation. First board meal is lunch.
	29	Monday	Residence houses open at 9:00 am for all other students.
	31	Wednesday	Classes begin Registration of Special Students
September	5	Monday	Labor Day - No Classes
	7	Wednesday	Fall Convocation at 3:30 pm
	13	Tuesday	Add period ends
	24-25	Saturday- Sunday	Freshmen Families Weekend
October	14	Friday	Drop period ends
	14	Friday-	October Break begins at 5:30 pm
	23	Sunday	October Break ends at midnight
November	7-18	Monday- Friday	Preregistration for Spring 2012
	22	Tuesday	Thanksgiving recess begins at 10:00 pm
	27	Sunday	Thanksgiving recess ends at midnight
December	12	Monday	First semester classes end
	13-14	Tuesday Wednesday	Study period
	15-21	Thursday Wednesday	First semester examinations
	22	Thursday	Residence houses close at 9:00 am. Last board meal is breakfast.

**Second Semester, 2011/12**

January	9	Monday	Last day for payment of second semester fees
	15	Sunday	Residence houses open at 9:00 am. New students arrive. First board meal is lunch.
	18	Wednesday	Second semester classes begin. Registration of special students.
March	31	Tuesday	Add period ends.
	2	Friday	Drop period ends
	2	Friday	Spring vacation begins at 5:30 pm
	3	Saturday	Residence houses close at 9:00 am. Last board meal is breakfast.
	18	Sunday	Spring vacation ends at midnight. Residence houses open at 9:00 am on Saturday (17th). First board meal is lunch on Saturday, March 17th.
March April	30- 1	Friday- Sunday	All Families Weekend
	2-13	Monday - Friday	Preregistration for Fall, 2012
May	25	Wednesday	Spring Convocation at 3:30 pm
	1	Tuesday	Second semester classes end
	2-8	Wednesday- Tuesday	Study period
	9-15	Wednesday- Tuesday	Second semester examinations
	16 20	Wednesday Sunday	Residence houses close at 9:00 am (except seniors) 148th Commencement.
June	1-3	Friday- Sunday	Residence houses close at 9:00 am on Monday, May 21st (for seniors). Vassar College Reunions

# Four-Year Calendar

## 2011/12 - 2014/15

<b>First Semester</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Classes Begin	8/31 (Wed)	9/4 (Tue)	9/3 (Tue)	9/2 (Tue)
October Break:				
Begins 5:30 pm	10/14 (Fri)	10/12 (Fri)	10/11 (Fri)	10/17 (Fri)
Ends Midnight	10/23 (Sun)	10/21 (Sun)	10/20 (Sun)	10/26 (Sun)
Thanksgiving:				
Begins 10:00 pm	11/22 (Tue)	11/21 (Wed)	11/27 (Wed)	11/26 (Wed)
Ends Midnight	11/27 (Sun)	11/25 (Sun)	12/01 (Sun)	11/30 (Sun)
Classes End	12/12 (Mon)	12/12 (Wed)	12/11 (Wed)	12/10 (Wed)
Study Period:				
Begin	12/13 (Tue)	12/13 (Thur)	12/12 (Thur)	12/11 (Thur)
End	12/14 (Wed)	12/16 (Sun)	12/15 (Sun)	12/14 (Sun)
Final Exams:				
Begin	12/15 (Thur)	12/17 (Mon)	12/16 (Mon)	12/15 (Mon)
End	12/21 (Wed)	12/21 (Fri)	12/20 (Fri)	12/19 (Fri)
<b>Second Semester</b>				
Classes Begin	1/18 (Wed)	1/23 (Wed)	1/22 (Wed)	1/28 (Wed)
Spring Break:				
Begins 5:30 pm	3/2 (Fri)	3/8 (Fri)	3/7 (Fri)	3/13 (Fri)
Ends Midnight	3/18 (Sun)	3/24 (Sun)	3/23 (Sun)	3/29 (Sun)
Classes End	5/1 (Tue)	5/7 (Tue)	5/6 (Tue)	5/12 (Tue)
Study Period:				
Begin	5/2 (Wed)	5/8 (Wed)	5/7 (Wed)	5/13 (Wed)
End	5/8 (Tue)	5/14 (Tue)	5/13 (Tue)	5/19 (Tue)
Final Exams:				
Begin	5/9 (Wed)	5/15 (Wed)	5/14 (Wed)	5/20 (Wed)
End	5/15 (Tue)	5/21 (Tue)	5/20 (Tue)	5/26 (Tue)
Commencement	5/20 (Sun)	5/26 (Sun)	5/25 (Sun)	5/31 (Sun)

# General Information

## A History of Vassar College

A pioneer for women's education and liberal arts education in the United States, Matthew Vassar founded Vassar College in 1861. Opening its doors to its first class of 353 students paying \$350 for tuition and "residence" on September 26, 1865, the college offered young women a liberal arts education equal to that of the best men's colleges of the day. Coeducational since 1969, Vassar College set the standard for higher education for women for more than 100 years and now sets the standard for true coeducation. Recognized as one of the best liberal arts colleges in the country, Vassar has successfully fulfilled its founder's goals.

An English-born brewer and businessman, Matthew Vassar established his college in Poughkeepsie, New York, a small city on the Hudson River, 75 miles north of New York City. Soon after opening its doors, Vassar gained a reputation for intellectual rigor that led to the founding of the first chapter of Phi Beta Kappa at a women's college. For the first time, women were offered courses in art history, physical education, geology, astronomy, music, mathematics, and chemistry, taught by the leading scholars of the day.

From the beginning, the Vassar curriculum was characterized by boldness, breadth, and flexibility, and Vassar graduates were recognized as a "breed apart" for their independence of thought and their inclination to "go to the source" in search of answers. The Vassar approach to learning was shaped by faculty members such as noted astronomer Maria Mitchell, the first woman to be elected to the American Academy of Arts and Sciences, and Frederick Louis Ritter, one of America's first historians of music. In 1869, Maria Mitchell took her students to Iowa to observe an eclipse of the sun, and in the 1880s Lucy Maynard Salmon, professor of history, explored the "seminar method" of teaching through original source materials.

Vassar continues to use original source materials as essential teaching elements in several departments. The rare book collection includes books important in women's history, first editions of English and American literary and historical works, examples of fine printing, courtesy and cookbooks, children's books, and rare maps and atlases. The manuscript collection features holdings ranging from medieval illuminated manuscripts to modern manuscripts of literary and historical importance. There are numerous collections of Vassar College graduates and faculty. The Virginia B. Smith Manuscript Collection includes manuscripts by and about women, which were gathered during President Smith's tenure, such as the papers of Mary McCarthy and Elizabeth Bishop. Also of note are papers of writers Samuel L. Clemens and Edna St. Vincent Millay; early naturalist John Burroughs, historian Lucy Maynard Salmon, feminist and historian Alma Lutz, astronomer Maria Mitchell, anthropologist Ruth Benedict, and physicist Albert Einstein. The Vassar College Archives documents the history of the College from its founding in 1861 to the present, and includes publications, administrative records, architectural drawings, audiovisual collections, and artifacts.

Education at Vassar was also shaped by the study of art. When creating his college, Matthew Vassar stated that art should stand "boldly forth as an educational force." To fulfill this mission, Vassar was the first college in the country to include a museum and teaching collection among its facilities. The college's gallery predates such institutions as the Metropolitan Museum of Art, which was founded in 1870, and the Museum of Fine Arts, Boston, established in 1870. The college's Frances Lehman Loeb Art Center, with over 18,000 works in its collection, stands as a contemporary acknowledgment of that early commitment.

Today, the Vassar curriculum is broader, richer, and more varied than ever with concentrations ranging from Latin to cognitive science, from biochemistry to religion, from astronomy to Africana studies. Vassar, among the first to offer courses in drama, psychology, and Russian, has experimented with interdepartmental courses since the early 1900s and has long been recognized for curricular innovation.

After declining an invitation to merge with Yale, Vassar decided to open its doors to men in 1969. In keeping with its pioneering spirit, Vassar was the first all-women's college in the country to become coeducational: men now represent 40 percent of the student body of 2,400.

The unique traditions upon which the college was founded continue to be upheld today: a determination to excel, a willingness to experiment, a dedication to the values of the liberal arts and sciences, a commitment to the advancement of equality between the sexes, and the development of leadership. Vassar continues to stand at the forefront of liberal arts institutions and has positioned itself as a leading force in higher education in the twenty-first century.

### Presidents of Vassar College

Milo P. Jewett	1861-1864
John H. Raymond	1864-1878
Samuel L. Caldwell	1878-1885
James Monroe Taylor	1886-1914
Henry Noble MacCracken	1915-1946
Sarah Gibson Blanding	1946-1964
Alan Simpson	1964-1977
Virginia B. Smith	1977-1986
Frances D. Fergusson	1986-2006
Catharine B. Hill	2006-

## Academic Life

### Mission Statement of Vassar College

The primary mission of Vassar College, to furnish “the means of a thorough, well-proportioned, and liberal education,”<sup>1</sup> was articulated in *The First Annual Catalogue* and has remained constant throughout its history. Founded in 1861 to provide young women an education equal to that once available only to young men, the college has since 1969 opened its doors to both women and men on terms of equality. Encouragement of excellence and respect for diversity are hallmarks of Vassar’s character as an institution. The independence of mind and the diverse intellectual interests of students are fostered by providing them a range of ways to meet our curricular expectations. The structure of the residential experience, in which students in all four classes live in the residence halls, obliges students to master the art of living cooperatively in a diverse community. Diversity of perspective is honored as well in the college’s system of shared governance among all the constituencies of the institution.

Vassar’s statement of academic purpose, adopted by faculty and trustees, is a definition of the qualities it seeks to develop in its students:

- Achievement of depth and range of knowledge in a single discipline or in a subject approached through several disciplines. The quality sought is not only the mastery of a body of facts, but the attainment of skill in the conduct of inquiry and the satisfaction of having gained knowledge.
- Recognition of the different kinds of knowledge and their scope and relevance to one another. It is necessary for an educated person to understand the relationships between the past, the present, and the future as well as those between people and their social and physical environment.
- Immediate experience of creative ideas, works of art, and scientific discoveries.
- Development of the powers of reason and imagination through the processes of analysis and synthesis and the use of all our human resources—to speculate, to feel, to inquire boldly, to enjoy, to change, to create, and to communicate effectively.
- Increased knowledge of oneself, a humane concern for society, and a commitment to an examined and evolving set of values.

To achieve these purposes, Vassar offers a curriculum that honors the values of liberal learning as it challenges us to lead energetic and purposeful lives. We aim, therefore, to support a faculty dedicated to teaching, scholarship, and artistic endeavor; to educate—in the humanities, the natural sciences, and the social sciences—distinguished, diverse students motivated toward intellectual risk; to promote clear thinking and articulate expression; to stimulate integrative learning through multidisciplinary studies that communicate across cultural and curricular perspectives; and to commit both students and teachers to coherent and cohesive approaches to learning.

In the largest sense, Vassar seeks to educate the individual imagination to see into the lives of others. As such, its academic mission cannot be separated from its definition as a residential community composed of diverse interests and perspectives. The differences among us are real and challenging. Contemporary life requires more than ever the skills and wisdom that liberal education has always promoted: the exercise of informed opinion and sound critical judgment; a willingness to engage in ethical debate in a spirit of reasonable compromise; the achievement of balance between emotional engagement and intellectual detachment; the actions of personal integrity and respect for others; independent thought and an attendant resistance to irresponsible authority. It is our mission to meet the challenges of a complex world responsibly, actively, and imaginatively.

#### Goals

1. To develop a well-qualified, diverse student body, which, in the aggregate, reflects cultural pluralism, and to foster in those students a respect for difference and a commitment to common

purposes.

2. To educate our students, both broadly and deeply, in the liberal disciplines; to stimulate integrative thinking both within and across the disciplines; to strengthen and refine the powers of reason, imagination, and expression; through curricular offerings to promote gender and racial equality and a global perspective; and to nurture not only pleasure in learning but also an informed and active concern for the well-being of society.

3. To extend these curricular values into the life of a residential community in which students may develop their skills by means of organized and informal activities, athletics, student government, contact with the surrounding community, and engagement with a concerned faculty.

4. To maintain and support a distinguished and diverse faculty in their commitment to teaching, to scholarship and artistic endeavor, and to other forms of professional development.

5. To renew, improve, and adapt the college’s educational programs and technologies in ways that are commensurate with the most provident use of its resources.

6. To continue to be a significant source of national and international leadership, producing graduates who will be distinguished both in their professional careers and in service to their communities and the world.

7. To inform, involve, and engage the alumnae/i of the college in order to promote lifelong learning and to enlist their energies in the continuing development of the college.

Vassar College is committed to working toward a more just, diverse, egalitarian, and inclusive college community where all members feel valued and are fully empowered to claim a place in—and responsibility for—our shared working, living, and learning. The college affirms the inherent value of a diverse campus and curriculum reflective of our lives as members of multiple local and global communities.

### Faculty

Assisting students to realize these goals is a faculty of more than 290 individuals, all of whom hold advanced degrees from major universities in this country and abroad. In their devotion to the teaching of undergraduates and in their concern with the needs and capabilities of the individual student, they carry on Vassar’s strongest and most productive traditions. At the same time, they encourage students to assume responsibility for the direction of their education and to engage in independent study and in field work.

### Accreditation

Vassar is accredited by the Middle States Association of Colleges and Schools.

### Curriculum

The Vassar curriculum has always been characterized by boldness, breadth, and flexibility, and curricular innovation has been a regular part of the history of the college. Vassar was among the first colleges to offer courses in drama, psychology, and Russian, and it has experimented with interdepartmental courses since the early part of the twentieth century.

Today, the curriculum is broader, richer, and more varied than ever, including concentrations ranging from Latin to cognitive science, from biochemistry to religion, from astronomy to Africana studies. Students at Vassar may choose courses from such diverse fields as Asian art and women’s studies, corporate finance and Chinese, film history and constitutional law, or paleoclimatology and Old English. Field work, integral to the curricula of many departments for decades, is an expected part of students’ work in such fields as anthropology, earth science, education, and geography, and study away programs are available for many students, especially those concentrating in foreign language study.

Curricular requirements are flexible, and both students and faculty have various options in ways of teaching and learning. Students have a choice of four paths to the bachelor’s degree: concentration in a department; interdepartmental programs such as Neuroscience

<sup>1</sup> Taken from remarks by Matthew Vassar to the first meeting of the Board of Trustees, 1861.



and Behavior, or Medieval and Renaissance Studies, or Victorian Studies; multidisciplinary programs such as Africana Studies, Asian Studies, American Culture, Cognitive Science, Environmental Studies, International Studies, Jewish Studies, Latin American and Latino/a Studies, Media Studies, Science, Technology, and Society, Urban Studies; or Women's Studies, or concentration in an individually tailored course of study in the Independent Program.

### Informal Education

The formal curriculum is supported and enriched by remarkably abundant resources for informal education outside the classroom. The college provides lectures, in any year, by more than 150 outside scholars and public figures. Vassar's schedule of concerts, lectures, films, dramatic productions, art exhibitions, and conferences generates a campus atmosphere that would do credit to a much larger institution.

Artists from outside the college give concerts and recitals in addition to those given by the college musical organizations and by faculty members and students of the Department of Music. Exhibitions of fine printing, binding, manuscripts, rare editions, and Vassar memorabilia are shown in the main library.

Every year, the Drama Department stages six to eight majors plays directed by faculty and students and presented in one of three venues. The Strep Studio is equipped to seat 50 and houses experimental workshop productions. The Hallie Flanagan Powerhouse Theater — a versatile space which can be used in a number of different configurations — is generally earmarked for studio productions and seats up to 135 spectators. The Martel Theater in the Vogelstein Center for Drama and Film is a continental proscenium stage used for large-scale productions and seats up to 325 spectators. In addition, the department produces a host of other, smaller student-directed events open to the public. Recent productions have included *Pygmalion*, *Quills*, *Into the Woods*, *Oedipus at Colonus*, *Macbeth*, *Cloud Nine*, and *The Glass Menagerie*.

## Physical Resources

### Academic Buildings and Facilities

Matthew Vassar, a businessman, was as much concerned with the physical as with the intellectual resources of his college. When Vassar opened, its observatory had one of the three finest telescopes in the nation; its library and "cabinets" of scientific equipment were more than adequate; a major collection of art had been acquired. Today, Vassar's academic buildings, its educational facilities, and its library collections remain exceptional for a college of its size.

### Admission

The Carol and James Kautz Admission House is adjacent to the Hallie Flanagan Davis Powerhouse Theater and Ferry House. This handsome Arts and Crafts style building was redesigned in 1995 by architect Linda Yowell, a member of the class of 1973, to accommodate the Office of Admission.

### The Libraries

The Vassar College Libraries are extraordinary and rank among the very best of liberal arts collections in the United States, both in number (currently over one million pieces) and their exceptional variety and depth. Located at the center of campus, the Libraries include the original Frederick Ferris Thompson Memorial Library (1905) as well as the Van Ingen Library (1937) that houses three-book stack levels, the Art Library, and the Visual Resources Library. The adjacent Helen D. Lockwood Library was added in 1977 and the Martha Rivers and E. Bronson Ingram library addition was completed in 1999. The George Sherman Dickinson Music Library, one of the finest undergraduate music libraries in the country, is located in Skinner Hall.

Most of Vassar's holdings can be found in the online public access catalog. Materials that are not owned by the libraries are available to students and faculty through interlibrary loan and document delivery. In addition to the broad range of primary materials of particular value to undergraduate instruction, and the manuscripts, rare books, and archives fundamental to scholarship, the libraries also offer electronic resources that employ new technologies in support of class assignments and research. These resources include online indexes, databases, many with full text capabilities, and electronic journals. Librarians are available for assistance in utilizing these resources and provide in-depth research consultations.

Computing in the library is ubiquitous; provisions have been made throughout for both wired and wireless access to the campus network and the Internet. Multiple computer workstations are available as well as a pool of circulating laptops for use within the library. The Reserve and Technology Helpdesk, which houses and circulates the library's extensive film collection, is also a service point for computer and printing assistance. The Digital Media Zone, a state-of-the-art space dedicated to collaborative learning and the exploration of high-end technologies, is located in the library's after-hours study space.

### The Frances Lehman Loeb Art Center

The Frances Lehman Loeb Art Center, designed by architect Cesar Pelli, opened its doors to the public in November 1993. Newly renovated in 2010, the Art Center contains 13 galleries which display works of art from the collection of over 18,000 paintings, sculptures, prints, drawings, and photographs spanning the history of art from ancient Egypt to contemporary art. Temporary exhibition galleries feature a diverse program of thematic exhibitions that rotate every eight to ten weeks. New Focus and Project galleries feature mini-exhibitions that highlight small groups of works not regularly on view, often requested by faculty for student inquiry and research. A state-of-the-art computerized collection catalogue and image database makes the entire collection accessible for research.

The Art Center is noted for its collection of twentieth-century art, Greek and Roman sculpture and ceramics, the Warburg Collection of Old Master Prints, nineteenth-century British watercolors

and drawings, and photographs. Available to the college community and the surrounding Mid-Hudson Valley region, the Art Center is an educational and cultural resource of significant importance.

## Computing and Information Services

Computing and Information Services at Vassar College creates and manages a campus environment that enables each member of the community to use information technologies productively for teaching, learning, research, administration, and outreach.

The campus is connected to the Internet with a 200 Mbps link that allows the Vassar community to draw on resources from around the world. Vassar provides both wired and wireless network access throughout the campus. Although Vassar does not require students to purchase a computer, 98 percent of students choose to have a personal computer in their dorm room. Student dorm rooms have both wired and wireless access to the campus network. Students who do not have their own computers have 24-hour access to the computer clusters housed in each residence hall.

There are public computers available in the Computer Center, the College Center, Media Resources, the library, and in various academic buildings. The students have access to shared software, academic resources, and both black and white and color laser printers located in public spaces. A high-end digital multimedia lab is located in Media Resources, which is open most nights until 10:00 pm. Media Resources also provides color plotting, printing, video editing and duplication, scanning and imaging services, and maintains powerful multimedia workstations for student and faculty use. The Digital Media Zone, a state-of-the-art space dedicated to collaborative learning and the exploration of high-end technologies, is located in the library's after-hours study space. Other specialized facilities include the Scientific Visualization Lab, in Seeley G. Mudd Chemistry Building; the Geographic Information Systems Lab, in Ely Hall; and the Video Editing Lab, in the Vogelstein Center for Drama and Film.

Vassar has been the recipient of generous grants from the Andrew W. Mellon Foundation, the National Science Foundation, the Arthur Vining Davis Foundations, George Alden Trust, Hewlett Packard, and AT&T in support of ongoing technology initiatives across the curriculum in the classrooms, the library, and research labs.

## The Arts and Literatures

here are several places on campus designed for theater productions. Opened in spring 2003, in place of Avery Hall, is the Vogelstein Center for Drama and Film, which houses the Department of Drama and Department of Film and provides a 325-seat auditorium featuring a traditional proscenium stage, a small black box studio, two screening rooms that have surround sound, 35 mm and advanced digital projectors, as well as production spaces and classrooms equipped with advanced technology. Another larger black box theater seating 135 is located in the Hallie Flanagan Davis Powerhouse Theater. With its flexible seating arrangements and advanced lighting and sound equipment it offers an ideal space for both traditional and experimental productions. In the tradition of Hallie Flanagan, the founder of the original Vassar Experimental Theater in the 1930s, the department sees as its main educational mission to balance the study of history, theory, literature, and performance studies, with the practice of theater and performance art. The department produces plays and hosts visits by prominent contemporary artists. Recent visitors include Linda Montano, The Five Lesbian Brothers, Lynn Nottage, Anna Deveare Smith, Kristin Linklater, Doug Wright, the New York Theater Workshop, and Annie Sprinkle. Student-run projects take place in both formal and less formal spaces: the Susan Stein Shiva Theater provides a fully equipped, flexible space devoted to extracurricular productions; the outdoor amphitheater is often used for readings and performances in good weather; two lecture halls with raked seating and performance space frequently accommodate performances by the various improvisation comedy groups on campus. Film showings take place in the Nora Ann Wallace '73 Auditorium in Blodgett Hall, the Blanche Brumback Spitzer Auditorium in Sanders Classroom Building, Taylor Hall 203, the Pat and John Rosenwald Film Theater, and the Mary Ana Fox Martel

Theater in the Vogelstein Center for Drama and Film.

The Belle Skinner Hall of Music houses a wide range of musical activities, and includes a concert hall, extensive practice facilities, and one of the nation's finest college music libraries. In 2002, the MaryAnna Fox Martel Recital Hall became the home of a newly built pipe organ designed by master organ builder Paul Fritts of Tacoma, Washington. Vassar owns 65 Steinway pianos, seven pipe organs, six harpsichords, and many musical instruments of historic interest in the Darlington Collection. In addition, there is an electronic music studio. The music library supports the college's diverse curriculum and includes classical and world music, musical theater, and jazz. Over 70,000 books and scores, and sound and visual recordings in print and electronic formats make up the collection. Many of these items can be found in the Vassar College Libraries online public catalog and can be borrowed by the college community.

The complex of buildings consisting of the Frances Lehman Loeb Art Center, Taylor Hall, and Van Ingen Hall, houses the art gallery, art department, architectural design studio, classrooms, the art library, the slide library, and faculty offices.

The curricula of the modern language programs at Vassar are enhanced by the applied technologies found in the Foreign Language Resource Center (FLRC) in Chicago Hall. The FLRC is a multimedia facility incorporating a networked computer classroom, a 30-seat film and video theater/lecture space, and a video viewing space for individual use. A second video classroom, seating 15, and media production studios are also located in the building. All classrooms in Chicago Hall are equipped with media consoles and projector hardware to support internet-based and multimedia presentations. Direct foreign-language television is available in the building through satellite-based providers.

## The Natural and Social Sciences

Each of the physical science departments (biology, chemistry, earth science-geography, physics-astronomy) has its own building with classrooms, offices, and laboratory space and modern equipment for study and research. There are extensive special collections. The earth science department has a collection of minerals, rocks, and fossils in its A. Scott Warthin, Jr., Museum of Geology and Natural History.

The Department of Anthropology has digital media and sound analysis labs and archaeology and physical anthropology labs. The department's Digital Media Lab has analog and digital video playback capabilities and is configured to enable computer-based digital photo manipulation and non-linear video editing. The department's Sound Analysis Lab houses analog, digital, and computer-based means of analyzing and producing sound. Geared to the needs of linguistics, musical, and cognitive science research and teaching, the lab's hardware and software can be configured to extract and store sonic data and waveform analysis in a variety of formats and media, or to provide for the production and synthesis of sound. The Archaeology and Physical Anthropology Labs contain equipment for geoarchaeological and geophysical survey and for the macro and microscopic analysis of osteological, zooarchaeological, palynological and artifactual materials. An extensive collection of fossil hominid and primate casts, zooarchaeological and/or artifact collections from sites in North America, South America, Western Europe, the Middle East, and New York State sites, are available for student research and comparative study.

The chemistry department, located in the Seeley G. Mudd Chemistry Building, maintains a philosophy of close student-faculty collaboration and a commitment to providing hands-on experience with state-of-the-art instrumentation. The department houses an extensive array of analytical instruments used by students and faculty in classes and while conducting original research. Organic structural studies are carried out using nuclear magnetic resonance, infrared spectroscopy, mass spectrometry and polarimetry, using a 300-MHz NMR, GC/MS, FTIR, and polarimeter. These instruments also support the Amber Research Lab. In the biochemistry program, students study protein structure using ultraviolet/visible spectrophotometry, fluorescence spectrophotometry, high performance liquid chromatography, and matrix-assisted laser desorption ionization time

of flight mass spectroscopy (MALDI-TOF MS). Environmental analyses are carried out using atomic emission spectrophotometry with inductively-coupled plasma atomization (ICP-AES), X-ray fluorescence (XRF), voltammetry, potentiometry, and gas chromatography with detection by electron capture, flame ionization, and mass spectroscopy (GC/ECD/FID/MS). Students characterize new polymers using thermal gravimetric analysis (TGA), differential scanning calorimetry (DSC), near infrared spectrophotometry (NIR), gel permeation chromatography (GPC), and dynamic laser light scattering. The department maintains a laser laboratory containing helium-neon, nitrogen, dye, and IR diode lasers, and an X-ray laboratory with a state-of-the-art Bruker APEXII CCD X-ray diffractometer for structure determination. A detailed listing of the department's offerings is available on the department website. Recently the department has acquired a liquid chromatography electrospray ionization quadrupole time of flight mass spectrometer. This instrument, funded by a grant from the National Science Foundation, will be used for structural characterization of proteins, lipids, and conjugated fullerenes by departmental faculty and will serve as a resource for faculty at nearby undergraduate institutions.

The Seelye G. Mudd Chemistry Building also houses Vassar's Laboratory for Scientific Visualization, a computer resource for teaching and faculty/student research.

The Department of Computer Science has a dedicated network of workstations running a variety of operating systems, housed in three laboratories located within the department. A laboratory of 25 dual-core hyperthreading computers running a customized version of Linux supports introductory level courses. Students in intermediate and advanced level courses have convenient access to laboratories containing a total of 28 quad-core high-resolution graphics workstations. Students also have access to a Linux-based high performance computing cluster supporting multiple parallel and distributed computing paradigms. The department's servers provide students with remote access to departmental equipment over secure authenticated connections. Printing facilities and a computer science library are housed within the department. Faculty and students participate in international research within various fields of computer science.

Ely Hall houses the Department of Earth Science and Geography, Vassar's only interdivisional department. Ely contains interdisciplinary teaching and research spaces, computing facilities, as well as the newly renovated Warthin Museum of Geology and Natural History, a campus resource shared with the greater Hudson Valley community through tours and educational programming. Instrumentation in Ely Hall includes electromagnetic geophysical tools for near surface surveys, an automated powder X-ray diffractometer and portable X-ray Scanner 'gun' for the study of crystal structures, computers for geophysical and terrain modeling, a laser particle counter for the analysis of sediments, a coulometer and Chittick apparatus for carbon analyses and a fume hood and biological microscope for pollen analyses. Equipment is housed in four laboratories dedicated to the study of clastic sedimentology, paleoclimatology, geophysics, and natural hazards. Analytical equipment is complemented by the inductively-coupled plasma atomic emission spectrophotometer and x-ray fluorescence spectrophotometer in Mudd Hall. Geographic Information Systems (GIS) and remote sensing facilities include a "mobile" lab comprising 20 tablet PCs equipped with both GIS and integrated Global Positioning System (GPS) hardware, a 15-seat computer lab with GIS and numerical modeling software (STELLA, Matlab, Compaq visual Fortran), and a three-seat research lab with GIS and multispectral remote sensing software. Ely Hall was one of the first buildings on campus with complete wireless internet access. All of the department's five classrooms are "smart" classrooms with computers, LCD projectors, and DVD/VCR equipment. An extensive collection of geographic, geologic, and tectonic maps of continents and ocean basins complements the department's digital and electronic data resources. The department also maintains specialized field equipment, including sediment samplers and corers, stream gauges and samplers, a foldable rowboat, and a Trimble backpack Global Positioning System (GPS) for geologic, geographic, and environmental investigations. Geophysical equipment includes ground penetrating radar, a cesium vapor magnetometer, an elec-

trical resistivity meter, and a total station surveyor. Faculty in the department also operate a meteorological station and groundwater well field at the 500-acre Vassar Farm and Ecological Preserve.

The Department of Physics and Astronomy is located in Sanders Physics Building, which contains classrooms (one with a Smart Board), teaching and research laboratories, computing facilities, and a research library. Instrumentation and computing facilities in Sanders Physics support faculty and student research in molecular quantum optics, acoustics, astrophysics, and solid-state physics, multi-media curriculum development, and astronomical image processing and analysis. Research and teaching in the field of optics is supported by the department's laser facilities, which include an ultrafast Ti:Sapphire laser capable of producing sub-picosecond pulses. Additional projects involve work at national laboratories and observatories. Physics teaching labs are equipped with instrumentation for work in various physics fields. Students can major in physics and become certified to teach high school in New York State. Dedicated in 1997 is the Class of 1951 Observatory, a new building on the edge of the campus that houses 32-inch and 20-inch reflecting telescopes and a solar telescope, as well as several small telescopes. Both large telescopes are equipped with electronic CCD cameras and spectroscopes. The 32-inch is used primarily for student and faculty research on supernovae, variable stars and the structure of galaxies. The 20-inch is used for instruction and observing. The department is also a member of the Keck Northeast Astronomy Consortium which supports Vassar students in summer research positions at other institutions, as well as student travel to local and national meetings.

The Olmsted Hall of the Biological Sciences is a modern structure designed to meet the educational and research needs of students and faculty in biology. In addition to comfortable classrooms and well-equipped teaching laboratories, Olmsted Hall has faculty research laboratories, and equipment and preparation rooms supporting research and teaching. The building houses a number of specialized facilities including a confocal microscope, a scanning electron microscope, laboratories for tissue culture and cell and molecular biology, a vivarium, and a large greenhouse complemented by a herbarium and environmental growth chambers.

Students of biology and other natural sciences have access to 500 acres of streams, wetlands, ponds, old-growth forest, and recently reclaimed farmland and meadows on the Vassar Farm and Ecological Preserve, located a short distance from campus. The Priscilla Bullitt Collins Field Station on the preserve contains a library, classroom, modern laboratory, computers, and a weather station.

The Psychology Department, founded in 1908, was originally housed in the Vassar Brothers Laboratory, home of the laboratory of Margaret Floy Washburn, the first professor of psychology at Vassar and the first woman to receive a PhD in psychology in the United States. The Psychology Department moved to its current home in historic Blodgett Hall in 1938. The Department took on its current form in 1965, when the previously separate Departments of Psychology and Child Study merged. Extensively renovated in 1997-98 to enhance its teaching and research facilities, Blodgett Hall contains state-of-the-art laboratories for research in physiology, neurochemistry, experimental learning and electrophysiology, as well as observation and testing suites with sophisticated audio and video recording equipment for the study of development, individual differences, and social behavior. In addition, the Mildred R. Wimpfheimer Nursery School serves as an on-campus laboratory for students pursuing coursework and research in developmental psychology.

The social sciences are housed in Blodgett Hall, Rockefeller Hall, and Swift Hall. In each of these buildings, besides department lounges and libraries, there are classrooms designed for discussion-based teaching and lecturing, as well as several classrooms equipped with computer projection. Blodgett Hall contains a computer laboratory for economics as well as computer and traditional laboratories for psychology. Kenyon Hall, a state-of-the-art athletic facility when it was built in 1933, has undergone a major interior renovation and now houses six new "smart" classrooms, as well as rehearsal and performance space for the Vassar Repertory Dance Theater and the Frances D. Fergusson Dance Theater.

## Residential and Social Buildings

Ninety-eight percent of the Vassar student population lives on campus in traditional residence halls, apartments, or the cooperative houses. Faculty may apply for residential hall live-in house fellow positions or for college owned housing. Such proximity encourages a close association between faculty and students in and out of the classroom.

## Main Building

Main Building, Vassar's oldest and largest building, is the heart of the college community. A handsome and monumental structure designed by James Renwick, Jr., it houses the Office of the President, the College Center, and other educational and administrative offices. The top three floors serve as a residence hall for approximately 313 students. In 1986, Main was one of 12 sites named a National Historic Landmark, along with the Empire State Building and the Metropolitan Museum of Art. In 1996, architect Cesar Pelli redesigned and renovated the lobby of Main.

The Visitors Center, located in the lobby of Main Building, serves as a resource for the community and is a cooperative effort with Campus Activities and the Dutchess County Board of Tourism. Maps, brochures, and a public computer are available for use.

## Residence Houses

Main and the remaining eight traditional residence halls house a majority of the first-year students, sophomores, and juniors on campus. Accommodating between 169 and 352 students, each house has a separate and unique personality that drives community development. An active in-house leadership team consisting of faculty, administrators, and students largely directs the community in any given house. The 14 House Fellows are faculty members (with their families) who live within the houses and take part in house programming, leadership, and informal advising. The five House Advisors are live-in professional administrators who all hold master's degrees and oversee the building management, student leadership, and overall educational endeavors for two houses. The student leadership in the residence halls is comprised of many positions that serve the different needs of the students. The House Student Advisors oversee a group of Student Fellows who serve as peer advisers to first-year students. The House Fellow Interns serve as academic resources along with the House Fellows and inject the house with intellectual discourse. The Transfer/Visiting/Exchange Program (TVE) encompasses a TVE Intern and two TVE Fellows to specifically meet the needs of students who arrive at Vassar transferring from another institution, a visiting student program, or an institutional exchange program.

Apartment style accommodations are available to mostly senior students who apply and are granted permission. All such units are represented by a set of student officers and/or managers. The Terrace Apartments (242 residents), the Town Houses (280 residents), and the South Commons (45 residents) house a majority of the senior class in four- or five-bedroom apartments. Students who wish to live off campus or to make other special accommodations must obtain approval through the Office of Residential Life.

Student rooms are furnished with basic needs (bed, dresser, and desk). An Ethernet and wireless connection is in each student's room, and computer clusters for general use are in all houses. Houses also offer kitchen facilities, multipurpose rooms, television rooms, and other amenities.

Students are expected to care for their own rooms and to follow all guidelines governing on-campus housing. Houses are closed during winter break, spring break, and summer session. Noyes House, however, is designated to accommodate small numbers of students staying during each interim. The apartment style housing is open during winter and spring breaks.

## College Center

The College Center, created by renovating part of Main Building and encircling it with a new building, was opened in 1975. The center provides rooms for social, educational, and extracurricular

activities and auxiliary services for the college community. It houses the Office of Campus Activities; a post office; the Vassar College Bookstore; a computer store; the WVKR radio station; offices for student government organizations and an express lunch room; a video conferencing room; the community darkroom; lounges and meeting rooms; 24-hour public-access computers; a popular snack bar called the Retreat, the Kiosk coffee bar, and Matthew's Mug.

The College Center also includes the College Information Center, the James W. Palmer III '90 Gallery, and the multipurpose room. The College Information Center disseminates information concerning local area events and points of interest, including directories, maps, and schedules. All information concerning campus events and programs, as well as ticket sales and reservations, is available at the Information Center. The Palmer Gallery is open year-round with rotating exhibitions. The gallery features the work of faculty and students, in addition to local artists and arts organizations.

## Campus Dining

Campus Dining operates dining facilities in two buildings on campus. The All Campus Dining Center is located in the Students' Building and serves the entire community as a central dining facility. Remarkably flexible and efficient, it provides seating for over 1,000 people in pleasant and well-lit dining areas of various sizes.

Breakfast at the dining center offers made-to-order omelets, freshly baked pastries, and a self-operated waffle station. Lunch and dinner feature an exciting array of traditional and vegetarian dishes, made-to-order hot and cold sandwiches, pizza, grilled items, a full salad bar, a self-serve stir fry station, a wide selection of hot and cold beverages, and, on the third floor, The Café featuring cappuccinos and espresso drinks.

The Retreat in the College Center offers fresh baked pastries, made-to-order sandwiches and grill items, pizza, fresh soups, a salad bar, a full range of snacks and convenience items, hot and cold beverages, and lots of daily and weekly specials. The Kiosk coffee bar, located at the north entrance to the College Center, serves coffee, cappuccino, and espresso, fresh baked pastries and other specialties. The Vassar Express, on the second floor in the College Center, offers students a quick, bagged lunch alternative during the hectic 11:30-1:45 lunch period, Monday through Thursday. Students choose from an assortment of sandwiches and prepared salads, and round out their selection with chips, fruit, a beverage, and a dessert.

Campus Dining also offers an extensive catering menu. The catering office can handle requests for all catering needs.

## Student Services and Activities

### A Community of Special Character

Among the stated purposes of Vassar College are the “increased knowledge of oneself, a humane concern for society, and a commitment to an examined and evolving set of values.” Vassar, therefore, seeks to sustain a community of special character in which people of divergent views and backgrounds come together to study and live.

New students traditionally sign the book of matriculation, thereby agreeing to uphold the letter and spirit of college regulations, to maintain the values of the academy which is Vassar, and to preserve the integrity of the institution.

Respect for others is central to Vassar. The college expects its students to be mindful of their responsibilities to one another and to engage actively in the creation of a community of intellectual freedom, mutually understood dignity, and civil discourse.

### Academic and Nonacademic Advising and Counseling

Students may seek academic advice from the dean of studies, the dean of freshmen, the advisers to sophomores, juniors, or seniors, their pre-major or major adviser, and informal advice from the house fellows or from individual faculty members. The dean of students and the director of residential life provide advice on nonacademic matters, as do the house advisers.

Entering students are assigned to faculty pre-major advisers until they decide on an area of concentration, when they are given departmental or program advisers. Faculty members assist students with registration and the selection of a concentration.

The Learning, Teaching, and Research Center offers individual assistance and workshops in writing and quantitative skills, study skills, time management, and test preparation. Academic coaching is also offered to students registered with the Office of Accessibility and Educational Opportunity. The Office of Career Development provides advice and assistance to students and alumnae/i as they investigate career options and apply for employment and internships. Pre-law and graduate school advising is also available. The Office for Fellowships and Pre-Health Advising coordinates advising for those students interested in preparing for entry into health profession schools and works in concert with a faculty committee to assist students who wish to apply for fellowships.

The Counseling Service, staffed by psychologists and a consulting psychiatrist, provides confidential help for students who have personal concerns. Counseling on special problems is also provided by the physicians at the Health Service, the director of the Office of Religious and Spiritual Life, the director of the office for Campus Community, and the director of the Office for Disability and Support Services.

### Accessibility and Educational Opportunity

Vassar College is committed to providing an accessible and inclusive learning and living environment for students with learning differences (LD/ADHD), psychological disorders, chronic health impairments, mobility and orthopedic impairments, sensory impairments, substance abuse/recovery and other needs. The Office for Accessibility and Educational Opportunity provides support and resources for these students including coordinating accommodations for academic courses, residential life, meal plans, college-sponsored extracurricular activities, and college jobs. Federal laws that protect individuals with disabilities govern much of what we do. However, Vassar approaches its work with students and all accommodation decisions with the understanding that alternate methods of carrying out a given task or having modifications made to one's living or learning environment are often necessary in order for students diagnosed with LD, ADHD, psychological disorders, and other impairments to have equal access and opportunity.

The admission procedures for students with disabilities are the same as for all applicants, and students are encouraged to contact

the Office for Accessibility and Educational Opportunity directly prior to or upon admission. To be eligible for services, students must register with the office and provide documentation of their disability or disabilities. Self-identifying with the office will ensure that students receive appropriate accommodations and services. Commonly requested accommodations include extra time on exams, low distraction testing rooms, alternative print accommodations, accessible classrooms and housing, assistive technology, notetaker services, modified course loads, foreign language substitutions, and academic coaching. Vassar does not provide services of a personal nature, such as personal care assistance, content tutoring, or individually prescribed aids and equipment. A student's record of disability accommodations is not a part of the student's permanent academic record, and does not appear on a student's academic transcript.

### Athletics

The athletics program is an integral component of the total educational experience at Vassar. The offerings not only complement and provide a balance to Vassar's rich and demanding academic life, but also help to promote a sense of community. Opportunities to participate in athletics are provided for everyone through a wide range of intercollegiate varsity, club, intramural, and recreational programs.

The 23-team varsity intercollegiate programs compete in Division III of the National Collegiate Athletic Association (NCAA). The goal of the intercollegiate athletics program is to offer each varsity team member the opportunity and the challenge to achieve his or her maximum potential as an athlete within Vassar's atmosphere of academic excellence. To this end, Vassar has produced All-Americans, national qualifiers, state, regional, and conference champions, as well as many scholar-athlete award winners.

In addition to the National Collegiate Athletic Association (NCAA) Division III, Vassar is a member of the Liberty League and competes in the following sports: baseball, basketball, cross-country, field hockey, lacrosse, soccer, swimming and diving, tennis, track, and women's volleyball. The Liberty League provides an ideal opportunity to compete within an excellent athletic conference that includes: Clarkson, Hamilton, Hobart/William Smith, Rensselaer, Rochester, St. Lawrence, Skidmore, and Union. Rochester Institute of Technology and Bard College will join the league in the 2011-12 academic year. Vassar is also a member of the Eastern College Athletic Conference (ECAC), the New York State Women's Collegiate Athletics Association (NYSWCAA), and competes in the Seven Sisters Championships.

The intramural program includes competitive and recreational levels of play in many sports for those who seek competition, fun, exercise, or just a change from the rigors of study without the intense commitment required of varsity participation.

Walker Field House features a tennis/multipurpose-playing surface with indirect lighting. The 42,250 square feet of floor space contains five tennis courts and accommodates a variety of sports including volleyball, basketball, fencing, and badminton. The building also houses a six-lane Olympic-sized swimming pool with a four-foot moveable bulkhead and diving well, renovated locker rooms, and a sports medicine facility. The athletic and fitness center is a 53,000-square foot athletic facility that includes a 1,200 seat basketball gym, an elevated running track, a 5,000-square-foot weight training/ cardiovascular facility, a multipurpose room, locker rooms, administrative offices, and a laundry/uniform room.

Kenyon Hall is named in honor of the late Helen Kenyon, class of 1905, the first woman chair of the board of trustees. Kenyon Hall contains six international squash courts, a much improved volleyball court (now with uplighting and a NCAA approved plastic playing surface), a varsity weight room, and a rowing room.

On-campus outdoor facilities include a nine-hole golf course, 13 tennis courts, and numerous playing fields. Prentiss Field has a quarter-mile all-weather track, two soccer fields, field hockey game and practice fields, and a baseball diamond. The J. L. Weinberg Field Sports Pavilion, opened in 2003, includes six locker rooms, a sports medicine facility, and a laundry facility. The Vassar College Farm contains a rugby field and practice grids. Rowing facilities include

a boathouse and a 16-acre parcel of land on the Hudson River.

On the intercollegiate varsity level, women compete in basketball, cross-country, lacrosse, tennis, track, field hockey, soccer, squash, swimming, and volleyball. Men compete in baseball, basketball, cross-country, fencing, lacrosse, soccer, squash, swimming and diving, tennis, track, and volleyball.

Club teams under the auspices of Athletics and Physical Education include rugby and rowing. Intramural sports include outdoor and indoor soccer, 3 v 3 and 5 v 5 basketball, volleyball, softball, touch football, badminton, golf, ping-pong, squash, tennis, and fencing.

## Campus Life and Diversity

The Campus Life and Diversity Office directs programs and resources for improving the quality of student and campus life in an inclusive community. We work to build an affirming campus environment and encourage student engagement across all student groups through a variety of campus-wide programs such as the Vassar First Year Program, Campus Life Resource Group (CLRG), intergroup and inter-faith dialogues, Conversation Dinners, and resource centers such as the African American/Black, Latino, Asian/Asian American, and Native American Cultural Center (ALANA), the Lesbian, Gay, Bisexual, Transgender, and Queer Communities (LGBTQ Center), Jewish Students (Bayit), and The Women's Center for gender expression. The Campus Life Office plans the annual All College Day in February that brings students, faculty, administrators, and staff together for a day of discussions and dialogues. Through the Vassar First Year Program, the office coordinates a year long engagement series to support students in exploring avenues for contributing to the intellectual and community life of the college.

The *Campus Life ALANA Center* provides a myriad of resources and programs to enhance the campus life and academic experiences of African-American/Black, Latino, Asian and Native American students. The center offers opportunities for leadership development, intra-cultural and cross-cultural dialogues, lectures, big sister/big brother and alumnae/i mentoring programs. A comfortable and affirming gathering space is also provided for student organizations with similar goals in supporting students of color. As an extension of cultural/social and academic initiatives, resources for interacting with various communities in Poughkeepsie and surrounding areas are provided. Other resources include cultural journals/newsletters, educational videos, career development, scholarship and fellowship information, and a computer lab.

The *Campus Life LGBTQ Center*, staffed by the assistant director for Campus Life and interns, fosters a spirit of inquiry as it offers a Lesbian, Bisexual, Gay, Transgender, and Queer (LBGTQ) viewpoint to the academic discourse. The center hosts discussions, lectures, social events, and provides meeting space for various student organizations. The center also serves as a campus resource for all students interested in enhancing the quality of campus life and is located in College Center 235.

The *Office of Religious and Spiritual Life (RSL)* helps students integrate lives of passionate commitment, embodied practice, and intellectual critique at Vassar and beyond. Programs articulate a lively public role for religious imagination and ensure that opportunities for spiritual and democratic formation are part of the demanding and creative education Vassar offers — for the religiously devoted, the spiritually curious and the radically questioning.

The *Women's Center* is a resource center staffed by student interns who plan film screenings, lectures, and discussions on a range of topics; they collaborate with other student interns and student organizations to promote gender equity. Faculty members from the Women's Studies Program provide support through curricular and co-curricular advising. The center is located in Strong House, Room 114.

## Career Development

The Career Development Office (CDO) provides a variety of resources for locating internships, summer employment, and full-time/post-graduate opportunities. Pre-law and graduate school advisement is available. Counselors are available to assist with locating a sum-

mer internship, choosing a major, and exploring the many options available with a Vassar education. It is never too soon for students to seek career assistance. All employment opportunities including on-campus jobs, internships, and part-time and full-time listings are listed in eRecruiting, <http://vassar.erecruiting.com>. The CDO boasts an up-to-date career library, many internship databases, and several online subscription based resources. V-NET is our online database of alumnae/i career advisors who have volunteered to be of assistance to students seeking career information. Stop by for an appointment, or to explore the career resources available.

## Counseling Service

The Counseling Service provides a variety of services to help students and the campus community handle the problems associated with academics, college life, and personal development. Services include: individual, couple, and group counseling and psychotherapy; crisis intervention; educational programs; consultation; assessment; and referral to off-campus services. Services are free of charge to Vassar College students.

The staff of the counseling service is made up of mental health professionals who welcome all students and embrace a philosophy of diversity. As part of the college community, counselors are committed to the personal and academic development of all Vassar students. The counselors are trained in the disciplines of clinical and counseling psychology and clinical social work, and work with students to explore personal problems and concerns in a secure and private setting. Students come to the Counseling Service for a variety of reasons, for example: relationship problems with parents, peers, or partners, depression, anxiety, alcohol and other drug use and abuse, coming out issues, stress, concerns about academic progress or direction, or assistance in planning for the future. The student and the counselor work out the details and the course of counseling jointly.

Counselors often refer students to resources outside of the Vassar community depending on the needs of the student and the limitations of the Counseling Service. Students referred for treatment off campus may use their health insurance to defray the cost. Off-campus services are the responsibility of the student and/or the student's family.

The Counseling Service offers a variety of groups, some with a specific focus such as eating disorders or the concerns of children of alcoholics. Other groups are more general such as process groups on relationships or psychotherapy. Groups are formed at the beginning of each semester and typically meet once a week. A list of groups is advertised at the start of each semester.

Confidentiality, a highest priority at the Counseling Service, is often a concern for students. Strict ethical principles and codes of conduct govern the Counseling Service, ensuring confidentiality within specific legal limits. Counseling records are separate from academic and medical records at the college and are not available to college offices outside of the Counseling Service.

A consulting psychiatrist is affiliated with the Counseling Service. Limited psychiatric services are available at Metcalf by referral from a counselor. If continuing psychiatric services are required, a referral is made to a private psychiatrist.

## Equal Opportunity and Affirmative Action

The Office of Equal Opportunity and Affirmative Action (EOAA) is responsible for the coordination and implementation of Vassar's equal opportunity and affirmative action policies including the Policy Against Discrimination and Harassment. The Office of Equal Opportunity and Affirmative Action offers a variety of educational programs for faculty, students, and employees, including small group discussions for new faculty, workshops tailored to a department's or division's specific needs on creating a respectful working and learning environment free from discrimination and harassment, and other educational programs such as responding to bias incidents and hate crimes on college campuses.

Reporting directly to the President, the EOAA officers monitor compliance with laws, policies, and procedures regarding equal

opportunity in working and learning environments, Title IX, harassment, discrimination and retaliation. In addition to helping address disputes of alleged discrimination, harassment, and sexual harassment through a variety of informal resolution mechanisms, the office conducts investigations and oversees formal grievance and hearing procedures. The procedures used to handle discrimination and harassment concerns, as described in the College Regulations and Faculty Handbook, vary somewhat depending on who is accused, whether the individual is seeking advice, considering informal mechanisms of redress, or wishes to pursue resolution through a formal grievance hearing. Discussing a concern with an EOAA officer does not commit one to making a formal charge.

## Fellowships and Pre-Health Advising

The Office for Fellowships and Pre-Health Advising works with students and alumnae/i seeking admission to schools in the health professions (medical, dental, etc.), as well as with those who apply for fellowships to fund graduate education, independent study, and research. Students interested in these possibilities are encouraged to meet with the director and to consult the available materials relative to their interests. Students interested in applying to a health-related professional school are encouraged to seek advice from the members of the Pre-Medical Advisory Committee whose activities are coordinated through this office. Information sessions and general mailings provide all students, but especially juniors and seniors, with details of a wide variety of opportunities and application processes. The members of the Faculty Committee on Fellowships, chaired by the dean of studies, assist the director with evaluation, selection, endorsement, and support for fellowship applicants. Early consultation is recommended for students who intend to apply for schools in the health professions and/or competitive fellowships.

## Health Service

The Health Service at Vassar is designed to promote the health of the individual and the student community and to treat medical issues as they emerge. Centered in Baldwin House, the Health Service is open from 8:00 a.m. to 10:00 p.m. seven days a week. The medical staff maintains daily clinics from 9:00 a.m. to 4:30 p.m. weekdays for routine medical, nursing, and gynecological care. In addition to caring for students in the clinic setting, a nurse is available on site to handle acute problems after hours with on-call medical staff backup. Emergencies can be seen at anytime and do not need an appointment until 10:00 p.m. throughout the week. When the Health Service is closed a Triage Night Nurse may be accessed by calling 845-437-5800. Vassar College EMS/ambulance may also be accessed by calling x7333 (845-437-7333).

A health fee covers the cost of most medical visits on campus. Charges are made for medications, laboratory work, and gynecologic visits. The college requires that each student carry insurance in the event that off-campus consultation, hospitalization, or emergency room use is needed. A customized student health insurance plan is available to all Vassar students.

New students are required to file a medical history and physical examination with the department before coming to college. Proof of immunization against measles, mumps, and rubella are mandatory to meet New York State requirements. New York State also requires a meningitis immunization form. Documentation of a current TB test is also required. Proof of polio immunization, recent tetanus immunization, the hepatitis B vaccine, Varivax and HPV immunization are highly recommended.

## Health Education

The Office of Health Education is committed to the development of the whole person—body, mind, and spirit. The office provides support, information, and resources to the student body regarding issues of health and well being.

## International Services

The Office of International Services offers a full range of resources

for our international community of students and scholars, including advice and assistance in visa, immigration, tax, employment, cultural, and general matters. A primary function of the office is to help create a welcoming and supportive environment for new international students and scholars.

Intercultural competence, the ability to communicate and relate effectively and appropriately with members of another cultural background on their terms, has become an essential skill for college graduates. Toward this end, we look both to assist internationals in adjusting to and embracing a new culture and also to involve and engage all members of the campus community in events, workshops, and other opportunities to share the wealth of global perspective and experience our campus enjoys.

The office collaborates with the International Studies Program, Office of International Programs, Vassar International Student Association, Office of Career Development, and other offices and organizations in efforts to provide programming that speaks to the college's mission to promote a global perspective among all our students.

## Learning, Teaching, and Research Center

The Learning, Teaching, and Research Center (LTRC), located in the Library, connects students and faculty with one another across disciplines, recognizing that both students and teachers are involved in learning, leading, and scholarship. One of the center's primary missions is to help students realize their academic potential and achieve their educational goals. Another of its missions is to support faculty in their professional development. To that end, we design and lead faculty development seminars informed by our work with students; run a thriving peer Writing Center; sponsor student-led Supplemental Instruction sessions in math and science; and encourage faculty to see how their research informs their teaching, and vice versa.

The LTRC houses the Writing Center, which is staffed by peer consultants who are trained to work with students on a wide range of written work from research papers to critical essays, lab reports, or creative pieces, and at every stage of the writing process from rough draft to final revision. The Supplemental Instruction (SI) program provides weekly peer-facilitated study sessions for specific courses in Mathematics, Chemistry, and Physics. The Director of the Quantitative Reasoning Initiative also works with faculty and students to meet their needs across quantitative fields. The Academic Support and Learning Resources Specialist offers guidance in developing study skills such as reading, note taking, and time management. The LTRC also works closely with the Office of Accessibility and Educational Opportunity (OAE), the librarians, and the Academic Computing Services on programming for both faculty and students.

The LTRC provides a variety of services for faculty, including formal and informal workshops and discussions throughout the year on topics like uses of technology in the classroom, effective grading, and fostering respect for diversity in the classroom. The director is also available to meet with individual faculty to discuss particular problems or to observe classes and to offer suggestions.

## Student Government and Extracurricular Activities

The Vassar Student Association (VSA) is comprised of every single student at the college. The VSA government connects the students with administration and faculty and provides the students with representation in college affairs. The VSA governs through the VSA Council, made up of elected representatives from all residence areas and classes on campus in addition to the executive board. The council meets weekly, on Sunday nights at 7:00pm in College Center room 223. Meetings are open to all students, minutes are public, and any student can bring agenda items.

The VSA leadership represents the student body in college policy-making, which affects both educational and personal lives. The VSA leadership works with the faculty, administration, alumni, and trustees. Students are elected to serve on many important

committees of the college, such as the Committee on Curricular Policies, the Committee on College Life, and the Master Planning Committee. These student representatives are coordinated through the VSA Council.

The VSA Executive Board is comprised of six officers. These officers act as a team to oversee the day-to-day operations of the VSA. They serve on VSA Council and meet weekly to discuss issues, agenda items for council meetings, and funding requests. Their office is located in the College Center 207, above the Kiosk. They hold weekly office hours that are open to all interested students.

The elected leaders of each dorm are an integral part of the VSA structure. They run the student operations of each dorm. As a group, they are responsible for programming in the dorm. Presidents represent their dorms on the VSA Council, acting as a communication link between the VSA leadership and the dorms.

The VSA also supports over 124 student organizations, representing a broad swath of student interests. Groups include political organizations, social action organizations, a weekly newspaper, an FM radio station, and many more. If there is not a group to fit someone's interest, there is always room for new ideas and organizations. The wide range of organizations and large number of student events are a vital part of the college. For more information visit the VSA website.

## Student Performing Groups

**Dance:** Vassar Repertory Dance Theatre is a performing group of ballet, modern, and jazz dancers; it is a credited course offering dance students the opportunity to present both their own choreography and professional repertory in the studio theater and off campus. In past years the dancers have performed repertory by Humphrey, Sokolow, Duncan, Balanchine, Martha Graham, Mark Morris, and Paul Taylor.

**Drama:** Student theater productions take place throughout the academic year in the Susan Stein Shiva Theater. These extracurricular dramatic and musical productions are initiated by individual students or groups of students in the *Philaletheis Society*, Woodshed Theater Ensemble, Shakespeare Troupe, Unbound, The Limit, Improv, and Happy Ever Laughter.

**Music:** The Department of Music sponsors six ensembles: Choir, Madrigal Singers, Women's Chorus, Orchestra, Wind Ensemble, and Jazz Ensemble. The department offers academic credit for yearlong participation in any of these ensembles, and membership is open to all members of the Vassar community by audition. The Choir, a large concert ensemble, regularly performs major works with orchestra or piano accompaniment. The Women's Chorus is a select ensemble that performs both choral-piano and unaccompanied works for women's voices. Both ensembles tour periodically in this country and abroad. The Madrigal Singers, a small select chamber ensemble, performs vocal music from the Middle Ages through the present day, either unaccompanied or with instruments. The sixty-member Orchestra performs with student and faculty soloists. The Wind and Jazz Ensembles perform in various campus venues in addition to their formal presentations in the Recital Hall. Opera Workshop, also under the sponsorship of the Department of Music, gives an annual spring performance in Skinner Hall.

Informal singing groups (not affiliated with the music department)—such as the Accidentals, Night Owls, Matthew's Minstrels, Measure for Measure, and the Vassar College Gospel Choir—perform regularly at other colleges as well as on campus.

The Music Department supports two student-run instrumental groups. The Vassar Camerata is devoted to the performance of music from the Renaissance, Baroque, and early Classical periods, while the Vassar Mahagonny Ensemble performs music of the twentieth and twenty-first centuries.

## Admission

A demonstrated commitment to academic excellence is the primary consideration in admission to Vassar College, but candidates should illustrate that they will contribute to and benefit from the range of intellectual, leadership, artistic, and athletic opportunities offered by the college community. The Admission Committee is particularly interested in candidates who have made effective use of all opportunities available to them.

Vassar adheres to a need-blind admission policy, which means that admission decisions for all first-year students who are U. S. citizens or permanent residents are made without regard to the students' financial situation. Vassar meets 100% of the full demonstrated need of all admitted students for all four years.

### Admission to the Freshman Class

Vassar welcomes applications from candidates of varied backgrounds and does not require a specific secondary school program. However, Vassar does expect candidates to have elected the most demanding course work offered by their high schools. Therefore, we recommend that students elect four years of English, mathematics, laboratory science, history or social science, and foreign language. Students should take a substantial portion of their work in enriched, accelerated, or honors courses or in Advanced Placement or International Baccalaureate programs when these options are available. Special attention is given to the academic breadth, depth, and rigor of candidates' junior- and senior-year programs.

### Early Decision Plan

The Early Decision Plan is intended for candidates who have explored and researched their college options carefully and concluded that Vassar is their clear first choice. Vassar has two early decision deadlines: November 15 and January 1. Candidates who use the first deadline will hear from Vassar in mid-December. Candidates who use the second deadline will hear from us by early February. Candidates will receive one of three decisions: admission, a deferral of our decision until the regular decision period, or denial, which is our final decision. The Office of Financial Aid makes preliminary financial aid awards at or near the same time to admitted candidates who have demonstrated financial need. Successful early decision candidates are expected to return the Candidate's Reply Form within three weeks, pay the required fee deposit, and withdraw any applications submitted to other colleges and universities.

### Regular Decision Plan

Candidates who wish to be considered under Vassar's regular decision plan should ensure that the application is submitted by the January 1 deadline, and that the nonrefundable \$65 application fee (or a formal request for a fee waiver) has been submitted. Candidates are notified of the Admission Committee's decisions in late March or early April. Regular decision candidates must respond by May 1, the Candidate's Uniform Reply Date. Admission to the freshman class is contingent upon maintenance, throughout the senior year, of the level of academic performance on which admission was based.

### Required Credentials

In addition to the completed application forms and the nonrefundable \$65 application fee, candidates must submit the following credentials: a transcript of high school courses and grades, the scores of the College Board SAT Reasoning Test and the scores of any two SAT Subject Tests or the results of the ACT with writing, an evaluation from the high school counselor that addresses the candidate's qualifications for admission, a recommendation from a teacher in an academic subject, and a personal statement or essay.



## Admission of International Students

Vassar College welcomes applications from international students. These candidates must take the College Board SAT Reasoning Test and any two SAT Subject Tests or the ACT. In addition, if English is neither your first language nor the primary language of instruction you have used throughout secondary school, you should submit the results of the Test of English as a Foreign Language (TOEFL). We generally expect a minimum TOEFL score of 600 on the paper test, (or 250 on the computer-based version), or 100 on the IBT.

Need-based financial aid is available to international freshman applicants who are not citizens or permanent residents of the United States. Applications from noncitizens who apply for financial aid are considered on a need-aware basis. Vassar College also welcomes transfer applications from international students. However, we are unable to offer any financial aid to transfer candidates who are not citizens or permanent residents of the United States.

Vassar College will give admission applications submitted by undocumented students the same consideration given to any other applications it might receive. Undocumented students who are admitted to Vassar will be offered financial assistance based on demonstrated need following the same procedures Vassar uses to grant aid to accepted international students.

## Campus Visits

Vassar welcomes visits from high school students and their families. Guided tours of the campus led by Vassar students and group information sessions led by an admission officer and/or a Vassar senior are available on a daily basis. Please call the Office of Admission at 845-437-7300 or consult our website for the seasonal schedule. Appointments are not necessary for tours and information sessions.

## Interviews

An interview is not required for admission. Most students and their families find that they have a clear understanding of Vassar's academic and extracurricular offerings and admission standards after attending a group information session and going on a campus tour. However, candidates may feel that further dialogue with a Vassar representative would be helpful. Applicants may request a conversation with an alumna or alumnus in their local area when completing the application for admission. While interviews are not offered on campus, admission officers are always available after information sessions to advise students and their families on the admission process and to discuss special circumstances and needs.

## Advanced Placement, International Baccalaureate and International Credentials

Every effort is made to ensure that students do not find college work to be a repetition of high school work. Appropriate placement is made by departments at the time of registration or within the first two weeks of classes. Students who have taken Advanced Placement examinations will receive one unit of credit, equal to one semester course at Vassar, (or one-half unit for the Physics "C" examination) for each examination in which a score of four or five is earned. Students may then be permitted to elect an intermediate-level course after consultation with an adviser and if given permission by the department chair. A maximum of 4 units of credit is allowed for Advanced Placement examination results.

Vassar welcomes applications from students who have participated in the International Baccalaureate program, and awards credit for scores of five, six, or seven on the Higher Level examinations. No credit will be given for work done in IB Standard Level courses.

The college also grants credit for sufficiently high marks on certain foreign advanced programs of study. Common examples include: GCE/Cambridge A-level exams with a grade of A or B; French Baccalaureate exams with minimum coefficient of 4 and minimum score of 11; German Abitur exams with minimum score of 10; CAPE exams with a grade of I or II. Students possessing such credentials should consult with the Office of the Dean of Studies.

## College Work before Admission as a Freshman

Vassar may accept the equivalent of, and not more than, four courses of comparable work taken at a college or university prior to a student's admission as a freshman. Transfer credit for work completed prior to admission to Vassar must be applied for within one year of matriculation. The student must list such courses and the colleges at which they were taken on the application for admission. Transfer of this credit will require departmental approval as well as approval of the Committee on Leaves and Privileges.

Credit will be granted only for coursework completed on a college campus and not used to satisfy requirements for the high school diploma. Students involved in college-level work during high school may wish to supplement their request for credit with the result of an Advanced Placement Examination, even if they were not enrolled in an Advanced Placement course.

## Deferring Admission

Admitted freshman students may, with the permission of the Office of Admission, defer matriculation for one year. The student should first confirm his or her intent to enroll at Vassar by submitting the Candidate's Reply Form and the required enrollment deposit by May 1. A written request for deferral should also be submitted, preferably along with the enrollment deposit but by no later than June 1. If deferred status is approved, a formal letter stating the conditions under which the deferral has been granted will be sent to the student. However, students who may be offered admission to Vassar from the waiting list after May 1 are not eligible to request a deferral of admission.

## Admission of Transfer Students

Students from two- and four-year institutions are typically admitted as transfers into the sophomore or junior classes for either the fall or the spring semester. The college may also admit some highly qualified freshmen transfer candidates for the spring semester. All transfer students must complete a minimum of seventeen Vassar units to be eligible for the Vassar degree. Thus, students with more than four semesters of college-level work are generally not eligible to apply for admission.

To be considered for admission, candidates for transfer are expected to present a strong college record with at least a B average in liberal arts courses comparable to those offered at Vassar. Candidates should be enthusiastically recommended by their current dean and college instructors. Those denied admission to the freshman class who want to reapply should complete a minimum of one year of college with an exemplary record before submitting a transfer application. Vassar may also accept transfer applications for the spring semester of the freshman year from new candidates with very strong high school records who have performed well during the first semester in college. Credit toward the Vassar degree for courses of comparable quality taken elsewhere is determined after admission by the Office of the Dean of Studies. No transfer credit will be assigned without an official transcript.

Please note that financial aid is available on a limited basis for transfer students. Students who are considering applying for financial aid should consult the financial aid office for eligibility requirements, policies, and information about application procedures and deadlines. We regret that we cannot offer financial aid to international transfer applicants.

## Credentials and Application Deadlines

Transfer candidates are required to submit the application forms, the nonrefundable \$65 application fee, and all required credentials by March 15 for admission to the fall semester and by November 1 for admission to the spring semester. Required credentials include official college transcripts from all schools attended, an official transcript of the secondary school record, recommendations from the college dean and a college professor, standardized test scores, a graded writing sample, and a personal statement or essay. The application fee may be waived upon written request from the dean or adviser substantiating reasonable need for the waiver.

All transfer applicants are required to submit scores from either the SAT Reasoning Test or the ACT. Along with the SAT Reasoning Test scores, we also require two SAT Subject Tests. However, the SAT Subject Tests are waived for students who are returning to college after a lengthy hiatus or who will have completed one full year of college. Consult with the transfer coordinator for more information. In addition, the TOEFL exam is required for candidates whose primary language is not English.

### Notification

Candidates for transfer admission to the fall semester are normally notified of our decisions on their applications in early May. Candidates for admission to the spring semester are normally notified of our decisions by mid-December. Transfer candidates for both semesters are expected to respond to offers of admission within two weeks. Admission to Vassar is contingent upon the maintenance, for the balance of the term, of the standard of academic performance upon which the admission committee based its decision. Students admitted as transfer students are expected to enroll in the semester for which they have been offered admission. Deferrals of admission to later semesters typically are not granted, except under extraordinary circumstances.

### Admission to Exchange Programs

Students attending colleges or universities, which have established exchange programs with Vassar, who wish to study at Vassar for a semester or a full academic year should make arrangements directly with the exchange coordinator on their own campuses. Vassar has exchange programs with the member colleges of the Twelve College Exchange (Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Wellesley, Wesleyan, Wheaton, and Williams), with Brooklyn College, and with York University in England. Exchange students are expected to return to their home institution following their time at Vassar.

### Visiting Students

A limited number of places are typically available (depending on space) for full-time visiting students in the spring semester. Visiting students are not admitted for the fall term. To be eligible, a student must be currently enrolled in college and have completed at least one year of full-time work. Students interested in visiting student status at Vassar should contact the Dean of Studies Office for further information and an application. Please note that enrollment at Vassar as a visiting student is typically a one-term option designed to allow an individual to experience a different educational environment and is not viewed as a route to transfer admission. It is also important to understand that on-campus housing may not be available for visiting students each year, depending on enrollment and housing capacity.

### Special Students and Part-Time Students

Well-qualified non-traditional students who live within commuting distance of the campus and who wish to study on a part-time basis are encouraged to discuss special-student status and resumption of work with the Adviser to Special Students in the Office of the Dean of Studies.

### Student Right-To-Know Act

Under this act, educational institutions are required to disclose to current and prospective students their completion or graduation rate. This rate is defined as the percentage of students who complete their degree program within 150 percent of the normal completion time for that degree. For Vassar College, this means the percentage of entering students who complete their degree within six years. The most recent Vassar class graduation rate is 92 percent. Additional graduation and retention rate information is available from the Office of the Registrar.

## Fees

### Payment of Fees

Comprehensive fee charges are billed to students at the permanent address in early July for the fall term and in early December for the spring term. Additional bills are generated monthly to reflect all other charges incurred by the students. Payments must be received by the designated due dates to avoid late payment fees and/or the denial of student privileges. Payments should be made by check and mailed to the address indicated on the bill or made in person at the cashier's office. All payments must be in the form of United States dollars. Payments from outside of the United States must be drawn on United States banks.

Vassar College offers an installment payment plan through Tuition Pay Monthly Plan. TuitionPay works with Vassar College to set up your Monthly Plan Account, collect your tuition installments and forward them on to our Office of Student and Employee Accounts. To enroll in this plan simply call Tuition Pay at (800) 635-0120, or enroll at [www.tuitionpay.com](http://www.tuitionpay.com). A low, annual enrollment fee is required.

Fees are subject to change at the discretion of the college's Board of Trustees and are reviewed on an annual basis.

### Application Fee

**Application for admission (nonrefundable) . . . . . \$ 65**  
An application for admission to the college is not accepted until payment fee is received.

### Undergraduate Comprehensive Fee

<b>Tuition</b> - Full time for fall and spring Terms . . . . .	\$ 44,050
<b>Room</b> - All residential halls . . . . .	\$ 5,660
<b>Room</b> - Apartments/Townhouses . . . . .	\$ 6,160
<b>Board</b> - Base plan . . . . .	\$ 4,770
<b>Student activities fee (nonrefundable) . . . . .</b>	<b>\$ 295</b>
<b>College health service fee (nonrefundable) . . . . .</b>	<b>\$ 360</b>

In general, the college requires full-time students to live in college housing. Permission to live off-campus may be granted by the Director of Residential Life in the spring for the following academic year. If a student does not apply for permission by the posted deadline, the student will be liable for full room and board charges. Housing assignments are secured through a room-draw process, which is based on academic seniority. Apartment units are generally not available to first-year students.

Students living in residence halls are required to participate in the college board plan. A portion of the room and board fee is used to establish a declining-dollar account. Students utilize their declining-balance accounts in lieu of cash, when they eat at the various food service locations on campus. A range of meal plans provide different levels of declining dollar amounts. Each alternative plan has a slightly different charge associated with it.

The meal plan is optional for students housed in apartments (Terrace Apartments or Town Houses). A declining-balance account may be established for use in lieu of cash at the college dining facilities.

All declining-balance amounts are expected to be utilized during the semester in which they are established. Any unused declining-balance amounts are transferred from fall to spring term, but unused balances are forfeited at the end of the spring term. Additional declining balance amounts may be charged to the student's bill up to \$50 per semester.

The student activity fee is required for all matriculated students. These funds are transferred to the Vassar Student Association for use by its various organizations.

The college health service fee is required for all matriculated students. The fee covers limited medical services as provided by the college's infirmary. Additional charges may be incurred during the academic year related to medications or gynecological services. A schedule of fees is on file at the Office of Health Services.

## Other Fees and Deposits

### Student Sickness and Accident Insurance (nonrefundable) \$ 972\*

Arrangements for a group health and accident insurance policy have been made by the college. All full-time students must enroll in the plan, except those students whose parents certify that they have equivalent coverage. The deadline for claiming exemption is August 9, 2010. No exemption will be granted after this date. This plan covers students while on or away from campus for a period of 12 months beginning August 22. Information regarding insurance will be sent to all students.

### Transcript of academic record (first semester students only) . . . \$ 70

First time students to the college are required to pay this fee as part of their first term bill. This will entitle the student to an unlimited number of transcripts of academic record in the future.

### Late Fee (nonrefundable) . . . . . \$ 115

A late fee is charged if term bills are not paid by the designated due date.

## Graduate Fees

### Full-time tuition . . . . . \$ 44,050

### Part-time tuition per unit . . . . . \$ 5,220

### General deposit . . . . . \$ 260

This deposit will be refunded upon completion of degree requirements or upon earlier withdrawal on the same basis as the undergraduate general deposit.

## Part-Time Student Fees

### Part-time undergraduate students per unit . . . . . \$ 5,220

### Non-matriculated special students and full-time high school

### students taking work at Vassar College per unit . . . \$ 2,630

The general deposit of \$200 for part-time undergraduate students and \$100 for special and high school students is required. This deposit will be refunded upon completion of degree requirements or upon earlier withdrawal subject to normal provisions.

## Music Performance

### Instruction in any single branch, including practice

### Each semester, full-time . . . . . \$ 590

### Use of practice room and instrument, without instruction

### Each semester . . . . . \$ 55

Department of Music majors are exempt from three semesters of fees for performance instruction during their junior and senior years. This fee exemption applies to instruction in only one branch per semester. Non-matriculated special students taking individual lessons will be charged one-half of the rate-per-unit fee plus the fee for performance instruction. Individuals from the community may elect, with the approval of the chair of the Music Department, to take instruction in a musical instrument without receiving academic credit. The charge per semester for such instruction is \$525.

## Miscellaneous Fees

### Diploma replacement fee . . . . . \$ 60

### Emergency Medical Training instruction fee . . . . . \$ 245

### Senior Film Workshop (per semester) . . . . . \$ 160

### Filmmaking (per semester) . . . . . \$ 125

### Teacher Certification (fifth year program) (per unit) \$ 120

### Parking fee (per semester) . . . . . \$ 65

## Student Deposits

### General deposit . . . . . \$ 260

The general deposit, payable by all new students with the first term bill, is refundable either upon graduation or upon earlier withdrawal, subject to its application in whole or in part against any unpaid fees or charges against the student.

### Housing Deposit . . . . . \$ 500

The housing deposit must be received by the Office of Student Accounts on or before March 15 for returning students, May 1 for new students. This deposit will be applied toward the student's fees for the ensuing year (nonrefundable).

## Miscellaneous

Fines may be imposed for violation of college and social regulations. Students may also be fined for failure to meet obligations in the administrative and business offices and the library after due notice has been given. Students accept responsibility for damage done to college property, including laboratory breakage, whether caused by individuals or groups.

A schedule of fees for special services and fines is available in the Office of the Director of Residential Life.

Housing assignments and registration may be canceled for those students who do not meet established deadlines for the payment of fees. Students whose accounts remain unpaid at the end of a semester may have their pre-registration for the following semester canceled. Students who have unpaid financial obligations to the college cannot attend classes and are subject to leave of absence or suspension proceedings by the college.

**No student will receive a diploma or transcript until the college account is paid in full.**

## Other Expenses

Costs of consumable supplies are required in certain courses.

The college estimates that a reasonable budget for incidental expenses (books and supplies, recreation, etc.) is \$2,150 per year.

## Refunds

Engagements with instructors and other provisions for education and residence are made in advance by the college for the entire academic year. No refunds of any fees will be made because of withdrawal or leave of absence from the college, or for withdrawal from courses, except as hereinafter specified. Refunds will be credited first against financial aid awards, with the balance, if any, remitted to the student.

All notices of withdrawal must be submitted in writing to the Office of the Dean of Studies, and the date that notice is received will be the official date of withdrawal.

## Return of Title IV Funds [\$484B]\*

Title IV funds are Federal Pell Grants, Federal Supplemental Educational Grants, Federal Perkins Loans, Federal Stafford Student Loans, Federal Work Study, and Federal Parent Loan for Undergraduate Students.

Students who are receiving Title IV Financial Aid loans and grants (excluding Federal Work Study) who withdraw from classes are subject to the Federal Title IV Refund Formula. A student granted a personal leave of absence will also be subject to the Federal Title IV Refund Formula.

Where the student has withdrawn from classes, the school will first determine the percentage of Title IV assistance the student earned. For withdrawal on or before the first day of classes, 100-percent of Title IV aid must be returned. Up to the 60-percent point in time, the percentage of assistance earned is equal to the percentage of the payment period or period of enrollment for which it was awarded that was completed as of the day of withdrawal.

In calculating the percentage of the payment period or period of enrollment, the federal formula uses calendar days completed divided by total number of calendar days in the period.

If the student withdraws or takes a leave after the 60-percent point then the percentage earned is 100-percent. The earned percentage is applied to the total amount of Title IV grant and loan assistance that was disbursed (and that could have been disbursed) to the student or on the student's behalf for the payment period or period of enrollment for which it was awarded as of the day the

\*This is the fee in effect for 2011/12 academic year. The fee is subject to change as formal premium quotes are received from insurance carriers later in the year.

student withdrew.

Excess funds to be returned to Title IV programs will be credited in the following order:

- Unsubsidized FFEL Stafford Student Loans
- Subsidized FFEL Stafford Student Loans
- Unsubsidized Federal Direct Stafford Student Loans
- Federal Perkins Loans
- FFEL Parent Plus Loans
- Federal Direct Parent Plus Loans
- Federal Pell Grants
- Federal SEOG (Supplementary Educational Opportunity Grant)
- Other Title IV assistance for which a return of funds is required.

### Tuition

Upon withdrawal or leave of absence from the college, or upon withdrawal from courses, refund of the applicable tuition will be made at the following rates:

Prior to the first day of classes in each semester: . . . . .	100%
(less the nonrefundable fee deposit)	
During the first week of the semester. . . . .	90%
During the second week of the semester . . . . .	80%
During the third week of the semester. . . . .	70%
During the fourth week of the semester. . . . .	60%
During the fifth week of the semester . . . . .	55%
During the sixth week of the semester. . . . .	50%

No refund will be made after the sixth week of the semester.

No refund is made in the event that classes are temporarily canceled. The payment of tuition entitles the student to educational opportunities which are not dependent upon a specific number of classes, hours, or weeks of instruction.

No refund is made in cases of suspension or expulsion.

Examples of the refund policy are available upon request in the Office of Financial Aid.

### Room and Board

Prior to the first day of classes in each semester, the college will refund 100 percent of the room and board charges.

After classes begin, no refund will be made for room charges, but in the case of a withdrawal or leave of absence from the college, unused declining-balance accounts are fully refundable.

No refunds of room and board charges are made in cases of suspension or expulsion.

### Music Performance

If the course is dropped before the day classes begin in each semester, the fee will be canceled. In the case of withdrawal within seven weeks, with the dean of studies' approval, charges will be made at the rate of \$40 per lesson. The minimum charge will be \$80. The balance will be refunded. No part of the fee is refunded after the seventh week.

### Credit Balance on Account

Refunds of credit balances will normally not be made until the beginning of the fifth week of classes. If the student is a Title IV financial aid recipient and if Title IV funds exceed allowable changes (tuition/fees/room/board), these funds will be returned to the student/parent within fourteen days of payment unless the student/parent has authorized the school to hold these funds toward payment of other allowable institutional charges.

## Financial Aid

Matthew Vassar bequeathed to the college its first scholarship fund. Through the years, generous friends of the college have added permanent scholarship funds and annual gifts to help promising students meet their college costs.

The goal of the Financial Aid Office is to make a Vassar education affordable and accessible to all admitted students. Vassar meets 100% of the full demonstrated need of all admitted students for all four years. As of the 2008/09 academic year, student loans which meet demonstrated need were replaced by additional scholarship grants in the financial aid awards of students whose families have a calculated annual income of \$60,000 or less.

During the academic 2010/11 year, approximately sixty percent of the student body received financial aid totaling more than \$60 million from the college, federal, state, and private sources. Of that amount, over \$48 million was awarded in the form of Vassar Scholarship assistance, all of which was awarded on the basis of financial need as determined by the college.

Students applying for admission will receive a freshman application for financial aid and detailed information about financial aid at Vassar, including expenses, how assistance is awarded, and the application procedures. Applicants and their families must complete the Free Application for Federal Student Aid (FAFSA) to apply for assistance from federal financial aid programs. Applicants must also file a supplemental form, the CSS PROFILE form, with the College Scholarship Service. This last form is required by Vassar College prior to the awarding of its own resources. Complete instructions and deadlines for first-year and transfer students are available online at [http://admissions.vassar.edu/finaid\\_apply.html](http://admissions.vassar.edu/finaid_apply.html).

Instructions and application materials for financial aid for returning students are available from the Office of Financial Aid in late February, with a filing deadline of mid-April.

Eligibility for federal student financial aid is determined by a federally mandated formula. Financial need for a Vassar Scholarship is determined through the use of the assessment principles of the College Scholarship Service and subject to the professional judgment of the student financial aid officers of the college.

Vassar requires all financial aid applicants who are New York residents and United States citizens to apply for TAP. Information about this and other state programs can be obtained from Vassar's Office of Financial Aid or the New York State Higher Education Services Corporation websites.

The Committee on Student Records provides the TAP certifying officer and the financial aid officer of the college with a means for detailed analysis of any individual student's status and academic progress to determine continuing eligibility for New York State financial assistance and federal Title IV financial aid programs.

### Financial Aid Awards

Financial aid for entering students is awarded on the basis of financial need. The college expects students and parents to assume the primary responsibility for financing college costs. Need is defined as the difference between Vassar's costs and a family's expected contribution. Awards are packaged so that the first portion of the student's need is covered with the offer of a campus job and, if appropriate, a student loan. Any remaining need is met with a scholarship. Recipients of freshman awards can expect continuing financial aid in relation to their need. They must, of course, remain members in good standing of the college community. Demonstrated need is reassessed each academic year and may indeed change if a family's circumstances change.

Applicants for financial aid are expected to investigate all possible sources of assistance for which they may be eligible, such as state scholarships and awards offered by community organizations.

The following scholarships from funds not held by Vassar are available to applicants who meet the qualifications:

The B. Belle Whitney Scholarship, held in trust by J. P. Morgan/Chase Manhattan Bank for students with financial need from the following towns in Connecticut: Bethel, Danbury, Brookfield,

Sherman, New Milford, Newtown, New Fairfield, Redding, and Ridgefield.

The L. L. Staton Scholarship, held in trust by Mahlon De Loatch, Jr., of Taylor and Brinson, Attorneys-at-Law, Tarboro North Carolina for women from Tarboro, Edgecombe County, eastern North Carolina, and western North Carolina, in that order.

The Eva March Tappan Scholarship, held in trust by Bank of America, Boston, Massachusetts, for residents of Worcester County.

The selection of students for these trust funds is determined by the Office of Financial Aid.

## Financial Aid and Athletics

Athletic ability is never a factor in the awarding of financial aid by Vassar College. Vassar College fields teams at the Division III level of the National Collegiate Athletic Association. Division III regulations prohibit the awarding of any financial aid based on athletic considerations.

## Scholarships in the Performing Arts

A limited number of art supplies stipends and music-performance scholarships are given on the basis of financial need. Applications may be obtained at the financial aid office in the first week of college for new students, in March for students already enrolled.

## Loan Funds

The Federal Stafford Student Loan Program offers federally insured loans at a low rate of interest. You pay no interest or principal while you are in college and have up to 10 years to repay the loan. Deferment and forbearance provisions are available in special circumstances. An origination fee and finance charges are deducted from the loan prior to disbursement by the federal processor. Applicants for Stafford Loans must demonstrate need under criteria used in determining eligibility for subsidized loans (interest free while in school and approved deferment). Applicants found ineligible for a subsidized Stafford Loan may still receive a Stafford Loan but they will be required to at least make interest payments or capitalize the interest while in school. Application and additional information may be obtained from the college's website.

The Federal Perkins Loan program is a federally funded program administered by the college. You may have up to 10 years to repay the loan at 5 percent interest. There are no interest or principal payments while attending college on at least a half-time basis. Deferment and cancellation provisions are available in special circumstances.

International students demonstrating financial need for financial assistance from Vassar College receive a financial aid package that includes a student loan. More information about loans can be obtained from the Office of Financial Aid.

The Office of Financial Aid determines which loan is most appropriate for a student receiving financial aid.

## Other Federal Loan Programs

The Federal Parent Loan for Undergraduate Students is available to the parents of dependent undergraduate students. This loan carries a low variable interest rate. The maximum amount that can be borrowed is the cost of education less financial aid. Availability is also subject to credit review of the borrower(s). Repayment begins shortly after the date of disbursement.

## Student Employment

A campus job is part of all financial aid awards and priority for most jobs is given to financial aid recipients. Students receive an allocation for either Federal Work Study (federally funded) or Institutional Employment. Presently, financial aid allocations are \$1,750 to \$2,180 requiring a student to work eight to ten hours per week based on a student's class year. Some positions, which are funded through the Federal Work-Study Program (FWS) are off-campus community service positions. The Student Employment

component of the Office of Financial Aid assists all students with job placements.

## Temporary Loans

The college is fortunate to have modest funds donated to help students needing temporary emergency assistance. These loans are interest free, and are to be repaid in the shortest time possible. Application should be made to the director of financial aid.

## Vassar Scholarship for Study Away and Exchange Programs

A limited amount of Vassar scholarship funds is made available for students to participate in programs of study away from the college. Once the scholarship funds for these programs are exhausted, students will be limited to their eligibility for federal student financial aid to assist them with their study-away expenses.

## Scholarship Funds

All Vassar scholarships are awarded solely on the basis of financial need, as determined by the college. The endowed funds listed below help support the Vassar scholarship program. Students do not apply for specific endowed funds; rather, they apply for financial aid.

For students seeking admission to Vassar College, the financial aid information is available in the admissions packet.

Maxine Goldmark Aaron '24 Fund  
 Stella Hamburger Aaron 1899 Fund  
 Gorham D. and Rebecca I. Abbot Fund  
 Jennie Ackerly Fund  
 Florence White Adlem Fund  
 Edna C. Albro Fund  
 George I. Alden Trust Fund  
 Julia Bowles Alexander Fund  
 Margaret Middleditch Allardyce Fund  
 Mildred Allen Fund  
 Adelaide Ames Fund  
 Arlene Joy Amron Memorial Fund  
 Mary Louise Anderson Fund  
 E. Cowles and Miriam Jay Wurts Andrus Fund  
 Louise C. Armstrong Fund  
 Elizabeth V. Atwater Fund  
 Norma K. and Lisa Aufzien Endowed Scholarship Fund  
 Chellis A. Austin Fund  
 Edwin C. Austin Fund  
 Sarah Taylor Avrit Fund  
 Sara L. Azrael Fund  
 Lydia Richardson Babbott Fund  
 Elsie L. Baker Fund  
 Katharine Jones Baker Scholarship  
 Mary Donahue Baker Fund  
 Columbus and Edith E. Langenberg Baldo Music Fund  
 Leslie Greenough Barker Fund  
 Agnes L. Barnum Fund  
 Edward M. Barringer Fund  
 Charles and Rosanna Batchelor Fund  
 Baxter Scholarship Fund  
 Louisa Van Kleeck Beach Fund  
 Adeline Beadle Fund  
 Aymer J. and E. Louise Beecher Fund  
 Gabrielle Snyder Beck Endowment Fund  
 Julia E. Bell Fund  
 Margaret Jones Benton Fund  
 Ada Kerr Benz Fund  
 The Arnold Bernhard Foundation Fund  
 Cecile and Gustav Bernd Sr. Fund  
 Alison Bernstein Scholarship  
 Frank Stillman Bidwell Fund  
 Mary Brown Bidwell Fund  
 William Bingham, II Fund  
 Sarah Gibson Blanding Fund

Edith S. Wetmore Blessing Fund  
 Avis H. and Lucy H. Blewett Fund  
 Margaret S. Block Fund  
 Rebecca Prentiss Blunt Fund  
 Olive Thompson Bond Fund  
 Clara Lena Bostwick and Marion Bostwick Mattice Smith Fund  
 Annie Nettleton Bourne Fund  
 Constance B. Bowditch Fund  
 Mabel Maxwell Brace Fund  
 Priscilla Braislin Fund  
 Nannie Jenckes Brayton Fund  
 Louise D. Breidge Fund  
 Jane Breckir Memorial Fund  
 Brigham Family Scholarship  
 Blanche Campbell Brown Fund  
 Laura A. Brown Fund  
 Mabel Webster Brown Fund  
 Virginia Post Brown Fund  
 Brownell-Collier Fund  
 Florence Wadhams Buchanan Fund  
 Catharine Morgan Buckingham Fund  
 John Buckmaster Fund  
 Louise Burchard Fund  
 Bertha Shapley Burke Fund  
 David Calle and Mark Burstein '84 Scholarship  
 Shirley Oakes Butler Fund  
 Marian Voorhees '04 and Edgar J. Buttenheim Fund  
 Hilda J. Butterfield Fund  
 Annie Glyde Wells Caldwell Fund  
 Northern California Endowment Fund  
 Nellie Heth Canfield Fund  
 Eliza Capen Fund  
 Henrietta Capen Fund  
 Jane Clark Carey Fund  
 Dorothy Carl Class of 1930 Scholarship  
 Central New York Scholarship Fund  
 Cornelia B. Challice Fund  
 Dr. Paul A. Chandler Memorial Scholarship Fund  
 Emily M. Chapman Fund  
 J.P. Morgan Chase Scholarship Fund  
 Augusta Choate Fund  
 Edward Christman Scholarship Fund  
 Althea Ward Clark Fund in the Environmental Sciences  
 Carnzu A. Clark Family Fund  
 Class of 1896 Scholarship Fund  
 Class of 1900 Scholarship Fund  
 Class of 1922 Scholarship Fund  
 Class of 1923 Scholarship Fund  
 Class of 1931 Scholarship Fund  
 Class of 1934 Scholarship Fund  
 Class of 1936 Scholarship Fund  
 Class of 1942 Fund for the Environmental Sciences  
 Class of 1944 Scholarship Fund  
 Class of 1945 Scholarship Fund  
 Class of 1951 Scholarship Fund  
 Class of 1952 Scholarship Fund  
 Class of 1954 Scholarship Fund  
 Class of 1955 Scholarship Fund  
 Class of 1956 Memorial Scholarship Fund  
 Class of 1961 Scholarship Fund  
 Class of 1962 Scholarship Fund  
 Class of 1969 Scholarship Fund  
 Class of 1972 Scholarship Fund  
 Class of 1974 Scholarship Fund  
 Class of 1982 Scholarship Fund  
 Class of 1985 (Alden) Fund  
 Class of 2010 Endowed Scholarship  
 Sally Dayton Clement Scholarship Fund  
 Cleveland Vassar Club Endowment Fund  
 Annette Perry Coakley Fund  
 Elizabeth Muir Coe 1942 Scholarship  
 P. Charles Cole Fund  
 College Bowl Scholarship Fund  
 Carol Ohmer Collins '47 Scholarship  
 Isabella Steenburg Collins Fund  
 Colorado Vassar Club Endowment Fund  
 Elizabeth W. Colton Scholarship  
 Compton Family Scholarship Fund  
 Compton Foundation Scholarship Fund  
 Dorothy Danforth Compton Fund  
 Ruth E. Conklin Fund  
 Connecticut Scholarship Fund  
 Alison R. Coolidge Fund  
 Wildey B. and Ella H. Cooper Fund  
 Dr. Susan Covey Memorial Scholarship  
 Sarah Frances Hutchinson Cowles and Patricia Stewart Phelps Fund  
 Susan Copland Crim Fund  
 Cronson Family Scholarship  
 John J. Csizmar Scholarship Endowment  
 Dr. Emma V.P. Bicknell Culbertson Fund  
 Gladys H. Cunningham Fund  
 Florence M. Cushing Fund  
 Dennis and Marsha Finn Dammerman Scholarship  
 Charles L. Dates Fund  
 Arthur Vining Davis Foundations Scholarship Fund  
 Thomas M. and Mary E. Bennett Davis Fund  
 Margarita Victoria Delacorte '53 Memorial Scholarship Fund  
 Barbara Rowe de Marneffe and Pamela Rowe Peabody Fund  
 George Sherman Dickinson Fund  
 Bertha Clark Dillon Fund  
 May Cossitt Dodge Fund  
 Mario Domandi Fund  
 Susan Miller Dorsey Fund  
 Caroline B. Dow and Lilla T. Elder Fund  
 Durant Drake Fund  
 Mary Childs Draper, Vassar 1908, Scholarship  
 Drotleff Scholarship Fund  
 Kathryn McGrath Dubbs Fund  
 Gwendoline Durbridge Fund  
 Maude Elizabeth Batcheller Durkee Fund  
 Catherine Pelton Durrell '25 Endowed Scholarship Fund  
 Jane Dustan Scholarship  
 Ruth P. East Fund  
 George and Mary Economou Scholarship for Poughkeepsie  
 Charles M. Eckert Fund  
 Edna H. Edgerton Fund  
 Achsah M. Ely Fund  
 Linda Beiles Englander '62 Fund  
 Elizabeth Y. Evans Fund  
 Katherine Evans 1946 Fund for Study Abroad  
 Martha Jarnagin Evans Fund  
 Margaret Ferguson Fund  
 Frances D. Fergusson Scholarship  
 Fergusson Presidential Scholars  
 Edith Ferry Memorial Fund  
 Mary Davis Firestone Memorial Fund  
 Julia Amster Fishelson Fund  
 Lucy Aldrich Fitch Fund  
 Abbie H. Fox Fund  
 Anne Frank Memorial Fund  
 Ruth Scharps Fuld Fund  
 Flora Todd Fuller Fund  
 S. Margaret Gallagher Fund  
 Roberta Galloway Gardner Fund  
 Myra Toby Gargill Scholarship Fund  
 Nellie J. Ryder Gates Fund  
 Caroline M. Gerrish Fund  
 Margaret McKee Gerrity Fund  
 Cora Williams Getz Fund  
 George R. and Helen M. Gibbons Fund  
 Kate Viola Gibson Fund  
 Gilan Fund  
 Lucille Renneckar Glass Fund

Louise Miller Glover Fund  
 Frances Goldin Scholarship Fund  
 Joan Gordon Scholarship Fund  
 George Coleman Gow Fund  
 Michael Paul Grace Endowed Scholarship  
 Graham Alumnae Fund  
 Harriette Westfall Greene Fund  
 Gayle Gussett Greenhill '58 Endowed Scholarship  
 Robina Knox Gregg Fund  
 Emma Catherine Gregory Fund  
 Kate Stanton Griffis Fund  
 The Lea Trinka Grossi '72 Scholarship  
 Gertrude H. Grosvenor Fund  
 Helen Morris Hadley Fund  
 Hager Scholarship Fund  
 George S. & Esther E. Halstead Fund  
 Hamilton Scholarship  
 Ives Dulles Hannay '42 Endowed Scholarship Fund  
 Marian Shaler Hanisch Fund  
 H. Stuart Harrison Fund  
 Evelina Hartz Fund  
 Mary Lee and Andrew Hartzell Scholarship Fund  
 Margaret D. Hayden 1939 Scholarship Fund  
 Alice Hayes Fund  
 Elizabeth Debevoise Healy & Harold Harris Healy, Jr. Fund  
 Edward W. Hearon Memorial Fund  
 William Randolph Hearst Endowment Fund  
 Laura McNeely Hedrick Fund  
 Heffernan Scholarship Fund  
 Hazel Bowling Heflin Fund  
 John P. Herrick Fund  
 Hersey Association Scholarship Fund  
 Heloise E. Hersey Fund  
 Bailey Wright Hickenlooper Fund  
 Ralph M. Hill and Reba Stutson Hill, Vassar 1908, Scholarship  
 Meredith Miller Hilson Fund  
 Malcolm and Anna Robb Hirsh '37 Endowed Scholarship  
 Adelaide F. and Alexander P. Hixon Endowment for Exploring  
 Transfer  
 Dorothy Deyo Munro and Cornelia Deyo Hochstrasser  
 Scholarship Fund  
 Robert and Martha Hoffman Fund  
 Elizabeth Hogsett Fund  
 Eugene and Edith Holman Scholarship  
 Blanche Ferry Hooker Fund  
 Julie Lien-Ying How Memorial Scholarship  
 Nancy Phillips Howland Scholarship  
 Mable Hastings Humpstone Fund  
 Calvin Huntington Fund  
 Dorothy D. Hurd Fund  
 Deborah Dow and Glenn Hutchins Scholarship  
 Lillia Babbitt Hyde Fund  
 Helen K. Ikeler Fund  
 Indiana Vassar Club Endowment Fund  
 Martha Rivers Ingram '57 Fund  
 Jane Lilley Ireson Fund  
 Martha Turley Jack Scholarship  
 Helen Hunt Jackson Fund  
 Harriet Morse Jenckes Fund  
 Bertha Tisdale Jenks Fund  
 Elizabeth Jenks Fund  
 Dorothy Jennings Class of 1923 Scholarship Endowment Fund  
 Beth Johnson Memorial Fund  
 Colton Johnson Scholarship  
 Jane T. Johnson Fund  
 Julia E. Johnson Fund  
 Helen Lyon Jones Fund  
 Leila D. Jones Fund  
 Michael and Nancy Olmsted Kaehr '60 Scholarship  
 Louise M. Karcher Fund  
 Carol Miller Kautz '55 and James Kautz Trustee Scholarship  
 Katharine Margaret Kay Fund  
 Peggy Bullens Keally Fund  
 Clara E.B. Kellner Scholars Fund  
 Charlotte K. Kempner and Phyllis A. Kempner Scholarship Fund  
 Dorothy W. King Fund  
 Margaret Allen Knapp Scholarship Fund  
 Adelaide Knight Fund  
 Koopman Scholarship Fund  
 Bertha M. Kridel Fund  
 Delphia Hill Lamberson Fund  
 Lambert-Hall Fund for Studio Art  
 Barbara Bentley Lane '33 Scholarship Endowment Fund  
 Ellen Vorzimer Langner Fund  
 Suzanne S. LaPierre '76 Scholarship  
 Katharine P. Larrabee Fund  
 Loula D. Lasker 1909 and Frances Lasker Brody 1937  
 Scholarship  
 Otis Lee Fund  
 Margaret Anita Leet Fund  
 Margaret Bashford Legardeur Fund  
 Dorothy I. Levens Fund  
 Susan J. Life Fund  
 Elisabeth Locke Fund in Music  
 Helen D. Lockwood Fund  
 Julia B. Lockwood Fund  
 Frances Lehman Loeb '28 Scholarship Fund  
 Dorothy Hirsch Loeb '48 Scholarship Fund  
 Louisiana Vassar Club Endowment Fund  
 Polly Richardson Lukens Memorial Fund  
 Hannah Willard Lyman Fund  
 Lyndon Hall Alumnae Association Scholarship Fund  
 Catherine Hubbard MacCracken Fund  
 Majorie Dodd MacCracken Fund  
 Florence Van Sciver and Barbara Marter MacFalls Scholarship  
 Endowment  
 Martha H. MacLeish Fund  
 Susan Zadek Mandel and Beth K. Zadek Fund  
 Mabel Farnham Mangano Fund  
 J.P. and L.T. Marangu Family Scholarship  
 Mary Anna Fox Martel 1890 Memorial Scholarship Fund  
 Mary Sue Cantrell Massad Fund  
 Louise Roblee McCarthy Memorial Fund  
 Emma C. McCauley Fund  
 Richard H. McDonald Fund  
 James S. McDonnell Fund  
 Janet C. McGean Fund  
 A. Madrigale M. McKeever Fund  
 Maude McKinnon Fund  
 Elizabeth L. Geiger McMahan Fund  
 William C. McVail Scholarship Fund  
 M. Frances Jewell McVey Fund  
 J. Warren Merrill Fund  
 Caroline Henshaw Metcalf Fund  
 Michigan Vassar Club Endowment Fund  
 Minnesota-Dakota Vassar Club Endowment Fund  
 William Mitchell Fund  
 Mohawk Valley Vassar Club Endowment Fund  
 Mary E. Monroe Fund  
 Mary H. Morgan Fund  
 Eugenia Tuttle Morris Fund  
 James B. and Emma M. Morrison Fund  
 Maude Morrison Fund  
 Christine Morgan Morton Fund  
 Samuel Munson Fund  
 Janet Murray 1931 Endowed Scholarship Fund  
 Sylvia and Harry Nelson Fund  
 Gretchen Hawkins Nelson and Sylvia Allen Nelson Fund  
 Mary Nelson Fund  
 Virginia Shafroth Newton 1941 Fund  
 New York Aid Fund  
 Elizabeth Singer Nicholson Memorial Fund  
 Nickerson-Elwell Scholarship Fund  
 Philip Noehlin Memorial Fund

North Carolina Vassar Club Endowment Fund  
 Jacqueline Nolte '48 Scholarship  
 Jean Anderson O'Neil Fund  
 Florence White Olivet Fund  
 Mary Olmstead Fund  
 Marian Woodward Ottley Fund  
 Ouyang Family Scholarship  
 Lydia Babbott Paddon and Richard Paddon Fund  
 Mary Cornelia Palmer Fund  
 Mabel Pearse Fund  
 Honoro G. Pelton Fund  
 Michael W. and Catharine Walker Percopo '46 Fund  
 Emma M. Perkins Fund  
 Florence Clinton Perkins Fund  
 Viva S. Perkins Fund  
 Matilda C. Perry Fund  
 Dorothy Persh Scholarship  
 Philadelphia Vassar Club Endowment Fund  
 Frances W. Pick Fund  
 Mary Ellen and Bruce Eben Pindyck Fund  
 Poughkeepsie Community Fund  
 Sarah Goddard Power Memorial Fund  
 President's International Advisory Council Scholarship  
 Andrew Price III Memorial Scholarship  
 Putnam Family Scholarship  
 Queen Marie Scholarship Fund  
 Elizabeth McCandless Rainey Fund  
 Sarah Tod Fitz Randolph Fund  
 Frances Helen Rawson Fund  
 John H. Raymond Fund  
 Ellen Roth Reisman Memorial Scholarship Fund  
 Emma A. Rice Fund  
 Julia A. Richards Fund  
 Delia Rosanna Robbins Fund  
 Paul C. Roberts Fund  
 Steven and Kimberly Roberts Scholarship  
 President Franklin D. Roosevelt Fund  
 Sandra Priest Rose Fund  
 Rossheim Memorial Fund: Dorothy, Sarah and Joseph B.  
     Rossheim  
 Barbara Hirsch Rosston Scholarship Endowment  
 The Lucile Cross Russell Fund  
 Alexander and Mary Ellen Saunders Fund  
 Harriet Sawyer Fund  
 Scholarship Endowment in Support of Need Blind Admissions  
 Ann Weinfeld Schulman Memorial Scholarship  
 Edna Bryner Schwab Fund  
 Alice McAfee Scott Fund  
 Miriam Tannhauser McNair Scott Scholarship Fund for Art  
     History  
 Esther Sears Fund  
 Ruth Sedgwick Fund  
 Henrietta Buckler Seiberling Music Fund  
 Senior Class Gift—Scholarship Fund  
 Janet Warren Shaw Fund  
 Mary E. Shepard Fund  
 Susan Stein Shiva Fund  
 Janet Gerdes Short '40 Endowed Scholarship Fund  
 Lydia M. Short Fund  
 Dorothy Linder Silberberg Fund  
 Linda Sipress Scholarship  
 James T. and Gertrude M. Skelly Fund  
 Anna Margaret and Mary Sloan Fund  
 Carol Houck Smith Scholarship Fund for the Arts and  
     Humanities  
 Eric M. Smith '92 Memorial Scholarship  
 Jane Prouty Smith Fund  
 Reba Morehouse Smith Fund  
 Blanche Brumbach Spitzer Fund  
 Kittie M. Spring Fund  
 Carol L. Stahl Fund  
 Catharine P. Stanton Fund  
 Louise J. Starkweather Fund  
 Mary Isabella Starr Fund  
 Florence Finley Stay Scholarship  
 Lucy W. Stedman Fund  
 Mary Betty Stevens, M.D. Scholarship Fund  
 Clara Sax Strasburger Fund  
 Mary and Harry Streep Scholarship  
 Ernest and Elsie Sturm Fund  
 Summer Institute of Euthenics Scholarship Fund  
 Solon E. Summerfield Fund  
 Diana Ward Sumner Fund  
 Surdna Foundation Scholarship Fund  
 Helen B. Sweeney Fund  
 Marian Stanley Sweet Fund  
 Texas Scholarship Fund  
 Florence White Thomas Fund  
 Mary Rogers Thomas Memorial Fund  
 Sarah and Elizabeth Thomas Fund  
 Adalyn Thompson Fund  
 John Thompson and Benson Van Vliet Fund  
 C. Mildred Thompson Fund  
 Ada Thurston Fund  
 Charlotte F.K. Townsend Fund  
 Emily Allison Townsend Fund  
 Margaret Pope Trask Endowment Fund  
 Jane B. Tripp Fund  
 Thomas Tsao '86 Memorial Fund  
 Cordelia F. Turrell Fund  
 Ruth Updegraff Scholarship Fund  
 Janet Graham Van Alstyne 1922 Scholarship Fund  
 Esther Ruth Van Demark Fund  
 Dr. Helen Van Alstine Scholarship Fund  
 Yannis Pavlos Vardinoyannis Fund  
 Matthew Vassar Auxiliary Fund  
 Vassar Club of Boston Endowed Scholarship  
 Vassar Club of New York City Scholarship Fund  
 Vassar Club of St. Louis Fund  
 Vassar College/Maria Mitchell Association Endowment Fund  
 Matthew Vassar Jr. Fund  
 Valerie Vondermuhl Fund  
 Harriett F. Hubbell Vossler Fund  
 Annetta O'Brien Walker Fund  
 Cornelia Walker Fund  
 Washington State Vassar Club Endowment Fund  
 Dr. Caroline F. Ware Fund  
 Anne Bonner Warren 1950 Memorial Scholarship  
 Waterman-Neu Fund for Disadvantaged Students  
 Watkins-Elting Scholarship Fund  
 Elizabeth Wylie Webster Fund  
 Mary C. Welborn Fund  
 Emma Galpin Welch Fund  
 Agnes B. and Elizabeth E. Wellington Fund  
 Jill Troy Werner '71 Endowed Scholarship  
 Clara Pray West Fund  
 Westchester Vassar Club Endowment Fund  
 Dorothy Marioneaux Whatley 1916 Scholarship Fund  
 Martha McChesney Wilkinson & Ruth Chandler Moore Class of  
     1918 Fund  
 The Lois P. Williams '16 Scholarship Endowment  
 Edward and Elizabeth Williamson Fund  
 Katharine Mathiot Williston Fund  
 Florence Ogden Wilson Fund  
 Woodrow Wilson Fund  
 Winbrook Scholarship Fund  
 Lucy Madeira Wing Fund  
 Annie Carpenter Winter Fund  
 David, Helen and Marian Woodward Fund and Marian  
     Woodward Ottley Fund  
 Dr. Gladys Winter Yegen Fund  
 Mary Stout Young Fund  
 Jacob Ziskind Fund  
 Professor Anita Zorzoli Scholarship Endowment



### 75th Anniversary Scholarship Fund

Additional scholarship funds were made available by the following Vassar Clubs during the 2010/11 academic year from gifts and endowments:

Berkshire County	Philadelphia
Chicago	Rochester
Cleveland	Tucson
Colorado/Wyoming	Vermont and New Hampshire
Hartford	Washington, D.C.
Jersey Hills	Wisconsin
Maryland	

### Fellowships

A limited number of fellowships are available for graduate study. The fellowship funds have been established by friends of the college to encourage Vassar graduates to continue their studies in the United States or abroad, either in work toward an advanced degree or in the creative arts. Since the stipends do not cover the full amount needed for graduate work, applicants are strongly advised to apply simultaneously for outside grants. For information concerning graduate fellowships, students should consult their departmental adviser or the director of the Office for Fellowships and Pre-Health Advising.

Members of the graduating class and recent graduates of Vassar College are eligible as specified under each fellowship. Applications should be made before February of the year for which you are applying, to the Committee on Fellowships. Application forms for all Vassar fellowships are available on the Office for Fellowships website.

### Vassar College Fellowships

Mary Richardson and Lydia Pratt Babbott Fellowship  
 Katherine Jones Baker Fellowship—*Biological sciences, medicine, chemistry, or physics*  
 Phyllis Hunt Belisle—*Mathematics*  
 Eliza Buffington Fellowship—*Research*  
 Ann Cornelisen Fellowship for Undergraduate Students—*for study of a current spoken language in any country outside the United States, preferably in conjunction with an interest in sociology, diplomatic service or international law*  
 Ann Cornelisen Fund for Post-Graduate Fellowships  
 Nancy Skinner Clark Fellowship—*Biology*  
 DeGolier Fellowship  
 Eloise Ellery Fellowship  
 Dorothy A. Evans Fellowship  
 The Oppi Handler Fellowship  
 Elizabeth Skinner Hubbard Fellowship—*Religion*  
 James Ryland and Georgia A. Kendrick Fellowship  
 Abby Leach Memorial Fellowship—*Greek history, archaeology, art, literature*  
 Maguire Fellowship—*Study in another country in which a student can pursue his or her special interests in the humanities, broadly defined*  
 Helen Brown Nicholas and John Spangler Nicholas Fellowship—*Science at Yale University*  
 Mary Pemberton Nourse Fellowship—*Medicine, social work, public health*  
 Margaret C. Peabody Fellowship—*International relations*  
 Helen Dwight Reid Fellowship—*International relations*  
 Mary Landon Sague Fellowship—*Chemistry*  
 Belle Skinner Fellowship—*Study of history in France*  
 Adolph Sutro Fellowship  
 Elinor Wardle Squier Townsend Fellowship—*Art, preferably abroad*  
 The Elsie Van Dyck DeWitt Scholarship Fund  
 Louise Hart Van Loon Fellowship  
 Margaret Floy Washburn Fund—*Psychology*  
 Emilie Louise Wells Fellowship—*Economics*

### W. K. Rose Fellowship

This fellowship is made possible by a bequest from the estate of W.

K. Rose, a distinguished scholar and teacher who was a member of the Vassar English Department from 1953 until his untimely death in the fall of 1968. Its object is to provide a worthy young artist with a chance to be free after college to pursue his/her work as an artist. All Vassar graduating seniors and Vassar alumnae/i under the age of 36 at the time of the deadline who demonstrated a creative talent in their years of undergraduate study, who are not presently employed by the college, and who have not already attained substantial recognition in their field will be considered eligible. Applications are available on the Office for Fellowships website.

### Academic Internship Funds

The funds listed below help support Vassar's endowment for academic internships in the sciences, humanities, and social sciences. Students do not apply for specific endowed funds; rather, they apply for participation in either the URSI or Ford Scholars academic internship programs.

Mr. and Mrs. Noah Barnhart, Jr. Fund for Academic Internships in the Humanities and Social Sciences  
 Gabrielle Snyder Beck Fund  
 Elise Nichols Bloch 1903 and Margaret Sawyer Bloch 1936 Fellowship  
 Class of 1942 Fund for the Environmental Sciences  
 Christian A. Johnson Endeavor Foundation Fund  
 Terry Gordon Lee '43 Memorial Internship Fund  
 The New York Community Trust—The John L. Weinberg Fund for Academic Interns  
 The Olmsted Fund  
 Bruce Eben and Mary Ellen Pindyck Internship in Art  
 Joseph H. and Florence A. Roblee Foundation Fund  
 C. V. Starr Foundation Fund

## Alumnae and Alumni of Vassar College (AAVC)

Founded in 1871 and governed by an independent board of directors, AAVC is a living bridge whose mission is to ignite powerful connections to Vassar, to each other and the world. AAVC strives to be relevant to the alumnae/i and to Vassar College by sustaining a sense of community, maintaining traditions, sharing resources, fostering connections, and encouraging a lifelong desire to know. Once their class graduates, all matriculated students of the college are considered members of AAVC with voting privileges. In coordination with the Office of Alumnae/i Affairs and Development (OAAD), the AAVC connects the more than 36,000 Vassar alumnae/i worldwide with each other and the college through classes, clubs, and affiliate groups; reunions, mini-reunions, and travel programs; online and print publications; and regional, on-campus, and young alumnae/i events. For example, three annual alumnae/i awards—Distinguished Achievement, The Spirit of Vassar, and Outstanding Service to Vassar. The AAVC and OAAD support affiliate group initiatives, such as the African-American Alumnae/i of Vassar College alumnae/i student mentoring program; and hosts the Vassar College reunion weekend each June. In addition to these programs, AAVC and OAAD work closely with college departments by cosponsoring programs such as alumnae/i interviewers (Office of Admission), networking events (Office of Career Development), regional events coordinated around traveling teams (Office of Athletics), and faculty lectures at regional club gatherings (Office of the Dean of the Faculty). The official publication of AAVC, *Vassar, the Alumnae/i Magazine*, is published in the fall, winter, and spring. Each issue is also placed in racks in the College Center, athletic facility, and library for students. The magazine includes articles about alumnae/i, on-campus activities, students, and faculty, as well as Class Notes. AAVC is headquartered at Alumnae House, a welcoming on-campus home for alumnae/i. The House was given to the college by two alumnae in 1924. Its American Tudor-style architecture and spacious atmosphere provides comfortable accommodations and a gracious venue for weddings and other catered celebrations. Only private catering for small and large parties is currently available. For information, call 845-437-7100 or write Alumnae House, 161 College Avenue, Poughkeepsie, NY 12603. The AAVC executive director manages the affairs and staff of the association in accordance with the policies determined by the board. The rotating AAVC Board includes the AAVC president, who is chief officer of AAVC, chair of its board of directors, and a college trustee. In total, six AAVC directors sit on the Vassar College Board of Trustees. The association takes its direction from the more than 36,000-member constituency whose volunteer leadership, perspective, and energy help guide and support the college.

## Degrees and Courses of Study

Vassar College offers a balanced course of study leading to the degree of Bachelor of Arts. To permit flexibility, it also offers an opportunity for a four-year program leading to a combined Bachelor of Arts and Master of Arts or Science degree in a limited number of specified areas. It encourages students to pursue the degree through the development of a coherent program of study that recognizes, as much as possible, individual needs.

### Requirements for the Degree of Bachelor of Arts

#### Units

Each candidate for the bachelor of arts degree is required to complete 34 units of work, equivalent to the standard of 120 semester hours recognized by the Board of Regents of the University of the State of New York. The system of units is fourfold:

- the single unit, a course for one semester
- the half unit, equivalent to one-half of a semester course taken over an entire semester or for a half-semester only
- the double unit, consisting of a year sequence of semester courses or the equivalent of two semester courses in one term
- the unit and a half earned in one course over one semester

#### Freshman Writing Seminar, Quantitative Course, and Foreign Language Requirements

All graduates must comply with the Freshman Writing Seminar requirement, the Quantitative Course requirement, and the foreign language proficiency requirement.

#### Residence

Four years of full-time enrollment is the usual length of time expected for the baccalaureate degree. However, students may be permitted to spend a longer or shorter time. The fact that many students will benefit from a break in the four-year sequence is acknowledged and reflected in the residence requirement. While students are expected to make orderly progress toward the degree, they are encouraged to move at the pace and in the fashion which suits their needs and those of their chosen program. Students who want to accelerate their degree program should consult with the dean of studies.

#### Residence Requirement

- A student choosing a regular four-year program must spend at least three of those years in residence.
- Students on a three-year program (accelerating students, those entering with a considerable number of pre-matriculation Advanced Placement credits, those transferring after one year at another college) would normally be expected to spend two and one-half years in residence. If special one-year off-campus programs—e.g., Junior Year Away or academic leave of absence—were deemed essential to their studies, the residence requirement would be reduced to two years in those cases by permission of the Committee on Leaves and Privileges.
- Students entering Vassar as juniors must spend two years in residence and elect at least 17 units—the minimum amount of Vassar work required of transfer students for a Vassar baccalaureate degree.
- Any special permissions relating to the residence requirement (academic leaves of absence) must be sought individually from the Committee on Leaves and Privileges by February 15 of the previous academic year.
- All students must be in residence for at least two semesters of their junior and senior years in college.

## Attendance at Class

The educational plan of Vassar College depends upon the effective cooperation of students and teachers. Each student bears full responsibility for class attendance, for completing work on schedule, and for making up work missed because of absence. In cases of extended absence the instructor may, with the approval of the dean of studies, refuse a student the opportunity to make up work or to take the final examination, or may exclude a student from the course.

To protect the integrity of the academic year, students are required to be in residence by midnight of the day before classes begin in each semester. Exception from this rule is by prior permission of the dean of studies.

## The Vassar Curriculum

Vassar offers students a choice of four ways to proceed toward a degree which embodies an education that is personally significant. They are concentration in a department, the Independent Program, and the multidisciplinary and interdepartmental programs.

## Freshman Writing Seminar

Each year numerous introductory courses, designated Freshman Writing Seminars, provide entering students the opportunity to develop particular abilities in a small class setting along with fellow freshmen who are making the transition to college work. Intended as introductions to the collegiate experience, these courses are limited in enrollment to seventeen freshmen and are offered in a variety of disciplines. In general, they serve as introductions to those disciplines. Particular attention is given to the effective expression of ideas in both written and oral work.

All entering freshmen are required to elect at least one Freshman Writing Seminar. The Freshman Writing Seminar offerings are listed every year in the *Freshman Handbook*.

## Quantitative Courses

Facility in quantitative reasoning is an important component of liberal education. Quantitative reasoning includes the ability to understand and evaluate arguments framed in quantitative or numerical terms; to analyze subject matter using quantitative techniques; to construct and evaluate quantitative arguments of one's own; and to make reasoned judgments about the kinds of questions that can be effectively addressed through quantitative methods.

Accordingly, all Vassar students are required before their third year to complete at least one full-unit course that shall develop or extend the student's facility in quantitative reasoning. Qualifying courses are designated by the faculty and are noted in the schedule of classes. Exemption from this requirement may be granted to students who have completed equivalent coursework as certified by the dean of studies.

## Foreign Language Proficiency

Recognizing the unique importance in undergraduate education of the study of foreign languages, the Vassar curriculum provides for both study of and concentration in Chinese, French, German, Greek, Italian, Japanese, Latin, Russian, and Spanish. In addition, students may learn Arabic, Hebrew, and Old English and, through the self-instructional language program, Hindi, Irish, Korean, Portuguese, Swahili, Swedish, Turkish, and Yiddish.

All three- and four-year students whose first language is English are required before graduation to demonstrate proficiency in a foreign language by one of the following six ways:

- one year of foreign-language study at Vassar at the introductory level or one semester at the intermediate level or above;
- the passing of a proficiency examination administered by one of the foreign language departments, the self-instructional language program or, for languages not in the Vassar curriculum, by the Office of the Dean of Studies;
- Advanced Placement score of 4 or 5 in a foreign language;
- SAT II achievement test score in a foreign language of at least 600;

- equivalent foreign-language coursework completed at another institution; such courses may involve languages not taught at Vassar; or
- completion of Old English and Beowulf (English 235 and 236); both Old English and Beowulf must be completed to satisfy the requirement.

## College Course

The College Course program was established to ensure that students can have direct exposure in their years at Vassar to some important expressions of the human spirit in a context that is both multidisciplinary and integrative. The aim of introductory level College Course is to study important cultures, themes, or human activities in a manner that gives the student experience in interpreting evidence from the standpoint of different departments. The courses relate this material and these interpretations to other material and interpretations from other departments in order to unite the results of this study into a coherent overall framework. The interpretations are expected to be both appreciative and critical; the artifacts will come from different times, places, and cultures; and the instructors will come from different departments.

## Concentration in a Department

A student must choose a curricular program and a major within a field of concentration no later than the end of the second year of study or the midpoint in the student's college years. The choice must be filed with the registrar.

Minimum requirements for the concentration vary with the department. At least half of a student's minimum requirements in the field of concentration must be taken at Vassar.

Of the 34 units required for the degree, students may not take more than 50 percent or 17 units in a single field of concentration. At least one-fourth of the 34 units, or 8½ units, must be in one or more of the divisions of the curriculum outside the one in which the student is concentrating. This minimum may include interdepartmental courses or courses offered by the multidisciplinary programs. No more than 2 units of the 34, with the exception of physical education 110 and 210 may be for work in physical education.

It is strongly recommended that students take courses in each of the four divisions at Vassar. Students are also expected to work in more than one department each semester.

These are the curricular divisions:

Arts	Foreign Languages and Literatures	Social Sciences	Natural Sciences
Art	Arabic	Anthropology	Astronomy
Dance	Chinese	Economics	Biology
Drama	French	Education	Chemistry
English	German Studies	Geography	Computer Science
Film	Greek and Roman	History	Earth Science
Music	Studies	Philosophy	Mathematics
Physical Education	Hebrew	Political Science	Physics
	Hispanic Studies	Religion	Psychology
	Italian	Sociology	
	Japanese		
	Russian Studies		

## Independent Program

The Independent Program is available to any student who wishes to elect a field of concentration that is not provided by one of the regular departments or the interdepartmental or multidisciplinary programs of the college. Consequently, the student's own specially defined field of concentration will be interdisciplinary in nature, and may draw upon various methods of study, on and off campus.

A student may apply for admission to the Independent Program no earlier than the second semester of the freshman year and normally no later than the end of the sophomore year. The guidelines and requirements of the independent program are described on page 149.

## Interdepartmental Programs

Interdepartmental programs are concentrations in which the concerns of two or more academic departments come together, under the supervision of participating faculty members. They differ from the multidisciplinary programs mainly in that their subjects are by their nature joint concerns of the departments involved and are accessible through the methods and approaches appropriate to these disciplines. Through cooperation in curricular planning, scheduling, and advising, interdepartmental programs offer students coherent courses of study within the levels of instruction of the participating departments. At the present time, Vassar offers six interdepartmental programs—Biochemistry; Earth Science and Society; Geography-Anthropology; Medieval and Renaissance Studies; Neuroscience and Behavior; and Victorian Studies. The regulations and requirements of these programs are specified under course listings.

Fulfillment of distribution requirements for students in an interdepartmental concentration is determined in consultation with an adviser in the program.

## Multidisciplinary Programs

Each multidisciplinary program concentrates on a single problem or series of problems that cannot be approached by one discipline alone. The integration and coherence of the program are achieved through work of ascending levels of complexity. At the present time, Vassar has the following fully developed multidisciplinary programs—Africana Studies; American Culture; Asian Studies; Cognitive Science; Environmental Studies; International Studies; Jewish Studies; Latin American and Latino/a Studies; Media Studies; Science, Technology, and Society; Urban Studies; and Women's Studies. The regulations and requirements of these programs are specified under course listings.

Fulfillment of distribution requirements for students in a multidisciplinary concentration is determined in consultation with the adviser in the program.

## Double Major

Students wishing to apply to the Committee on Leaves and Privileges for permission to take a double major, in which they fulfill all the requirements of each field of concentration concerned, may do so after obtaining the permission of the appropriate advisers and department chairs. Generally, students seeking a double concentration are expected to have a good academic record. They should present a clear statement to the committee indicating the academic advantages expected from study in the two proposed fields.

## Correlate Sequence

In addition to an elected field of concentration, a student may undertake an optional correlate sequence.

The correlate sequence provides the opportunity to organize studies outside the major field of concentration, progressing from introductory to advanced work under the guidance of an adviser in the relevant department or program. A sequence usually consists of 6 units, selected to acquaint the student with the methodology of the field and to permit achievement of some depth of learning in at least one of its areas of knowledge. The mere amassing of units is not acceptable. Ordinarily, no more than 2 units may be courses taken at another school. Specific requirements for each sequence are noted in the individual department or program section of the catalogue.

Students interested in pursuing a correlate sequence should complete a Declaration of Correlate Sequence form available from the Office of the Registrar.

## Part-Time Status

Ordinarily, all matriculated students are required to register full time (a minimum of 3.5 units) for eight semesters or until they complete the requirements for their degree, whichever comes first. Part-time status (fewer than 3.5 units, reduced tuition) is reserved

for students who, for documented (e.g., medical) reasons, will need to reduce their course load for several semesters. Students who, for documented reasons, require a reduced course load for a single semester may be eligible for full time under-load status (fewer than 3.5 units, full tuition). All requests for part time status or full time under-load status should be submitted to the Committee on Leaves and Privileges, which will evaluate the academic merits of each request. Students considering part-time status who receive financial aid should also consult with the Office of Financial Aid about possible financial implications.

## Leaves of Absence

Vassar allows its students two kinds of leaves of absence: academic and nonacademic. Both kinds of leaves are granted upon application through the Office of the Dean of Studies before appropriate deadlines announced annually. Applications for academic leaves, except when of an emergency nature, should be made by February 15 of the academic year before the one for which they are sought.

An academic leave of absence will be granted to a student for a semester or a year within the general framework of sensible and promising academic purpose. It may be granted to a student who wishes to take coursework of a particular kind at another institution or to a student who wishes to gain a different academic perspective. Departmental advisers help students in planning programs which include academic work elsewhere. In certain departments, leaves in the sophomore year may be more desirable than leaves in the junior year, and vice versa. Approved academic leaves may be rescinded if a student's grades fall below the level required for approval.

Any student seeking such an academic leave should consult the appropriate adviser in the Office of the Dean of Studies in sufficient time to allow for conferences with faculty advisers, followed by submission of an application to the Committee on Leaves and Privileges before the February 15 deadline. Non-transfer students may include no more than 10 units of work taken elsewhere in the 34 units presented for the Vassar baccalaureate degree. For transfer students, the maximum is 17 units.

Leaves of a nonacademic nature generally fall into two categories—leaves for medical reasons and leaves for students who want a period of time off to do something quite different from academic work. These may be leaves for employment or merely for personal reorientation. In any of these cases, the request for leave should be carefully considered by the appropriate adviser and approved by the dean of studies. Applications for nonacademic leaves, except when of an emergency nature, should be made by April 1 of the academic year before the one for which they are sought. Students should submit a written, signed request for nonacademic leaves to the dean of studies. In exceptional circumstances, students may apply for retroactive credit, but in general, students will not receive credit for academic work undertaken while on a personal leave of absence. Students should submit a written, signed request for nonacademic leaves to the Dean of Studies Office, after consultation with their class dean or advisor.

The college reserves the right to limit leaves, within the framework of residential and academic policies. Ordinarily, non-academic leaves of absence are limited to at most two consecutive semesters.

## Foreign Study Study Abroad

Appropriately qualified students may study abroad on approved programs under conditions set by the Committee on Leaves and Privileges. Usually, but not always, foreign study is planned for the junior year.

All students interested in foreign study should discuss the possibilities with their departmental advisers, and then submit an application to the committee through the Office of International Programs. Study abroad can be especially valuable for students majoring in foreign languages and literatures, and international studies. It may also complement work in other departments and programs. Students should discuss their program with their aca-

ademic adviser.

As study abroad generally poses particular challenges for students, the college must require reasonable standards of academic performance of students applying for this privilege. In order to merit consideration by the committee, a student requesting permission to study abroad must have a compelling academic rationale as well as the strong support of the adviser and the department concerned, a good academic record (ordinarily with a recommended Vassar College GPA of 3.0 or better), and the foreign language background specified in Junior Year Away guidelines, usually a minimum of two years of college study.

Information on the policies and procedures (including important deadlines) for petitioning for permission to study abroad is available on the Office of International Programs website. Students wishing to apply for permission to study abroad should familiarize themselves with the Fundamentals of Study Abroad document available online.

## Academic Year Programs

### Berlin Consortium for German Studies

Based in the city of Berlin and managed by Columbia University, the Berlin Consortium for German Studies (BCGS), of which Vassar College is an Associate Member, offers an intellectually challenging and diverse program of study meeting the highest academic standards common to its member institutions. The BCGS provides students with the opportunity to enroll in courses at the Freie Universität Berlin (FU Berlin) for spring semester or a full academic year. The program begins with a six-week intensive language practicum, which, in conjunction with a month long home-stay, prepares students for study at the FU Berlin. Upon completion of the practicum, students enroll in one course taught by the BCGS directors on a topic such as culture, politics, history, literature, theater, or cinema; and for at least two, possibly more, FU Berlin courses for which they meet the prerequisites. Program tutors are available to assist BCGS students with the transition into the German university system. Cultural activities and field trips support the academic program. Some students also intern during the semester and between the fall and spring semesters.

### Vassar-Wellesley-Wesleyan Program in Bologna

Vassar College, Wellesley College, and Wesleyan University offer a study abroad program at the Università di Bologna in Italy. The program is committed to high academic standards and to providing opportunities for students to develop their knowledge of the Italian language and culture in one of the most venerable and prestigious academic environments in Europe.

Undergraduates wishing to study humanities and social sciences may enroll for the fall or spring semesters or for the full academic year. Students who enroll for the full year or for the spring semester and who have at least an intermediate knowledge of Italian complete two regular university courses at the Università di Bologna, as well as take courses in language and Italian studies offered by the program. Since all courses are offered in Italian, participants must have completed the equivalent of second-year Italian. Those interested in applying should consult with their advisers before making a formal application to the dean of studies, Office of International Programs, Main N-173.

### Vassar-Wesleyan Program in Paris

Qualified students majoring in any discipline may spend a semester or an academic year with the Vassar-Wesleyan Program in Paris. The program offers courses in language, culture, literature, art, the social sciences, as well as an internship. Additionally, many courses are available through the University of Paris. Courses cover France and the French-speaking world (for course descriptions, see the listing for French). Students normally participate in their junior year, but sophomores and seniors are also eligible. Since all courses are given in French, participants should have completed a 200-level course above French 213 or the equivalent. Those interested in applying should consult with their advisers and with the Department

of French before making formal application through the dean of studies, Office of International Programs, Main N-173.

### Vassar-Wesleyan Program in Spain

Qualified students, regardless of their field of concentration, may spend a semester or an academic year with the Vassar-Wesleyan Program in Spain studying at Universidad Carlos III de Madrid. The program offers courses in Spanish language, literature, history, art, politics, and society (for course descriptions, see the listing for Hispanic Studies). Students normally participate in their junior year, but qualified sophomores and seniors are also eligible. Since all courses are given in Spanish, participants must have completed the equivalent of second-year Spanish (Hispanic Studies 205, 206). Those interested in applying should consult with their advisers and with the Department of Hispanic Studies before making formal application through the dean of studies, Office of International Programs, Main N-173.

### Vassar in St. Petersburg, Russia at European University

Qualified students with an interest in Russian Studies and/or art history may spend the fall semester at European University in St. Petersburg studying art history, and language and culture. The St. Petersburg program is unique in allowing students virtually unlimited access to the Hermitage Museum with its collection of Western art that is rivaled only by such famous sites as the British Museum or the Louvre. Our students are granted equally unrestricted access to the Russian Museum, a treasure-trove of Russian art ranging from medieval icons to Malevich and beyond. Classes are held under the tutelage of Hermitage curators and professors of the city's European University. No previous exposure to Russian language is required, since the three principal courses are offered in English. All students must be enrolled in a Russian language course at their appropriate level. Additional instruction in Russian can be arranged for advanced Russian speakers.

### Clifden, Ireland: Internship in Irish Schools

Vassar College, in cooperation with the Clifden Community School, Clifden, Ireland, offers a one-semester internship in Irish elementary or secondary education. Students interested in teacher certification, the theoretical study of education, or the study of cross-cultural education are assigned as interns in the elementary or secondary school in Clifden, Ireland. They may also take a "half-tutorial" of study at University College, Galway, in areas such as: history, English, psychology, history of art, physical sciences, geography, or other subjects taught in the general university curriculum. Those interested in applying should consult with their adviser and the Department of Education before making formal application through the dean of studies, Office of International Programs, Main N-173.

### Vassar College Program at Cloud Forest School in Costa Rica

Vassar College in conjunction with the Cloud Forest School in Monteverde, Costa Rica, offers a fall or spring semester of study plus an internship experience in the school's bilingual setting. The program offers field work and an independent study project in the field of education and educational policy plus intensive Spanish language courses at varying levels. Participants must have the equivalent of at least one year of Spanish language, Hispanic Studies, 105-106. Education 235, Contemporary Issues in Education, is also required in order to participate in the program. Qualified students majoring in any discipline may apply. Those interested in applying should consult with their advisers and with the program coordinator in the Education Department.

### International Exchange Programs

Vassar has established exchanges that students may choose to participate in with the following six institutions:

Institut d'Etudes Politiques de Paris (Science Po) Exchange

Program —*Full year or spring term only. Requires excellent French language skills.*

Bilgi University and Bogazici University, Istanbul, Turkey —*Fall, spring or full year study is available.*

Ochanomizu University, Tokyo University (female students only)

Ritsumeikan University, Kyoto, Japan —*Fall, spring or full year study is available.*

University of Exeter, United Kingdom —*Full year or spring term only*

## Domestic Study, Off Campus

### Bank Street Urban (NYC) Education Semester

Vassar College, in cooperation with Bank Street College of Education, offers a one-semester program in urban education. Students interested in teacher certification, the theoretical study of education, or the study of cross-cultural education are assigned as interns in New York City public schools. In addition to the 2 unit internship, students also take three additional courses at Bank Street College. Those interested in applying should consult with their adviser and the Department of Education before making formal application through the Office of the Dean of Studies.

### Exchange Programs

Vassar students may apply, with the approval of their major department adviser, to study for a year or a semester at Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Wellesley, Wesleyan, or Wheaton, all member colleges of the Twelve College Exchange Program. Included in the possibilities are a semester at the Eugene O'Neill Memorial Theatre Center in Waterford, Connecticut, with academic credit sponsored by Connecticut College, and a semester of studies in maritime history and literature, oceanography, and marine ecology at the Mystic Seaport in Mystic Connecticut, with academic credit sponsored by Williams College. In addition, students may apply to study at one of the following historic black colleges: Howard University, Morehouse College, and Spelman College. Election of specific courses at Bard College is also possible. For a more complete list of programs within the United States as well as an explanation of the academic leave of absence, students should consult the Study Away website.

For information about the application process and credit transfer related to exchanges and academic leaves of absences students should consult the Office of the Dean of Studies.

### Field Work

Offered by most departments for academic credit, field work enables students to examine the way the theories and the practical experiences of a particular discipline interact. It provides opportunities for observation and participation which are not ordinarily available in classwork. Depending on their academic interests, students undertake internships in a variety of organizations and agencies in the local community and other places. Every field work student is supervised by a faculty member who evaluates the intellectual merit of the proposed field work, determines the amount of credit to be given, and decides upon the academic requirements for the awarding of credit. Generally, field work students have prerequisites or a corequisite in the faculty member's department. All field work is ungraded (Satisfactory/Unsatisfactory). See section on Ungraded Work for specific information.

Field work may be done during the academic year or in the summer. Students interested in field work placements should consult the director of field work during preregistration or at the beginning of each semester. Students seeking credit for summer placements must complete their registration before they leave campus. Students may not apply for retroactive field work credit.

During the academic year, some students commute to New York City or Albany one or two days a week to serve as interns in government, nonprofit organizations, or businesses. In cooperation with the Career Development Office, the Field Work Office also maintains an extensive listing of summer internships. The Field Work Committee

may approve academic credit for nonresidential placements for a semester away for special programs proposed by students and their advisers in consultation with the director of field work.

### Transfer Credit

Course work which may be eligible for transfer credit can include course work taken prior to a student's matriculation at Vassar, as well as course work done on a Vassar approved Junior Year Abroad, domestic leaves of absence, and summer course work taken at other institutions. With the exception of pre-matriculation course work, students are expected to have courses pre-approved for transfer credit if they plan to take them at institutions outside of Vassar.

Courses which are ineligible for transfer credit include ungraded courses, ungraded field work, online courses, courses done at unaccredited institutions, courses which come under the category of pre-professional or vocational, continuing education courses (CEU's), and course work taken on a personal leave of absence.

Transfer credit may be earned both prior to matriculating at Vassar and while a student is a degree candidate. A maximum of 4 units of pre-matriculation credit of this type will be awarded.

### Pre-matriculation Credit

The definition of pre-matriculation credit comprises college-level work completed before a student has matriculated at Vassar. The category of college level work is a broad one that includes exams such as the Advanced Placement Exams (APs) and the International Baccalaureate (IB). Vassar also recognizes GCE/Cambridge Advanced Level examinations (A Levels), the French Baccalaureate, the German Abitur, and the Caribbean Advanced Proficiency Examination (CAPE). Other college level pre-matriculation examination results will be evaluated as they are submitted provided they are accompanied by appropriate documentation authenticating and supporting their academic integrity and level of proficiency. In some cases transcription and translation must also be provided.

Pre-matriculation course work also includes college or university courses completed while a student was attending high school. However, course work of this type must be completed at the college or university campus along with other undergraduates, taught by a qualified college teacher, and may not have been used to fulfill any high school requirements. Students may not apply for transfer credit for these courses until after they matriculate and are active students at Vassar.

\*Note: The minimum grade required for any course to be eligible for transfer credit is C.

### Advanced Placement (APs)

The general policy: Students will receive 1.0 unit of pre-matriculation transfer credit for every score of 4 or 5 up to a maximum of 4.0 units. Admission into higher level courses on the basis of AP credit is at the discretion of the individual department.

Please refer to the Freshman Handbook for department specific AP information.

### International Baccalaureate (IB)

The International Baccalaureate Program is described as a "demanding pre-university course of study that leads to examinations; it is designed for highly motivated secondary school students and incorporates the best elements of national systems without being based on any one." Scores achieved for the Higher Level examinations are eligible for pre-matriculation transfer credit. Students who achieve a 5, 6, or 7 on an IB exam will receive transfer credit. Scores of 5 or 6 receive 1.0 unit of transfer credit. A student may be awarded 2.0 units for a score of 7, but only if the student is not taking a course in that subject at Vassar at the introductory level. Students must check with the appropriate department as well as the assistant dean of studies to determine whether 2.0 units is the appropriate evaluation for a IB score of 7. Also, as with AP credits, 4.0 units is the maximum allowable amount of transfer credit.

\* If a student takes more than 2 units the student will be charged the part-time rate.

## International Credentials

Students may receive 1.0 unit (equivalent to a course for one semester) of pre-matriculation transfer credit for every eligible foreign exam score up to a maximum of 4.0 units. Admission into higher level courses on the basis of this credit is at the discretion of the individual department. Common examples include: GCE/Cambridge A-level exams with a grade of A or B; French Baccalaureate exams with minimum coefficient of 4 and minimum score of 11; German Abitur exams with minimum score of 10; CAPE exams with a grade of I or II. Other college level pre-matriculation examination results will be evaluated as they are submitted provided they are accompanied by appropriate documentation authenticating and supporting their academic integrity and level of proficiency. In some cases transcription and translation must also be provided.

## Post-matriculation Transfer Credit

Students normally matriculate at Vassar in their freshman year. Students who matriculate as freshmen may transfer a maximum 10.0 units of credit including pre-matriculation credits. Students have a range of options for earning post-matriculation transfer credit. They can take work at another institution over the summer, they can go on a Vassar approved JYA program, or they can take a Vassar approved domestic leave. In the case of summer work, pre-approval is recommended. In the case of JYA or domestic leaves, pre-approval of proposed course work is required and is built into the application process. Students may not take the same course at another institution which they have already received credit for at Vassar.

The procedure for having summer work done at an institution outside of Vassar pre-approved for credit is for the student to complete a Summer Election Away form. This form can be obtained at the Vassar Registrar's Office. The student must take the form along with an official description of the summer course or program to the chair of the department in which the course would be assigned at Vassar. Both the respective department chair and the student's adviser must sign the form and return it to the Registrar's Office. Once the student has completed the course he/she must request that an official transcript of completed course work be sent to the Vassar Registrar's Office. When the transcript is received, the credit will be applied automatically to the student's Vassar transcript provided the student achieved a grade of C or better.

Grades will appear on the transcript for all post-matriculation credit whether earned over the summer, on a JYA semester, or on a domestic academic leave of absence. However, they will not be factored into the student's GPA.

## Transfer Students

Students who are accepted as transfer students have spent a minimum of one semester at a school other than Vassar. The work they have completed at their previous institution(s) will be evaluated for transfer credit. Transfer students may also earn transfer credit once they have matriculated at Vassar. The maximum amount of transfer credit a transfer student may apply to their Vassar transcript is 17.0 units. Transfer students are also able to do summer work, go JYA, or take a domestic leave of absence, provided they have not exceeded their transfer credit limit.

## Courses Which Are Not Eligible for Transfer

When students consider taking courses at institutions outside of Vassar, they must bear in mind that certain categories of courses will not be approved for transfer. These include physical education courses, pre-professional courses, vocational courses, continuing education courses (CEU's), business courses, and online (distance learning) courses. This policy applies equally to courses taken at other institutions prior to a student's matriculation at Vassar.

## Summer Work

### Summer Work Taken at Vassar

Students taking summer ungraded work of any kind for Vassar credit are limited to a maximum of 2 units per summer. The deadline for

application for summer work is June 1. Students may not apply for retroactive credit. There is no tuition charge for the first 2 units of Vassar summer independent study or field work.

October 1 is the deadline for the completion of summer ungraded work. Students registered for Vassar summer work will be held responsible for completing the work unless they notify the registrar before July 1 of their intention to drop the work. Failure to complete the work by October 1 or to notify the registrar by July 1 of termination of work will result in a mandatory grade of "Unsatisfactory."

## Summer Work at Another Institution

Work taken at another institution in the summer may be counted as transfer credit. In order to guarantee transfer of credit in advance, students must obtain signed permission from the chair of each department in which they are seeking credit, as well as their adviser, before the end of the second semester. Forms for registration of this work are available in the Office of the Registrar. See section on **Transfer Credit Policy** for specific transfer credit rules.

Students may apply for retroactive credit, but the college makes no guarantee of transfer of credit unless summer work has been approved in advance.

## Academic Internships at Vassar College

Each summer, Vassar sponsors academic internship programs in the sciences, humanities, and social sciences where students collaborate with faculty mentors on original research projects. All internship participants receive stipends to cover room and board expenses and meet their summer earnings requirement.

## Undergraduate Research Summer Institute (URSI)

The Undergraduate Research Summer Institute (URSI) began in the summer of 1986 to support collaborative student-faculty research in the sciences at Vassar. Each year, students spend ten weeks during the summer working with faculty members from the Departments of Anthropology, Astronomy, Biology, Chemistry, Cognitive Science, Computer Science, Earth Science, Mathematics, Physics, and Psychology on research projects at Vassar and at other sites. Recent URSI students have studied the mass balance of chloride ion in the watershed of the Casperkill Creek that runs through Vassar's campus; worked to develop an automated, analytical technique that scans shapes and identifies them; investigated globally declining amphibian populations by studying nutritive stress as an immunomodulator in the African clawed frog; analyzed tar samples from a fourth century BC Greek shipwreck; developed structure activity relationships with titanium tetrahydrosalen complexes in asymmetric catalysis; created musical artificial intelligence software that finds patterns in compositions to use in extending them; studied a geometric approach to the theory of orthogonal complements in finite-dimensional complex vector space; and researched word play riddle understanding during the elementary school years of children to figure out the reasons why children get better at choosing the funnier riddles. Information on the program and a complete listing of last summer's projects is available on the URSI website.

## Ford Scholars

Established in 1988, the Ford Scholars Program at Vassar College fosters student and faculty collaboration on research projects in the humanities and social sciences. The program encourages academic mentoring relationships between undergraduate students and expert scholars. Faculty mentors initiate and mentor each project and design them to include significant student participation. Students become junior partners in rigorous scholarship, course preparation and teaching related research. Ford Scholar experiences this past summer included a wide range of research and curriculum development projects. Twenty-one projects were funded in anthropology, sociology, economics, African studies, education, English, science, technology and society, film, Russian studies, Latin American and Latino/a studies, history, French and Francophone studies, German studies, drama, political science, and curatorial studies. The Ford

Scholars program allows students to test their own interests in pursuing a life in academe. The Ford Scholars director is Katherine Hite and additional information can be obtained on the Ford Scholars website.

## General Academic Regulations and Information

Students preregister for each semester's classes toward the end of the previous semester. Additions in registration are permitted during the add period, which extends through the first ten class days of each semester, and courses may be dropped, provided minimal full-time status is maintained, until the midpoint of each semester. No changes may be made without consultation with the student's adviser.

The average course load in each student's program is 4 or 4½ units per semester. Permission from the Committee on Leaves and Privileges is required if the student wishes to take more than 5 or less than 3½ units, with the exception of first-semester freshmen who may, in special circumstances, drop to 3 units with the approval of the dean of freshmen and their pre-major adviser.

All students in residence are expected to enroll in at least 3½ units each semester, and permission to elect fewer units is granted only in exceptional cases, usually for reasons of health.

Every course elected, including independent work, must be completed even though the course may be in excess of the minimum number of units required for graduation. Students may not drop any semester course after the sixth Friday of the term. When for reasons of health or serious emergency the dean withdraws a student from a course after this date, the notation WD signifying a withdrawal without penalty is recorded in lieu of a grade for the course.

## Evaluation of Work

### The Grading System

A student's standing in college and the requirements for graduation are determined by a dual standard, one of quality and the other of quantity. The quality of the work is measured by the quality points and the grade average; the quantity is measured by the units completed. The semester and cumulative grade averages are based on the ratio of the total number of quality points received to the total number of graded units elected at Vassar.

### Letter Grades

**A** indicates achievement of distinction. It involves conspicuous excellence in several aspects of the work.

**B** indicates general achievement of a high order. It also involves excellence in some aspects of the work, such as the following:

- Completeness and accuracy of knowledge
- Sustained and effective use of knowledge
- Independence of work
- Originality

**C** indicates the acceptable standard for graduation from Vassar College. It involves in each course such work as may fairly be expected of any Vassar student of normal ability who gives to the course a reasonable amount of time, effort, and attention. Such acceptable attainment should include the following factors:

- Familiarity with the content of the course
- Familiarity with the methods of study of the course
- Evidence of growth in actual use both of content and method
- Full participation in the work of the class
- Evidence of an open, active, and discriminating mind
- Ability to express oneself in intelligible English

**C-**, **D+**, and **D** indicate degrees of unsatisfactory work, below standard grade. They signify work which in one or more important respects falls below the minimum acceptable standard for graduation, but which is of sufficient quality and quantity to be counted in the units required for graduation.

Work evaluated as **F** may not be counted toward the degree.

## Provisional Grades

A department may offer provisional grades for a-b and a/b courses. For the student electing both terms of such a course, the final grade received at the end of the year automatically becomes the grade that will be recorded on the student's transcript for both the first and the second semester. For the student who elects only the a-term of an a/b course, the first semester grade is final. A student who elects to take a provisionally graded course under the Non-Recorded Option must take both semesters on this basis.

## Uncompleted Work

*Incomplete* indicates a deferred examination or other work not completed, for reasons of health or serious emergency. Grades of *incomplete* are granted by the dean of studies, the dean of freshmen, and the class advisers, usually in consultation with the instructor or the college health service. Unless otherwise specified, work must be completed by May 1 of the following year in the case of a first semester mark of *incomplete* and by October 1 of the same year in the case of a second semester mark of *incomplete*, otherwise the grade for the work outstanding automatically becomes a failure. If a class dean or class adviser, in consultation with the appropriate instructor, determines that the overall objectives of a class cannot be achieved by the completion of the outstanding, incomplete work, then the student will be withdrawn from the course without penalty.

## Credit Restrictions

A student who chooses to drop the second semester of a hyphenated course after passing the first semester automatically receives a grade of WP and loses credit for the first semester. No course for which credit has been received may be repeated for credit. Records are not kept of audited courses.

## Non-Recorded Option

Courses designated by a department or program as available under the Non-Recorded Option are noted in the Schedule of Classes each semester. Most departments limit the option to nonmajors only. In order to elect the NRO in a designated course, a student must file a NRO form, signed by his or her adviser, with the Office of the Registrar indicating the lowest letter grade the student wishes to have recorded on the permanent record. The deadline for electing a course under the NRO is the last day of the sixth full week of classes. After this deadline, a student may neither change the choice of the NRO nor change the minimum grade elected.

A regular letter grade will be assigned at the end of the course by the instructor, who will, before turning in grades to the registrar, have knowledge of whether the student has elected the NRO, although the instructor will not have knowledge of the minimum grade set by the student. If the grade assigned by the instructor is lower than the student's elected minimum grade, but is still passing (D or better), a grade of PA is entered on the permanent record. (The grade of PA is permanent; it may not be revoked and the letter grade assigned by the instructor may not be disclosed.) If the letter grade assigned by the instructor is an F, an F is recorded and serves as a letter grade on the student's permanent record. The election of a course under the NRO counts in the total NRO Vassar work allowed each student, even if a letter grade is received.

**Non-Recorded Option Limit** — Students may elect a maximum of 4 units of work under the Non-Recorded Option. For transfer students, this limit is reduced by 1 unit for each year of advanced standing awarded to the student.

## Ungraded Work

Ungraded work is open to all students who have the appropriate prerequisites subject to limitations imposed by departments on work done in the field of concentration. This work is graded SA (Satisfactory) and UN (Unsatisfactory).

"Satisfactory" work is defined as work at C level or above.

"Unsatisfactory" work will not be credited toward the degree.

Field Work (290), Independent Work (298, 399), and Reading



Courses (297) are all considered Ungraded Work. Other courses, including some half-unit courses and many theses/senior projects may be designated as Ungraded as well at the discretion of the department. All Ungraded work is noted in the Schedule of Classes with an SU grade type.

Special Note: Grades of “DS” — Independent Work and Ungraded Theses/Senior Projects may allow for grades of “DS” (Distinction) in addition to “SA” and “UN”, where appropriate and where the department policy indicates.

Ungraded Limit — Students may elect a maximum of 5 units of Ungraded Work. For transfer students, this limit is reduced by 1-unit for each year of advanced standing awarded to the student. This ungraded limit does not apply to any units taken in excess of the 34-unit minimum required for graduation.

## Categories of Ungraded Work

Independent work, field work, and reading courses are treated as ungraded work and may not be taken for letter grades. To elect any of these opportunities for ungraded work, a student needs the permission of an instructor.

INDEPENDENT STUDY. Independent study in any field is intended to give students responsibility and freedom in investigating subjects of special interest to them. It may take a variety of forms, such as independent reading programs, creative projects in the arts, research projects, group tutorials, or additional work attached to specific courses. The categories are:

290 FIELD WORK—Open to students in all classes who have appropriate qualifications.

297 READING COURSES—Reading courses offer an opportunity to pursue a subject through a specified program of unsupervised reading. They make possible intensive investigation of specialized fields in which classroom instruction is not offered, and allow a student to develop the capacity for critical reading. Reading courses are open to all students who have the appropriate requirements as set by departments.

298 INDEPENDENT WORK—Open to students of all classes who have as prerequisite at least one semester of appropriate intermediate work in the field of study proposed.

399 SENIOR INDEPENDENT WORK—Open to students in their senior year plus other qualified students who have taken 200 level independent work in the discipline.

## The Grade Average

The grade-average ratio is determined on the basis of quality points: each unit given a mark of A counts 4 quality points; A–=3.7; B+=3.3; B=3.0; B–=2.7; C+=2.3; C=2.0; C–=1.7; D+=1.3; D=1.0; F=0. The grade average is arrived at by dividing quality points by graded units.

Work graded PA under the Non-Recorded Option, ungraded work at Vassar, and work done at other institutions but accepted for Vassar credit does not enter into the grade average.

## Standards for Continuance at Vassar College and Graduation

Compliance with the standards of scholarship is expected at Vassar College. Instructors are urged to notify the dean of studies of students whose work falls below the satisfactory level, and the college reserves the right to require a leave of absence or withdrawal for any student whose academic performance falls below its standards. The status of all students with unsatisfactory records is reviewed at the end of each semester by the Committee on Student Records, and this committee may, at its discretion, allow students to continue at the college or require a leave or withdrawal. Students whose work is below C level are placed on probation if they are allowed to continue. Students on probation may expect academic reports to be made to the deans' offices during the semester of their pro-

bation. The committee reviews the records of juniors and seniors with grade averages below C in their areas of concentration and may require changes in concentration, leaves, or withdrawal. A student remains in good academic standing as long as he or she is matriculated at Vassar and is considered by the committee to be making satisfactory progress toward the degree.

## The Senior Year Requirements

All students must be registered at Vassar College for their senior year requirements. The nature of the required senior work varies with the several departments or programs. Senior-level work is described under departmental offerings and in the statements on the independent, interdepartmental, and multidisciplinary programs.

## Graduation Grade

Graduation depends upon the student's successful completion of all stated requirements for the degree, including those of the senior year.

An average of C for all courses, i.e., a 2.0 grade average, and an average of C in courses in the field of concentration or major program, constitute the minimum grade requirement for graduation.

## Written Work and Final Examinations

Normally, in introductory and intermediate courses, some form of written work will be assigned and returned to students by the midpoint of the semester. The instructor may set the due date of final work, excluding final exercises, no later than the last day of the study period. Exceptions to this deadline must be approved by the dean of studies.

Final examinations may be given on both a scheduled and a self-scheduled basis at the option of the instructor. The instructor in each class announces within the first week of the semester what the requirements of the course will be and whether there will be a written examination or another form of evaluating student accomplishment, such as papers or special projects.

If the examination is to be on the regular schedule, it must be taken at the posted time and completed at one sitting. If it is self-scheduled, the student will obtain the examination at the beginning of the period chosen, take it to an assigned room, complete it at one sitting, and return it at the end of the allotted time.

A student fails an examination unless the prescribed procedures are followed or unless the student has been excused from the examination by the appropriate dean. A student who is ill should report to health service which, if it thinks it advisable, will recommend to the dean the need for an *incomplete*. In cases of an emergency, students should be advised by the Office of the Dean of Studies.

Rules governing conduct in examinations and expected standards of academic integrity are cited annually in the *Student Handbook*, and students are responsible for conforming to these expectations.

## Academic Honors

### Honors at Graduation

There are two categories of honors at graduation: departmental, interdepartmental, multidisciplinary, or independent program honors, which will carry the designation “With Departmental Honors”; and general honors, which will carry the designation “With General Honors.” A student may graduate with one or both. In the first category, honors will be awarded to those students designated as meeting predetermined standards and so recommended by the departments concerned, the Committee on the Independent Program, or the faculty of the multidisciplinary programs to the Committee on Student Records, which oversees the continuity of standards. In the second category, honors will be awarded to the top twenty percent of each graduation class.

### American Chemical Society

The American Chemical Society (ACS) is the largest scientific organization in the world and hosts more than 161,000 members. Vassar College is an accredited institution of the American Chemical

Society. An approved program requires a substantial institutional commitment to an environment that supports long-term excellence. Certification is awarded to graduates that meet the Society's criteria for professional education. Certified majors must have instruction in each of the five major areas of chemistry: analytical, biochemistry, inorganic, organic and physical chemistry.

### Phi Beta Kappa

Vassar College was granted a charter by the national honor society of Phi Beta Kappa in 1898. Members from the senior class are elected by the Vassar chapter each spring. The basis for selection is a high level of academic achievement; breadth of study, requiring substantial work in several areas of the liberal arts curriculum; and general evidence of intellectual adventurousness.

### Psi Chi

Psi Chi is the National Honor Society for Psychology. It was founded in 1929 for the purposes of "encouraging, stimulating, and maintaining excellence in scholarship of the individual members in all fields, particularly psychology, and advancing the science of psychology." Membership in Psi Chi is awarded to students majoring in Psychology, Cognitive Science, or Neuroscience & Behavior who have earned the top academic rankings in their class. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the Association for Psychological Science (APS).

### Sigma Xi

Sigma Xi is a scientific research society with chapters in colleges and universities around the world. A Sigma Xi club was established at Vassar in 1959 that became an active chapter in 1998. Since 2001 Sigma Xi has been recognizing graduating seniors as associate members of Sigma Xi based upon their research accomplishments and academic record. Vassar College is one of the few liberal arts colleges in the country where graduating seniors are bestowed this honor.

### Prizes

Vassar College awards prizes each year from certain endowed funds, according to the terms of the gifts. The recipients are selected by the appropriate departments.

#### Prizes from endowed funds:

- Gabrielle Snyder Beck Prize—for summer study in France
- Catherine Lucretia Blakeley Prize—for a study in international economic relations
- Wendy Rae Breslau Award—for an outstanding contribution of a sophomore to the community
- Beatrice Daw Brown Poetry Prize—for excellence in the writing of poetry
- Virginia Swinburne Brownell Prizes—for excellent work in biology, political economy, and history
- Sara Catlin Prize—for an outstanding contribution of a senior to the religious life of the community
- Man-Sheng Chen Scholarly Award—for excellence in Chinese Studies
- E. Elizabeth Dana Prize—for an individual reading project in English
- Eleanor H. DeGolier Prize—to the junior with the highest academic average
- Jean Slater Edson Prize—for a work of music composition chosen in a college-wide competition
- Lucy Kellogg English Prize—for excellence in physics or astronomy, alternately
- The Frances Daly Fergusson Prize—to a senior in the art history department for his or her outstanding accomplishments
- Helen Kate Furness Prize—for an essay on a Shakespearean or Elizabethan subject
- Ida Frank Guttman Prize—for the best thesis in political science
- Janet Holdeen-Adams Prize—for excellence in computer science
- J. Howard Howson Prize—for excellence in the study of religion

- Evelyn Olive Hughes Prize in Drama and Film—to an outstanding junior drama major for a summer study of acting abroad
  - Ruth Gillette Hutchinson—for excellence in a paper on American economic history
  - Ann E. Imbrie Prize—for Excellence in Fiction Writing
  - John Iyoya Prize—for creative skills in teaching
  - Agnes Reynolds Jackson Prize—for excellence in written work in economics
  - Julia Flitner Lamb Prizes—to a junior major and a senior major for excellence in political science
  - Helen D. Lockwood Prize—for excellence in the Study of American Culture
  - David C. Magid Memorial Prize in Cinematography—for the most outstanding combination of achievement in cinematography and excellence in film study
  - Helen Miringoff Award—for a substantial contribution to an agency or the community through field work
  - Edith Glicksman Neisser Prize—to a student demonstrating a commitment to child study or child development
  - Dorothy Persh Prize—for summer study in France
  - Ethel Hickox Pollard Memorial Physics Award—to the junior physics major with the highest academic average
  - Leo M. Prince Prize—for the most notable improvement
  - Gertrude Bottenwieser Prins Prize—for study in the history of art
  - Betty Richey Memorial Sports Award—to a member of the women's field hockey, lacrosse, or squash team who embodies the qualities of loyalty, initiative, sportswomanship, leadership, and team support
  - Kate Roberts Prize—for excellence in biology
  - Marilyn Swartz Seven Playwriting Award—to a junior or senior in any discipline who submits the best dramatic work written for the stage
  - Erminnie A. Smith Memorial Prize—for excellence in the study of geology
  - Deanne Beach Stoneham Prize—for the best original poetry
  - Harriet Gurnee Van Allen Prize—for excellence in biology
  - The Masha N. Vorobiov Memorial Prize—for summer Russian language study
  - Frances Walker Prize—for the greatest proficiency in the study of piano
  - Laura Adelina Ward Prizes—for excellence in English and European history, and English literature
  - Weitzel Barber Art Travel Prize—to provide a junior or senior in the art department with the opportunity to travel in order to study original works of art
  - Vernon Venable Prize—for excellence in philosophy
  - Mary Evelyn Wells and Gertrude Smith Prize—for excellence in mathematics
  - Jane Dealy and Woodrow Wirsig Memorial Prize—in recognition of accomplishment and promise in the field of journalism
  - Sophia H. Chen Zen Memorial Prize—for the best thesis in Asian studies
  - Sophia H. Chen Zen Memorial Prize—for the best thesis in history
- #### Department prizes:
- Frank Bergon Book Prize—to an outstanding senior whose multidisciplinary work best exemplifies the creative accomplishments of Frank Bergon
  - The Melanie Campbell Memorial Prize—to a particularly gifted student in areas of "behind the scenes" service to the department
  - Jeffrey Chance Memorial Award—for excellence in both classwork and research in chemistry
  - Yin-Lien C. Chin Prize—for the best thesis/senior project in the Department of Chinese and Japanese
  - June Jackson Christmas Prize—for academic excellence in Africana studies
  - John F. DeGilio Prize—for creative skills in secondary teaching
  - The Harvey Flad/Anne Constantinople American Culture Book Prize—for an outstanding academic contribution
  - Clyde and Sally Griffen Prize—for excellence in American history
  - Betsy Halpern-Amaru Book Prize—for excellence in the study of classical texts of Judaism, Christianity, or Islam
  - M. Glen Johnson Prize—for excellence in international studies
  - Jesse Kalin Book Prize—for excellence in Japanese language and

- culture studies*  
Molly Thatcher Kazan Memorial Prize—for distinction in the theater arts
- Olive M. Lammert Prizes—for excellence in the study of biochemistry and chemistry
- Olive M. Lammert Book Prizes—for excellence in analytical and physical chemistry, organic chemistry, and general chemistry
- The Larkin Prize—for outstanding work in the study of Latin
- The Larkin Prize in Ancient Societies—for outstanding work in the study of Greek and Roman civilization
- Neuroscience and Behavior Senior Prize—for excellence in neuroscience and behavior.
- Philip Nochlin Prize—for a senior thesis of highest distinction in philosophy
- Harry Ordan Memorial Prize—for excellence in philosophy
- The Reno Prize in Greek—for outstanding work in the study of Greek
- Paul Robeson Prize—for best senior thesis in Africana studies
- Julie Stomne Roswal Prize—for the most outstanding German student
- Douglas Saunders Memorial Prize—for an excellent senior thesis in history
- Marian Gray Secundy Prize—for meritorious achievement in field research and community service
- Ellen Churchill Semple Prize—for excellence in the study of geography
- Sherman Book Prize—for distinguished accomplishment in Jewish studies
- Alice M. Snyder Prize—for excellence in English
- Lilo Stern Memorial Prize—for the best paper submitted for an anthropology, geography, or sociology class
- Lilian L. Stroebe Prizes—to the senior German major for the most outstanding work, and the sophomore German major showing the greatest promise
- Florence Donnell White Award—for excellence in French
- Frederic C. Wood, Sr., Book Prize—for excellence in moral and ethical concerns

#### Prizes awarded through outside gifts:

- Academy of American Poets Prize—for excellence in the writing of poetry
- American Chemical Society Award—for excellence in analytical chemistry
- Chemical Rubber Company Award—to the outstanding freshman in general chemistry
- Elizabeth Coonley Faulkner Prize—to a junior for research on a senior thesis or project in Washington, D.C.
- The Richard Feitler '86 and Margery Kamin Feitler '86 Sister Arts Prize—for poetry based on a work of art in the collection of Vassar's Frances Lehman Loeb Art Center
- Frances Aaron Hess Award—for sustained volunteer activity on behalf of an off-campus organization
- The Hinerfeld Family Annual Award—for outstanding work in sociology
- Phi Beta Kappa Prize—to the member of Phi Beta Kappa who has the most distinguished academic record of the graduating class
- The Wall Street Journal Prize—to a student with an excellent record in economics

## The Advising System

The role of the faculty adviser at Vassar is that of educator rather than overseer. The student is expected to take the initiative in seeking advice from an appropriate adviser. There are three types of advisers: pre-major advisers, assigned to freshmen upon arrival, who advise them until a field of concentration is chosen or until they enter the Independent Program or a multidisciplinary or interdepartmental program; departmental advisers, for those concentrating in a discipline; and advisers for students in the Independent Program or in a multidisciplinary or interdepartmental program.

Advising involves multiple functions. It helps the student discover appropriate individual goals and intentions. It also provides

the student with information about alternative programs and modes of study and through special counseling offers appropriate help and guidance. The Office of the Dean of Studies serves to centralize information for advisers as well as students. Students are urged to avail themselves of the services of the Learning, Teaching and Research Center, the Office of Career Development, the Office of Field Work, the house fellows, the Health Service, the Counseling Service, as well as of faculty advisers.

## Withdrawal and Readmission

The student facing a personal emergency which jeopardizes continuance at college should consult the dean of studies, the dean of freshmen, or the class advisers. After appropriate consultation and advice, and upon written request, a student may be voluntarily withdrawn.

A student who seeks readmission after having withdrawn in good standing may reapply to the dean of studies, who will bring the request to the Committee on Readmission. To apply for readmission, a student should write a full letter of application before March 15 of the year of intended fall reentrance, or by December 1 for reentrance in the second semester.

A student whose withdrawal has not been voluntary, or about whose readmission there are special questions, should address any questions to the dean of studies.

The college tries to accommodate the student who wishes to resume interrupted study if it is felt that the student is ready to return.

## Transfer Students

Every year, Vassar accepts transfer students into the freshman (second semester only), sophomore and junior classes. When the students arrive at the beginning of the semester in which they are to enter the college, they are assigned advisers after consulting with the appropriate person in the Office of the Dean of Studies. Evaluations of the students' previous work are made as they enter the college. Courses taken at other institutions similar to courses at Vassar will be accepted automatically provided a minimum grade of "C" is earned. Credit earned by means of distance learning is not transferable. Occasionally, some of a student's previous work will not be acceptable for Vassar credit. In such cases, the Committee on Leaves and Privileges will act as the final arbiter of credit. Students who have taken unusual courses would do well to inquire before admission about any problems that are foreseeable. It is sometimes difficult to anticipate problems in maintaining sequences and continuity between the programs of study at the previous institution and Vassar's offerings and requirements. Therefore, it is frequently necessary for students to make adjustments of one kind or another after they arrive. All transfer students must take at least one-half of their 34 units, or 17, at Vassar College. Prospective transfer students should particularly notice that at least half of a student's minimum requirements in the field of concentration must be taken at Vassar.

It may be difficult for junior transfer students to complete the necessary courses for teacher certification in addition to the other degree requirements, especially since practice teaching involves a heavy time commitment in the schoolroom upon placement. Students wishing further information on this subject should consult the chair of the Department of Education.

## Graduate Study at Vassar College

A limited program of advanced work leading to the master's degree is available to qualified students who hold baccalaureate degrees. Graduate programs may currently be taken in the Department of Chemistry. The minimum requirements for a master's degree are one year of resident graduate study and 8 units of work, of which 6 units must be at Vassar or under Vassar's auspices. Programs must include a minimum of 3 units of graded course work, and may include 300-level courses considered suitable for graduate credit, but must include 2 units of 400-level graded courses designed primarily for graduate students. Departments may require a reading knowledge

of one or more relevant foreign languages, a thesis, and written or oral comprehensive examinations, as evidence of the candidate's proficiency. Requirements differ among departments.

Detailed information concerning admission to candidacy and specific requirements for the degree may be obtained from the chair of the department of interest and from departmental statements.

### Procedures for Complaint

Complaints concerning classes and other academic matters are normally made to the appropriate department chair or program director. They may also be brought to the Office of the Registrar, Office of the Dean of Studies, or the Office of the Dean of Faculty. Further information may be obtained from these offices.

## Preparation for Graduate Study

The undergraduate program at Vassar College affords preparation for graduate work either in the liberal arts or in the professions. Students interested in advanced degrees should consult the several departments as early as possible in their undergraduate careers. Students contemplating graduate work should inquire concerning the language requirements of the subject in which they are interested. Normally a reading knowledge of both French and German is required for the Ph.D. and one language is required for the M.A.

Catalogues of graduate and professional schools are filed in the library, and notices of fellowships and assistantships of many institutions are posted on the bulletin boards of departments and in Main Building. Such aid is available through many channels, among them Vassar's fellowship program, graduate schools, the Fulbright program, special grants offered by foundations and professional associations, New York State Regents' medical fellowships, and the Marshall and Rhodes fellowships for study in Britain. For information about these programs, students should consult their departments, the director of the Office for Fellowships and Pre-Health Advising, and the Office of the Dean of Studies.

Graduate Record Examinations are required or recommended by graduate schools, and sometimes for fellowships. Application blanks and information pamphlets are available at the Office of Career Development or on the GRE website.

Most professional schools advise a student to obtain a sound foundation in the liberal arts as the best preparation for admission. This holds true of architecture, business, law, medicine, social service, and teaching.

**Architecture:** Students interested in a career in architectural design are well advised to take a liberal arts degree as part of their preparation for admission to programs that offer the master's degree in architecture (M.Arch.). Students may major in any subject in the college and are advised to take courses in architectural design, studio art and architectural history, mathematics, and physics as part of their preparation. Students seeking advice about architecture programs should make known their interest to the art department where they will be assigned to an adviser.

**Engineering:** For those students interested in a program leading to an engineering degree, Vassar College maintains a cooperative arrangement with the Thayer School of Engineering at Dartmouth College. Those students interested in this program should make their interest known to the Department of Physics or to the Office of the Dean of Studies.

**Law:** Law schools, even more than medical schools, emphasize the importance of a broad liberal arts education. No specific courses or subjects are required for entrance. The qualities desired are independence, discrimination, respect for evidence, critical analysis and constructive synthesis, power of organization, clear expression, and sound judgment. All American Bar Association-approved law schools require the Law School Admission Test. Students seeking prelaw advice should consult the director of the Office of Career Development.

**Medicine:** Medical schools differ in their philosophies of education, specific requirements, and systems of training. They are all interested, however, in a broad background in the liberal arts with a strong foundation in the natural sciences. In general, they require a minimum of one year of inorganic chemistry, one year of organic chemistry, one year of physics, one year of biological science, and one year of English. Calculus or mathematics or biochemistry may be required and is often recommended. There is, however, wide variation in the requirements of the different schools, and a student should consult a member of the Premedical Advisory Committee and the Medical School Admissions Requirements Handbook, which is available in the Office for Fellowships and Pre-Health Advising. Since a student may fulfill the minimum requirements for entrance by majoring in one of the required subjects or in an unrelated subject, he or she is advised to select the field of greatest interest for the undergraduate program. The Premedical Advisory Committee holds an advising session in the fall for incoming freshmen. Students interested in planning for the medical school application procedure

are encouraged to declare their interest by the end of the sophomore year; students will be placed with a premedical adviser when they are in the application cycle. Members of the committee are always available for individual conferences with students. For information on taking the MCAT and filing applications for medical schools, students should consult the Director of the Office for Fellowships and Pre-Health Advising.

**Teaching:** See Department of Education.

**Other health professional careers:** For students interested in careers such as dentistry, optometry, and veterinary medicine, early consultation with the director of the Office for Fellowships and Pre-Health Advising is recommended.

## Instruction 2011/12

The courses of instruction are announced subject to modification. Classes and seminars will meet in accordance with the Schedule of Classes, printed for each semester. Scheduled courses may be withdrawn owing to underselection, change in faculty, or special emergency.

### Schedule of Classes

Classes meet Monday through Friday beginning at 8:00 a.m. or 9:00 a.m.; Wednesday afternoon after 3:00 and Wednesday evening are open for field work and study on special projects. Course meetings are scheduled for three 50-minute or two 75-minute periods unless specified to the contrary; longer sessions may be used for seminars and laboratory work.

A limited number of classes are scheduled on Monday, Tuesday, and Thursday evenings; otherwise the evening hours are kept free for rehearsals, meetings, lectures, special programs, and presentations.

### Library Hours

#### Main Library

When college is in session, the main library is open:

Monday through Thursday, 8:30 a.m. to 12:00 midnight.

Friday, 8:30 a.m. to 10:00 p.m.

Saturday, 9:00 a.m. to 10:00 p.m.

Sunday, 10:00 a.m. to 12:00 midnight.

During college breaks the hours are listed in the Vassar College calendar and on the Library website.

#### Art Library

When college is in session, the art library is open:

Monday through Thursday, 8:30 a.m. to 12:00 midnight.

Friday, 8:30 a.m. to 10:00 p.m.

Saturday, 9:00 a.m. to 10:00 p.m.

Sunday, 10:00 a.m. to 12:00 midnight.

During college breaks the hours are listed in the Vassar College calendar and on the Library website.

#### Music Library

When college is in session, the music library is open:

Monday through Thursday, 8:30 a.m. to 11:00 p.m.

Friday, 8:30 a.m. to 5:00 p.m.

Saturday, 12:00 noon to 7:00 p.m.

Sunday, 12:00 noon to 11:00 p.m.

During college breaks the hours are listed in the Vassar College calendar and on the Library website.

For specific times the libraries are open consult the Library web site.

### Course Credit

The credit which a course carries is stated in units per semester and shown in parentheses ( ) opposite the course title.

### Course Elections

The elections of first-year students are limited to courses marked "Open to all classes," or to courses numbered 100 to 199 unless special prerequisites are stated. Students with Advanced Placement credit may be admitted to other courses. Unless otherwise noted, courses are open to sophomores, juniors, and seniors.

Matriculated students may audit courses with the permission of the instructor. No formal registration is necessary and no extra fee is charged.

## Course Numbering System

Undergraduate courses are offered on the levels shown in the following numbering system:

**000-099** Noncredit courses.

**100-199** Introductory courses, without prerequisite of college work.

**200-299** Intermediate courses, with prerequisite of 1 to 2 units of Introductory work or Advanced Placement or permission.

**300-399** Advanced courses, with prerequisite of 2 units of Intermediate work or permission.

Courses numbered above **400** are designed for graduate students.

The same number is reserved in each department for particular kinds of study:

**290** Field Work

**297** Reading Course

**298** Intermediate Independent Work

**399** Senior Independent Work

Courses numbered in the 180 and 280 series are newly developed courses which may be offered on a trial basis under this number for one time only. After this initial offering, the course must either be presented for approval as a regular course or dropped completely by the department.

Courses numbered in the 380 series apply to departmental offerings in which small groups of students pursue advanced work on special topics with special permission. It is understood that the topics are changed from time to time, with no particular time limit, according to the department's needs, and are listed under the general heading "Special Studies" within the departmental listings. The term may also apply to experimental courses introduced by departments or introduced interdepartmentally which will normally be offered for one year.

## Course Notations

**a** Course offered in the first semester

**b** Course offered in the second semester

**a or b** Semester course which may be offered in either semester or in both

**a and b** Course offered in both semesters

A student who fails the first semester of a year-long course may not take the second semester except by departmental permission.

## Departments and Programs of Instruction

The courses and faculty, listed by departments and programs, are for the year 2011/12. Course descriptions are listed in the following order:

Africana Studies Program  
 American Culture Program  
 Anthropology Department  
 Anthropology-Sociology  
 Art Department  
 Asian Studies Program  
 Athletics and Physical Education Department  
 Biochemistry Program  
 Biology Department  
 Chemistry Department  
 Chinese and Japanese Department  
 Cognitive Science Program  
 College Courses  
 Computer Science Department  
 Dance Department  
 Drama Department  
 Earth Science and Geography Department  
 Economics Department  
 Education Department  
 English Department  
 Environmental Studies Program  
 Film Department  
 French and Francophone Studies Department  
 Geography-Anthropology Program  
 German Studies Department  
 Greek and Roman Studies Department  
 Hispanic Studies Department  
 History Department Independent Program  
 Interdepartmental Courses  
 International Studies Program  
 Italian Department  
 Jewish Studies Program  
 Latin American and Latino/a Studies Program  
 Mathematics Department  
 Media Studies Program  
 Medieval and Renaissance Studies Program  
 Music Department  
 Neuroscience and Behavior  
 Philosophy Department  
 Physics and Astronomy Department  
 Political Science Department  
 Psychology Department  
 Religion Department  
 Russian Studies Department  
 Science, Technology and Society Program  
 Self-Instructional Language Program  
 Sociology Department  
 Urban Studies Program  
 Victorian Studies Program  
 Women's Studies Program

## Africana Studies Program

**Director:** Lisa Gail Collins; **Director:** Kiese Laymon; **Steering Committee:** Carlos Alamo-Pastrana (Sociology), Joyce Bickerstaff (Education), Colette Cann (Education), Patricia-Pia Célérier (French and Francophone Studies), Lisa Gail Collins (Art), Eve Dunbar<sup>b</sup> (English), Sarita McCoy Gregory (Political Science), Diane Harriford (Sociology), Luke C. Harris<sup>b</sup> (Political Science), Kiese Laymon<sup>b</sup> (English), Candice M. Lowe Swift (Anthropology), Lawrence H. Mamiya (Religion), Zachariah Cherian Mampilly (Political Science), Mia Mask<sup>ab</sup> (Film), Mootacem Mhiri (Africana Studies), Quincy T. Mills (History), Hiram Perez<sup>a</sup> (English), Tyrone Simpson II (English), Laura Yow (English); **Participating Faculty:** Tagreed Al-Haddad (Africana Studies), Mouannes Hojairi (Africana Studies), Dennis Reid (Africana Studies).

The Africana Studies program, founded in 1969, is the oldest multidisciplinary program at Vassar College. The program is concerned with the interdisciplinary study of the cultural, historical, political, economic and psychological consequences of the dispersal of Africans from their ancestral continent to the diverse regions of the world. It comprises the focused and critical study of the people, cultures, and institutions of Africa and the African Diaspora through a generous offering of courses both originating in the program and cross-listed or approved from other departments. These courses span a majority of the standard disciplines: literature and the arts; area studies; history; social sciences; psychology.

In addition to a broad array of courses offered on the Vassar campus, the program also participates in several study away programs.

**Requirements for concentration:** 11 units are required for the major.

**Basic requirements:** a) At least one course at the 100-level not including foreign language courses; b) Black Intellectual History (Africana Studies 229); c) Africana Studies Research Methodologies (Africana Studies 299); d) at least two units at the 300-level, and e) a senior thesis.

**Distribution of unit requirements:** Students must also meet two distribution requirements. Apart from clearly specified courses, Africana Studies 229, Africana Studies 299 and senior thesis, the remaining 8 required units must include: (a) one course from each of the two divisions in the program, namely the 1) Arts and Humanities and 2) the Social Sciences, and (b) at least one course from each of the three regions of the African Diaspora, namely 1) Africa, 2) North America, and 3) Europe, the Caribbean, and South America. Note that one course (for example, African Religions) can meet the two distribution requirements (Africa/Humanities).

Students should normally take Africana Studies 229 and Africana Studies 299 before their junior year. A maximum of two units of language study can be counted toward the major. A maximum of one unit of fieldwork can be counted toward the major. JYA credits normally accepted by the college will count towards the distribution requirements in consultation with the program. NRO work may not be used to satisfy the requirements of the Africana Studies Program.

**Advisers:** Program director and program faculty.

### Correlate Sequences

The Africana Studies Program offers two correlate sequences.

**Correlate Sequence in Africana Studies:** Students undertaking the correlate sequence must complete 6 units. All students must take Africana Studies 229. In addition, students must have a regional specialization, taking courses from Africana Studies or approved related disciplines focusing on one of the three regions of the African Diaspora (1) Africa, (2) the United States, and (3) the Caribbean. At least one unit must be at the 300-level.

**Correlate in Arabic Language and Culture:** Students need to complete 5 units of Arabic at the introductory, intermediate, and upper levels and one Arabic literature course (Africana Studies 203 or 205) or another approved appropriate alternative course.

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

## I. Introductory

**101. Martin Luther King Jr.** (1)  
(Same as History 101a) This course examines the life and work of Martin Luther King, Jr. We immediately rethink the image of King who liberals and conservatives construct as a dreamer of better race relations. We engage the complexities of an individual, who articulated a moral compass of the nation, to explore racial justice in post-World War II America. This course gives special attention to King's post-1965 radicalism when he called for a reordering of American society, an end to the war in Vietnam, and supported sanitation workers striking for better wages and working conditions. Topics include King's notion of the "beloved community", the Social Gospel, liberalism, "socially conscious democracy", militancy, the politics of martyrdom, poverty and racial justice, and compensatory treatment. Primary sources form the core of our readings. Mr. Mills.

Two 75-minute meetings.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

**102. Introduction to Third-World Studies: A Comparative Approach to Africa and the African Diaspora** (1)

This course acquaints students with the major concepts, themes, and approaches to the study of peoples of African descent. These concepts include history and the African past; slavery, forced migration, and the creation of the Diaspora; colonialism and conquest; race and identity; resistance and religion; and cultural transformation. Integrating the disciplines, the course uses a variety of texts, music and visual culture. Ms. Bickerstaff.

**105. Issues In Africana Studies** (1)

Topic for 2011/12a: *Food and Power in Africa and the Diaspora*. In this course, we consider food and culture from the perspectives of Africans, Caribbeans, and African Americans. Through a review and analysis of critical histories, current affairs, ethnographies, and film, we begin by focusing on the historical and contemporary issues surrounding the production of food for subsistence and for export, examining the forms of relationship that different types of production engender. We then turn our attention to procurement, preparation and consumption, where we explore how food is used to express and contest culture, race, gender, and class position. Issues and topics may include the impacts of agricultural "development" on African farmers; the production of sugar in the Caribbean and the emergence of globalization in Europe; African American status and the shift from soul food to fast food. Ms. Lowe Swift.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Topic for 2010/11a: *Hip Hop and Critical Citizenship*. The American mainstream has a voracious appetite for various forms of subcultural black expression. Though varied, Black American cultural expression is often anchored in rhetorical battles or verbal jousts that place one character against another. From sorrow songs to blues, black music has always been a primary means of cultural expression and survival for African Americans, particularly during difficult social periods and transition. Black Americans have used music and particularly, rhythmic verse to resist, express and signify citizenship or belonging. Nowhere is this more evident than in hip hop culture generally and hip hop music specifically. One could argue that hip hop music, at its best, attempts to reveal and complicate ideas of private and contested public American space. In hip hop music, this contestation was usually explored and performed by young South Bronx African Americans and Latinos situated at the bottom of a highly technological capitalist society. As Tricia Rose writes in *Black Noise*, "Hip Hop combines the improvisational elements of jazz with the narrative sense of place in the blues; it has the oratory power of the black preacher and the emotional vulnerability of Southern soul music." The result is a new vibrant American text that deserves exploration. Though mass culture would have us believe many hip hop music is becoming less relevant and is solely to based in black male pathology, coastal beef, simplistic issues of gender, cardboard thuggery or flippant player-

hating, much of the music deserves analysis that goes beneath and within linguistic style, content and historical context. This is a comprehensive freshman course that thoughtfully approaches hip hop as a meaningful, critical and ever-changing post-modern text. In addition to exploring boastful, critical and confessional aspects of the music and culture, we will critique hip hop as the epitome of metafictional post modernity. We explore the connection between hip hop and its precursors (West African chants, southern African American sorrow songs, gospel texts, blues texts, funk texts, punk texts and rock and roll texts). One of the aims of the course is to get students treat hip hop music and the literature, television and movies inspired by hip hop, as neither disposable commodity, nor cool art form, but as meaningful American text, complete with hefty subtext and pointed democratic signifiers of class, race, gender, citizenship and identity. Hip hop seems to be doing a specific kind of classed, urban, American and global work. But what are the specifications of that work? Mr. Laymon.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

#### 106. Elementary Arabic (1)

Fundamentals of the language. Students learn to understand spoken Arabic, to express simple ideas both orally and in writing, and to read Arabic of average difficulty. Mr. Mhiri and Ms. Haddad.

Year Long Course 106-107.

Open to all students.

Three 50-minute periods, plus one drill session per week.

#### 107. Elementary Arabic (1)

Fundamentals of the language. Students learn to understand spoken Arabic, to express simple ideas both orally and in writing, and to read Arabic of average difficulty. Mr. Mhiri and Ms. Haddad.

Year Long Course 106-107.

Open to all students.

Three 50-minute periods, plus one drill session per week.

#### 141. Tradition, History and the African Experience (1)

(Same as History 141a) From ancient stone tools and monuments to oral narratives and colonial documents, the course examines how the African past has been recorded, preserved, and transmitted over the generations. It looks at the challenges faced by the historian in Africa and the multi-disciplinary techniques used to reconstruct and interpret African history. Various texts, artifacts, and oral narratives from ancient times to the present are analyzed to see how conceptions and interpretations of African past have changed over time. Mr. Rashid.

Fulfills the Freshmen Writing Seminar Requirement.

#### 160a. Books, Children, and Culture (1)

(Same as Education 160a) This course examines select classical works from the oral tradition and contemporary works of children's fiction and non-fiction. The course addresses juvenile literature as a sociological phenomenon as well as a literary and artistic one (illustrative content). The course traces the socio-historical development of American children's literature from Western and non-Western societies. Social, psychoanalytic, and educational theories provide a conceptual basis and methodological framework for the cultural analysis of fairy tale and modern fantasy in cross-cultural perspective. Socialization issues include: ideals of democracy; moral character; race and class; politicalization; and the human relationship to the natural environment. Ms. Bickerstaff.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

## II. Intermediate

#### 200. Internship at Green Haven and Otisville Prisons (½)

This course combines field visits to the Green Haven maximum security prison, the Otisville medium security prison, and class meetings on campus. The program at the prison features student-inmate dialogue groups on topics such as: Domestic Violence, Family Issues; Communication Skills; Group Transitional Prepara-

tion (issues that prepare men for transition to their communities) in English and Spanish. The on-campus class meetings include group discussion, readings, and films on the prison experience in America. Mr. Mamiya.

Prison visits on Fridays 11:30 a.m. to 5:00 p.m. Class meetings one Sunday per month 5:00 to 7:00 p.m.

#### 201. Advanced Internship Prison Experience in America (½)

A continued exploration of the criminal justice system and the prison experience in America. Field visits to local prisons and more extensive readings and research. Mr. Mamiya.

Prison visits on Fridays 11:30 a.m. to 5:00 p.m. Class meetings one Wednesday per month 6:00 to 8:00 p.m.

#### 202. Black Music (1)

(Same as Music 202) An analytical exploration of the music of certain African and European cultures and their adaptive influences in North America. The course examines the traditional African and European views of music performance practices while exploring their influences in shaping the music of African Americans from the spiritual to modern times. Mr. Reid.

#### 204. Islam in America (1)

(Same as Religion 204) This course examines the historical and social development of Islam in the U.S. from enslaved African Muslims to the present. Topics include: African Muslims, rice cultivation in the South, and slave rebellions; the rise of proto-Islamic movements such as the Nation of Islam; the growth and influence of African American and immigrant Muslims; Islam and Women; Islam in Prisons; Islam and Architecture and the American war on terror. Ms. Leeming.

Prerequisite: unit in religion or by permission of instructor

#### 205. Arab American Literature (1)

(Same as American Culture 205b) This course examines issues related to identity formation, such as ethnicity, gender, religion, and biculturalism among at least four generations of American writers, intellectuals and journalists of Arab descent. Students also read accounts by Arab travelers in the US, autobiographies, novels, short stories and poetry spanning the twentieth century, as well as articles and book chapters about the immigration and cultural history of Arab Americans. Authors studied may include: Khalil Gibran, Elia Abu Madi, Mikhail Naimy, Joseph Geha, Diana Abu Jaber, Naomi Shihab Nye, Suheir Hammad and others. All texts are originally written in English. Mr. Mhiri.

Two 75-minute periods.

#### 206. Social Change in the Black and Latino Communities (1)

(Same as Religion and Sociology 206b) An examination of social issues in the Black and Latino communities: poverty and welfare, segregated housing, drug addiction, unemployment and underemployment, immigration problems and the prison system. Social change strategies from community organization techniques and poor people's protest movements to more radical urban responses are analyzed. Attention is given to religious resources in social change. This course is taught to Vassar students and incarcerated men at the Otisville Correctional Facility. Mr. Mamiya.

#### 207. Intermediate Arabic (1)

Continued study of the Arabic language. Students continue their study of spoken, and written Arabic. Mr. Mhiri.

Year Long Course 207/208.

#### 208. Intermediate Arabic (1)

Continued study of the Arabic language. Students continue their study of spoken, and written Arabic. Mr. Mhiri.

Year Long Course 207/208.

#### 209. From Homer to Omeros (1)

(Same as Greek and Roman Studies 209b) No poet since James Joyce has been as deeply and creatively engaged in a refashioning of Homer than Derek Walcott, the Caribbean poet and 1992 Nobel



Laureate. He has authored both a stage version of the *Odyssey* and a modern epic, *Omeros*, and in both of them he brings a decidedly post colonial and decidedly Caribbean idiom to Homer's ancient tales. In this course we devote ourselves to a close reading of these works alongside the appropriate sections of Homer's *Iliad* and *Odyssey*. Our aim is both to understand the complexities of Walcott's use of the Homeric models and to discover the new meanings that emerge in Homer when we read him through Walcott's eyes. Ms. Friedman.

Prerequisite: Any 100 level GRST course or 1 unit of related work or special permission.

Two 75 minute meetings.

### 211. Religions of the Oppressed and Third-World Liberation Movements (1)

(Same as Religion 211b) A comparative socio-historical analysis of the dialectical relationship between religion and the conditions of oppressed people. The role of religion in both suppression and liberation is considered. Case studies include the cult of Jonestown (Guyana), Central America, the Iranian revolution, South Africa, slave religion, and aspects of feminist theology. Mr. Mamiya.

### 212a or b. Arabic Literature and Culture (1)

This course covers the rise and development of modern literary genres written in verse and prose and studies some of the great figures and texts. It touches on the following focuses on analytical readings of poetry, stories, novels, articles, and plays. The students gain insights into Arabic culture including religions, customs, media, and music, in addition to the Arabic woman's rights and her role in society.

The course is open to any student who has taken Arabic 207 or 208.

### 216. Religion and the Civil Rights Movement (1)

(Same as Religion 216) This course examines the ways in which religious beliefs, practices, and institutions helped to shape the modern Civil Rights Movement. Topics include theologies of non-violent resistance, spirituals and freedom songs, religion and gender in the movement, critiques of religious motivated activism, and of non-violent resistance. Mr. Mamiya.

### 227. The Harlem Renaissance and its Precursors (1)

(Same as English 227a) This course places the Harlem Renaissance in literary historical perspective as it seeks to answer the following questions: In what ways was "The New Negro" new? How did African American writers of the Harlem Renaissance rework earlier literary forms from the sorrow songs to the sermon and the slave narrative? How do the debates that raged during this period over the contours of a black aesthetic trace their origins to the concerns that attended the entry of African Americans into the literary public sphere in the eighteenth century? Ms. Dunbar.

### 228. African American Literature: "Vicious Modernism" and Beyond (1)

(Same as English 228b) In the famous phrase of Amiri Baraka, "Harlem is vicious/Modernism." Beginning with the modernist innovations of African American writers after the Harlem Renaissance, this course ranges from the social protest fiction of the 1940s through the Black Arts Movement to the postmodernist experiments of contemporary African American writers. Ms. Dunbar.

### 229. Black Intellectual History (1)

This course provides an overview of black intellectual thought and an introduction to critical race theory. It offers approaches to the ways in which black thinkers from a variety of nations and periods from the nineteenth century up to black modernity engage their intellectual traditions. How have their perceptions been shaped by a variety of places? How have their traditions, histories and cultures theorized race? Critics may include Aimé Césaire, Anna Julia Cooper, W.E.B. DuBois, Frantz Fanon, Paul Gilroy, Ngugi wa Thiong'o, Ida B. Wells, and Patricia Williams. Ms. Céliérier.

### 230. Creole Religions of the Caribbean (1)

(Same as Religion 230b) The Africa-derived religions of the Caribbean region—Haitian Vodou, Cuban Santería, Jamaican Obeah, Rastafarianism, and others—are foundational elements in the cultural development of the islands of the region. This course examines their histories, systems of belief, liturgical practices, and pantheons of spirits, as well as their impact on the history, literature, and music of the region. Ms. Paravisini-Gebert.

### 232. African American Cinema (1)

(Same as Film 232) Ms. Mask.

Not offered in 2011/12.

### 235. The Civil Rights Movement in the United States (1)

(Same as American Culture 235a) In this interdisciplinary course, we examine the origins, dynamics, and consequences of the modern Civil Rights movement. We explore how the southern based struggles for racial equality and full citizenship in the U.S. worked both to dismantle entrenched systems of discrimination—segregation, disfranchisement, and economic exploitation—and to challenge American society to live up to its professed democratic ideals. Ms. Collins.

### 242. Brazil, Society, Culture, and Environment in Portuguese America (1)

(Same as Geography 242b and Latin American and Latino/a Studies 242b) Brazil, long Latin America's largest and most populous country, has become an industrial and agricultural powerhouse with increasing political-economic clout in global affairs. This course examines Brazil's contemporary evolution in light of the country's historical geography, the distinctive cultural and environmental features of Portuguese America, and the political-economic linkages with the outside world. Specific topics for study include: the legacies of colonial Brazil; race relations, Afro-Brazilian culture, and ethnic identities; issues of gender, youth, violence, and poverty; processes of urban-industrial growth; regionalism and national integration; environmental conservation and sustainability; continuing controversies surrounding the occupation of Amazonia; and long-run prospects for democracy and equitable development in Brazil. Mr. Godfrey.

### 245. Ideologies and Black Politics in the Age of Obama (1)

(Same as Political Science 245a) This course provides an introduction to the ideologies and political experiences of African Americans. There will be an overview of the black political experience in the U.S. primarily, with particular emphasis on issues of blackness, citizenship, voting, culture, urban and state politics, and the intersection of gender, class, and sexual identity in black political thought. The course concludes with an emphasis on contemporary African American politics with the election of President Barack Obama and beyond. The course considers the impact of Obama's election on future research and African American political opinion. W.E.B. DuBois, Frederick Douglass, Ida B. Wells, Shirley Chisholm, Jesse Jackson, Martin Luther King, Jr., Malcolm X, Ella Baker, Barack Obama, Michael Dawson, Patricia Hill Collins and Melissa Harris-Lacewell will be among the black theorists considered. Ms. Gregory.

### 246. French Speaking Cultures and Literatures of Africa and the Caribbean (1)

(Same as French 246a) Topic for 2011/12a: *What Does Francophone African Comic Art Say?* African comic art comes in a variety of styles, languages, and formats. From the comic strip, found in newspapers and magazines, to developmental and political cartoons, it interfaces with journalism, painting, advertising, television, film and music. Having placed comic art in its theoretical context, we analyze the production of 'bédéistes' (cartoonists) from and on Africa, such as Marguerite Abouet and Clément Oubrerie's *Aya de Yopougon*, Edimo-Simon-Pierre Mbumbo's *Malamine, un Africain à Paris*, Pahé's *La vie de Pahé*, Serge Diantantu's *Simon Kimbangu*, Arnaud Floc'h's *La compagnie des cochons and Stassen Les enfants*. We also examine how cartoon characters such as Camphy Combo and

Gorgooloo, respectively in Gbich! and Le Cafard Libéré, represent the complexities of francophone African urban society at the turn of the century. Ms. Célérier

Prerequisite: another 200-level course above French 206 or equivalent.

**247. The Politics of Difference** (1)  
(Same as Political Science 247a) This course relates to the meanings of various group experiences in American politics. It explicitly explores, for example, issues of race, class, gender, disability, and sexual orientation. Among other things, this course addresses the contributions of the Critical Legal Studies Movement, the Feminist Jurisprudence Movement, the Critical Race Movement, and Queer Studies to the legal academy. Mr. Harris.

**249. Latino/a Formations** (1)  
(Same as Latin American and Latino/a 249b. and Sociology 249b) This course focuses on the concepts, methodologies and theoretical approaches for understanding the lives of those people who (im)migrated from or who share real or imagined links with Latin America and the Spanish-Speaking Caribbean. As such this course considers the following questions: Who is a Latino/a? What is the impact of U.S. political and economic policy on immigration? What is assimilation? What does U.S. citizenship actually mean and entail? How are ideas about Blackness, or race more generally, organized and understood among Latino/as? What role do heterogeneous identities play in the construction of space and place among Latino/a and Chicano/a communities? This course introduces students to the multiple ways in which space, race, ethnicity, class and gendered identities are imagined/formed in Latin America and conversely affirmed and/or redefined in the United States. Conversely, this course examines the ways in which U.S. Latina/o populations provide both economic and cultural remittances to their countries of origin that also help to challenge and rearticulate Latin American social and economic relationships. Mr. Alamo.

**251. Topics in Black Literatures** (1)  
(Same as English 251a) This course considers Black literatures in all their richness and diversity. The focus changes from year to year, and may include study of a historical period, literary movement, or genre. The course may take a comparative, diasporic approach or may examine a single national or regional literature. Ms. Yow.

**253. The Arts of Central, Eastern, and Southern Africa** (1)  
(Same as Art 253b) This course explores the ways in which sculpture, textiles, painting, drawing, and photography function both historically and currently in relationship to particular themes such as religion, trade, and diaspora (both Atlantic and Indian Ocean), political power and healing. We also consider the visual arts in relationship to issues of improvisation, identity and self-representation, and forms of resistance. Ms. Brielmaier.  
Prerequisites: Art 105-106.

**254a. The Arts of Western and Northern Africa** (1)  
(Same as Art 254a) This course is organized thematically and examines the ways in which sculpture, architecture, painting, and photography function both historically and currently in relationship to broader cultural issues. Within this context, this course explores performance and masquerade in relationship to gender, social, and political power. We also consider the connections between the visual arts and cosmology, Islam, identity, ideas of diaspora, colonialism and post-colonialism, as well as the representation of "Self" and the "Other." Ms. Brielmaier.  
Prerequisites: Art 105-106.

**255. Race, Representation, and Resistance in U.S. Schools** (1)  
(Same as Education, Sociology and Urban Studies 255b) This course seeks to interrogate the intersections of race, racism and schooling in the US context. In this course, we examine this intersection at the site of educational policy, media (particularly urban school movies) and K12 curricula- critically examining how representations in each shape the experiences of youth in school. Expectations,

beliefs, attitudes and opportunities reflect societal investments in these representations, thus becoming both reflections and riving forces of these identities. Central to these representations is how theorists, educators and youth take them on, own them and resist them in ways that constrain possibility or create spaces for hope. Ms. Cann.

Two 75-minute periods.

**256. Race/Ethnicity/Nationalism** (1)  
(Same as International Studies 256 and Political Science 256) Conflicts over racial, ethnic and/or national identity continue to dominate headlines in diverse corners of the world. Whether referring to ethnic violence in Bosnia or Sri Lanka, racialized political tensions in Sudan and Fiji, the treatment of Roma (Gypsies) and Muslims in Europe, or the charged debates about immigration policy in the United States, cultural identities remain at the center of politics globally. Drawing upon multiple theoretical approaches, this course explores the related concepts of race, ethnicity and nationalism from a comparative perspective using case studies drawn from around the world and across different time periods. Mr. Mampilly.  
Two 75-minute meetings.

**259. Human Rights and Politics** (1)  
(Same as Political Science 259a) This course examines the growing international influence of human rights principles, documents, and organizations on politics. We study how human rights discourse has emerged as a major factor in modern politics and review the documents that serve as a basis drawn from Africa and the United States to explore issues such as universality versus cultural specificity of human rights discourses, civil and political rights versus cultural versus economic, social, and cultural rights, individual versus group rights, the crime of genocide, efforts to expand human rights law to include rights for children, women, gays, and lesbians and others, and the activities of national and international human rights organizations. Mr. Longman.

**260. International Relations of the Third World** (1)  
(Same as International Studies 260b and Political Science 260b) Whether referred to as the "Third World," or other variants such as the "Global South," the "Developing World," the "G-77," the "Non-Aligned Movement," or the "Post-colonial World," a certain unity has long been assumed for the multitude of countries ranging from Central and South America, across Africa to much of Asia. Is it valid to speak of a Third World? What were/are the connections between countries of the Third World? What were/are the high and low points of Third World solidarity? And what is the relationship between the First and Third Worlds? Drawing on academic and journalistic writings, personal narratives, music, and film, this course explores the concept of the Third World from economic, political and cultural perspectives. Beginning shortly after the end of colonialism, we examine the trajectory of the Third World in global political debates through the end of the Cold War and start of the War on Terror. Mr. Mampilly.

**264. African American Women's History** (1)  
(Same as Women's Studies 264) In this interdisciplinary course, we explore the roles of black women in the U.S. as thinkers, activists, and creators during the nineteenth, twentieth, and twenty-first centuries. Focusing on the intellectual work, social activism, and cultural expression of a diverse group of African American women, we examine how they have understood their lives, resisted oppression, constructed emancipatory visions, and struggled to change society. Ms. Collins.  
Not offered in 2011/12.

**265. African American History to 1865** (1)  
(Same as History 265a) This course provides an introduction to African American history from the Atlantic slave trade through the Civil War. African Americans had a profound effect on the historical development of the nation. The experiences of race and slavery dominate this history and it is the complexities and nuances of slavery that give this course its focus. This course examines key

developments and regional differences in the making of race and slavery in North America, resistance movements among slaves and free blacks (such as slave revolts and the abolitionist movement) as they struggled for freedom and citizenship, and the multiple ways race and gender affected the meanings of slavery and freedom. This course is designed to encourage and develop skills in the interpretation of primary and secondary sources. Mr. Mills.

**266. African American Arts and Artifacts (1)**

(Same as Art 266) An introduction to the artistic and material production of African Americans in the U.S. from the colonial period to the present day. We examine multiple influences on (African, European, American, diasporic, etc.) and uses for black creative expression. Working with an expansive conception of art, we pay close attention to the work of formally and non-formally trained artists in relation to their social, cultural, aesthetic, and historical contexts. Ms. Collins.

Prerequisites: Art 105-106 or by permission of the instructor.  
Not offered in 2011/12.

**267. African American History, 1865-Present (1)**

(Same as History 267b) This course examines some of the key issues in African American history from the end of the civil war to the present by explicating selected primary and secondary sources. Major issues and themes include: Reconstruction and the meaning of freedom, military participation and ideas of citizenship, racial segregation, migration, labor, cultural politics, and black resistance and protest movements. This course is designed to encourage and develop skills in the interpretation of primary sources, such as letters, memoirs, and similar documents. The course format, therefore, consists of close reading and interpretation of selected texts, both assigned readings and handouts. Course readings are supplemented with music and film. Mr. Mills.

**268. Sociology of Black Religion (1)**

(Same as Religion 268a and Sociology 268a) A sociological analysis of a pivotal sector of the Black community, namely the Black churches, sects, and cults. Topics include slave religion, the founding of independent Black churches, the Black musical heritage, Voodoo, the Rastafarians, and the legacies of Malcolm X and Martin Luther King, Jr. This course is taught to Vassar students and incarcerated men at the Otisville Correctional Facility. Mr. Mamiya.

**271. Perspectives on the African Past: Africa Before 1800 (1)**

(Same as History 271) A thematic survey of African civilizations and societies to 1800. The course examines how demographic and technological changes, warfare, religion, trade, and external relations shaped the evolution of the Nile Valley civilizations, the East African city-states, the empires of the western Sudan, and the forest kingdoms of West Africa. Some attention is devoted to the consequences of the Atlantic slave trade, which developed from Europe's contact with Africa from the fifteenth century onwards. Mr. Rashid.

Not offered in 2011/12.

**272. Modern African History (1)**

(Same as History 272b) A study of the major political, economic, social, and intellectual developments in the unfolding of the African experience from the early nineteenth century to the present time. Attention is directed to the broad spectrum of contacts of Africa with the outside world in trade, diplomacy, etc., prior to the nineteenth century. The course focuses on the rise of the Pan-African movement, African nationalism, the decolonization process, the emergence of independent African states, and the dilemmas of post-colonialism: neocolonialism, development issues and post-independence politics. Mr. Rashid.

**273. Development Economics (1)**

(Same as Economics 273b) A survey of central issues in the field of Development Economics, this course examines current conditions in less developed countries using both macroeconomic and microeconomic analysis. Macroeconomic topics include theories of

growth and development, development strategies (including export-led growth in Asia), and problems of structural transformation and transition. Household decision-making under uncertainty serves as the primary model for analyzing microeconomic topics such as the adoption of new technology in peasant agriculture, migration and urban unemployment, fertility, and the impact of development on the environment. Examples and case studies from Africa, Asia, Latin America, and transition economies provide the context for these topics. Ms. Jones.

Prerequisites: Economics 100 and 101.

**275. Caribbean Discourse (1)**

(Same as English 275b) Study of the work of artists and intellectuals from the Caribbean. Analysis of fiction, non-fiction, and popular cultural forms such as calypso and reggae within their historical contexts. Attention to cultural strategies of resistance to colonial domination and to questions of community formation in the post-colonial era. May include some discussion of post-colonial literary theory and cultural studies. Ms. Yow.

**277. Sea-Changes: Caribbean Rewritings of the British Canon (1)**

(Same as English 277b) From William Shakespeare's *The Tempest* to James Joyce's *Ulysses*, the classic texts of the British literary canon have served as points of departure for Caribbean writers seeking to establish a dialogue between a colonial literary tradition and post-colonial national literatures. This course addresses the many re-writings of British texts by Caribbean authors from Roberto Fernandez Retamar's *Caliban* to Jamaica Kincaid's *The Autobiography of My Mother*. Texts may include Jean Rhys's *Wide Sargasso Sea*, V.S. Naipaul's *Guerillas*, Micelle Michelle Cliff's *Abeng* and *No Telephone to Heaven*, Maryse Conde's *Windward Heights*, and Riosario Ferre's *Sweet Diamond Dust*. Ms. Yow.

**289. Islam in History: Major Themes from the Early Muslim State and Society (570-1517) (1)**

(Same as International Studies 289b) This course is designed to introduce students to key moments in the history of Islam. It covers the period from the end of the sixth century AD, eve of the rise of Islam, until the early sixteenth century and the demise of the Mameluke Sultanate. The course is designed to familiarize students with major themes from the sociopolitical as well as the intellectual history of Islam in the period spanning from the rise of Islam until the modern era. The course explores the emergence of Islam as a world religion and the forces it set in motion; it also address Islamic civilization and its characteristic political, social, and religious institutions and intellectual traditions. The readings include a cross section of intellectual production, a myriad of cultural expressions as well as primary and secondary historical sources from the sixth century AD to the present. We examine a multitude of sources such as pre-Islamic poetry from the Arabian Peninsula, Quranic script, as well as theological, philosophical and scientific productions from the Medieval Islamic Empire. Mr. Hojairi.

Two 75-minute meetings.

**290a or b. Field Work (1/2 or 1)**

Individual or group field projects or internships. The department. Unscheduled. May be selected during the academic year or during the summer.

**297a or b. Reading Course (1/2)**

**297.04b. Psychology of Black Experience in White America (1/2)**

**297.05a. Multi-Ethnic Literature for Young Children: From Aesop to Zemach (1/2)**

**297.08a/b. Caribbean Politics (1/2)**

**297.09b. African Religions** (½)

Note: prerequisites for all sections of 297, permission of instructor.

**298a or b. Independent Work** (½ or 1)

Individual or group project of reading or research. The department.

Unscheduled. May be selected during the academic year or during the summer.

**299. Research Methods** (1)

An introduction to the research methods used in the disciplines represented by Africana Studies. Through a variety of individual projects, students learn the approaches necessary to design projects, collect data, analyze results, and write research reports. The course includes some field trips to sites relevant to student projects. The emphasis is on technology and archival research, using the Library's new facilities in these areas. The course explores different ideas, theories and interdisciplinary approaches within Africana Studies that shape research and interpretation of the African and African diasporic experience. Students learn to engage and critically utilize these ideas, theories and approaches in a coherent fashion in their own research projects. They also learn how to design research projects, collect and analyze different types of data, and write major research papers. Emphasis is placed on collection of data through interviews and surveys as well as archival and new information technologies, using the facilities of Vassar libraries. The course includes some field trips to sites relevant to student projects. Required of majors and correlates, but open to students in all disciplines. Ms. Yow.

**III. Advanced****300a or b. Senior Essay or Project** (1)**307. Upper-Intermediate Arabic** (1)

Upper-intermediate language and culture course in Modern Standard Arabic. Designed to consolidate students' reading and listening comprehension, and their oral skills at the intermediate-mid level of proficiency; and to help them reach intermediated- high level proficiency by the end of the course. Mr. Hojairi.

**308. Upper-Intermediate Arabic** (1)

Upper-intermediate language and culture course in Modern Standard Arabic. Designed to consolidate students' reading and listening comprehension, and their oral skills at the intermediate-mid level of proficiency; and to help them reach intermediated- high level proficiency by the end of the course. Mr. Hojairi.

**310. Politics and Religion: Tradition and Modernization** (1)  
**in the Third World**

(Same as Religion 310b) An examination of the central problem facing all Third World and developing countries, the confrontation between the process of modernization and religious tradition and custom. Along with the social, economic, and political aspects, the course focuses on the problems of cultural identity and crises of meaning raised by the modernizing process. Selected case studies are drawn from Africa and Asia. Mr. Mamiya.

Prerequisite: Sociology/Religion 261 or Africana Studies 268, or 2 units in Religion or Africana Studies at the 200-level, or by permission of instructor.

**313. Politics in Africa: Case Studies** (1)

(Same as Political Science 313b) This advanced intermediate course offers an intensive study of the politics of a selected African country. The course analyzes the political history of the country and its formal state structures before focusing on the most salient contemporary political issues, such as democratization, corruption, and political stability, human rights and transitional justice, gender, race, ethnicity and other aspects of identity politics, and economic development and inequality. The concentrated focus on a single case allows students to explore how the diverse themes and methodologies of comparative politics are applied in a real world

setting. The country of focus varies annually.

**319. Race and Its Metaphors** (1)

(Same as English 319a) Re-examinations of canonical literature in order to discover how race is either explicitly addressed by or implicitly enabling to the texts. Does racial difference, whether or not overtly expressed, prove a useful literary tool? The focus of the course varies from year to year.

Topic for 2011/12a: *Fictions of Black Urbanism in the Post-War United States (Bodies and Belonging; Borders and Mobility)*. "If you're born black in America you must quickly teach yourself to recognize the invisible barriers disciplining the space in which you may move."—John Edgar Wideman, *Brothers and Keepers*. Cultural history encourages that we start thinking about blackness and the American city after the Great War had ended. By 1945, the second migration of African Americans from the agrarian rural south and the challenges present therein—exploitative sharecropping contracts, failing agribusiness, and Klan violence—had reached tsunamic proportions. Their journeys landed them in cities such as New York, Chicago, Pittsburgh, Detroit, Indianapolis, Newark; cities whose residents and industrial infrastructure made blacks optimistic about their social and economic prospects. Many African Americans were able to take advantage of this "urban hospitality" and found American promise in the decades after the war. Unfortunately, these migrants did not suspect that this period of prosperity came with an expiration date. By the time Wideman issues the existential caveat for African Americans in 1984 (above), many of these metropolitan spaces have lost the capability to accommodate black needs. Shifts in the global economy—among them, corporations realizing that advances in transportation and technology made space and distance less encumbering in producing and delivering goods—divested these cities of their productive responsibilities. With less of a need to produce, these urban centers had less of a need to employ the blacks that relied on them for wages upon which they could build their American dreams and hopes. What was once an urban refuge for blacks became in a short time a space of desperation and repression. In fact, one could say that cities became carceral. This phenomenon most definitely inspired the stark warning that John Wideman felt he needed to submit to his readers in the mid-1980s. This course aims to explore how African American creative artists have staged black encounter with the American city. None of the fictionists we will study this semester conceives of the metropolis in the same way and this diversity of urban visions will greatly enrich our discussion. Allow the following inquiries, however, to tame and shape your study of what may appear to be seemingly disparate voices and perspectives. To what extent do these fictional blacks feel at home in their cities? Does the city—through its public places (bars, salons) and private spaces (apartments, churches)—appear so inhospitable that it hinders these characters from making a claim on the place they (must) live? How is the black body read and understood in the urban environment? How are black characters read by those who perceive them? How do they perceive themselves? Finally, if we understand black urban spaces as carceral constructs, what factors allow characters movement and transport? Do these characters ever transcend the immobility that the metropolis seeks to impose upon them? Mr. Simpson.

Prerequisite: Open to juniors and seniors with 2 units of 200-level work in English; or, for juniors and seniors without this prerequisite, 2 units of work in allied subjects and permission from the associate chair of English.

One 2 hour meeting.

**320. Up From Slavery: Schooling and Socialization of Blacks in America** (1)

(Same as Education 320a) This course is devoted to both theoretical and empirical issues in the schooling of Black America from primary through post-secondary levels—eighteenth century to the present in the rural and urban environment. Students become familiar with major sociological themes in the study of education: socialization and learning; social and cultural determinants of academic performance; relationships between families and schools; inequality; the "culture" of the school and problems of change; institutional racism;

and politicalization and social policy. Ms. Bickerstaff.

Prerequisite: 2 units of Education or Africana Studies or by permission of instructor.

One 2-hour period.

### 321. Cross-Cultural Studies in Education: Policy, Politics, Power (1)

(Same as Education 321) A comparative study of education and schooling in selected contemporary societies—United States, Africa, Asia, South America. Through the case-study method, this seminar examines formal educational institutions from preschool to post-secondary education. Educational ideology and practice as reflected in curriculum and school organization are reviewed. Within the United States, the schooling of culturally different populations is studied. Among them are: Appalachian, Native American, black urban (north and south), and elite white independent schools. Ms. Bickerstaff.

Prerequisite: 2 units of coursework from the social science division, Africana Studies, or by permission of instructor.

### 326. Challenging Ethnicity (1)

(Same as English 326b) An exploration of literary and artistic engagements with ethnicity. Contents and approaches vary from year to year.

Topic for 2011/12b: *Racial Melodrama*. Often dismissed as escapist, predictable, lowbrow or exploitative, melodrama has also been recuperated by several contemporary critics as a key site for the rupture and transformation of mainstream values. Film scholar Linda Williams argues that melodrama constitutes “a major force of moral reasoning in American mass culture,” shaping the nation’s racial imaginary. The conventions of melodrama originate from popular theater, but its success has relied largely on its remarkable adaptability across various media, including print, motion pictures, radio, and television. This course investigates the lasting impact of such fictions as Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, Fannie Hurst’s *Imitation of Life*, the romanticized legend of John Smith’s encounter with Pocahontas, and John Luther Long’s *Madame Butterfly*. What precisely is melodrama? If not a genre, is it (as critics diversely argue) a mode, symbolic structure, or a sensibility? What do we make of the international success of melodramatic forms and texts such as the telenovela and Ang Lee’s *Brokeback Mountain*? How do we understand melodrama’s special resonance historically among disfranchised classes? How and to what ends do the pleasures of suffering authenticate particular collective identities (women, the working class, queers, blacks, and group formations yet to be named)? What relationships between identity, affect and consumption does melodrama reveal? Mr. Perez.

### 330. Black Metropolis: Caste and Class in Urban America 1800 to Present (1)

The migration of African Americans from the rural south to the urban North in late nineteenth and early twentieth-century America was one of the most significant internal mass movements in modern urban history. This seminar traces the historical antecedents of the great migration and examines the social, cultural, economic, and political dynamics and consequences of this extraordinary demographic shift within black communities and the larger society. Using the case study method, selected cities are drawn from urban centers in the south and the north. Themes and locations vary from year to year. Ms. Bickerstaff.

### 345. Race: Science and Controversies (1)

(Same as Biology 345 and Science, Technology and Society 345) This course is meant to spark a conversation between science, humanities, and social science students regarding the concept and significance of “race.” The course will be framed by two reciprocal questions: What are the scientific principles that underlie the origins and continued propagation of the concept of race in the United States; and in turn, how does the social construction of race affect the way science is conducted. The course includes critical review and discussion of topics as far ranging as the U.S. government’s role in using black sharecroppers during the Tuskegee Syphilis

Experiments, to understanding genetic variation among human populations. Discussion of these topics incorporate ideas spanning biology, anthropology, history, ethics and American culture to address questions that integrate both scientific and humanistic perspectives on race. Ms. Dunbar and Ms. Crespi.

One 3 hour period.

Not offered in 2011/12.

### 352. Seminar on Multiculturalism in Comparative Politics (1)

(Same as Political Science 352) This seminar explores the political significance of social diversity in comparative perspective. Drawing on a range of cases, the course investigates the sources of identity-based social and political conflicts, focusing in particular on racial, ethnic, and national identities. The course also studies possible means of accommodating diversity and promoting reconciliation through public policies such as affirmative action, economic development, constitutional reform, memorials and commemorations, truth commissions, and trials. After looking at theories of identity politics and accommodation of diversity, the course focuses on country case studies. Countries studied may include the United States, South Africa, Rwanda, the former Yugoslavia, Somalia, Brazil, and India.

Prerequisite: by permission of instructor.

One 2-hour period.

### 353. Pedagogies of Difference: Critical Approaches to Education (1)

(Same as Education 353a) Pedagogies of difference are both theoretical frameworks and classroom practices—enacting a social justice agenda in one’s educational work with learners. In this course, we think deeply about various anti-oppressive pedagogies—feminist, queer and critical race—while situating this theory in our class practicum. Thus, this course is about pedagogies of difference as much as it is about different pedagogies that result. We will address how different pedagogies such as hip hop pedagogy, public pedagogy and Poetry for the People derive from these pedagogies of difference. The culminating signature assessment for this course is collaborative work with local youth organizations. Ms. Cann.

Prerequisite: Education 235 or permission of the instructor.

### 354. Seminar in African Art (1)

(Same as Art 354b) *Contemporary African Photography and Video*. This seminar explores the development of contemporary photographic and video practices as they relate to Africa. Organized thematically, it focuses on the individual case studies, artists, and exhibitions that comprise the dynamic and international realm of contemporary photo and video by artists living inside and outside of the African continent. Emphasis is placed on the changing significance and role of photography within African and trans-African contexts. As a part of this process, we consider issues of representation; documentation, critiques, and re-framing of socio-political issues and global relations; the visual articulation of racial, ethnic, gendered and religious identities; as well as aesthetic ideas, performance and the role of varied audiences and reception. Ms. Briellaier.

Prerequisite: permission of instructor.

One 2-hour period.

Not offered in 2011/12.

### 360. Black Business and Social Movements in the Twentieth Century (1)

(Same as History 360b) From movies to music, bleaching cream to baseball, black entrepreneurs and consumers have historically negotiated the profits and pleasures of a “black economy” to achieve economic independence as a meaning of freedom. This seminar examines the duality of black businesses as economic and social institutions alongside black consumers’ ideas of economic freedom to offer new perspectives on social and political movements in the twentieth-century. We explore black business activity and consumer activism as historical processes of community formation and economic resistance, paying particular attention to black capitalism, consumer boycotts, and the economy of black culture in the age of segregation. Topics include the development of the

black beauty industry; black urban film culture; the Negro Baseball League; Motown and the protest music of the 1960s and 1970s; the underground economy; and federal legislation affecting black entrepreneurship. Mr. Mills

One 2-hour period.

**365. Race and the History of Jim Crow Segregation (1)**  
(Same as History 365) This seminar examines the rise of racial segregation sanctioned by law and racial custom from 1865 to 1965. Equally important, we explore the multiple ways African Americans negotiated and resisted segregation in the private and public spheres. This course aims toward an understanding of the work that race does, with or without laws, to order society based on the intersection of race, class and gender. Topics include: disfranchisement, labor and domesticity, urbanization, public space, education, housing, history and memory, and the lasting effects of sanctioned segregation. We focus on historical methods of studying larger questions of politics, resistance, privilege and oppression. We also explore interdisciplinary methods of studying race and segregation, such as critical race theory. Music and film supplement classroom discussions. Mr. Mills.

**366. Seminar in African American Art and Cultural History (1)**  
(Same as American Culture, Art, Women's Studies, and Urban Studies 366).

Topic for 2011/12a: *Vision and Critique in the Black Arts and Women's Art Movements in the United States*. Focusing on the relationships between visual culture and social movements in the U.S., this seminar examines the arts, institutions, and ideas of the Black Arts movement and Women's Art movement of the 1960s and 1970s. Analyzing paintings, photographs, posters, quilts, collages, murals, manifestos, mixed-media works, installations, films, performances, and various systems of creation, collaboration, and display, we explore connections between art, politics, and society. Ms. Collins.

Prerequisite: permission of instructor.  
One 2-hour period.

**369. Major Third World Author: Fanon (1)**  
(Same as English 369)

Topic for 2011/1211a: *Fanon*. This course provides the opportunity for an in-depth study of the life and works of Frantz Fanon. A psychiatrist, war hero, cultural critic, revolutionary, and one of the foremost philosophers of liberation of the decolonizing world, Fanon made his presence felt in a variety of intellectual and political arenas. We consider Fanon not only in the context of revolutionary anti-colonial politics, but also in relationship to discourses of race, psychoanalysis, colonial psychiatry and phenomenology. Feminist, postcolonial and cultural critical engagements with Fanon's work are central to our discussion of his enduring intellectual legacy. Ms. Yow.

One 2-hour meeting.

**370. Transnational Literature (1)**  
This course focuses on literary works and cultural networks that cross the borders of the nation-state. Such border-crossings raise questions concerning vexed phenomena such as globalization, exile, diaspora, and migration—forced and voluntary. Collectively, these phenomena deeply influence the development of transnational cultural identities and practices. Specific topics studied in the course vary from year to year and may include global cities and cosmopolitanisms; the black Atlantic; border theory; the discourses of travel and tourism; global economy and trade; or international terrorism and war.

Topic for 2011/12b: *Black Paris*. (Same as English 370) This course examines the cultural productions of black writers and artists in the City of Light. Long considered a haven for African American artists, Paris also attracted (and repelled) African and Afro-Caribbean intellectuals as the metropolitan center of the French empire. Through an exploration of literature, music and film, we think about what Paris has represented in the transnational

cultural and political circuits of the African diaspora. The site of the first Conference of Negro-African writers and Artists in 1956, the city provided a space for the development and negotiation of a diasporic consciousness. For James Baldwin, Paris was where he discovered "what it means to be an American." Throughout the semester, we interrogate how the experiences of expatriation and exile complicate understandings of racial, national and transnational identities. Topics for discussion include modernism, jazz, Negritude, Pan-Africanism, and the *Présence Africaine* group. We consider the work of Josephine Baker, James Baldwin, Sidney Bechet, Bricktop, Aime Cesaire, Chester Himes, Langston Hughes, Andrea Lee, Claude McKay, Paulette Nardal, William Gardner Smith, Richard Wright and Shay Youngblood. Films may include *Zoujou* and *La Permission*. Ms. Yow

Prerequisite: two units of 200 level in English.

**373. Slavery and Abolition in Africa (1)**

(Same as History 373b) The Trans-Saharan and the Atlantic slave trade transformed African communities, social structures, and cultures. The seminar explores the development, abolition, and impact of slavery in Africa from the earliest times to the twentieth century. The major conceptual and historiographical themes include indigenous servitude, female enslavement, family strategies, slave resistance, abolition, and culture. The seminar uses specific case studies as well as a comparative framework to understand slavery in Africa. Mr. Rashid.

**374. The African Diaspora and the Making of the Pan-African Movement 1900-2000 (1)**

(Same as History 374) This seminar investigates the social origins, philosophical and cultural ideas, and the political forms of Pan-Africanism from the late nineteenth century to the end of the twentieth century. It explores how disaffection and resistance against slavery, racism and colonial domination in the Americas, Caribbean, Europe, and Africa led to the development of a global movement for the emancipation of peoples of African descent from 1900 onwards. The seminar examines the different ideological, cultural, and organizational manifestations of Pan-Africanism as well as the scholarly debates on development of the movement. Readings include the ideas and works of Edward Blyden, Alexander Crummell, W. E. B. Dubois, Marcus Garvey, Amy Garvey, C.L.R. James, and Kwame Nkmmah. Mr. Rashid.

Special permission.  
Not offered in 2011/12.

**375. Seminar in Women's Studies: Gender and the Civil Rights Movement in the U.S. (1)**

(Same as American Culture and Women's Studies 375)

Topic for 2011/12: *Gender and the Civil Rights Movement in the United States*. In this interdisciplinary course, we examine the modern civil rights movement in the U.S. by foregrounding the roles and experiences of women, particularly African American women. Attentive to issues of race, class, gender, and sexuality, we study the various constraints on—and possibilities for—women activists during the movement, and theorize the impact of women's activism on U.S. society. Ms. Collins

Special permission.  
One 2-hour session.

**386. Exodus and Revolution: Violence and Religious Narrative (1)**

(Same as Religion 386) This seminar will explore the way a single biblical story, the story of the Israelite exodus from Egypt, has influenced politics, literature, and identity formation. Central to the class will be political philosopher Michael Walzer's claim that the Exodus provides a paradigm of social democratic politics. We will interrogate Walzer's claim by examining the story's in an array of contexts. We will consider the role that Exodus played in the construction of American political identity and Latin American liberation theology. Particular attention will be paid to the role of Exodus in African American political and religious traditions. Finally, the class will broach more theoretical questions about the

role of violence and religion in creating conceptions of nation and peoplehood. Does the demand for a paradigm, particularly a paradigm like Exodus with its emphasis on chosenness and messianism, produce distasteful politics in the process? Mr. Kahn.

**399a or b. Senior Independent Work** (½ or 1)  
Senior independent study program to be worked out in consultation with an instructor. The department.

## American Culture Program

**Director:** Lisa C. Brawley; **Steering Committee:** Carlos Alamo-Pastrana (Sociology), Lisa C. Brawley (Urban Studies), Randolph R. Cornelius (Psychology), Eve Dunbar<sup>b</sup> (English), Wendy Graham (English), Maria Höhn (History), William Hoynes (Sociology), Hua Hsu<sup>b</sup> (English), Jonathon S. Kahn<sup>ab</sup> (Religion), Erin McCloskey (Education), Molly S. McGlennen (English), Marque-Luisa Miringoff (Sociology), Tyrone Simpson II (English); **Participating Faculty:** Carlos Alamo-Pastrana (Sociology), Peter Antelyes (English), Abigail A. Baird<sup>a</sup> (Psychology), Lisa C. Brawley (Urban Studies), Andrew Bush (Hispanic Studies), Gabrielle H. Cody<sup>b</sup> (Drama), Miriam Cohen (History), Lisa Gail Collins (Art), Randolph R. Cornelius (Psychology), Dean Crawford (English), Eve Dunbar<sup>b</sup> (English), Rebecca B. Edwards (History), Wendy Graham (English), Sarita McCoy Gregory (Political Science), Maria Höhn (History), William Hoynes (Sociology), Hua Hsu<sup>b</sup> (English), E.H. Rick Jarow (Religion), Jonathon S. Kahn<sup>ab</sup> (Religion), Timothy Koechlin (International Studies), Kiese Laymon<sup>b</sup> (English), Eileen Leonard<sup>b</sup> (Sociology), Judith Linn (Art), Karen Lucic<sup>ab</sup> (Art), Kathleen J. Man (Film), Robert E. McAulay<sup>a</sup> (Sociology), Erin McCloskey (Education), Molly S. McGlennen (English), Kathleen M. McNulty (American Culture), James Merrell (History), Marque-Luisa Miringoff (Sociology), Leonard Nevarez<sup>ab</sup> (Sociology), Joseph Nevins (Earth Science and Geography), Judith Nichols (English), Robert Rebelein (Economics), Julie A. Riess (and Director of Wimpfheimer Nursery School), Tyrone Simpson II (English), Adelaide Villmoare (Political Science), Patricia Wallace (English), Laura Yow (English).

The multidisciplinary program in American Culture offers students an opportunity to study the civilization of the United States from a variety of perspectives and through the methodologies of different intellectual disciplines. "Culture," as used in this program, means the ways in which Americans understand themselves and interact with each other and their environment. It includes their institutions as well as their literature, their families, their politics and economics, work and machines, habits, rituals, ideas and beliefs, and art and artifacts. Because of the social diversity of Americans, the study of culture in the United States refers to many cultures and must ask how this diversity coexists with national identity.

The program has three main purposes: (1) to familiarize students with the dissimilar ways that various disciplines study culture; (2) to give them a broad knowledge of various facets of American culture; and (3) to develop a more sophisticated understanding of one aspect of American culture.

Because Vassar offers a broad range of courses relevant to the study of American culture, students interested in the concentration should consult with the program's director as early as possible in order to plan a coherent program of study around their interests. Although the emphasis varies with the training and interests of individual students, all students in the program should think of their study of American culture as including some attention to: (a) American expression in the arts; (b) American institutions—political, social, economic; (c) American thought and beliefs; (d) American history; and (e) the American physical environment. Students are admitted to the program by the director, subject to the approval of their statement of focus and program of study by the steering committee. Students interested in pursuing a concentration in ethnic studies within American culture should consult with the director.

**Requirements for Concentration:** 14 units, including (1) the Seminar in American Culture; (2) at least 2 units of special studies in American Culture (American Culture 280 or 380 courses); (3) 1 unit of advanced (300-level) work in each of two separate disciplines, in the junior or senior year, one of which must be selected from the supplementary list of approved courses; (4) familiarity with a culture other than American (this requirement may be met by a semester's study abroad in the junior year or by 1 unit selected from an approved list of courses); (5) the senior project; (6) the senior colloquium; and (7) Multidisciplinary Research Methods; (8) remaining courses chosen from the supplementary list of approved courses.

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

After the declaration of the major, no required courses may be elected NRO.

**Junior-Year Requirements:** 1 unit of special studies in American Culture; and the Seminar in American Culture (250).

**Senior-Year Requirements:** Senior thesis or project (302/303); Senior Colloquium (301); and Multidisciplinary Research Methods (313).

### Correlate Sequence in Native American Studies

The American Culture Program offers a correlate sequence in Native American Studies, a multi- and interdisciplinary field, in which students examine Indigenous cultures, politics, histories, and literatures, in a primarily North American context. Students electing the correlate sequence are trained in the methodology of Native American Studies as a means to critically assess western colonial discourses, examine the many ways Native peoples have contributed to and shaped North American culture, and analyze and honor the autonomy and sovereignty of Indigenous nations, peoples, and thought. *Students pursuing a correlate in Native American Studies are required to complete a minimum of 6 units including Introduction to Native American Studies (AMCL 105) and at least one 300-level course.*

Each year, the American Culture Program will provide an updated list of approved courses for the Native American Studies correlate sequence. From this course list, students define an appropriate course of study, which must be approved by the American Culture Program Director and a Correlate Sequence advisor prior to declaration. Additional courses may be approved for the Correlate Sequence upon petition to the Program Director. Students are encouraged, but not required, to complete one unit of work outside of the Vassar classroom (fieldwork, summer program, study away). A maximum of two units of ungraded work may be counted toward the Correlate Sequence.

## I. Introductory

### 105a. Themes in American Culture (1)

Topic for 2011/12a: *Introduction to Native American Studies*. This course is a multi- and interdisciplinary introduction to the basic philosophies, ideologies, and methodologies of the discipline of Native American Studies. It acquaints students with the history, art, literature, sociology, linguistics, politics, and epistemology according to an indigenous perspective while utilizing principles stemming from vast and various Native North American belief systems and cultural frameworks. Through reading assignments, films, and discussions, we learn to objectively examine topics such as orality, sovereignty, stereotypes, humor, language, resistance, spirituality, activism, identity, tribal politics, and environment among others. Overall, we work to problematize historical, ethnographical, and literary representations of Native people as a means to assess and evaluate western discourses of domination; at the same time, we focus on the various ways Native people and nations, both in their traditional homelands and urban areas, have been and are triumphing over 500+ years of colonization through acts of survival and continuance. Ms. McGlennen.

Open to freshmen and sophomores only.  
Two 75-minute periods.

### 160a. Politics of Art/Art of Politics (1)

(Same as Art 160a) Ms. Collins.

Two 75-minute meetings.  
Fulfills the Freshman Writing Seminar Requirement.

## II. Intermediate

### 205b. Arab American Literature (1)

(Same as Africana Studies 205b) Mr. Mhiri.

### [212b. The Press in America] (1)

This course examines the media's role in our changing world, covering different journalism venues, including the Web. It looks closely at what role ethics play in the news media, other related

media, and how those roles are changing quickly with technology. Students research these issues, and report and write different types of stories, such as news, features, and commentary. They also visit the newsroom of a daily newspaper and meet with news professionals about the important transitions that are happening in the news business and how it affects their jobs. Applicants to the course must submit samples of original nonfiction writing and a statement about why they want to take the course. The nature of the writing submissions is specified beforehand in flyers distributed to students through the program office. Ms. Norton-McNulty.

Not open to first-year students.

Deadline for submission of writing samples one week after October break.

Admission by permission of the instructor.

One 2-hour period.

Not offered in 2011/12.

### 235a. The Civil Rights Movement in the United States (1)

(Same as Africana Studies 235a)

### 250a. Seminar in American Culture: The Multidisciplinary (1)

#### Approach

The intent of the seminar is to help students converge upon a cultural feature from more than one direction, to recognize some of its inherent complexities, and to assess the peculiar resources for such illumination offered by a multidisciplinary approach.

Topic for 2011/12a: *America in the World*. This course focuses on current debates in American Studies about resituating the question of "America" in global terms. We explore the theoretical and political problems involved in such a reorientation of the field as we examine topics such as American militarization and empire, American involvement in global monetary organizations such as the World Trade Organization and the World Bank, the question of a distinctive national and international American culture, foreign perspectives on American and "Americanization," and the global significance of American popular culture including film and music such as hip-hop. Ms. Dunbar, Ms. Hohn.

Required of students concentrating in the program. Generally not open to senior majors. Open to other students by permission of the director and as space permits.

Prerequisite: course work that has dealt with American materials in at least two separate disciplines.

Two 75-minute periods.

### 257. Reorienting America: Asians in American History and Society (1)

(Same as Asian Studies 257 and Sociology 257) Ms. Moon.

### [261. Native American Urban Experience] (1)

(Same as Urban Studies 261) Over half of all Native American people living in the United States now live in an urban area. The United States federal policies of the 1950's brought thousands of Indigenous peoples to cities with the promise of jobs and a better life. Like so many compacts made between the United States and Native tribes, these agreements were rarely realized. Despite the cultural, political, and spiritual losses due to Termination and Relocation policies, Native American people have continued to survive and thrive in complex ways. This course examines the experiences of Indigenous peoples living in urban areas since the 1950's. In particular, we look at the pan-tribal movement, AIM, Red Power, education, powwowing, social and cultural centers, two-spiritedness, religious movements, and the arts. We also study the manner in which different Native urban communities have both adopted western ways and recuperated specific cultural and spiritual traditions in order to build and nurture Native continuance. Ms. McGlennen.

Not offered in 2011/12.

### [262a. Native American Women] (1)

(Same as Women's Studies 262a) In an effort to subjugate indigenous nations, colonizing and Christianizing enterprises in the Americas included the implicit understanding that subduing Native American



women through rape and murder maintained imperial hierarchies of gender and power; this was necessary to eradicate Native people's traditional egalitarian societies and uphold the colonial agenda. Needless to say, Native women's stories and histories have been inaccurately portrayed, often tainted with nostalgia and delivered through a lens of western patriarchy and discourses of domination. Through class readings and writing assignments, discussions and films, this course examines Native women's lives by considering the intersections of gender and race through indigenous frameworks. We expose Native women's various cultural worldviews in order to reveal and assess the importance of indigenous women's voices to national and global issues such as sexual violence, environmentalism, and health. The class also takes into consideration the shortcomings of western feminisms in relation to the realities of Native women and Native people's sovereignty in general. Areas of particular importance to this course are indigenous women's urban experience, Haudenosaunee influence on early U.S. suffragists, indigenous women in the creative arts, third-gender/two-spiritedness, and Native women's traditional and contemporary roles as cultural carriers. Ms. McGlennen

Two 75-minute meetings  
Not offered in 2011/12.

**[275b. Ethnicity and Race in America: Whiteness] (1)**

This course examines "white" American identity as a cultural location and a discourse with a history—in Mark Twain's terms, "a fiction of law and custom." What are the origins of "Anglo-Saxon" American identity? What are the borders, visible and invisible, against which this identity has leveraged position and power? How have these borders shifted over time, and in social and cultural space? How has whiteness located itself at the center of political, historical, social, and literary discourse, and how has it been displaced? How does whiteness mark itself, or mask itself? What does whiteness look like, sound like, and feel like from the perspective of the racial "other"? What happens when we consider whiteness as a racial or ethnic category? And in what ways do considerations of gender and class complicate these other questions? We read works by artists, journalists, and critics, among them Bill Finnegan, Benjamin DeMott, Lisa Lowe, David Roediger, George Lipsitz, Roland Barthes, Chela Sandoval, Eric Lott, bell hooks, Cherríe Moraga, Ruth Frankenberg, James Baldwin, Homi Bhabha, Louisa May Alcott, Mark Twain, James Weldon Johnson, Charlotte Perkins Gilman, William Faulkner, Nathanael West, Alice Walker, and Don DeLillo. We also explore the way whiteness is deployed, consolidated and critiqued in popular media like film (*Birth of a Nation*, *Pulp Fiction*, *Pleasantville*) television ("reality" shows, *The West Wing*) and the American popular press.

Two 75-minute periods.  
Not offered in 2011/12.

**282b. US-Mexico Border: Nation, God, & Human Rights (1) in AZ-Sonora**

(Same as Geography 282 and Latin American and Latino/a Studies 282) Born in large part of violence, conquest and dispossession, the United States-Mexico border region has evolved over the last 150 years into a site of intense economic growth and trade, demographic expansion, and ethno-cultural interaction. It has also become a focus of intense political debate and conflict—especially over the last decade or so. This course focuses on these processes as they relate to the US-Mexico boundary, with an emphasis on contemporary socio-political struggles and movements and their historical-geographical roots. In doing so, it examines the dynamic intersection of different ideologies, social identities, and ethical and political commitments as they relate to nationalism, religion, and human rights in the Arizona-Sonora, Mexico region. Course participants visit the region during Spring break. Applications to determine enrollment for the course are reviewed by the instructors in the Fall. Mr. Nevins, Mr. Simpson.

**290a or b. Field Work (½ or 1)**

Permission of the director required

**297. Readings in American Culture (½)**

**298a or b. Independent Study (½ or 1)**

Permission of the director required.

**III. Advanced**

**301b. Senior Colloquium (1)**

A study of particular forms and concepts, versions and visions of American community at the local, national, and international level. The course is designed to enable students through individual and group projects to explore contested issues and methodological problems in American studies.

Topic for 201/12: *To be announced*. Ms. McGlennen.

Prerequisite: Required of seniors concentrating in the program.

Special Permission.

One 2-hour period.

**302a. Senior Thesis or Project (½)**

Required of students concentrating in the program.

The senior project is graded Distinction, Satisfactory, or Unsatisfactory.

Year long course 302-303.

**303b. Senior Thesis or Project (½)**

Required of students concentrating in the program.

The senior project is graded Distinction, Satisfactory, or Unsatisfactory.

Year long course 302-303.

**313a. Multidisciplinary Research Methods (1)**

This course is required for all senior American Culture majors. It considers the practical difficulties of applying multidisciplinary approaches to various kinds of American cultural texts. It is intended as preparation for developing the Senior Thesis or Project. Ms. Brawley.

Prerequisite: permission of director.

One 2-hour period.

**366a. Seminar in African American Art and Cultural History (1)**

(Same as Africana Studies 366a, Art 366a, Women's Studies 366a, and Urban Studies 366a)

Topic for 2011/12a: *Vision and Critique in the Black Arts and Women's Art Movements in the United States*. Focusing on the relationships between visual culture and social movements in the U.S., this seminar examines the arts, institutions, and ideas of the Black Arts movement and Women's Art movement of the 1960s and 1970s. Analyzing paintings, photographs, posters, quilts, collages, murals, manifestos, mixed-media works, installations, films, performances, and various systems of creation, collaboration, and display, we explore connections between art, politics, and society. Ms. Collins.

Prerequisite: permission of instructor.

One 2-hour period.

**367b. Artists' Books from the Women's Studio Workshop (1)**

(Same as Art 367b. and Women's Studies 367b) In this interdisciplinary seminar, we explore the limited edition artists' books created through the Women's Studio Workshop in Rosendale, New York. Founded in 1974, the Women's Studio Workshop encourages the voice and vision of individual women artists, and women artists associated with the workshop have, since 1979, created over 180 hand-printed books using a variety of media, including hand-made paper, letterpress, silkscreen, photography, intaglio, and ceramics. Vassar College recently became an official repository for this vibrant collection which, in the words of the workshop's co-founder, documents "the artistic activities of the longest continually operating women's workspace in the country." Working directly with the artists' books, this seminar will meet in Vassar Library's Special

Collections and closely investigate the range of media, subject matter, and aesthetic sensibilities of the rare books, as well as their contexts and meanings. We will also travel to the Women's Studio Workshop to experience firsthand the artistic process in an alternative space. Ms. Collins.

One 2-hour period.  
Permission of the instructor.

**375a. Seminar in Women's Studies: Gender and the Civil Rights Movement in the U.S.** (1)

(Same as Africana Studies and Women's Studies 375a)

Topic for 2011/2012a: *Gender and the Civil Rights Movement in the U.S.* In this interdisciplinary course, we examine the modern civil rights movement in the U.S. by foregrounding the roles and experiences of women, particularly African American women. Attentive to issues of race, class, gender, and sexuality, we study the various constraints on—and possibilities for—women activists during the movement, and theorize the impact of women's activism on

U.S. society. Ms. Collins  
Special permission.  
One 2-hour session.

**380a. Art, War and Social Change** (1)  
(Same as Sociology 380a) Ms. Miringoff.

**382a. Documenting America** (1)

The demand for documentation, the hunger for authenticity, the urge to share in the experiences of others were widespread in the first half of the twentieth century. A huge world of documentary expression included movies, novels, photographs, art and non-fiction accounts. This course explores the various ways in which some of these artists, photographers, writers and government agencies attempted to create documents of American life between 1900 and 1945. The course examines how such documents fluctuate between utility and aesthetics, between the social document and the artistic image. Among the questions we consider are: in what ways do these works document issues of race and gender that complicate our understanding of American life? How are our understandings of industrialization and consumerism, the Great Depression and World War II, shaped and altered by such works as the photographs of Lewis Hine and Dorothea Lange, the paintings of Jacob Lawrence, the films of Charlie Chaplin, the novels and stories of Chester Himes, William Carlos Williams and Zora Neale Hurston, the non-fictional collaboration of James Agee and Walker Evans. Ms. Cohen and Ms. Wallace

Two 75-minute meetings.

**383a. Morning in America: American Literature and Art in the 1980s** (1)

(Same as English 383a) This seminar considers the literature and art of the 1980s in light of the decade's most striking ideas: post-modernism and the blurring of tastes high and low; political correctness and multiculturalism; evolving notions of the public and the private; the digital revolution and its ontology; AIDS and gay liberation; the end of the cold war and the dawn of a newly global, post-1989 sensibility. Authors and artists may include: DeLillo, Baker, Barthelme, Kingston, Pynchon, Mamet, Doctorow, Alan Moore (*The Watchmen*), Didion, Mailer, Christopher Lasch, Greil Marcus, Greg Tate, Spike Lee, Richard Serra, Jeff Koons, Warhol, Haring and Basquiat. Mr. Hsu.

One 2-hour meeting.

**386. American Modernism** (1)

**389a. From the Natural History Museum to Ecotourism: The Collection of Nature** (1)

(Same as Environmental Studies 389) From the rise of the Natural History Museum, the Bureau of Ethnology, and early endeavors to create a national literature, the appropriation of American Indian lands and American Indians (as natural objects) offered Euro-Americans a means to realize their new national identity. Today, the American consumer-collector goes beyond the boundaries of the

museum, national park, and zoo and into ecotourism, which claims to make a low impact on the environment and local culture, while helping to generate money, jobs, and the conservation of wildlife and vegetation. This course investigates historical and current trends in the way North Americans recover, appropriate, and represent non-western cultures, 'exotic' animals, and natural environments from theoretical and ideological perspectives. Course readings draw from the fields of anthropology, archaeology, museology, literature, and environmental studies. Ms. Graham, Ms. Pike-Tay

Two 75-minute meetings.

**399. Senior Independent Work** (½ or 1)

**Approved Courses**

**Approved 1-Unit Courses for Native American Studies (NAS) Correlate:**

American Culture 105	Introduction to Native American Studies
American Culture 260	Native American Women
American Culture 261	Native American Urban Experience
Anthropology/Latin American and Latino/a Studies 240	Mesoamerican Worlds –or– Andean Worlds (rotates)
Anthropology 266	Indigenous and Oppositional Media
English 231	Native American Literature
Environmental Studies 283	Native Americans and the Environment
History 274	Colonial America
Political Science 271	Race, Gender, and Class in American Political Thought
Sociology 221	Feminism, Knowledge, Praxis (some years offered as 300-level)
American Culture 290	Fieldwork
American Culture 298	Independent Work
Anthropology/Latin American and Latino/a Studies 351	Indigenous Literatures of the Americas
Anthropology/Latin American and Latino/a Studies 360	Native Religions and Resistance in the Americas
English 356	Contemporary Poetry
History 366	American Encounters
American Culture 399	Senior Independent Work

**Approved ½-Unit Courses for NAS Correlate: (Reading Courses)**

**American Culture 297.01 Native American Art** (½)  
Selected readings in Native American art, with emphasis on the Inuit, Haudenosaune (Iroquois), Pueblo and Navajo peoples. Ms. Lucic.

**American Culture 297.02 Regional Cultures of Native North America** (½)

Directed reading of ethnographies on a particular region of North America to be chosen by the student in consultation with the instructor. Students will write brief reviews and comparative analyses of 3-4 ethnographies written about the same culture group. Ms. Johnson

**American Culture 297.03 Regional Prehistory of Native North America** (½)

Directed reading of field reports and syntheses of the prehistory of a particular region of North America to be chosen by the student in

consultation with the instructor. Students will write brief analyses of the field reports and critique the synthesis based on more recent field reports. Ms. Johnson

**American Culture 297.04 Native American Memoir and the Premise of Memoir (½)**

Selected readings from Native authors, including Sherman Alexie, Kimberly Blaeser, Forest Carter, Louise Erdrich, Joy Harjo, Gordon Henry, Linda Hogan, Ignatia Broker, Janet McAdams, Molly McGlennen, N. Scott Momaday, Nasdijj, Leslie Marmon Silko, Stephanie Sellers, and Gerald Vizenor. Ms. Nichols.

**American Culture 297.05 Native American Philosophies and Religions (½)**

Directed reading of Indigenous North American philosophical and religious belief systems. Students will write brief reviews of chosen texts and a final research paper on a (related) topic of the student's choice. Ms. McGlennen

**American Culture 297.06 Native American Ethnobotany. (½)**

Directed reading on the ways that Native Americans in North America (north of Mexico) perceive and interact with plants. Particular cultural groups and time periods to be chosen by the student in consultation with the instructor. Students will write brief reviews of those texts and a final research paper on a topic chosen in consultation with the instructor. Mr. Schlessman

## Anthropology-Sociology

Students may elect to do a combined degree program in Anthropology-Sociology.

The Departments of Anthropology and Sociology strongly encourage prospective joint majors to identify related interests within each department's offerings that can be used in developing a coherent series of classes. Elective coursework in each department can then be used in developing complementary perspectives. Examples include gender, media/cultural representation, and race/ethnicity.

**Requirements for Concentration:** A total of 16 units in the two fields must be taken, with no more imbalance than 9 in one and 7 in the other.

### Anthropology Requirements:

- Anthropology 140 Cultural Anthropology (1)
- One additional Anthropology 100-level course (1)
- Anthropology 201 Anthropological Theory (1)
- Anthropology 301 Senior Seminar (1)
- One additional 300-level Anthropology Seminar (1)
- Sociology Requirements:**
- Sociology 151 Introductory Sociology (1)
- Sociology 247 Modern Social Theory (1)
- Sociology 254 Research Methods (1)
- Sociology 300a-300b Senior Thesis (1)
- One additional 300-level Sociology course (1)

The above requirements total 10 units. The remaining 6 units required for the joint major should be chosen in consultation with the student's adviser.

**Advisers:** All members of the Departments of Anthropology and Sociology. A joint major should have one adviser in each department.

## Anthropology Department

**Professors:** Colleen Ballerino Cohen, Judith L. Goldstein (Chair), Lucy Lewis Johnson<sup>a</sup>, Martha Kaplan, Anne Pike-Tay<sup>b</sup>, **Associate Professors:** Thomas Porcello (and Associate Dean of Planning and Academic Affairs), David Tavárez<sup>a</sup>, **Assistant Professor:** Candice M. Lowe Swift, **Visiting Assistant Professor:** Saúl Mercado, **Post Doctoral Fellow:** Sara Lynae Gonzalez.

The field of anthropology seeks to promote a holistic understanding of social life by offering complex accounts of human histories, societies and cultures. Anthropologists undertake ethnographic, archival, and archaeological research on the varied aspects of individual and collective experience in all time periods and parts of the world. The Department of Anthropology offers a wide range of options for majors and for nonmajors in recognition of the broad interdisciplinary nature of the field. Nonmajors from all classes may choose courses at any level with permission of the instructor and without introductory anthropology as a prerequisite.

**Requirements for Concentration:** 12 units including Anthropology 140, 201, 301, and two additional 300-level Anthropology seminars. It is required that students take Anthropology 201 by the end of their junior year and highly recommended that they take it in their sophomore year. Anthropology 140 is a prerequisite or co-requisite for Anthropology 201. Students are required to take courses in at least three of the four fields of anthropology—archaeology, biological anthropology, cultural anthropology, and linguistics. Students are also required to achieve familiarity with the peoples and cultures of at least two areas of the world. This requirement can be met by taking any two courses in the range from Anthropology 235-244. The remaining courses are to be chosen from among the departmental offerings in consultation with the adviser in order to give the student both a strong focus within anthropology and an overall understanding of the field. With the consent of the adviser, students may petition the department to take up to 2 of the 12 required units in courses outside the department which are related to their focus. Once a course plan has been devised, it must be approved by the department faculty.

**NRO:** One introductory course taken NRO may count towards the major if a letter grade is received. If a student receives a PA for an introductory course taken under the NRO option, that student must complete 13 courses for an anthropology major. No other required courses for the major may be taken NRO.

**Requirements for a Correlate Sequence:** 6 units to include 1 unit at the 100-level and 2 units at the 300-level. Courses should be chosen in consultation with an anthropology department adviser in order to a) complement the student's major and b) form a coherent focus within anthropology. Examples of possible concentrations include: cultural studies, expressive culture, human evolution, archaeology, language and communication. One introductory course taken NRO may count towards the correlate sequence if a letter grade is received. If a student receives a PA for an introductory course taken under the NRO option, that student must complete seven courses for an anthropology correlate sequence. No other required courses for the correlate sequence may be taken NRO. Limit of one course, accepted for the student's major, will be accepted as an overlap for the correlate sequence.

**Recommendations:** The field experience is essential to the discipline of anthropology. Therefore, majors are urged to take at least one fieldwork course, to engage in field research during the summer, and/or to undertake independent fieldwork under a study away program.

**Anthropological Research Experience:** The department also offers students the opportunity for independent fieldwork/research projects through several of its courses and in conjunction with ongoing faculty research projects. Opportunities for laboratory research, which is also critical to anthropological inquiry, are available in our archaeology, biological anthropology, sound analysis, and digital video editing labs.

**Advisers:** The department.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

## I. Introductory

### 100a. Archaeology (1)

Archaeologists study the material evidence of past human cultures. In this course students learn how archaeologists dig up physical remains, tools, and houses and use these data to reconstruct and understand past cultures. The methods and theory behind archaeological recovery, problem solving and interpretation are learned through the use of selected site reports, articles from all over the world, and hands on experimentation. Ms. Gonzalez.

### 120a. Human Origins (1)

This course introduces current and historical debates in the study of human evolution. Primate studies, genetics, the fossil record and paleoecology are drawn upon to address such issues as the origins and nature of human cognition, sexuality, and population variation. Ms. Pike-Tay.

### 140a and b. Cultural Anthropology (1)

An introduction to central concepts, methods, and findings in cultural anthropology, including culture, cultural difference, the interpretation of culture, and participant-observation. The course uses cross-cultural comparison to question scholarly and commonsense understandings of human nature. Topics may include sexuality, kinship, political and economic systems, myth, ritual and cosmology, and culturally varied ways of constructing race, gender, and ethnicity. Students undertake small research projects and explore different styles of ethnographic writing. Ms. Kaplan, Ms. Lowe Swift.

### 150a and b. Linguistics and Anthropology (1)

This course provides the student with a practical introduction to structuralist methods of linguistic analysis. There is a focus on both theoretical discussions about, and practical exercises in, the phonology, morphology, syntax, and semantics of natural human languages. Additional topics include: the acquisition of linguistic and communicative competence; the relationship between human language and other animal communication systems; and cultural and social dimensions of language variation (including the study of regional and social dialects, code switching and mixing, speaking styles, registers, and idiolects). The course is intended both as the College's general introduction to formal linguistics and as a foundation for more advanced courses in related areas. Mr. Tavárez, Mr. Mercado.

## II. Intermediate

### 201b. Anthropological Theory (1)

In this course we explore the history of intellectual innovations that make anthropology distinctive among the social sciences. We seek to achieve an analytic perspective on the history of the discipline and also to consider the social and political contexts, and consequences, of anthropology's theory. While the course is historical and chronological in organization, we read major theoretical and ethnographic works that form the background to debates and issues in contemporary anthropology. Ms. Kaplan.

Prerequisite or co-requisite: Anthropology 140.

### 212b. World Musics (1)

(Same as Music 212b) Ms. Chacko.

Prerequisite: Music 136, or by permission of instructor.

### 231b. Topics in Archaeology (1)

An examination of topics of interest in current archaeological analysis. We examine the anthropological reasons for such analyses, how analysis proceeds, what has been discovered to date through such analyses, and what the future of the topic seems to be. Possible topics include tools and human behavior, lithic technology, the archaeology of death, prehistoric settlement systems, origins of material culture.

Topic for 2011/12 b: *Tools and Human Behavior*. (Same as Science, Technology and Society 231) Humans are obligate tools users. For the last 2 million years humans have evolved in concert with tools

and all human interactions with the environment are mediated by technology. This course examines theories of technological change, drawing upon scholarship in anthropology, the history of technology, economic history, and evolutionary theory. Also considered are the ways in which people, individually and in groups, interact with raw materials to transform them into artifacts, use these artifacts and then redeposit them in the natural environment. Ms. Johnson.

May be repeated for credit if the topic has changed.

Prerequisite: prior coursework in Anthropology or by permission of instructor.

### 232b. Topics in Biological Anthropology (1)

This course covers topics within the broad field of biological (or physical) anthropology ranging from evolutionary theory to the human fossil record to the identification of human skeletal remains from crime scenes and accidents. Bioanthropology conceptualizes cultural behavior as an integral part of our behavior as a species. Topics covered in this course may include human evolution, primate behavior, population genetics, human demography and variation, or forensic anthropology.

May be repeated for credit if the topic has changed.

Topic for 2011/12b: *Function and Evolution of the Human Skeleton*.

The skeleton is the most useful single structure in the body as an indicator of general body form and function. Muscles, tendons and ligaments leave marks where they attach to bones, and from such marks we can assess the form and size of the body's soft anatomy and function. Studies of fossil bones and teeth are direct behavioral indicators; providing information regarding diet, locomotor patterns, and health status of the animals of which they were a part. In this course we learn the bones and landmarks of the human skeleton and compare the anatomy and physiology of living animals—especially monkeys and apes—with those of living humans to enhance our understanding of the relationship between form and function. In addition, the evolution of the skeletal functional morphology of the primate order is emphasized throughout the course. Ms. Johnson.

Two 75-minute periods.

Prerequisites: Anthropology 120, Biology 226, or permission of instructor.

### 235. Area Studies in Prehistory (1)

This course is a detailed, intensive investigation of archaeological remains from a particular geographic region of the world. The area investigated varies from year to year and includes such areas as Eurasia, North America, and the native civilizations of Central and South America.

May be repeated for credit if the topic has changed.

Prerequisites: Prior coursework in Anthropology or by permission of instructor.

### 240b. Cultural Localities (1)

Detailed study of the cultures of people living in a particular area of the world, including their politics, economy, worldview, religion, expressive practices, and historical transformations. Included is a critical assessment of different approaches to the study of culture. Areas covered vary from year to year and may include Europe, Africa, North America, and India.

May be repeated for credit if the topic has changed.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

Topic for 2011/12b: *Andean Worlds* (Same as Latin American and Latino/a Studies). This course proposes an intensive survey of the culture, history, languages, art, and sociopolitical organization of indigenous societies in the Andes. After a consideration of the various urban and sociopolitical reforms introduced by the Inca state, we focus on indigenous adaptations to Spanish colonial rule, and the persistence of Andean cosmologies and modes of organization. The course then examines the often conflictive relations between indigenous communities and the emerging nation-states of Colombia, Ecuador, Peru, Bolivia, and Chile, and investigates the renegotiation of civil and legal rights, the impact of indigenous movements on national and global politics, and the links among environmental policies, globalization, and Andean culture after the

failure of neoliberalism. Mr. Tavárez.

### 241. The Caribbean (1)

An overview of the cultures of the Caribbean, tracing the impact of slavery and colonialism on contemporary experiences and expressions of Caribbean identity. Using ethnographies, historical accounts, literature, music, and film, the course explores the multiple meanings of 'Caribbean,' as described in historical travel accounts and contemporary tourist brochures, as experienced in daily social, political, and economic life, and as expressed through cultural events such as calypso contests and Festival, and cultural-political movements such as Rastafarianism. Although the course deals primarily with the English-speaking Caribbean, it also includes materials on the French and Spanish speaking Caribbean and on diasporic Caribbean communities in the U.S. and U.K. Ms. Cohen.

Prerequisite: Previous coursework in Anthropology or by permission of instructor.

### 245b. The Ethnographer's Craft (1)

(Same as Urban Studies 245b) This course introduces students to the methods employed in constructing and analyzing ethnographic materials through readings, classroom lectures, and discussions with regular field exercises. Students gain experience in participant-observation, fieldnote-taking, interviewing, survey sampling, symbolic analysis, the use of archival documents, and the use of contemporary media. Attention is also given to current concerns with interpretation and modes of representation. Throughout the semester, students practice skills they learn in the course as they design, carry out, and write up original ethnographic projects. Ms. Lowe Swift.

### 247a. Modern Social Theory: Marx, Durkheim, and Weber (1)

(Same as Sociology 247a) Ms. Moon.

### 250a or b. Language, Culture, and Society (1)

This course draws on a wide range of theoretical perspectives in exploring a particular problem, emphasizing the contribution of linguistics and linguistic anthropology to issues that bear on research in a number of disciplines. At issue in each selected course topic are the complex ways in which cultures, societies, and individuals are interrelated in the act of using language within and across particular speech communities.

Topic for 2011/12a: *Plurilingualism*. In this course students examine contact linguistics, code-switching, and the ethnography of multilingualism. Several languages are examined with an emphasis on Spanish-English contact in the US. Students learn how to analyze plurilingual contexts through their own ethnographic participant-observation. Topics include: youth language, code-switching, sociolinguistic methods, and multilingual education. Mr. Mercado.

May be repeated for credit if the topic has changed.

Prerequisite: Anthropology 150 or permission of instructor.

### 255. Language and Gender (1)

How do gender identities influence language use, language and power, and ideas about language? This course presents a systematic survey of anthropological and linguistic approaches to this set of questions. The course is organized as a cross-cultural survey of several approaches—from ground-breaking feminist linguistic anthropology to contemporary debates on gender as performance, lesbian, gay, bisexual and transsexual/transgender identities, and gender, class and hegemony—that investigate the multiple rapports among gender identities, socialization, language use in private and public spheres, social norms, and gendered forms of authority. Students have an opportunity to learn about linguistic anthropology methods and design a research project. Mr. Tavárez.

### [259. Soundscapes: Anthropology of Music] (1)

(Same as Music 259) This course investigates a series of questions about the relationship between music and the individuals and societies that perform and listen to it. In other words, music is examined and appreciated as a form of human expression existing

within and across specific cultural contexts. The course takes an interdisciplinary approach to the social life of music, addressing historical themes and debates within multiple academic fields via readings, recordings, and films. Mr. Rios.

Prerequisites: prior coursework in Anthropology or Music, or by permission of instructor.

Not offered in 2011/12.

### 260a. or b. Current Themes in Anthropological Theory and Method (1)

The focus is upon particular cultural sub-systems and their study in cross-cultural perspective. The sub-system selected varies from year to year. Examples include: kinship systems, political organizations, religious beliefs and practices, verbal and nonverbal communication.

May be repeated for credit if the topic has changed.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

Topic for 2011/12a: *Anthropological Approaches to the Study of Food*. Considering the wide array of nutritional possibilities, why do people select certain food sources and reject others? Why is there an abundance of food in some societies and a dearth in others? Food is embedded in symbolic, political and economic systems; it is an index of our histories, geographies, belief systems, social statuses, as well as our national culture and global positioning. In this course, we explore the cultural and political economy of food. We examine its production, transformation within and across nation-states, and consumption. We cover such topics as food taboos, the relationship between food and economies, "fast" and "slow" food movements, and the importance of food in the construction of gender, national and religious distinction. In addition to class meetings, weekly field trips are required. Ms. Lowe Swift.

Topic for 2011/12b: *Local Politics and Global Commodities*. This course brings together the anthropological study of things and their value and the anthropology of globalization by focusing on local cultural and political impacts of participation in global markets, with special interest in the cultural politics of the nation-state. Theoretical approaches introduced come from the contrasting traditions of Karl Marx and Marcel Mauss, and from the unconventional science studies approach of anthropologist Bruno Latour who traces participation in circulation from the objects' point of view. Topics include history of sugar production in colonial plantation societies and consumption in industrializing Europe; the 20th century global soft drink market, with focus on US and Pacific consumption; and recent work on the emergence of bottled water as a global commodity with special focus on water waste, water imagery, and water care in postcolonial Fiji, Singapore and the US. In addition to research based on secondary sources, students in the class have the opportunity to do some research on our own local politics and global commodities. Ms. Kaplan.

### 262. Anthropological Approaches to Myth, Ritual and Symbol (1)

What is the place of myth, ritual and symbol in human social life? Do symbols reflect reality, or create it? This course considers answers to these questions in social theory (Marx, Freud and Durkheim) and in major anthropological approaches (functionalism, structuralism, and symbolic anthropology). It then reviews current debates in interpretive anthropology about order and change, power and resistance, and the role of ritual in the making of history. Ethnographic studies include Fiji, Indonesia, Papua New Guinea, sixteenth century Italy, the Seneca, and the U.S. Ms. Kaplan.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

### 263. Anthropology Goes to the Movies: Film, Video, and Ethnography (1)

(Same as Media Studies 263) This course examines how film and video are used in ethnography as tools for study and as means of ethnographic documentary and representation. Topics covered include history and theory of visual anthropology, issues of representation and audience, indigenous film, and contemporary ethnographic

approaches to popular media. Ms. Cohen.

Prerequisite: previous coursework in Anthropology or Film or Media Studies or by permission of instructor.

Two 75-minute class periods, plus 3-hour preview lab.

### 264a. Anthropology of Art (1)

The Anthropology of Art explores the practices of producing and interpreting art. The course moves from classic analyses of the form and function of art in the work of Franz Boas, through ethnoaesthetics, to the developing world market in the art objects traditionally studied by anthropologists. Among the topics explored in the course are connoisseurship and taste, authenticity, "primitive art," and the ethnographic museum. Ms. Goldstein.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

### 266b. Indigenous and Oppositional Media (1)

(Same as Media Studies 266b) As audiovisual and digital media technologies proliferate and become more accessible globally, they become important tools for indigenous peoples and activist groups in struggles for recognition and self-determination, for articulating community concerns and for furthering social and political transformations. This course explores the media practices of indigenous peoples and activist groups, and through this exploration achieves a more nuanced and intricate understanding of the relation of the local to the global. In addition to looking at the films, videos, radio and television productions, and Internet interventions of indigenous media makers and activists around the world, the course looks at oppositional practices employed in the consumption and distribution of media. Course readings are augmented by weekly screenings and demonstrations of media studied, and students explore key theoretical concepts through their own interventions, making use of audiovisual and digital technologies. Ms. Cohen.

Two 75-minute class periods, plus 3-hour preview lab.

### 290a or b. Field Work (½ or 1.5)

Individual or group field projects or internships. May be elected during the college year or during the summer. Open to all students. The department.

### 297b. Reading Course in Archaeological Field Methods (½)

Ms. Johnson.

### 298a or b. Independent Work (½ or 1)

Individual or group project of reading or research. May be elected during the college year or during the summer. The department.

## III. Advanced

### 300a or b. Senior Thesis (1)

The department.

### 301a. Senior Seminar (1)

A close examination of current theory in anthropology, oriented around a topic of general interest, such as history and anthropology, the writing of ethnography, or the theory of practice. Students write a substantial paper applying one or more of the theories discussed in class. Readings change from year to year. Ms. Goldstein.

### 305a. Topics in Advanced Biological Anthropology (1)

An examination of such topics as primate structure and behavior, the Plio-Pleistocene hominids, the final evolution of *Homo sapiens sapiens*, forensic anthropology, and human biological diversity.

May be repeated for credit if the topic has changed.

Prerequisite: Anthropology 232 or by permission of the instructor.

Topic for 2011/12a: *Primate Studies*. The major part of this course provides an indepth review of the evolutionary history, zoogeography, comparative anatomy, biomolecular relatedness, behavioral ecology, and social organization of non-human primates. Secondly, it considers why, for more than a century, monkeys and apes have been given special status as mirrors of humanity's

pre-rational and pre-cultural origins. The history of primate studies is considered in light of the competing objectives of disciplines ranging from Psychology to Sociology to Cultural Anthropology to Paleoanthropology. Ms. Pike-Tay

### 331b. Seminar in Archaeological Method and Theory (1)

The theoretical underpinnings of anthropological archaeology and the use of theory in studying particular bodies of data. The focus ranges from examination of published data covering topics such as architecture and society, the origin of complex society, the relationship between technology and ecology to more laboratory-oriented examination of such topics as archaeometry, archaeozoology, or lithic technology.

Prerequisites: 200-level work in archaeology or by permission of instructor.

May be repeated for credit if the topic has changed.

Topic for 2011/12b: *Community and Public Archaeology*. As anthropologists and archaeologists rethink their relationship and responsibility to both the public and the communities they study, the field of community and public archaeology merges the academics of anthropology (research, teaching and academic dialogue) with civic engagement and social action. This course examines how public archaeologists have applied the theories and methodologies used in community-based research to archeology education and community-related heritage projects. This course imagines public and community archaeology as a means for using archaeology for a practical purpose and in support of the public good; developing more inclusive and representative interpretations of the past; and integrating community goals and perspectives into the process of research and interpretation. Case-studies highlight the diversity of public outreach projects established by archaeologists in the United States, Mexico, Turkey, Canada, England, and Honduras. Ms. Gonzalez

### 350b. Confronting Modernity (1)

(Same as Jewish Studies 350) Topic for 2011/12: *Memoirs and Modernities: Middle Eastern Jewish Autobiographical Narratives in Context*. This course explores the lived worlds of Jewish communities in the Middle East from the nineteenth century to the present through autobiographical narratives, supported by a number of other genres including oral and written histories, ethnographies, and material and visual sources. We study how individual and community identities have been formed and transformed in various locales in the modern period, examining contact with foreign travelers, educators and colonizers; the rise of nationalism; and the development of the mass media. The course concludes with memoirs and ethnographic studies of post-revolutionary Iran. Ms. Goldstein.

### 351a. Language and Expressive Culture (1)

This seminar provides the advanced student with an intensive investigation of theoretical and practical problems in specific areas of research that relate language and linguistics to expressive activity. Although emphasizing linguistic modes of analysis and argumentation, the course is situated at the intersection of important intellectual crosscurrents in the arts, humanities, and social sciences that focus on how culture is produced and projected through not only verbal, but also musical, material, kinaesthetic, and dramatic arts. Each topic culminates in independent research projects.

May be repeated for credit if the topic has changed.

Prerequisite: previous coursework in linguistics or by permission of instructor.

Topic for 2011/12a: *To be announced*.

### 360a or b. Problems in Cultural Analysis (1)

Covers a variety of current issues in modern anthropology in terms of ongoing discussion among scholars of diverse opinions rather than a rigid body of fact and theory. The department.

May be repeated for credit if topic has changed.

Prerequisites: Previous coursework in Anthropology or by permission of instructor.

(Same as Asian Studies 360a) Topic for 2011/12 a: *Decolonizing Rituals*. Focusing on political rituals of the decolonization era, this course examines the power of symbols in shaping world history. While referring to classic works on ritual, the course draws its theoretical questions from the literature on ritual and agency (with special attention to the anthropology of new rituals) and from the literature on decolonization and the nation-state. Following a section on colonial rituals, the course considers six kinds of decolonizing rituals: anti-colonial rituals, independence and national rituals, end of empire rituals, rituals of global governance, rituals of NGOs and rituals of US power. The course thus also includes study of specific histories of colonialism and postcoloniality, particularly in the Americas, South Asia, Southern Africa and the Pacific. It comparatively considers transformations in the former British empire generally, and also considers rituals (from the Olympics to the UN) of global scope. Additionally, students may address areas and decolonizing ritual histories of special interest to them through research papers and group class presentations. Ms. Kaplan.

Topic for 2011/12b: *Women in Anthropology*. (Same as Women's Studies 360b) In this course, we consider the history of cultural anthropological thought from the perspectives of women in the field from the early twentieth century to the present. Through an examination of primary works, biographies, and critical histories, we explore the participation and contribution of women anthropologists to debates and theoretical approaches engaged by the field. Theorists may include Audrey Richards, Ruth Benedict, Margaret Mead, Zora Neale Hurston, Micaela di Leonardo, Annette Weiner, Faye Harrison and Lila Abu Lughod. Ms. Lowe Swift.

### 361b. Consumer Culture (1)

An examination of classic and recent work on the culture of consumption. Among the topics we study are gender and consumption, the creation of value, commodity fetishism, the history of the department store, and the effect of Western goods on non-Western societies. Ms. Goldstein.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

### 363. Nations, Globalization, and Post-Coloniality (1)

(Same as International Studies 363) How do conditions of globalization and dilemmas of post-coloniality challenge the nation-state? Do they also reinforce and reinvent it? This course engages three related topics and literatures; recent anthropology of the nation-state; the anthropology of colonial and post-colonial societies; and the anthropology of global institutions and global flows. Ms. Kaplan.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

### 364a. Travelers and Tourists (1)

The seminar explores tourism in the context of a Western tradition of travel and as a complex cultural, economic and political phenomenon with profound impacts locally and globally. Using contemporary tourism theory, ethnographic studies of tourist locales, contemporary and historical travel narratives, travelogues, works of fiction, post cards and travel brochures, we consider tourism as a historically specific cultural practice whose meaning and relation to structures of power varies over time and context; as a performance; as one of many global mobilities; as embodied activity; as it is informed by mythic and iconic representations and embedded in Western notions of self and other. We also address issues pertaining to the culture of contemporary tourism, the commoditization of culture, the relation between tourism development and national identity and the prospects for an environmentally and culturally sustainable tourism. Ms. Cohen.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

One 3-hour meeting.

### 380. Sound Seminar (1)

This seminar is a theoretical and practical examination of the acoustic, perceptual, and cultural dimensions of aural phenomena. Topics covered include: the cultural history of sound; architect-

tural acoustics; ethnographic and documentary sound recording; “soundscape” work that sits at the intersection of environmentalism and art; and field recording techniques. A major goal of the course is to use the readings as a background to the collaborative construction of a Mid-Hudson Sound Map. Students build a Google Map-based interface and repository for recordings (oral histories, ambient sounds, etc.) and make audio field recordings at multiple sites throughout the Poughkeepsie and Mid-Hudson region during the semester. The goal of the map project is to establish the beginnings of an aural exploration of the history, culture, politics, arts, and environment of Vassar’s larger environs by creating and providing initial auditory content for a taggable system that will become the basis of an ongoing and expanding documentary sound map project. Mr. Porcello.

Permission of instructor

### 384. Amerindian Religion/Resistance (1)

(Same as Latin American Latino/a Studies 384) The conquest of the Americas was accompanied by various intellectual and socio-political projects devised to translate, implant, or impose Christian beliefs in Amerindian societies. This course examines modes of resistance and accommodation, among other indigenous responses, to the introduction of Christianity as part of larger colonial projects. Through a succession of case studies from North America, Mesoamerica, the Caribbean, the Andes, and Paraguay, we analyze the impact of Christian colonial and postcolonial evangelization projects on indigenous languages, religious practices, literary genres, social organization and gender roles, and examine contemporary indigenous religious practices. Mr. Tavarez.

Prerequisite: prior coursework in Anthropology or Latin American Latino/a Studies or permission of the instructor.

One 2-hour meeting.

### 399a or b. Senior Independent Work (½ or 1)

Individual or group project of reading or research. May be elected during the college year or during the summer. The department

## Art Department

**Professors:** Nicholas Adams<sup>b</sup>, Eve D’Ambra, Susan Donahue Kuretsky<sup>b</sup>, Karen Lucica<sup>b</sup>, Brian Lukacher, Molly Nesbit (Chair), Harry Roseman<sup>ab</sup>, **Associate Professors:** Peter M. Charlap, Lisa Gail Collins, **Assistant Professors:** Tobias Armbrorst, Yvonne Eleta, Karen Hwang<sup>b</sup>, Laura Newman, Andrew Tallon, **Lecturer:** James Mundy (and Director of the Frances Lehman Loeb Art Center), **Adjunct Assistant Professors:** Sarah Lasley, Judith Linn, Tyler Rowland, Gina Ruggeri, Didier William, **Post Doctoral Fellow:** Isolde Brielmaier.

**Requirements for Concentration in Art History:** The major consists of a minimum of 12 units. 10 units, including Art 105-106, must be graded art history courses taken at Vassar. 2 units may be taken in studio art or architectural design, or may be transferred from work completed outside of Vassar, such as courses taken during Junior Year Abroad. Distribution: 6 units at the 200-level must be divided equally between groups A, B, and C. 3 units must be in 300-level art history courses: two seminars in different art historical groups and 301 (senior project). 300-level seminars are to be selected on the basis of courses in the same area already taken on the 200-level. Majors are urged to take a 300-level seminar before 301. A: Ancient, Medieval, Asian art B: Italian and Northern Renaissance and baroque art, Renaissance and baroque architecture (Art 270, 271), American art (Art 250) C: Nineteenth, twentieth and twenty-first century art, American art (Art 251, Art 266), nineteenth century to contemporary architecture (Art 272, Art 273), African art

Departmental and interdisciplinary courses that do not conform to the groupings listed above may be applied to the distribution requirements upon approval of the student’s major adviser.

Ungraded/NRO work may not be used to satisfy the requirements for the art history concentration.

**Senior Year Requirements:** Art 301 and 1 additional unit at the 300-level. Majors concentrating in art history are required to write a senior paper, based upon independent research and supervised by a member of the department. Petitions for exemption from this requirement, granted only in special circumstances, must be submitted to the chair in writing by the first day of classes in the A semester.

**Recommendations:** The selection and sequence of courses for the major should be planned closely with the major adviser. Students are advised to take courses in the history of painting, sculpture, and architecture, and are strongly encouraged to take at least one studio course. Students considering graduate study in art history are advised to take courses in foreign languages: German, and the Romance, Classical, or Asian languages, depending on areas of interest. Students with special interest in architectural design and/or city planning should meet with the departmental adviser to discuss this concentration.

The art department offers a correlate sequence in art history to allow students to develop an area of significant interest outside their major field of concentration. In consultation with a departmental adviser, the student selects a body of courses encompassing introductory through advanced study and covering more than one historical period. The Correlate Sequence in Art History: 6 graded units including Art 105-106, three 200-level courses in at least two art historical period groups, and one 300-level course.

**Advisers:** the art history faculty.

**Requirements for Concentration in Studio Art:** 13 units; 4 units must be in graded art history courses, consisting of Art 105-106 and two 200-level courses in different groups (A, B, C) listed above; 9 studio units, 7 of which must be graded units taken at Vassar, including Art 102-103; 4 units in 200-level studio courses, of which 2 must be Art 204-205 and 2 must be in sequential courses in painting, drawing, printmaking, photography or architecture drawing and design; 3 units in 300-level studio courses including Art 301. By special permission up to 2 units of Art 298 and 399 work can be included in the major.

Senior Year Requirements: Art 301 and 1 additional unit at

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.



the 300-level.

**Studio Art:** Entrance into the studio concentration is determined by evaluation of the student's class work and by a review of the student's portfolio by the studio faculty. The portfolio may be submitted for evaluation at any time, ordinarily between the spring of the sophomore year and the spring of the junior year. Students taking studio courses are charged a fee to cover the cost of some materials, and they may be responsible for the purchase of additional materials. Studio majors are required to attend and participate in the majors' critiques.

Students who wish to concentrate in studio art are advised to take Art 102-103 in their freshman year and at least one additional studio course in the sophomore year in order to have a portfolio of work to be evaluated for admission to the studio art concentration. Those students interested in the studio concentration should consult the studio faculty no later than the end of the sophomore year. NRO work may not be used to satisfy the requirements for the studio concentration. In order to receive credit for courses taken during Junior Year Abroad, students must submit a portfolio of work for review by the studio art faculty.

**Advisers:** the studio art faculty.

**Architectural Design:** Students interested in the field of architectural design should consult with members of the architectural design advisory committee.

Tobias Armbrorst, Harry Roseman, Andrew Tallon, Nicholas Adams

## I. Introductory

### 105a. Introduction to the History of Art (1)

An historical and analytical introduction to architecture, sculpture, and painting. The department.

Year long course 105-106.

Open to all classes. Enrollment limited by class.

Three 50-minute periods and one 50-minute conference section.

### 106b. Introduction to the History of Art (1)

An historical and analytical introduction to architecture, sculpture, and painting. The department.

Year long course 105-106.

Open to all classes. Enrollment limited by class.

Three 50-minute periods and one 50-minute conference section.

### 120b. Viewing and Reading Race in Today's Visual Culture (1)

This course draws on individual case studies to explore ideas and representations of race, specifically as they relate to people of African descent in today's global visual culture. Focusing on the twenty-first century, we consider ways of viewing and "reading" race in contemporary visual art, film, video, mass media, fashion, advertising and music. Ms. Brielmaier.

Open to freshmen. Limited enrollment.

Satisfies college requirement for Freshman Writing Seminar.

Two 75-minute periods.

### 160a. Politics of Art/Art of Politics (1)

In this first-year seminar, we examine the relationships between visual culture and social movements in the United States. Focusing on the twentieth and twenty-first centuries, we explore connections between art, politics, and society. Ms. Collins.

Two 75-minute meetings.

Fulfills the Freshman Writing Seminar Requirement.

### [170. Rome] (1)

(Same as Urban Studies 170) An overview of the history of the eternal city from its legendary origins to the present as seen through its architecture and urbanism. The development of major sites (the Forum, the Capitoline, St. Peter's) and significant architecture (from the Pantheon to Richard Meier). Rome as the site of architectural fantasy and imagination and its influence throughout the western world (London, Washington, St. Petersburg). Readings, films, guest

lecturers. (This course cannot be used to fulfill distribution requirements for the major in Art History.) Mr. Adams.

Two 75-minute periods.

Not offered in 2011/12.

### 186a. Art in the Academy: Vassar's Art Museum (1864-2011) (1)

Matthew Vassar's generous purchase of original works of art formed the foundation of what would become a major collection, the earliest to be planned into a college or university's opening curriculum. Today it has grown to more than 17,000 objects from many periods and parts of the world. Using the Frances Lehman Loeb Art Center as a laboratory, the course investigates the evolution of our museum and its collection since the late nineteenth century as well as varying attitudes, past and present, toward the teaching of art in the curriculum of a liberal arts college. Moving beyond our own history, students are introduced to today's Art Center as a fully operational museum in which broader issues can be discussed, including diverse approaches to the academic study of art and to public education, the collecting, care and exchange of original objects, and international museum problems such as art theft, the traffic in fakes and forgeries, and current debates about repatriating works of art to their country of origin. Ms. Kuretsky

Fulfills the Freshmen Writing Seminar Requirement.

II. Intermediate

### 210a. Greek Art and Architecture (1)

(Same as Greek and Roman Studies 210a) Sculpture, vase painting, and architecture from the Archaic and Classical periods, with glances back to the Bronze Age and forward to the Hellenistic kingdoms. Stylistic developments leading to the ideal types of hero, warrior, athlete, maiden, etc. are central to the course, along with the mythological subjects that glorified the city-state and marked religious cults and the rituals of everyday life. Ms. D'Ambra.

Prerequisite: Art 105-106 or Classics 216 or 217, or by permission of instructor.

Two 75-minute periods.

### [211. Roman Art and Architecture] (1)

(Same as Greek and Roman Studies 211a) Sculpture, painting, and architecture in the Roman Republic and Empire. Topics include: the appeal of Greek styles, the spread of artistic and architectural forms throughout the vast empire and its provinces, the role of art as political propaganda for state and as status symbols for private patrons. Ms. D'Ambra.

Prerequisite: Art 105-106 or Classics 218 or 219, or by permission of instructor.

Two 75-minute periods.

Not offered in 2011/12.

### 220a. Medieval Architecture (1)

A survey of the greatest moments in Western, Byzantine and Islamic architecture from the reign of Constantine to the late middle ages and the visual, symbolic and structural language developed by the masters and patrons responsible for them. Particular attention is paid to issues of representation: the challenge of bringing a medieval building into the classroom, that of translating our impressions of these buildings into words and images, and the ways in which other students and scholars have done so. Mr. Tallon.

Prerequisite: Art 105-106, coursework in Medieval Studies, or by permission of instructor.

Two 75-minute periods.

### 221b. The Sacred Arts of the Middle Ages (1)

A selective chronological exploration of the art of western Europe from early Christian Rome to the late Gothic North, with excursions into the lands of Byzantium and Islam. Works of differing scale and media, from monumental and devotional sculpture, manuscript illumination, metalwork, to stained glass, painting and mosaic, are considered formally and iconographically, but also in terms of their reception. Students work directly with medieval objects held in the Frances Lehman Loeb Art Center and with manuscripts in the

Special Collections of the Vassar Library. Mr. Tallon.

Prerequisites: Art 105-106, or coursework in Medieval Studies, or by permission of instructor.  
Two 75-minute periods.

**[230a. Northern Renaissance Painting] (1)**

Early Netherlandish and German painting and printmaking from Campin and van Eyck to Bruegel, Holbein, and Dürer. The course examines northern European attitudes toward nature, devotional art and portraiture that developed in the early fifteenth century and their evolution up to and through the Protestant Reformation of the sixteenth century. Ms. Kuretsky.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

Not offered in 2011/12.

**[231b. Dutch and Flemish Painting in the Seventeenth Century] (1)**

An exploration of the new forms of secular and religious art that developed during the Golden Age of the Netherlands in the works of Rubens, Rembrandt, Vermeer and their contemporaries. The course examines the impact of differing religions on Flanders and the Dutch Republic, while exploring how political, economic and scientific factors encouraged the formation of seventeenth century Netherlandish art. Ms. Kuretsky.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

Not offered in 2011/12.

**[235a. Art In Early Renaissance Italy] (1)**

A survey of Italian art from c. 1300 - c.1485, focusing on painting, sculpture and decorative arts by artists including Giotto, Fra Angelico, Mantegna, Botticelli, Donatello, and the della Robbia. We consider works in social, political, religious, and cultural contexts, looking at various forms of patronage as we move from the republics of Florence, Siena, and Venice to the courts of Mantua and Urbino, and to papal Rome. Particular attention is given to the original function and settings of works; the Renaissance reception of antiquity; notions of artistic competition and originality; developments in perspective and illusionism; experiments with new media; and the relation of contemporary art theory to artistic practice. Ms. Elet.

Prerequisite: Art 105-106, or by permission of the instructor.

Two 75-minute periods.

Not offered in 2011/12.

**236b. Art in the Age of Leonardo, Raphael, and Michelangelo (1)**

An exploration of the works of these three great masters and their contemporaries in Italy, c. 1485 - c. 1565. The primary focus is on painting and sculpture, but the course also considers drawings, prints, landscape, gardens, and decorative arts, emphasizing artists' increasing tendency to work in multiple media. We trace changing ideas about the role of the artist and the nature of artistic creativity, which are expressed in these works and in theoretical debates about the superiority of painting or sculpture, and the primacy of design or color. Other topics include interactions between artists and patrons; the role of the spectator; ritual and ceremonial; contemporary ideas about sexuality and gender; and historical constructs of genius. Ms. Elet.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

**[250a. Change and Diversity in American Art, from the Beginnings to 1865] (1)**

This course examines the arts of the prehistoric, colonial, early republic, and antebellum periods. Important figures include painters such as Copley, West, Mount, Cole, and Church, and architects such as Jefferson, Bulfinch, Latrobe, Davis, and Downing. In addition, we consider the diverse and often overlooked contributions of women, Native Americans, African Americans, and folk artists.

Ms. Lucic.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

Not offered in 2011/12

**251b. The Challenge of Modernity: American Art 1865-1945 (1)**

Painting, sculpture, photography, architecture, and design during America's "coming-of-age" as a cultural, economic, and political power. The course examines the work of such figures as Richardson, Sullivan, Wright, Homer, Eakins, Cassatt, Sargent, Whistler, O'Keeffe, Hopper, Stieglitz, Strand, and the artists of the Harlem Renaissance. Instructor TBA.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

**[253b. The Arts of Central, Eastern, and Southern Africa] (1)**

(Same as Africana Studies 253b) This course explores the ways in which sculpture, textiles, painting, drawing, and photography function both historically and currently in relationship to particular themes such as religion, trade and diaspora (both Atlantic and Indian Ocean), political power and healing. We also consider the visual arts in relationship to ideas of improvisation, identity and self-representation, and forms of resistance. Ms. Brielmaier.

Prerequisite: Art 105-106.

Two 75-minute periods.

Not offered in 2011/12.

**254a. The Arts of Western and Northern Africa (1)**

(Same as Africana Studies 254a) This course is organized thematically and examines the ways in which sculpture, architecture, painting, and photography function both historically and currently in relationship to broader cultural issues. Within this context, this course explores performance and masquerade in relationship to gender, social, and political power. We also consider the connections between the visual arts and cosmology, Islam, identity, ideas of diaspora, colonialism and post-colonialism, as well as the representation of the "Self", and the "Other". Ms. Brielmaier.

Prerequisite: Art 105-106.

Two 75-minute periods.

**256a. The Arts of China (1)**

(Same as Asian Studies 256a.) Landscape Painting and Portraiture from the Song dynasty to the Present (960-2010). Chinese painters of the Song dynasty onward wielded their brush with profound awareness of the past. Discussions focus on the impact of the painters' construction of the past on the overall history of Chinese painting, as well as other important art historical issues, such as: tradition vs. the individual; amateurism vs. professionalism; the critic vs. the historian; and imitation vs. forgery. Ms. Hwang-Gold.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

**[258b. The Arts of Japan: The Three Shogunates] (1)**

(Same as Asia 258)

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

Not offered in 2011/12.

**[259a. The Arts of East Asia] (1)**

(Same as Asian Studies 259) An introduction to the arts of China, Korea, and Japan from the Neolithic period to the present. The course surveys a broad range of media, including ceramics, sculpture, calligraphy, painting, architecture, lacquer, and woodblock prints, with particular focus on the ways in which each of the three cultures has negotiated the shared "East Asian" cultural experience and its sense of a distinct self. The works to be examined invite discussions about appropriation, reception, and reinterpretation of images and concepts as they traversed the East Asian cultural sphere. Ms. Hwang-Gold.

Two 75-minute periods.

Prerequisite: Art 105-106, or by permission of instructor

Not offered in 2011/12.

**262a. Art and Revolution in Europe, 1789-1848** (1)

A survey of major movements and figures in European art, 1789-1848, focusing on such issues as the contemporaneity of antiquity in revolutionary history painting, the eclipse of mythological and religious art by an art of social observation and political commentary, the romantic cult of genius, imagination, and creative self-definition, and the emergence of landscape painting in an industrializing culture. Mr. Lukacher.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

**263b. Painters of Modern Life: Realism, Impressionism, Symbolism** (1)

A survey of major movements and figures in European art, 1848-1900, examining the realist, impressionist, and symbolist challenges to the dominant art institutions, aesthetic assumptions, and social values of the period; also addressing how a critique of modernity and a sociology of aesthetics can be seen developing through these phases of artistic experimentation. Mr. Lukacher.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

**264a. The Avant-Gardes, 1889-1929** (1)

(Same as Media Studies 264a) The formation of the European avant-gardes is studied as part of the general modernization of everyday life. Various media are included: painting, sculpture, architecture, photography, the applied arts, and film. Ms. Nesbit.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods and one weekly film screening.

**[265b. Modern Art and the Mass Media, 1929-1968]** (1)

(Same as Media Studies 265b) The history of modernist painting in Europe and America from 1930 to 1975, together with those contemporary developments in film, photography, and the mass media. Special attention is paid to the criticism, theory, and politics of the image. Ms. Nesbit.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods and one weekly film screening.

Not offered in 2011/12.

**[266b. African American Arts and Artifacts]** (1)

(Same as Africana Studies 266) An introduction to the artistic and material production of African Americans in the U.S. from the colonial period to the present day. We examine multiple influences on (African, European, American, diasporic, etc.) and uses for black creative expression. Working with an expansive conception of art, we pay close attention to the work of formally and non-formally trained artists in relation to their social, cultural, aesthetic, and historical contexts. Ms. Collins.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

Not offered in 2011/12.

**268b. The Times, 1968 - now** (1)

(Same as Media Studies 268b) This course studies the visual arts of the last thirty years, in America and abroad, together with the often difficult discussion emerging around them. The traditional fine arts as well as the new media, performance, film and architecture are included. Ms. Nesbit.

Prerequisite: Art 264 or 265 or by permission of instructor.

Two 75-minute periods.

**[270a. Renaissance Architecture]** (1)

European architecture and city building from 1300-1500; focus on Italian architecture and Italian architects; encounters between Italian and other cultures throughout Europe and the Mediterranean. Mr. Adams.

Prerequisite: Art 105-106, or 170 or by permission of instructor.

Two 75-minute periods.

Not offered in 2011/12.

**[271. Early Modern Architecture]** (1)

Two 75-minutes.

Prerequisite: Art 105-106, or 170, or by permission of instructor.

Not offered in 2011/12.

**[272b. Architecture after the Industrial Revolution]** (1)

Architecture was utterly changed by the industrial revolution of the eighteenth century. This course examines the changes in materials (iron and steel), building type (exhibition halls, train stations), and architectural practice (the rise of professional societies). The course terminates with the rise of modernism at the beginning of the twentieth century (Gropius, Le Corbusier), an architecture that fully embodied these industrial changes. Mr. Adams.

Prerequisite: Art 105-106, or 170 or by permission of instructor.

Two 75-minute periods.

Not offered in 2011/12.

**273a. Modern Architecture and Beyond** (1)

(Same as Urban Studies 273a) European and American architecture and city building (1920 to the present); examination of the diffusion of modernism and its reinterpretation by corporate America and Soviet Russia. Discussion of subsequent critiques of modernism (postmodernism, deconstruction, new urbanism) and their limitations. Issues in contemporary architecture. Mr. Adams.

Prerequisite: Art 105-106, or 170, or by permission of instructor.

Two 75-minute periods.

**[284b. The Art of Native North America]** (1)

Drawing on the collections of the Frances Lehman Loeb Art Center, this course addresses issues regarding the acquisition and exhibition of Native American art. During the first part of the semester, we develop an awareness of these issues through study of key case studies. Investigation of this topic focuses on skills of critical evaluation and verbal/written exposition. In the second half of the semester, the students participate in creating an on-line virtual exhibition of Native art.

Pre-requisites: Art 105-06, or a course in Native Studies, or permission of instructor.

Two 75-minute-periods.

Not offered in 2011/12.

**290a or b. Field Work** (½ or 1)

Projects undertaken in cooperation with approved galleries, archives, collections, or other agencies concerned with the visual arts, including architecture. The department.

May be taken either semester or in the summer.

Open by permission of a supervising instructor. Not included in the minimum requirements for the major.

Prerequisites: Art 105-106 and one 200-level course.

**298a or b. Independent Work** (½ or 1)

Open by permission of the instructor with the concurrence of the adviser in the field of concentration. Not included in the minimum for the major.

**III. Advanced**

**300a or b. Senior Paper Preparation** (½)

Optional. Regular meetings with a faculty member to prepare an annotated bibliography and thesis statement for the senior paper. Course must be scheduled in the semester prior to the writing of the senior paper. Credit given only upon completion of the senior paper. Ungraded.

Prerequisite: permission of the Chair of the Art Department.

**301a or b. Senior Project (1)**

Supervised independent research culminating in a written paper or a supervised independent project in studio art.

**[310b. Seminar in Ancient Art] (1)**

(Same as Greek and Roman Studies 310)

Prerequisite: permission of instructor.

One 2-hour period.

Not offered in 2011/12.

**320b. Seminar in Medieval Art: Mapping Gothic France (1)**

Topic for 2011/12a: *Mapping Gothic France*. How do we represent Gothic space? Resolving the architectonic volume itself is not sufficient: time and narrative must also be embraced. With the help of a newly-created spatial database, [mappinggothicfrance.org](http://mappinggothicfrance.org), our task in this seminar is to establish linkages among three elements: the architectural space of the buildings conventionally described as "Gothic," the period of time and geo-political space which corresponds with the advent of France as a nation, and the social space resulting from the interaction, whether in collaboration or in conflict, of builders, patrons and users. The course coincides with an exhibition in the Loeb Museum in whose preparation seminar members participate; students are invited to submit their final projects, which might range from building monographs to topics dealing with issues of Gothic space in a larger sense, for credited inclusion on the Mapping Gothic France website. An ability to read French is helpful but not required. Mr. Tallon.

Prerequisite: permission of instructor.

One 3-hour period.

**331a. Seminar in Northern Art (1)**

Topic for 2010/11a: Art and Science in the Age of Vermeer. The seminar explores the importance of empirical investigation in the "Age of Observation" to developments in seventeenth century Dutch art and thought. After examining responses to nature on the part of earlier northern European painters such as Jan van Eyck, Albrecht Dürer, and Pieter Bruegel, we go on to consider, among other topics, the impact of lenses and the camera obscura on the art of Vermeer and his scientific and artistic contemporaries, relationships between botanical illustration and Dutch still life painting, and Rembrandt's depictions of anatomy lessons. Ms. Kuretsky.

Prerequisite: permission of instructor.

One 2-hour period.

**332b. Seminar in Italian Renaissance Art (1)**

*Reconsidering Raphael*. This great Renaissance master has long been known as "the prince of painters," but this label ignores the astonishing range of Raphael's activities and accomplishments. Not only a brilliant painter, he was also an accomplished architect, landscape designer, draftsman, designer of prints, archeologist, and papal surveyor of antiquities. This seminar reconsiders Raphael's oeuvre, taking a comprehensive view of his varied projects, and how they informed each other. We also examine his writings and his close collaborations with literary figures, including Baldassare Castiglione, addressing the relation of word and image. This synthetic approach allows a fuller appreciation of Raphael's brilliance and originality, and the reasons he was so admired in his own time and in later centuries. Ms. Elet.

Prerequisite: permission of instructor.

One 3-hour period.

**[333b. Envisioning Paradise: Art in the Villas and Gardens of Early Modern Italy, c. 1450-c. 1650] (1)**

Changing attitudes toward the relationship between art and nature in Renaissance and Baroque Italy were played out in the decoration of villas and gardens. The best known artists and patrons of the era created extensive estates in emulation of antiquity, with decorations in many media. These works blurred the line between indoors and outdoors, and challenged the viewer to determine what was by the hand of the artist or by Nature herself. We trace this play of nature and artifice, which positioned the artist as a god-like creator, and its consequences for the visual arts. We consider

painting - especially landscapes - as well as sculpture, fountains, and grottoes in sites from Florence, Rome, the Veneto, and Naples to France. We discuss the reception of model villa decorations from Roman antiquity and medieval Islamic Spain; explore the influx of new flora and fauna during the exploration of "new" worlds; and examine changing patterns of collecting these new products of art and nature, such as the *Kunstkammer*. Other topics include the ideology of villa culture, the relation between city and country life, utopian conceptions of garden and landscape, and human dominion over nature. Ms. Elet

Prerequisite: permission of instructor.

One 3-hour period.

Not offered in 2011/12.

**[354b. Seminar in African Art] (1)**

(Same as Africana Studies 354b) *Contemporary African Photography and Video*. This seminar explores the development of contemporary photographic and video practices as they relate to Africa. Organized thematically, it focuses on the individual case studies, artists, and exhibitions that comprise the dynamic and international realm of contemporary photo and video by artists living inside and outside of the African continent. Emphasis is placed on the changing significance and role of photography within African and trans-African contexts. As a part of this process, we consider issues of representation; documentation, critiques, and re-framing of socio-political issues and global relations; the visual articulation of racial, ethnic, gendered and religious identities; as well as aesthetic ideas, performance and the role of varied audiences and reception. Ms. Brielmaier.

Prerequisite: permission of instructor.

One 2-hour period.

Not offered in 2011/12.

**358a. Seminar in Asian Art: Stories on Walls, Rolls, and Folds (1)**

(Same as Asian Studies 358a)

Topic for 2011/12: *Word and Image: Pictorial Narratives of East Asia*. This seminar examines the ways in which some of the most widely told East Asian narratives have been translated into the pictorial field — on cave murals, handscrolls, screens, sliding doors and woodblock prints. Works to be discussed include parables from the Lotus Sutra, the most important Buddhist text, and the Tale of Genji, a famous eleventh-century Japanese novel. Ms. Hwang.

Prerequisite: permission of instructor.

One 2-hour period.

**362a. Seminar in Nineteenth-Century Art (1)**

*Ruskin, Baudelaire, and Art Criticism in Nineteenth-Century Europe*. This seminar examines the art criticism and social opinions of John Ruskin and Charles Baudelaire, whose writings on English and French art and culture converged around the following issues: the instrumentality of nature in an industrial/urban society; the pleasures and tribulations of the commodity, fashion and femininity; the contesting claims of sensuality and morality in esthetic experience; and the nostalgia for the historical past. We explore how Ruskin and Baudelaire developed art criticism as a controversial medium for social and cultural commentary at the nexus of romanticism and modernism. Mr. Lukacher.

Prerequisite: permission of instructor.

One 2-hour period.

**364a. Seminar in Twentieth-Century Art (1)**

The seminar focuses on the many problems posed by Duchamp's ready-mades when they first, mostly quietly, appeared. Ms. Nesbit.

Prerequisite: permission of instructor.

One 2-hour period.

**366b. Seminar in African American Art and Cultural History (1)**

(Same as Africana Studies 366, American Culture 366, Women's Studies 366, and Urban Studies 366). Topic for 2011/12a: *Vision and Critique in the Black Arts and Women's Art Movements in the*

*United States*. Focusing on the relationships between visual culture and social movements in the U.S., this seminar examines the arts, institutions, and ideas of the Black Arts movement and Women's Art movement of the 1960s and 1970s. Analyzing paintings, photographs, posters, quilts, collages, murals, manifestos, mixed-media works, installations, films, performances, and various systems of creation, collaboration, and display, we explore connections between art, politics, and society. Ms. Collins.

Prerequisite: permission of instructor.  
One 2-hour period.

**[367b. Artists' Books from the Women's Studio Workshop] (1)**  
(Same as American Culture 367b and Women's Studies 367b) In this interdisciplinary seminar, we explore the limited edition artists' books created through the Women's Studio Workshop in Rosendale, New York. Founded in 1974, the Women's Studio Workshop encourages the voice and vision of individual women artists, and women artists associated with the workshop have, since 1979, created over 180 hand-printed books using a variety of media, including hand-made paper, letterpress, silkscreen, photography, intaglio, and ceramics. Vassar College recently became an official repository for this vibrant collection which, in the words of the workshop's co-founder, documents "the artistic activities of the longest continually operating women's workspace in the country." Working directly with the artists' books, this seminar will meet in Vassar Library's Special Collections and closely investigate the range of media, subject matter, and aesthetic sensibilities of the rare books, as well as their contexts and meanings. We will also travel to the Women's Studio Workshop to experience firsthand the artistic process in an alternative space. Ms. Collins

Prerequisite: permission of the instructor.  
One 2-hour period.  
Not offered in 2011/12.

**370a. Seminar in Architectural History: The Vassar Campus (1)**

(Same as Urban Studies 370a) Study of the major works of architecture on campus with particular attention to the foundation of the campus (Renwick's Main Building) and adjacent structures. The course addresses issues of educational philosophy and its relation to architecture, and landscape. Mr. Adams.

Prerequisite: Art 105-106, Art 272 or Art 273 and permission of the instructor.

One 3-hour period.

**378b. Seminar in Museum Studies (1)**

*What the Art Object Can Tell Us*. This seminar focuses only on original works of art from the over 17,000 objects in the permanent and loan collections at the Loeb Art Center. The class explores how history and society affect the creation and reception of art objects. Special attention is paid to patterns of collecting, conservation, and connoisseurship. Mr. Mundy.

Prerequisite: permission of instructor.  
One 2-hour period.

**382b. Belle Ribicoff Seminar in the History of Art (1)**

Topic for 2011/12: TBA. Instructor TBA.

Prerequisite: permission of the chair of the department.  
One 2-hour period.  
Course is ungraded.

**[385b. Seminar in American Art: The Art of Display: Exhibiting Native American Art] (1)**

Prerequisite: permission of instructor.  
One 2-hour period and one weekly film screening.  
Not offered in 2011/12.

**399a or b. Senior Independent Work (½ or 1)**

Open by permission of the instructor with the concurrence of the department adviser in the field of concentration. Not included in the minimum for the major. Studio Work in Design, Drawing, Painting, Sculpture, and Architectural Design

## I. Introductory

**102a. Drawing I (1)**

Development of visual ideas through a range of approaches to drawing. Emphasis is placed on perceptual drawing from life, through subjects including landscape, interior, still life, and the human figure. In the second semester, figure drawing is the primary focus. Throughout the year, students work in a range of black and white media, as the elements of drawing (line, shape, value, form, space and texture) are investigated through specific problems. Mr. Charlap, Ms. Newman, Ms. Ruggeri, Mr. Rowland, Mr. William.

Year long course 102-103.

Open to all classes.

Two 2-hour periods.

**103b. Drawing I (1)**

Development of visual ideas through a range of approaches to drawing. Emphasis is placed on perceptual drawing from life, through subjects including landscape, interior, still life, and the human figure. In the second semester, figure drawing is the primary focus. Throughout the year, students work in a range of black and white media, as the elements of drawing (line, shape, value, form, space and texture) are investigated through specific problems. Mr. Charlap, Ms. Newman, Ms. Ruggeri, Mr. Rowland, Mr. William.

Year long course 102-103.

Open to all classes.

Two 2-hour periods.

**108b. Color (1)**

To develop students' understanding of color as a phenomenon and its role in art. Color theories are discussed and students solve problems to investigate color interactions using collage and paint. Mr. Charlap.

Open to all classes.

**160a. Politics of Art/Art of Politics (1)**

In this first-year seminar, we examine the relationships between visual culture and social movements in the United States. Focusing on the twentieth and twenty-first centuries, we explore connections between art, politics, and society. Ms. Collins.

Two 75-minute meetings.

Fulfills the Freshman Writing Seminar Requirement.

**176a. Architectural Design I (1)**

A studio-based class introduction to architectural design through a series of short projects. Employing a combination of drawing, modeling and collage techniques (both by hand and using digital technology) students begin to record, analyze and create architectural space and form. Mr. Armbrorst.

Prerequisite: Art 102-103, corequisite: one of the following: Art 220, 270, 272 or 273, or by permission of the instructor.

Two 2-hour period.

## II. Intermediate

**202a. Painting I (1)**

Basic painting skills are explored through a sequence of specific problems involving landscape, still life, and the figure. Instruction in the use of various painting media. Mr. Charlap.

Prerequisite: Art 102-103.

Year long course 202-203.

Two 2-hour periods.

**203b. Painting I (1)**

Basic painting skills are explored through a sequence of specific problems involving landscape, still life, and the figure. Instruction in the use of various painting media. Mr. Charlap.

Prerequisite: Art 102-103.

Year long course 202-203.

Two 2-hour periods.

**204a. Sculpture I (1)**

Introduction to the language of three-dimensional form through a sequence of specific problems which involve the use of various materials. Mr. Rowland.

Year long course 204-205.

Two 2-hour periods.

**205b. Sculpture I (1)**

Introduction to the language of three-dimensional form through a sequence of specific problems which involve the use of various materials. Mr. Rowland.

Year long course 204-205.

Two 2-hour periods.

**206a. Drawing II (1)**

The course explores contemporary drawing strategies. Students take an interpretative approach to assignments, and work from a variety of subjects including the human figure, found objects, landscape, and images. Mr. Charlap, Ms. Ruggeri.

Prerequisite: Art 102a or other studio course.

Two 2-hour periods.

**207b. Drawing II (1)**

The course explores contemporary drawing strategies. Students take an interpretative approach to assignments, and work from a variety of subjects including the human figure, found objects, landscape, and images. Mr. Charlap, Ms. Ruggeri.

Prerequisite: Art 102a or other studio course.

Two 2-hour periods.

**208a. Printmaking: Introduction (1)**

A variety of printmaking concepts and procedures are explored through a series of assignments in monotype and collagraph. Mr. William.

Corequisite: Art 102a.

Two 2-hour periods.

**209b. Printmaking: Intaglio (1)**

The intaglio techniques of line etching, aquatint, and dry point, as well as their variations, are applied to making both black and white and color prints. Instructor TBA.

Prerequisite: Art 102a.

Two 2-hour periods.

Alternate years.

**212a. Photography (1)**

An investigation of the visual language of black and white photography. The technical and expressive aspects of exposing film, developing negatives, and printing in the darkroom are explored. No previous photographic experience is necessary. Students are required to provide their own camera, film and photographic paper. Ms Linn.

Prerequisites: Art 102-103.

One 4-hour period.

**213b. Photography II (1)**

This course explores the development of an individual photographic language. Technical aspects of exposure, developing and printing are taught as integral to the formation of a personal visual esthetic. All students are required to supply their own camera, film, and photographic paper. Ms Linn.

Prerequisite: Art 102-103 and/or permission of the instructor.

One 4-hour period.

**214a. Color Digital Photography (1)**

This course examines how color in light delineates space and form. The goal of this class is to record this phenomenon as accurately as possible. Scanning traditional silver gelatin film and digital capture systems are utilized. Digital color prints are produced using Photoshop and inkjet printing. Some of the topics covered are the documentary value of color information, the ability of the computer program to idealize our experience of reality, and the demise of the

latent image. Ms. Linn.

Prerequisite: Art 212 or 213 and/or permission of the instructor.

Two 2-hour periods.

**217a. Video Art (1)**

(Same as Film 217a ) Video Art has for some time been an important medium for visual artists. It has taken its place along with and often in tandem with all of the major categories of art production. The students are expected to learn how to "speak" using Video technology. This course is an exploration of the scope and possibilities of this important medium. The students learn the technical expertise necessary to be able to produce work in this medium. Student work is periodically screened and discussed by the class and the teacher, so that relationships between video and how it is implemented to best serve the visual, conceptual and narrative aspects of the work is better understood. Regular screenings of videos and films provide students with a context of historical and contemporary practices in which to consider their own production. Ms. Lasley.

Prerequisite: Art 102-103 and/or permission of the instructor.

Two 2-hour periods.

**275. Architectural Drawing (1)****276b. Architectural Design II (1)**

A studio-based course aimed at further developing architectural drawing and design skills. Employing a variety of digital and non-digital techniques students record, analyze and create architectural space and form in a series of design exercises. Mr. Armbrorst.

Prerequisite: permission of instructor.

Two 2-hour periods.

**[284b. The Art of Native North America] (1)**

Drawing on the collections of the Frances Lehman Loeb Art Center, this course addresses issues regarding the acquisition and exhibition of Native American art. During the first part of the semester, we develop an awareness of these issues through study of key case studies. Investigation of this topic focuses on skills of critical evaluation and verbal/written exposition. In the second half of the semester, the students participate in creating an on-line virtual exhibition of Native art.

Pre-requisites: Art 105-06, or a course in Native Studies, or permission of instructor.

Two 75-minute-periods.

Not offered in 2011/12.

**III. Advanced****302a. Painting II (1)**

This course investigates painting through a series of assigned open-ended projects. Because it is intended to help students develop a context in which to make independent choices, it explores a wide range of conceptual and formal approaches to painting. Ms. Newman.

Prerequisite: Art 202a-203b.

Two 2-hour periods.

**303b. Painting II (1)**

This course investigates painting through a series of assigned open-ended projects. Because it is intended to help students develop a context in which to make independent choices, it explores a wide range of conceptual and formal approaches to painting. Ms. Newman.

Prerequisite: Art 202a-203b.

Two 2-hour periods.

**304a. Sculpture II (1)**

Art 304 is devoted to the study of perception and depiction. This is done through an intensive study of the human figure, still life, landscape, and interior space. Meaning is explored through a dialectic setup between subject and the means by which it is visually explored and presented. Within this discussion relationships between

three-dimensional space and varying degrees of compressed space are also explored. In Art 305 we concentrate on the realization of conceptual constructs as a way to approach sculpture. The discussions and assignments in both semesters revolve around ways in which sculpture holds ideas and symbolic meanings in the uses of visual language. Mr. Rowland.

Prerequisite: Art 204a-205b or by permission of instructor.  
Two 2-hour periods.

### [305b. Sculpture II] (1)

Art 304 is devoted to the study of perception and depiction. This is done through an intensive study of the human figure, still life, landscape, and interior space. Meaning is explored through a dialectic setup between subject and the means by which it is visually explored and presented. Within this discussion relationships between three-dimensional space and varying degrees of compressed space are also explored. In Art 305 we concentrate on the realization of conceptual constructs as a way to approach sculpture. The discussions and assignments in both semesters revolve around ways in which sculpture holds ideas and symbolic meanings in the uses of visual language. Mr. Roseman. Mr. Rowland.

Prerequisite: Art 204a-205b or by permission of instructor.  
Two 2-hour periods.  
Not offered in 2011/12.

### [375a. Architectural Design III] (1)

*Visual Constructs.* An examination of a number of visual constructs, analyzing the ways architects and urbanists have employed maps, models and projections to construct particular, partial views of the physical world. Using a series of mapping, drawing and diagramming exercises, students analyze these constructs and then appropriate, expand upon, or hybridize established visualization techniques. Mr. Armbrorst.

Prerequisite: permission of instructor.  
Two 2-hour periods.  
Not offered in 2011/12.

### 3[79b. Computer Animation: Art, Science and Criticism] (1)

(Same as Computer Science 379b and Media Studies 379b) An interdisciplinary course in Computer Animation aimed at students with previous experience in Computer Science, Studio Art, or Media Studies. The course introduces students to mathematical and computational principles and techniques for describing the shape, motion and shading of three-dimensional figures in Computer Animation. It introduces students to artistic principles and techniques used in drawing, painting and sculpture, as they are translated into the context of Computer Animation. It also encourages students to critically examine Computer Animation as a medium of communication. Finally, the course exposes students to issues that arise when people from different scholarly cultures attempt to collaborate on a project of mutual interest. The course is structured as a series of animation projects interleaved with screenings and classroom discussions. Mr. Ellman, Mr. Roseman.

Prerequisite: Art 102-103, or by special permission of instructors.

Two 2-hour periods.  
Not offered in 2011/12.

## Asian Studies Program

**Director:** Martha Kaplan; **Program Faculty:** Christopher Bjork (Education), Andrew Davison (Political Science), Hiromi Tsuchiya Dollase (Chinese and Japanese), Wenwei Du<sup>b</sup> (Chinese and Japanese), Sophia Harvey (Film), Hua Hsu<sup>b</sup> (English), Julie E. Hughes (History), Karen Hwang<sup>b</sup> (Art), E.H. Rick Jarow (Religion), Martha Kaplan (Anthropology), Haoming Liu (Chinese and Japanese), Yuko Matsubara (Chinese and Japanese), Seungsook Moon (Sociology), Himadeep Muppidi (Political Science), Anne Parries (Chinese and Japanese), Anne Pike-Tay<sup>b</sup> (Anthropology), Peipei Qiu (Chinese and Japanese), Hiraku Shimoda<sup>ab</sup> (History), Fubing Su (Political Science), Michael Walsh (Religion), Yu Zhou (Earth Science and Geography).

The Asian Studies Program offers a multidisciplinary approach to the study of Asia with courses and advising in anthropology, art history, economics, education, film, geography, history, language and literature, philosophy, political science, religion, and sociology. It promotes a global understanding of Asia that recognizes interactions between Asian societies and relationships between Asia and the rest of the world that cross and permeate national boundaries. While majors focus on a particular region of Asia (e.g., East Asia, South Asia, Southeast Asia, West Asia or Middle East) including language study, intermediate and advanced coursework, and a senior thesis in this area, they are also expected to be familiar with some other parts of Asia through the introductory courses and some coursework outside their area of specialty. The Program offers a correlate sequence in Asian Studies and a correlate sequence in Asian American Studies.

While majors take courses on Asia offered in a wide range of disciplines, they are also expected to choose one or two disciplines in which they develop a theoretical or methodological sophistication that they apply to their study of Asia, particularly in their thesis and senior seminar work.

A student's program of study for the major or correlate is designed in close consultation with the director and an advisor. Students should obtain an application form, which includes a statement of interest, from the program office or the Asian Studies website prior to meeting with the program director. This should be done by the end of the first semester of the sophomore year if the student plans to apply for study abroad. The director and members of the program faculty review the application and make suggestions for modifications. Any changes to a plan of study should be discussed with the advisor in advance; significant changes are reviewed by the director.

**Study Abroad:** Study abroad in Asia greatly enhances a student's learning experience and understanding of Asia and is highly recommended for program majors. Advice and literature on different programs are available through the Office of the Dean of Studies (International Programs/Study Abroad Office), Asian Studies, and the Department of Chinese and Japanese.

**Asian Studies Courses:** Courses approved for the Asian Studies major and correlate include courses offered by the Asian Studies Program, including cross-listed courses, (see Section I below) and approved courses (courses on Asia offered in other departments, see Section II below). A list of Asian Studies courses approved for majors is prepared and posted on the Asian Studies website before preregistration each semester. Courses not on the list, which may be appropriate to an individual student's plan of study, are considered for approval by the director and steering committee upon request by the student major, after consultation with the advisor.

**Requirements for the Concentration in Asian Studies:** 12 units of which at least 7 are normally taken at Vassar. After declaration of the major, all courses taken towards the major must be graded. Students may request, however, that up to 1 unit of independent study or field work be counted towards the major.

- 1. Introductory-Level Study:** Two introductory level courses either offered by Asian Studies, cross listed, or from the approved course list (excluding language courses).
- 2. Language:** Competency in one Asian language through the intermediate college level must be achieved and demonstrated by completion of relevant courses or special examination.

<sup>ab</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

Normally, 100-level language work does not count toward the major. A maximum of four units of Asian language study may be counted toward the 12 units for the major. Arabic is offered through Africana Studies. Chinese and Japanese are offered by the Department of Chinese and Japanese. Hindi, Korean, and Turkish may be taken through the Self-Instructional Language Program. The language studied should be directly relevant to the area of emphasis and approved by the director.

3. **Intermediate-Level Study:** A minimum of 3 units of intermediate course work (200-level) of direct relevance to Asia in at least two disciplines, selected from the list of program courses and approved courses below. Recommendation: At least two of these courses should be related to the student's regional focus within Asia and at least one should be outside the area of regional specialty.
4. **Advanced-Level Work:** A minimum of 3 units at the 300-level including the designated Asian Studies "Senior Seminar", 1 unit of thesis work (Asian Studies 300-301 or Asian Studies 302), and at least one additional 300-level seminar from the lists of program courses and approved courses below. The senior seminar and the thesis constitute the Senior Year Requirement.
5. **Discipline-Specific Courses:** Majors are expected to choose one or two disciplines in which they take courses and develop a theoretical or methodological sophistication that they bring to bear on their study of Asia, particularly in their thesis and senior seminar work. Introductory work in each discipline should be taken early to fulfill prerequisites for upper level work in the chosen discipline.
6. **Area-Specific Courses:** Majors should try to include three or four courses (not including language study) that focus on a student's geographical area of specialization within Asia, and two courses that include a geographic area other than the region of focus.

**Requirements for the Correlate Sequence in Asian Studies:** 6 units of coursework on Asia (program courses, cross-listed courses, or approved courses) including one 100-level course and at least one 300-level seminar. Courses chosen for the correlate should reflect a topical, or area, or methodological focus. Asian language study is recommended but not required. Up to two units can be taken outside the College, through Study Away or other programs. Up to two units of Asian language study may be counted toward the correlate. Up to three 100-level courses may be counted (however, at least one has to be a content course). After declaring a correlate sequence, no NRO courses can be taken to fulfill the requirements. Students may request that up to 1 unit of independent study or fieldwork be counted towards the correlate.

A short "Declaration of Asian Studies Correlate" proposal form is available on line at the Asian Studies Program website, and in the Asian Studies Program office. On this form students prepare a short, one paragraph proposal and a list of the six planned courses, after consulting the course list in the catalog and the online schedule of classes and discussing the sequence with an adviser. Declaration proposals should describe the focus of the coursework and how it complements the student's major. The proposal must be approved by the program director.

**Requirements for the Correlate Sequence in Asian American Studies:** Each 6 unit correlate sequence in Asian American Studies is designed in consultation with an advisor from the Asian Studies program and the Asian Studies Director. The correlate should include (1) courses on Asian American studies (2) at least one course on global or transnational Asian studies/Asian diasporas or on diasporas and migration in general (3) at least one course on Asia (AS program courses, cross-listed courses, or approved courses), (4) other relevant courses on race and/or ethnicity in American society. The correlate will ordinarily include at least one 100-level and at least one 300-level course.

A short "Declaration of Asian American Studies Correlate" proposal form is available on line at the Asian Studies Program website, and in the Asian Studies Program office in New England Building. A list of courses approved from the Asian American Correlate sequence is available from the Program Director.

## I. Introductory

### 101b. Approaching Asia (1)

Topic for 2011/12: *Challenges in a Globalizing Era*. Asia is among the most diverse regions in the world, culturally, politically, and economically. We need to appreciate both the uniqueness of each society as well as similarities shared by these Asian countries. This course helps develop this sense of appreciation by focusing on a number of major Asian countries, including China, Japan, Korea (both North and South Koreas), Iran, and India. During the first round of globalization (from mid 19th century to early 20th century), these countries faced serious challenges from Western industrial powers. Ancient empires were brought to their knees and some were colonized. Similar imperial and colonial experiences, however, resulted in very different political and economic outcomes. Some have adopted communism, others fascism, monarchy, Islamic fundamentalism, and parliamentary democracy. In today's new round of globalization, these countries are faced with similar challenges. This course takes advantage of some valuable documentaries and visual materials made available in recent years to trace these developments in Asia. Mr. Su.

Two 75-minute periods.

### 103a. Hindus and Muslims in South Asia, 712-1857 (1)

(Same as History 103a). Communalism is a strong identification with one's own religious community over society as a whole, accompanied by discrimination and violence against rival groups. In modern South Asia, it is sometimes viewed as an unprecedented break with a harmonious past or paradoxically, as the natural outcome of contact between Hindus and Muslims. To complicate these extremes, we explore the history of Hindu-Muslim relations from the first Arab conquest in 712, through the Rebellion of 1857. By introducing the historical repertoire commonly cited in modern communal disputes, we place controversial events, individuals, and trends in context to discover how they were understood in their own time. Ms. Hughes.

Two 75-minute periods.

### 111b. Social Change in South Korea Through Film (1)

(Same as Sociology 111b). This course explores cultural consequences of the dramatic and tumultuous transformation of South Korea, in four decades, from a war-torn agrarian society to a major industrial and post-industrial society with dynamic urban centers. Despite its small territory (equivalent to the size of the State of Indiana) and relatively small population (48 million people), Korea became the eleventh largest economy in the world. Such rapid economic change has been accompanied by Korea's recent rise to a major center of the global popular cultural production in Asia. In particular, Korean movies have enjoyed growing popularity in the region. Employing the medium of film and scholarly articles, we examine multifaceted meanings of the Korean War, industrialization, urbanization, and the recent process of democratization for the lives of ordinary women and men. Ms. Moon.

Two 75-minute periods.

### [122. Encounters in Modern East Asia] (1)

(Same as History 122). This course introduces the modern history of China, Japan, and Korea through various "encounters," not only with each other but also with the world beyond. We compare how each nation answered modernity's call by examining topics such as imperialism, colonialism, cultural exchange, popular protest and historical remembrance. The course begins in the nineteenth-century with challenges against the dynastic regime of each country, traces how modern nationhood emerges through war, revolution, and imperial expansion and considers some global issues facing the region today. Mr. Shimoda.

Two 75-minute periods.

Not offered in 2011/12.

### 152a. and b. Religions of Asia (1)

(Same as Religion 152a. and b) This course is an introduction to the religions of Asia (Buddhism, Confucianism, Hinduism, Zen,



Shinto, etc.) through a study of practices, sites, sensibilities, and doctrines. The focus is comparative as the course explores numerous themes, including creation (cosmology), myth, ritual, action, fate and destiny, human freedom, and ultimate values. Mr. Jarow, Mr. Walsh.

Open to all students.  
Two 75-minute periods.

**[185. Baseball in Japan]** (½)

Many outside observers insist that we can learn something about Japan through its baseball, and that Japanese practice a peculiar variant of the sport. For example, Robert Whiting's *The Chrysanthemum and the Bat* (1977) purports to present "a true picture of Japan through its baseball world" and characterizes Japanese baseball as "Samurai Baseball" and "outdoor Kabuki." At the same time, the idea of learning about a society through its sports has also had its detractors. Does Japanese baseball really tell us anything about Japan, or does it simply reconfirm what Americans imagine and want Japan to be? This course is a study not of Japanese baseball per se, but how Americans conceptualize and articulate it. We use baseball as a means to examine the problems of cultural representation, translation, and authenticity, and the challenges of studying a foreign culture. Mr. Shimoda.

Open to all students.  
Two-75 minute periods.  
Six week course offered in both the first and second six weeks of the semester.  
Not offered in 2011/12.

## II. Intermediate

**213b. The Experience of Freedom** (½)

(Same as Religion 213) This six week course looks at the four paths of freedom that have emerged from Hindu, Buddhist, Taoist, and Confucian thought: karma: the yoga of action, jnana, the yoga of knowledge, bhakti, the yoga of love, and tantra: the yoga of imminent awareness. The focus of this course is on practice in a contemporary context. Mr. Jarow.

Prerequisite: Religion 152.

**[214. The Tumultuous Century: Twentieth Century Chinese Literature]** (1)

(Same as Chinese 214) This is a survey/introduction to the literature of China from the late Qing Dynasty through the present day. Texts are arranged according to trends and schools as well as to their chronological order. Authors include Wu Jianren, Lu Xun, Zhang Ailing, Ding Ling, Mo Yan and Gao Xingjian. All major genres are covered but the focus is on fiction. A few feature films are also included in association with some of the literary works and movements. No knowledge of the Chinese language, Chinese history, or culture is required for taking the course. All readings and class discussions are in English. Mr. Liu.

Prerequisite: one course in language, literature, culture or Asian Studies, or permission of instructor.  
Not offered in 2011/12.

**[216. Food, Culture, and Globalization]** (1)

(Same as Sociology 216) This course focuses on the political economy and the cultural politics of transnational production, distribution, and consumption of food in the world to understand the complex nature of cultural globalization and its effects on the national, ethnic, and class identities of women and men. Approaching food as material cultural commodities moving across national boundaries, this course examines the following questions. How has food in routine diet been invested with a broad range of meanings and thereby served to define and maintain collective identities of people and social relationships linked to the consumption of food? In what ways and to what extent does eating food satisfy not only basic appetite and epicurean desire, but also social needs for status and belonging? How have powerful corporate interests shaped the health and well being of a large number of people across national boundaries? What roles do symbols and social values play in the

public and corporate discourse of health, nutrition, and cultural identities. Ms. Moon.

Not offered in 2011/12.

**[217. Japan in the Age of the Samurai]** (1)

This course explores pre-modern Japan from the late-1100s to the mid-1800s, when it was ruled by a warrior class, or the samurai. Social and cultural developments at the popular as well as elite levels are emphasized, and assigned readings include many primary materials in translation. The most distinctive feature of the course is a weekly screening of classic Japanese feature films dealing with the course themes. This course offers not only an historical introduction to pre-modern Japanese society and culture, but also a graphic impression of how the past is visualized in contemporary Japan. Mr. Shimoda.

Two 75-minute periods.  
One 2-hour film screening.  
Not offered in 2011/12.

**[218a. Global Asia]** (1)

(Same as Geography 218) Topic for 2011/12a: *Margins and Centers of Empires*. This course represents a collective effort by a group of Vassar professors to showcase multi-disciplinarity and diversity through studying Asia. Comprising a critical majority (two-thirds) of the global population, Asia is a region of complex cultures with deep and diverse histories. Asian societies are playing a key role in shaping our global futures. This course focuses on various forms of empires in the making of Asia, from the ancient Chinese empire, the clashes of empires between colonial Europe, Mughal India and Qing China, and the Japanese imperial project, to the post-war American empire in East and Southeast Asia. The course uses visual images through paintings and films as well as academic readings. Though not intended as a comprehensive introduction to Asia, the course explores how different Asian political, economic and cultural entities practiced, adapted and resisted power from imperial centers through the ages. Instructor: Yu Zhou (Geography) Participating faculty: Hiromi Dollase (Chinese and Japanese) Sophia Harvey (Film) Karen Hwang-Gold (Art History) Martha Kaplan (Anthropology) Seungsook Moon (Sociology) Himadeep Muppidi (Political Science)

Two 75-minute periods.  
Not offered in 2011/12.

**[222. Narratives of Japan: Fiction and Film]** (1)

(Same as Japanese and Media Studies 222) This course examines the characteristics of Japanese narratives in written and cinematic forms. Through selected novels and films that are based on the literary works or related to them thematically, the course explores the different ways in which Japanese fiction and film tell a story and how each work interacts with the time and culture that produced it. While appreciating the aesthetic pursuit of each author or film director, attention is also given to the interplay of tradition and modernity in the cinematic representation of the literary masterpieces and themes. No previous knowledge of Japanese language is required. Ms. Qiu.

Prerequisite: one course in language, literature, culture, film or Asian Studies, or permission of instructor.  
Not offered in 2011/12.

**231b. Hindu Traditions** (1)

(Same as Religion 231b) An introduction to the history, practices, myths, ideas and core values that inform Hindu traditions. Beginning with the pre-Vedic period, the course traces major religious practices and developments up to and including the contemporary period. Among topics examined are yoga and upanishadic mysticism, the spiritual paths (marga) of action (karma) knowledge (jnana) and love (bhakti), the worship of (and ideologies surrounding) gods and goddesses, and issues of gender, caste, and ethnicity in both pre- and postmodern times. Mr. Jarow.

Prerequisite: Religion 152 or by permission of instructor.

**233a. Buddhist Cultures**

(1)

(Same as Religion 233a) An introduction to Buddhist traditions, beginning with the major themes that emerged in the first centuries after the historical Buddha and tracing the development of Buddhist thought and practice throughout Asia. The course examines how Buddhist sensibilities have expressed themselves through culturally diverse societies, and how specific Buddhist ideas about human attainment have been (and continue to be) expressed through meditation, the arts, political engagement, and social relations. Various schools of Buddhist thought and practice are examined including Theravada, Mahayana, Tantra, Tibetan, East Asian, and Zen. Mr. Walsh.

Prerequisite: Religion 152 or by permission of instructor.

**[235. Religion in China]**

(1)

(Same as Religion 235) An exploration of Chinese religiosity within historical context. We study the seen and unseen worlds of Buddhists, Daoists, and literati, and encounter ghosts, ancestors, ancient oracle bones, gods, demons, buddhas, dragons, imperial politics, the social, and more, all entwined in what became the cultures of China. Some of the questions we will try to answer include: how was the universe imagined in traditional and modern China? What did it mean to be human in China? What is the relationship between religion and culture? What do we mean by 'Chinese religions'? How should Chinese culture be represented? Mr. Walsh.

Not offered in 2011/12.

**236a. The Making of Modern East Asia**

(1)

(Same as Asian Studies 236a) East Asia—the homeland of the oldest continuous civilization of the world—is now the most dynamic center in the world economy and an emerging power in global politics. Central to the global expansion of trade, production, and cultural exchange through the span of several millennia, the East Asian region provides a critical lens for us to understand the origin, transformation and future development of the global system. This course examines the common and contrasting experiences of East Asian countries as each struggled to come to terms with the western dominated expansion of global capitalism and the modernization process. The course incorporates significant amounts of visual imagery such as traditional painting, contemporary film, and literature. Professors from art history, film, Chinese and Japanese literature and sociology will give guest lectures in the course, on special topics such as East Asian art, Japanese war literature, post war American military hegemony, and vampire films in Southeast Asia. Together, they illustrate the diverse and complex struggles of different parts of East Asia to construct their own modernities. Ms. Zhou.

Prerequisite: at least one 100-level course in geography or Asian Studies.

Two 75-minute periods.

**237b. Indian National Cinema**

(1)

(Same as Film 237b) This course is designed to introduce students to the dynamic and diverse film traditions of India. It examines how these texts imagine and image the Indian nation and problematizes the "national" through an engagement with regional cinemas within India as well as those produced within the Indian diaspora. Readings are drawn from contemporary film theory, post-colonial theory, and Indian cultural studies. Screenings may include *Meghe Dhaka Tara/The Cloud-Capped Star* (Ritwik Ghatak, 1960), *Mother India* (Mehboob Khan, 1957), *Shatranj Ke Khilari/The Chess Players* (Satyajit Ray, 1977), *Sholay/Bombay* (Mani Ratnam, 1995), *Kabhi Khushi Kabhie Gham/ Happiness and Tears* (Karan Johar, 2001), *Bride and Prejudice* (Gurinder Chadha, 2004), and *Mission Kashmir* (Vidhu Vinod Chopra, 2000). Ms. Harvey.

Two 75-minute periods plus outside screenings.

Prerequisite: Film 175 or Film 210 and permission of the instructor.

**[238. China: National Identity and Global Impact]**

(1)

(Same as Geography 238 and International Studies 238) As recently as the 1980s, China was widely regarded as an exotic, mysterious

and closed continent with marginal influence on world affairs. Today, it is a region deeply tied to every consumer and every global policy maker. China is at the center of an intellectual attempt to recast global history away from a long-held Eurocentric model. It also is a vital region in on-going global efforts to combat poverty, injustice, climate change, and achieve peace, economic stability and sustainable development. This course is dedicated to introducing China both as a vast and complex territory with a distinct cultural history, and as a constantly changing place with sustained but varied interactions with the rest of the world. The course critically examines the role of geographical knowledge in shaping our international perspectives. It introduces the history and geography of China, discusses the formation of Chinese national identity and examines its relationships with its external and internal "others." We also engage with the current debates on economic changes, environmental crises, and the international relations of China. Ms. Zhou.

Two 75-minute periods.

Not offered in 2011/12.

**[239. Contemporary Southeast Asian Cinemas]**

(1)

(Same as Film 239) This survey course is designed to introduce students to the dynamic and diverse film texts emerging from and about Southeast Asia. It examines how these texts imagine and image Southeast Asia and/or particular nations within the region. More specifically, the course focuses on the themes of urban spaces and memory/trauma as they operate within texts about Indonesia, Singapore, Thailand, Malaysia, Vietnam, Cambodia, and Timor-Leste. The course reading material is designed to provide (1) theoretical insights, (2) general socio-cultural and/or political overviews, and (3) more specific analyses of film texts and/or film-makers. Ms. Harvey.

Two 75-minute periods, plus outside screenings.

Not offered in 2011/12.

**252b. Modern South Asian History**

(1)

(Same as History 252) Topic for 2011/12: *Imagining India: Colonial Experience and the Pathway to India*. This course introduces the major events and figures of modern South Asian history by exploring how Indian identity has been constituted and complicated in the colonial and post-colonial periods. Why have certain peoples, practices, and characteristics been included or excluded at different times? How have some tried to contest the terms of membership? Topics include nationalism, regionalism, gender, and Hindu-Muslim relations. Alongside select scholarship on colonialism, nationalism, and identity, we read original sources in translation including autobiographical and travel accounts, works of fiction, letters and petitions, government documents, and historic speeches. Ms. Hughes.

Two 75-minute periods.

**254a. Chinese Politics and Economy**

(1)

(Same as Political Science 254) This course offers a historical and thematic survey of Chinese politics, with an emphasis on the patterns and dynamics of political development and reforms since the Communist takeover in 1949. In the historical segment, we examine major political events leading up to the reform era, including China's imperial political system, the collapse of dynasties, the civil war, the Communist Party's rise to power, the land reform, the Great Leap Forward, the Cultural Revolution, and the initiation of the reform. The thematic part deals with some general issues of governance, economic reform, democratization, globalization and China's relations with Hong Kong, Taiwan and the United States. This course is designed to help students understand China's contemporary issues from a historical perspective. For students who are interested in other regions of the world, China offers a rich comparative case on some important topics such as modernization, democratization, social movement, economic development, reform and rule of law. Mr. Su.

Two 75-minute periods.

**[255. Subaltern Politics]** (1)  
 (Same as Political Science 255) What does it mean to understand issues of governance and politics from the perspective of non-elite, or subaltern, groups? How do subalterns respond to, participate in, and/or resist the historically powerful forces of modernity, nationalism, religious mobilization, and politico-economic development in postcolonial spaces? What are the theoretical frameworks most appropriate for analyzing politics from the perspective of the subaltern? This course engages such questions by drawing on the flourishing field of subaltern studies in South Asia. While its primary focus is on materials from South Asia, particularly India, it also seeks to relate the findings from this area to broadly comparable issues in Latin America and Africa. Mr. Muppidi.  
 Not offered in 2011/12.

**256a. The Arts of China** (1)  
 (Same as Art 256a) Landscape Painting and Portraiture from the Song dynasty to the Present (960-2010). Chinese painters of the Song dynasty onward wielded their brush with profound awareness of the past. Discussions focus on the impact of the painters' construction of the past on the overall history of Chinese painting, as well as other important art historical issues, such as: tradition vs. the individual; amateurism vs. professionalism; the critic vs. the historian; and imitation vs. forgery. Ms. Hwang-Gold.  
 Prerequisite: Art 105-106, or by permission of instructor.  
 Two 75-minute periods.

**[257. Reorienting America: Asians in American History and Society]** (1)  
 (Same as American Culture 257 and Sociology 257) Based on sociological theory of class, gender, race/ethnicity, this course examines complexities of historical, economic, political, and cultural positions of Asian Americans beyond the popular image of "model minorities." Topics include the global economy and Asian immigration, politics of ethnicity and pan-ethnicity, educational achievement and social mobility, affirmative action, and representation in mass media. Ms. Moon.  
 Not offered in 2011/12.

**[258. The Arts of Japan: The Three Shogunates]** (1)  
 (Same as Art 258)  
 Prerequisite: Art 105-106, or by permission of instructor.  
 Two 75-minute periods.  
 Not offered in 2011/12

**[259. The Arts of East Asia]** (1)  
 (Same as Art 259) An introduction to the arts of China, Korea, and Japan from the Neolithic period to the present. The course surveys a broad range of media, including ceramics, sculpture, calligraphy, painting, architecture, lacquer, and woodblock prints, with particular focus on the ways in which each of the three cultures has negotiated the shared "East Asian" cultural experience and its sense of a distinct self. The works to be examined invite discussions about appropriation, reception, and reinterpretation of images and concepts as they traversed the East Asian cultural sphere. Ms. Hwang-Gold.  
 Two 75-minute periods.  
 Prerequisite: Art 105-106, or by permission of instructor  
 Not offered in 2011/12.

**262a. India, China, and the State of Post-coloniality** (1)  
 (Same as Political Science 262a) As India and China integrate themselves deeply into the global economy, they raise issues of crucial importance to international politics. As nation-states that were shaped by an historical struggle against colonialism, how do they see their re-insertion into an international system still dominated by the West? What understandings of the nation and economy, of power and purpose, of politics and sovereignty, shape their efforts to join the global order? How should we re-think the nature of the state in the context? Are there radical and significant differences between colonial states, capitalist states and postcolonial ones? What are some of the implications for international politics of

these differences? Drawing on contemporary debates in the fields of international relations and postcolonial theory, this course explores some of the changes underway in India and China and the implications of these changes for our current understandings of the international system. Mr. Muppidi.

**[263. Critical International Relations]** (1)  
 (Same as Political Science 263) The study of world politics is marked by a rich debate between rationalist and critical approaches. While rationalist approaches typically encompass realist/neo-realist and liberal/neo-liberal theories, critical approaches include social constructivist, historical materialist, post-structural and post-colonial theories of world politics. This course is a focused examination of some of the more prominent critical theories of international relations. It aims to a) familiarize students with the core concepts and conceptual relations implicit in these theories and b) acquaint them with the ways in which these theories can be applied to generate fresh insights into the traditional concerns, such as war, anarchy, nationalism, sovereignty, global order, economic integration, and security dilemmas of world politics. Mr. Muppidi.  
 Two 75-minute periods.  
 Not offered in 2011/12.

**274a. The Ideology of the Islamic Revolution in Iran** (1)  
 (Same as Political Science 274a) This course examines the insights and limits of an ideological orientation to political life. Various understandings of ideology are discussed, selected contemporary ideologies are studied (e.g., liberalism, conservatism, Marxism, fascism, Nazism, corporatism, Islamism), and the limits of ideology are explored in relation to other forms of political expression and understanding. Selected ideologies and contexts for consideration are drawn from sites of contemporary global political significance. Mr. Davison

**275b. Comparative Education** (1)  
 (Same as Education 275b and International Studies 275b) This course provides an overview of comparative education theory, practice, and research methodology. We examine educational issues and systems in a variety of cultural contexts. Particular attention is paid to educational practices in Asia and Europe, as compared to the United States. The course focuses on educational concerns that transcend national boundaries. Among the topics explored are international development, democratization, social stratification, the cultural transmission of knowledge, and the place of education in the global economy. These issues are examined from multiple disciplinary vantage points. Mr. Bjork.  
 Prerequisite: Education 235 or permission of instructor.  
 Two 75-minute periods.

**[277. Post-Orientalist Hermeneutics]** (1)  
 (Same as Political Science 277) This course examines the possibility of a Post-Orientalist hermeneutical approach to the study of "the Middle East." Emphasis is placed on an examination of selected, classical and contemporary theoretical literature in hermeneutics, Orientalism, and Post-Orientalism, including readings from main contributors to these discussions like Hans-Georg Gadamer, Edward Said, and Hamid Dabashi. In addition, the difference that Post-Orientalist hermeneutics may make in understanding are explored in several selected contexts of consideration drawn from issues of contemporary political significance and the instructor's own research on politics in Turkey. Mr. Davison.  
 Not offered in 2011/12.

**290a or b. Field Work** (½ or 1)  
 Prerequisites: 2 units of Asian Studies Program or approved coursework and permission of the program director.

**298a or b. Independent Study** (½ or 1)  
 Prerequisites: 2 units of Asian Studies Program or approved coursework and permission of the program director.

### III. Advanced

#### Asian Studies Senior Seminar

The Senior Seminar addresses topics and questions that engage several areas of Asia and Asian Studies as a discipline. Topic may change yearly. The senior seminar is a required course for Asian Studies senior majors; ordinarily it may be taken by other students as well. Note: for 2011/12 the Asian Studies Senior Seminar will be Religion 350b: Dreams, Myths and Visions Mr. Jarow.

#### 300a. Senior Thesis (1/2 or 1)

A 1-unit thesis written over two semesters.  
Full year course 300-301.

#### 301b. Senior Thesis (1/2 or 1)

A 1-unit thesis written over two semesters.  
Full year course 300-301.

#### 302a or b. Senior Thesis (1)

A 1-unit thesis written in the fall or spring semester. Students may elect this option only in exceptional circumstances and by special permission of the program director.

#### [304. Approaching the Taj Mahal] (1)

(Same as History 304) What lies behind the legendary beauty and romance of the Taj Mahal? To understand the monument from its 17th century construction through modern times, we look beyond the building itself to the wider historical context. The Taj as a mausoleum embodies memory and mourning, so we compare it with other commemorative expressions in India. Its gardens were designed to be paradise on earth, so we learn about ideas of environmental perfection. Many see the Taj as a monument to love, so we investigate changing conceptions of love and gender relations. Finally, the royal site communicates majesty and power, so we consider the foundations of political legitimacy. We read primary sources including selections from travelogues, memoirs, and literature, and look at representative examples of the countless drawings, photographs, and paintings that this “Wonder of the Modern World” has inspired. Throughout, we ask how British colonialism and entrenched understandings of Western rationality and Eastern inferiority have influenced what we see when we look at the Taj Mahal. Ms. Hughes.

Not offered in 2011/12.

#### 305a. People and Animal Histories in Modern India (1)

(Same as Environmental Studies 305 and History 305) Topic for 2011/12: *Confronting the Beast: India, Animals, and Colonialism*. This course examines human interactions with animals in India from the colonial period through the present. How have various groups and important individuals defined the proper relationship between themselves and the animals around them? What challenges and advantages have animals and people met with as a result? As we explore how people have served their social, political, economic, national, and religious interests through animals, we learn how human values and beliefs about animals have in turn helped shape Indian environments. We read a variety of primary sources by Indians and Englishmen in South Asia, ranging from children’s literature through the writings of bird fanciers, big game hunters, and early animal rights advocates. Ms. Hughes.

One 2-hour meeting.

#### [306. Women’s Movements in Asia] (1)

(Same as Sociology 306 and Women’s Studies 306) This interdisciplinary course examines the reemergence of women’s movements in contemporary Asia by focusing on their cultural and historical contexts that go beyond the theory of “resource mobilization.” Drawing upon case studies from Korea, Japan, India, and China, it traces the rise of feminist consciousness and women’s movements at the turn of the twentieth century, and then analyzes the relationships between contemporary women’s movements and the following topics: nationalism, political democratization, capitalist

industrialization, ambivalence toward modernization, and post-modern conditions. Ms. Moon.

One 2-hour session.

Not offered in 2011/12.

#### [345. Violent Frontiers: Colonialism and Religion in the Nineteenth Century] (1)

(Same as Religion 345) What is the relationship between religion and colonialism and how has this relationship shaped the contemporary world? During the nineteenth century the category of religion was imagined and applied in different ways around the globe. When colonialists undertook to ‘civilize’ a people, specific understandings of religion were at the core of their undertakings. By the mid-nineteenth century, Europe’s territorial energy was focused on Asia and Africa. Themes for discussion include various nineteenth-century interpretations of religion, the relationship between empire and culture, the notion of frontier religion, and the imagination and production of society. Mr. Walsh.

Not offered in 2011/12.

#### 358. Seminar in Asian Art: Stories on Walls, Rolls, and Folds (1)

(Same as Asian Studies 358a) Topic for 2011/12: *Word and Image: Pictorial Narratives of East Asia*. This seminar examines the ways in which some of the most widely told East Asian narratives have been translated into the pictorial field — on cave murals, handscrolls, screens, sliding doors and woodblock prints. Works to be discussed include parables from the Lotus Sutra, the most important Buddhist text, and the Tale of Genji, a famous eleventh-century Japanese novel. Ms. Hwang.

Prerequisite: permission of instructor.

One 2-hour period.

#### 360a. Decolonizing Rituals (1)

(Same as Anthropology 360a) Topic for 2011/12: *Decolonizing Rituals*. Focusing on political rituals of the decolonization era, this course examines the power of symbols in shaping world history. While referring to classic works on ritual, the course draws its theoretical questions from the literature on ritual and agency (with special attention to the anthropology of new rituals) and from the literature on decolonization and the nation-state. Following a section on colonial rituals, the course considers six kinds of decolonizing rituals: anti-colonial rituals, independence and national rituals, end of empire rituals, rituals of global governance, rituals of NGOs and rituals of US power. The course thus also includes study of specific histories of colonialism and postcoloniality, particularly in the Americas, South Asia, Southern Africa and the Pacific. It comparatively considers transformations in the former British empire generally, and also considers rituals (from the Olympics to the UN) of global scope. Additionally, students may address areas and decolonizing ritual histories of special interest to them through research papers and group class presentations. Ms. Kaplan.

#### 362a. Women in Japanese/Chinese Lit (1)

(Same as Women’s Studies 362a and Chinese and Japanese 362a) An intercultural examination of the images of women presented in Japanese and Chinese narrative, drama, and poetry from their early emergence to the modern period. While giving critical attention to aesthetic issues and the gendered voices in representative works, the course also provides a comparative view of the dynamic changes in women’s roles in Japan and China. All selections are in English translation. Ms. Qiu.

Prerequisite: one 200-level course in language, literature, culture or Asian Studies, or permission of instructor.

One two-hour session.

#### 363. Transcending the Limit: Literary Theory in the East-West Context (1)

Alternate years.

**[364b. The West in Japanese Literature since the Nineteenth Century]** (1)

(Same as Japanese 364). This course examines the influence of the West on Japanese literature after the nineteenth century and follows the process of the construction of modern Japanese identity. Authors may include: Natsume Sōseki, Akuagawa Ryūnosuke, Tanizaki Junichirō, Kojima Nobuo, Murakami Ryū and Yamada Amy. Translated Japanese literary works are closely read, and various theoretical readings are assigned. This course emphasizes discussion and requires research presentations. This course is conducted in English. Ms. Dollase.

Prerequisite: one 200-level course in language, literature, culture or Asian Studies, or permission of instructor.

Not offered in 2011/12.

**369b. Masculinities: Global Perspectives** (1)

(Same as Sociology 369b) From a sociological perspective, gender is not only an individual identity, but also a social structure of inequality (or stratification) that shapes the workings of major institutions in society as well as personal experiences. This seminar examines meanings, rituals, and quotidian experiences of masculinities in various societies in order to illuminate their normative making and remaking as a binary and hierarchical category of gender and explore alternatives to this construction of gender. Drawing upon cross-cultural and comparative case studies, this course focuses on the following institutional sites critical to the politics of masculinities: marriage and the family, the military, business corporations, popular culture and sexuality, medicine and the body, and religion. Ms. Moon.

Prerequisite: Prior coursework in Sociology or permission of the instructor.

One 3-hour meeting.

**372a. and b. Topics in Human Geography** (1)

This seminar focuses on advanced debates in the socio-spatial organization of the modern world. The specific topic of inquiry varies from year to year. Students may repeat the course for credit if the topic changes. Previous seminar themes include the urban-industrial transition, the urban frontier, urban poverty, cities of the Americas, segregation in the city, global migration, and reading globalization.

**374b. The Origins of the Global Economy** (1)

(Same as Economics 374b) This course examines the long-run evolution of the global economy. For centuries the world has experienced a dramatic rise in international trade, migration, foreign capital flows and technology, culminating in what is today called “the global economy.” How did it happen? Why did it happen to Europe first? In this course, we examine the process of economic development in pre-modern Europe and Asia, the economic determinants of state formation and market integration, the causes and consequences of West European overseas expansion, and the emergence and nature of today’s global economy. Ms. Jones.

Prerequisite: Economics 200 and 209.

**[385. Asian Healing Traditions]** (1)

(Same as Religion 385) This seminar offers a comprehensive view of the traditional medical systems and healing modalities of India and China and examines the cultural values they participate in and propound. It also includes a “laboratory” in which hands-on disciplines (such as yoga and qi-gong) are practiced and understood within their traditional contexts. From a study of classical Ayur Vedic texts, Daoist alchemical manuals, shamanic processes and their diverse structural systems, the seminar explores the relationship between healing systems, religious teachings, and social realities. It looks at ways in which the value and practices of traditional medical and healing systems continue in Asia and the West. Mr. Jarow.

Prerequisites: Hindu Traditions (Religion 231) or by permission of instructor.

Not offered in 2011/12.

**[387. Remembering War in East Asia]** (1)

(Same as History 387) More than a half-century after World War II, pitched battles continue to rage throughout Asia—this time on the field of historical memory. Even as the war itself recedes into the distant past for countries such as China, Japan, and Korea, questions about how to remember their shared experiences grow only more complex and politicized. Recent conflicts over war memory have brought down ministers of state, sparked mass protests, and engendered much diplomatic wrangling. How has this devastating tragedy been remembered, forgotten, and contested by all sides involved? This seminar takes a multi-disciplinary approach—historiographical, political, literary, and visual—to examine topics including the Nanjing Massacre, “comfort women,” atomic bombs, rehabilitative postwar literature, and cinematic representations of war. Mr. Shimoda.

No prerequisites.

One two-hour period.

Not offered in 2011/12.

**[388. The Spiritual Gifts of Modern India]** (1)

(Same as Religion 388) Since Swami Vivekananda brought the message of “raja yoga” to the Parliament of World Religions on the shores of Lake Michigan in 1893, a number of spiritual teachers from India have achieved notoriety on the world stage and have had a major impact in the formulation of a world and secular “spirituality” in our time. Through phenomenological and historical studies, as well as through close reading and study of primary texts, this course considers the works of these major figures, including Sri Aurobindo, Ramana Maharshi, Ananda Mayi Ma, and Bhagavan Sri Osho Rajneesh. Mr. Jarow.

Prerequisites: Religion 152 and /or Religion 231 (231 gets priority).

Not offered in 2011/12.

**399a or b. Senior Independent Study** (½ or 1)

Prerequisites: 2 units of Asian Studies Program or approved coursework and permission of the program director.

**Approved Courses**

In addition to the Program courses listed above, there are approved courses given in other departments and programs. These can count towards an Asian Studies major or correlate. Look under the respective departments for course descriptions and semester or year offered. An updated list of approved courses is available in the Asian Studies Program Office and on-line on the Asian Studies Program web site before preregistration. Students are also urged to consult the additional course offerings of Asian Studies Program faculty members listed under their home departments; while these courses may not focus specifically on Asia, they often include case studies, examples, or materials related to regions of Asia.

For additional approved courses for the Asian American Studies Correlate sequence, please contact the Program Office.

Anthropology 240	Cultural Localities (when topic is Asian)	(1)
Anthropology 285	Special Studies (when topic is Asian)	(1)
Anthropology 260	Local Politics and Global Commodities	(1)
Anthropology 360	Problems in Cultural Analysis (when topic is Asian)	(1)
Anthropology 363	Nations, Globalization, and Post-coloniality (when topic is Asian)	(1)
Chinese 160	Introduction to Classical Chinese	(1)
Chinese 215	Masterpieces of Traditional Chinese Literature	(1)
Chinese 216	Classics, Canon, and Commentary in China	(1)
Chinese 217	Chinese Film and Contemporary Fiction	(1)
Chinese 360	Classical Chinese	(1)
Chinese and Japanese 120	Introduction to Chinese and Japanese Literature: Traditions, Genres, and Methodology	(1)
Chinese and Japanese 250	Special Topics in Chinese and	

Chinese and Japanese 350	Japanese Seminar in Chinese Philosophy: Comparative Methodology	(1)
Chinese and Japanese 361	Chinese and Japanese Drama and Theatre	(1)
Chinese and Japanese 363	Seminar in Transcending the Limit: Literary Theory in the East-West Context	(1)
Economic 273	Development Economics	(1)
English 229	Asian/American Literature, 1946-present	(1)
English 370	Transnational Literature	(1)
Film 210 and 211	World Cinema (when taught by an Asian Studies faculty member)	(1)
Film 280	Contemporary Southeast Asia Cinemas	(1)
Geography 276	Spaces of Global Capitalism	(1)
Geography 340	Advanced Regional Studies (when topic is Asian)	(1)
History 223	Modern Chinese Revolutions	(1)
History 224	Modern Japan, 1868 - Present	(1)
History 255	The British Empire	(1)
History 279	The Vietnam War	(1)
History 381	Love and Death in Tokugawa Japan 1603-1868	(1)
Japanese 222	Narratives of Japan: Fiction and Film	(1)
Japanese 223	The Gothic and Supernatural in Japanese Literature	(1)
Japanese 224	Japanese Popular Culture and Literature	(1)
Japanese 364	The West in Japanese Literature since the Nineteenth Century	(1)
Music 212	Advanced Topics in World "Musics	(1)
Philosophy 110	Early Chinese Philosophy	(1)
Philosophy 210	Neo-Confucianism and Chinese Buddhism	(1)
Political Science 150	Comparative Politics (when taught by an Asian Studies faculty member)	(1)
Political Science 160	International Politics (when taught by an Asian Studies faculty member)	(1)
Political Science 268	The Politics of Globalization	(1)
Political Science 358	Comparative Political Economy (when taught by an Asian Studies faculty member)	(1)
Political Science 363	Decolonizing International Relations	(1)
Political Science 366	Worlding International Relations	(1)
Religion 250	In 2011/12 Yoga and the West: Asian Spiritual Traditions/Post-Modernity	(1)
Religion 320	Studies in Sacred Texts (when topic is Asian)	(1)
Religion 35	Dreams, Myths and Visions	(1)
Religion 355	The Politics of Sacred Space	(1)

## Astronomy

Faculty: See Physics and Astronomy.

**Requirements for Concentration:** 10 units, including 5 units of astronomy, 3 units of physics including Physics 200 and 2 additional units of intermediate or advanced work in either astronomy, physics, geology, computer science, or chemistry to be selected with the approval of the adviser. Only one introductory level astronomy course may count toward the major.

Prospective majors should consult the department as soon as possible. Normally such students should elect physics and mathematics as freshmen. After the declaration of an astronomy major, no astronomy courses or courses counted towards the major may be elected NRO.

**Senior-Year Requirement:** Astronomy 320 or 340.

**Recommendations:** Additional work in mathematics, physics, and computer science. In particular, students planning on graduate work in astronomy should complete Physics 310, 320 and 341.

**Advisers:** Mr. Chromey, Ms. Elmegeen.

**Correlate Sequence in Astronomy:** Students majoring in other departments or programs may elect a correlate sequence in Astronomy. The requirements for the correlate sequence consist of Physics 113, 114 plus four units in astronomy, two of which must be chosen from the observational sequence (Astronomy 240-340) or the astrophysics sequence (Astronomy 220-320). No more than one of the remaining two units may be chosen from the introductory courses (Astronomy 101, 105, 150), and the other one (or two) may be chosen from Astronomy 220, 222, 230, or 240. Note that additional physics courses (Physics 200, 210, and 240) are highly recommended for those selecting the astrophysics sequence. The NRO option may be used for at most one course to be included in the astronomy correlate sequence.

### I. Introductory

#### 101b. Solar System Astronomy (1)

A study of the solar system as seen from earth and space: planets, satellites, comets, meteors, and the interplanetary medium; astronautics and space exploration; life on other planets; planets around other stars; planetary system cosmogony. Mr. Chromey.

Open to all classes.

#### 105a. Stars, Galaxies, and Cosmology (1)

This course is designed to acquaint the student with our present understanding of the universe. The course discusses the formation, structure, and evolution of gas clouds, stars, and galaxies, and then places them in the larger content of clusters and superclusters of galaxies. The Big Bang, GUTS, inflation, the early stages of the universe's expansion, and its ultimate fate are explored. The department.

Open to all classes.

#### [150a. Life in the Universe] (1)

An introduction to the possibility of life beyond Earth is presented from an astronomical point of view. The course reviews stellar and planetary formation and evolution, star properties and planetary atmospheres necessary for a habitable world, possibilities for other life in our Solar system, detection of extrasolar planets, the SETI project, and the Drake equation. Ms. Elmegeen.

Prerequisite: High school physics and calculus.

Satisfies requirement for a Freshman Writing Seminar. Open to Freshmen only.

Not offered in 2011/12.

### II. Intermediate

#### 220a. Stellar Astrophysics (1)

The physical theory of stellar interiors, atmospheres, and energy sources. Stellar evolution. Spectral sequence and its origin. Supernovae, white dwarfs, neutron stars, and black holes. The department.

Prerequisites: Physics 114, or by permission of instructor.

Not offered in 2011/12.

**[222b. Galaxies and Galactic Structure]** (1)  
Observations and theories of the formation and evolution of galaxies. Properties of star-forming regions; contents, structure, and kinematics of the Milky Way and spiral, elliptical, and irregular galaxies. Active galaxies, interacting galaxies, clusters, and high redshift galaxies. Ms. Elmegreen.

Prerequisites: Physics 114 and either Astronomy 105 or 220, or by permission of the instructor; not open to freshmen.

Not offered in 2011/12.

**[230a. Planetary and Space Science]** (1)  
Atmospheres, surface features, and interiors of the planets. Interaction of the sun with the other members of the solar system. Planetary formation and evolution. Life on other planets. Space exploration. Mr. Chromey.

Prerequisites: Physics 114, or by permission of instructor.

Not offered in 2011/12.

**240b. Observational Astronomy** (1)

This course introduces the student to a variety of techniques used in the detection and analysis of electromagnetic radiation from astronomical sources. All areas of the electromagnetic spectrum are discussed, with special emphasis on solid-state arrays as used in optical and infrared astronomy. Topics include measurement uncertainty, signal-to-noise estimates, the use of astronomical databases, telescope design and operation, detector design and operation, practical photometry and spectroscopy and data reduction. Students are required to perform a number of nighttime observations at the college observatory. Mr. Chromey.

Prerequisites: Physics 113 or 114, or by permission of instructor.

**[290a or b. Field Work]** (½ or 1)

Not offered in A-term 2011/12.

**[298a or b. Independent Work]** (½ or 1)

Not offered in A-term 2011/12.

### III. Advanced

**[300a or b. Senior Thesis]** (1)

Not offered in A-term 2011/12.

**[301a. Senior Thesis]** (½)

Year long course 301-302.

Not offered in 2011/12.

**[302b. Senior Thesis]** (½)

Year long course 301-302.

Not offered in 2011/12.

**[320a. Astrophysics of the Interstellar Medium]** (1)

A study of the observations and theory related to interstellar matter, including masers, protostars, dust, atomic, molecular and ionized gas clouds. Radiative transfer, collapse and expansion processes, shocks and spiral density waves are discussed. Ms. Elmegreen.

Prerequisites: One 200-level physics course or one 200-level astronomy course, Junior or Senior status, or by permission of instructor.

Not offered in 2011/12.

**[340b. Advanced Observational Astronomy]** (1)

This course applies in depth the methods introduced in Astronomy 240. Students are expected to pursue individual observational projects in collaboration with the instructor. The amount of time spent in the observatory and how it is scheduled depends on the nature of the project, although 1/2 Unit projects require half the total time of full unit projects. Mr. Chromey.

Prerequisites: Astronomy 240. Permission of instructor required.

**[399a or b. Senior Independent Work]**

(½ or 1)

Not offered in A-term 2011/12.

## Athletics and Physical Education

**Professors:** Sharon R. Beverly (and Director of Athletics and Physical Education), Kathy Ann Campbell, Roman Czula, Andrew M. Jennings. **Associate Professors:** Judy A. Finerghy, Jonathan Penn, Lisl Prater-Lee. **Lecturers:** Candice Brown, John M. Cox, Cara Dunn, Bruce Gillman, Delmar Harris, Jon Martin, James McCowan, Richard Moller, Jane Parker, Joseph E. Proud, III. **Senior Lecturers:** Anthony Brown, Kim E. Culligan (and Associate Director of Athletics and Physical Education),

### I. Introductory

#### 110a. Introduction to Athletic Injury Care (1)

This lecture and laboratory course exposes students to the techniques necessary both to prevent and also to recognize, treat, and rehabilitate common sports injuries. Anatomy and function of joints, spine, groin, and head and face injuries are studied. Laboratory and hands-on involvement in the field are required. Ms. Finerghy.

#### 111a and b. Weight Training (½)

This course is designed to provide the student with a thorough understanding of strength training and how to develop a lifting program. Students actively participate in the fitness room performing a weight training program based on their individual weight training goals.

#### 115a or b. Triathlon Training (½)

An introduction to the disciplines of swimming, cycling and running in a comprehensive training program which prepares class members to compete in triathlons. Primary topics include strategies for training and designing training programs. Students must have experience in each discipline. Ms. Prater-Lee.

Prerequisite: permission of the instructor.

#### 125a and b. Beginning Golf I (½)

The course is intended to introduce the students to a basic playing knowledge of the game. It begins the development of the swing and adapts it to selected clubs. Emphasis is on swing practice and range hitting with limited opportunity for playing the course. Mr. Jennings.

#### 126a and b. Beginning Golf II (½)

Continues the development of the basic stroke with selected clubs. More opportunity for playing the course emphasis continues to be on swing development and club control. Mr. Jennings.

#### 130a or b. Beginning Badminton (½)

Introduction to the basic overhead and underhand strokes and their use in game situations. Singles and doubles strategy and rules of the game. Designed for the student with no previous instruction in badminton.

#### 135a. Flag Football (½)

The course is intended to introduce students to the basic concepts, rules, skill, and offensive and defensive strategies of flag football. Skills and strategies are developed and utilized in scrimmage situations.

#### 137b. Fundamentals of Soccer (½)

This course is designed to teach the basic skills necessary to play soccer. Students learn fundamental techniques and strategies of the game. The course is largely practical, but it also provides theoretical discussion in exercise physiology and biomechanics allowing students to learn the science of soccer. Mr. Moller.

#### 142a. Fencing Fundamentals (½)

This course is designed to give students an understanding of the three basic weapons (foil, epee, sabre). Body stance and positions, footwork, bladework, basic fencing strategy and tactics, history of the sport and progression from controlled bout to open fencing is taught. Equipment is provided. Mr. Gillman.

#### 144b. Intermediate Fencing (½)

This course reviews and builds upon the basics of Epee and Sabre and then moves into the tactics and strategy of all three fencing weapons. Fencing rules and proper referencing are discussed in an effort to provide a greater understanding of competitive fencing at all levels of the sport. Equipment is provided. Mr. Gillman.

Prerequisite: Fencing Fundamentals (142) or permission of the instructor.

#### 145a. Volleyball Fundamentals (½)

This course develops individual skills (passing, setting, spiking, and blocking) as well as offensive and defensive strategies.

#### 147a. Learning the Creator's Game: Introduction to Lacrosse (½)

This class is designed to teach new and novice players the basic skills necessary to play lacrosse. Students learn fundamental stick skills, individual and team concepts and general rules of play. The sport is taught in the non-contact mode and sticks are provided. The strategies are applied to both men's and women's styles of play. Students also learn the historical and cultural elements of lacrosse as a Native American creation to today's present game. Mr. Proud.

#### 150a or b. Beginning Swimming I (½)

The course is intended to develop a physical and mental adjustment to the water in students who have a fear of the water or little or no formal instruction. The course includes the practice of elementary skills applying principles of buoyancy, propulsion, and safety.

#### 151a or b. Beginning Swimming II (½)

The course is designed for students who have the ability to float on front and back and who are comfortable in the water but have limited technical knowledge of strokes.

#### 190a and b. Fundamentals of Conditioning (½)

A course designed to give the student an understanding of fitness, its development and maintenance. Included are units on cardiovascular efficiency, muscle strength, endurance, flexibility, weight control, weight training, and relaxation techniques.

#### 191a and b. Beginning Squash I (½)

An introduction to the basic shots of the game and their use. Introduces the rules and provides basic game situations. Assumes no previous experience or instruction in squash. Ms. Parker.

#### 192a and b. Beginning Squash II (½)

Further development of the basic shots and strategies of the game. Ms. Parker.

#### 193a and b. Beginning Tennis (½)

Introduction of the three basic strokes: forehand, backhand, and serve; rules of the game.

#### 197a and b. Low Intermediate Tennis (½)

Continued work on basic strokes and tactics. Ms. Campbell.

### II. Intermediate

#### 210b. Nutrition and Exercise (1)

To provide students with an understanding of the elements that lead to a healthy lifestyle. Nutrition and exercise as a means of disease prevention is discussed. Students learn about the benefits of exercise and how to develop an exercise plan. The digestion, absorption and biochemical breakdown of food is analyzed. Students learn how to read food labels, to create a dietary plan based upon metabolic measures, and to evaluate the quality of current research in the field. Ms. Finerghy.

#### 225b. Intermediate Golf II (½)

Expectation is that there is some technique with woods and irons and experience playing on a course. The student is put through a thorough analysis of basic swings and develops consistency and



accuracy with all clubs. The student is expected to master history, rules of the game, etiquette, and all aspects of tournament play.

**226b. Intermediate Golf II** (½)  
A continuing development and refinement of all aspects of the game.

**230b. Intermediate Badminton** (½)  
Review and further development of basic strokes and tactics. Instruction in advanced strokes and strategy for singles, doubles, and mixed doubles. Designed for the student with previous badminton experience. Ms. Campbell.

**245b. Intermediate Volleyball** (½)  
Students are expected to master higher levels of setting, spiking, serving, blocking, as well as more complex offensive and defensive strategies. Mr. Penn.

**250a or b. Intermediate Swimming I** (½)  
Development of propulsive skill primarily through the use of basic stroke patterns: front and back crawls, side and breast strokes. Ms. Prater-Lee.

**251a or b. Intermediate Swimming II** (½)  
Further development of strokes and techniques. Ms. Prater-Lee.

**255b. Psychology of Sport** (1)  
(Same as Psychology 255b) Mr. Bean.

**270b. Intermediate Squash I** (½)  
More advanced strokes such as three-wall, rear wall and drop shots are emphasized as is the development of game strategies. Ms. Parker.

**271b. Intermediate Squash II** (½)  
Review and further development of advanced strokes and strategies. Ms. Parker.

**272a and b. Intermediate Tennis I** (½)  
This class is for the intermediate player who wants to improve and build upon basic technique. The course is designed to continue work on groundstrokes, volleys and serves, as well as develops more specialty shots and strategies. These include topspin, slice, approach shots, overheads and lobs, spin serves, and service returns and singles and doubles strategy.

**273a and b. Intermediate Tennis II** (½)  
Further development of stroke technique, specialty shots and strategies.

**290. Field Work** (½ or 1)

**297. Reading Course** (½)

**298a or b. Independent Work** (½ or 1)  
Permission granted by the chair of the department for the study of a topic in depth.

### III. Advanced

**320a. and b. Varsity Athletics** (½)  
Student must be selected as a varsity team member. A try-out may be necessary. Permission of the appropriate coach is required. May be repeated for credit up to 4 times.

**378a or b. Advanced Swimming and Aquatic Conditioning** (½)  
This course teaches new, advanced swimming skills and refines previously learned swimming strokes and skills. The course introduces water fitness techniques and training through the activities of water running, water polo and competitive swimming and conditioning. Ms. Prater-Lee.

Prerequisites: satisfactory completion of the Intermediate

course, the Red Cross Level V course, or the ability to perform the equivalent swimming skills.

**379b. Lifeguard Training** (½)  
Fulfills the requirements for the Red Cross lifeguard training course. Provides additional instruction in stroke technique. Ms. Prater-Lee.

Prerequisites: proficiency in crawl, sidestroke, and breaststroke; ability to swim 300-yards continuously using 100 yards of front crawl, 100 yards of breaststroke, and 100-yards of your choice. Additionally, student must be able to surface dive to 8 ft. depth, retrieve 10lb. diving brick, and return swim 25-yards with the brick. 300-yard swim and diving brick retrieval are performed first day of class.

Permission of instructor.

Note: Additional fee is required to complete the Red Cross certification and to receive academic credit.

**393b. Advanced Tennis** (½)  
Emphasis on advanced strokes, analysis of errors, tactics for singles and doubles.

Prerequisites: good ground strokes, serve, and volley.

**399. Senior Independent Work** (½ or 1)

## Biochemistry Program

Faculty: See biology and chemistry. Director: Teresa A. Garrett (Chemistry).

The interdepartmental program in biochemistry provides in-depth studies in biochemistry and molecular biology built upon a solid foundation in biology and chemistry. Experimental approaches to problems are emphasized throughout the program, with course laboratories, with the Senior Laboratory in Macromolecular Function (Biochemistry 377), and with ample opportunities for students to engage in independent research.

**Requirements for Concentration:** 18 units; Biology 105, 106, and 238; Chemistry 108/109 or 125, 244, 245, 323, and 350; Biology/Chemistry 272 and 324; Biochemistry 377; Mathematics 121/122 or 125; Physics 113 and 114; and, two additional 200- or 300-level courses in biology or chemistry, one of which must be a lecture course. The second unit may include only one research course. After declaration of the major, no NRO work is permissible in the major.

**Senior Year Requirement:** Biochemistry 377.

**Recommendations:** Students are strongly advised to take, in their freshman year, Biology 105 and 106 and Chemistry 108/109 or 125. Mathematics 121/122 or 125 should be taken in either the freshman or sophomore year. Such a program is appropriate for concentration in biology and chemistry in addition to biochemistry.

**Major Advisers: Chemistry:** Mr. Donhauser, Mr. Eberhardt, Ms. Garrett, Ms. Kaur, Ms. Rossi, Mr. Smart, Mr. Tanski; **Biology:** Ms. Crespi, Mr. Esteban, Mr. Jemiolo, Ms. Kennell, Ms. Pokrywka, Ms. Schwarz, Mr. Straus, Ms. Susman.

### Course Offerings

290. Field Work (½ or 1)

298. Independent Work (½ or 1)

377a. Senior Laboratory in Macromolecule Function (1)

A protein and its gene are characterized by chemical modification and site-directed mutagenesis. Coursework includes student presentations and extensive laboratory work. Mr. Eberhardt.

Prerequisites: Biology/Chemistry 324.

Two four-hour periods.

399. Senior Independent Work (½ or 1)

## Biology Department

**Professors:** John H. Long, Jr. (Chair), Nancy Jo Pokrywka, Mark A. Schlessman<sup>a</sup>, Kathleen M. Susman<sup>a</sup>; **Associate Professors:** David K. Jemiolo, A. Marshall Pregnall<sup>b</sup>, Margaret Ronsheim, J. William Straus; **Assistant Professors:** Lynn Christenson, Jeremy Davis, Kelli A. Duncan, David Justin Esteban, Jennifer Kennell, Jodi Schwarz<sup>a</sup>; **Lecturer:** Elizabeth Collins.

**Requirements for Concentration:** 13 or 14 units

**Introductory-Level:** Biology 106 and either Biology 105, or AP Biology with 4 or 5 AP test score, or IB higher level 5, 6 or 7 test score. IB students must confirm their IB credit with the Dean of Studies office

**Intermediate-Level:** 4 units of graded work with at least one course from each subject area listed below, not including Biology 255

**Advanced-Level:** 3 units of graded work.

**Chemistry:** Either Chemistry 108 and 109 or Chemistry 125 at the introductory level, and Chemistry 244 at the intermediate level.

**Additional courses:** 2 units to be chosen from among Chemistry 245 or 255; Physics 113, 114; Mathematics 101, 102, 121, 122, 125, or 141; Earth Science 151 or 161; Psychology 200; Neuroscience and Behavior 201; Environmental Studies 124; and other intermediate or advanced science courses subject to departmental approval. One of the two units may also be an additional graded 200-level or 300-level Biology course or ungraded independent research, Biology 298 or 399.

### Intermediate-Level Subject Areas and Courses:

#### Ecology, Evolution and Diversity

Biology 208 Plant Structure and Diversity

Biology 226 Animal Structure and Diversity

Biology 241 Ecology

#### Biochemistry, Cellular and Molecular Biology

Biology 205 Introduction to Microbiology

Biology 218 Cellular Structure and Function

Biology 238 Principles of Genetics

Biology 244 Genomics

Biology 272 Biochemistry

#### Developmental Biology and Physiology

Biology 202 Plant Physiology and Development

Biology 228 Animal Physiology

Biology 232 Developmental Biology

Biology 260 Comparative and Functional Vertebrate Anatomy

**Senior Year Requirements:** 2 units of graded 300-level biology taken at Vassar College.

**Independent Research:** The biology department encourages students to engage in independent research with faculty mentors, and offers ungraded courses Biology 178, 298, and 399. The department also offers Biology 303, a graded research experience for senior majors. Students should consult the chair or individual faculty members for guidance in initiating independent research.

**Field Work:** The department offers field work in biology. Students should consult the field work office and a biology faculty adviser for details.

**Teaching Certification:** Students who wish to obtain secondary school teaching certification in biology should consult both the biology and education departments for appropriate course requirements.

**Early Advising:** Those students considering a concentration in biology, particularly those who have already identified an interest in a subdiscipline of biology, should consult a departmental adviser early in their freshman year to discuss appropriate course sequences. After declaration of the major, no NRO work is permissible in the major.

**Postgraduate Work:** Students considering graduate school or other professional schools should be aware that such schools usually

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

require courses beyond the minimum biology major requirements. In general, students should have at least a full year of organic chemistry, a year of physics, and a year of calculus. Students are urged to begin their chemistry and other correlated sciences coursework as soon as possible, since this will assist them in successful completion of the biology major. Students should consult with the chair of biology or the pre-medical adviser at their earliest opportunity.

**Further Information:** For additional information on research opportunities, honors requirements, etc., please see the biology department.

**Advisers:** Any of the faculty members of the Biology Department can serve as Major Advisors. Students who have a preference for a particular faculty adviser may ask that individual whether s/he would be willing to serve as adviser. Students who have no preference should make an appointment to see the Chair of the Department to be assigned an adviser.

### Correlate Sequences in Biology:

The Department of Biology offers four correlate sequences, each with a different emphasis. Students interested in undertaking a correlate in biology should consult with one of the biology advisers (see above). All correlate sequences require Biology 105 or AP Biology with a score of 4 or 5 on the AP exam or IB higher level with a score of 5, 6 or 7 on the IB exam, and Biology 106, and the requirements for each subject area listed below:

**Cellular Biology/Molecular Biology (6 or 7 units):** Chemistry 108/109 or Chemistry 125, any two of the following: Biology 202, 205, 218, 228, 232, 238, 244, 272; plus one of the following; Biology 316, 323, 324, 325, 370, 386, 388

**Animal Physiology (6 units):** Biology 228, plus three of the following courses and at least one at the 300-level: Biology 226, 232, 238, 260, 316, 370.

**Ecology/Evolution (6 units):** Biology 241, and one of the following; Biology 202, 205, 238, plus two of the following; Biology 208, 226, 350, 352, 354, 356, 384.

**Behavior/Neurobiology (6 units):** Two of the following: Biology 226, 228, 241; one of the following: Biology 232, 238; and one of the following: Biology 316, 340.

## I. Introductory

**105a and b. Introduction to Biological Processes (1)**  
Development of critical thought, communication skills, and understanding of central concepts in biology, through exploration of a timely topic. The content of each section varies. The department.

**106a and b. Introduction to Biological Investigation (1)**  
Investigation of biological questions via extended laboratory or field projects. Emphasis is placed on observation skills, development and testing of hypotheses, experimental design, data collection, statistical analysis, and scientific writing and presentation. The department.

One 75-minute period; one four-hour laboratory.

Biology 105 and 106 may be taken in any order, but students who have not taken two years of high school biology are urged to start with Biology 105.

**141a or b. Introduction to Statistics (1)**  
(Same as Mathematics 141) The purpose of this course is to develop an appreciation and understanding of the exploration and interpretation of data. Topics include display and summary of data, introductory probability, fundamental issues of study design, and inferential methods including confidence interval estimation and hypothesis testing. Applications and examples are drawn from a wide variety of disciplines. When cross-listed with biology, examples will be drawn primarily from biology. Not open to students with AP credit in statistics or students who have completed Economics 209 or Psychology 200. Prerequisite: three years of high school mathematics.

Not open to students with AP credit in statistics or students who have completed Economics 209 or Psychology 200.

Prerequisite: three years of high school mathematics.

**172a. Microbial Wars (1)**  
(Same as Science, Technology, and Society 172) This course explores our relationship with microbes that cause disease. Topics including bioterrorism, vaccinology, smallpox eradication, influenza pandemics, antibiotic resistance, and emerging diseases are discussed to investigate how human populations are affected by disease, how and why we alter microorganisms intentionally or unintentionally, and how we study disease causing microbes of the past and present. The use of new technologies in microbiology that allow us to turn harmful pathogens into helpful medical or industrial tools are also discussed. Mr. Esteban

**178a or b. Special Projects in Biology (½)**  
Execution and analysis of a laboratory or field study. Project to be arranged with individual instructor. The department.  
Open to freshmen and sophomores only.

## II. Intermediate

Two units of 100-level biology taken at Vassar College are prerequisites for entry into 200-level courses unless other wise stated.

**202a. Plant Physiology and Development (1)**  
An examination of the cellular and physiological bases of plant maintenance, growth, development, and reproduction; with emphasis on the values of different plants as experimental systems. Mr. Pregall.  
Three 50-minute periods; one 4-hour laboratory.

**205a. Introduction to Microbiology (1)**  
An introduction to the world of microbes, including bacteria, fungi, and viruses. The study of bacteria is stressed. Studies of the morphology, physiology, and genetics of bacteria are followed by their consideration in ecology, industry, and medicine. Mr. Esteban.  
Two 75-minute periods; two 2-hour laboratories.

**208b. Plant Structure and Evolution (1)**  
We are totally dependent on plants for the oxygen we breathe and the food that we eat. We rely on plants for clothing, shelter, and many other essentials. Plants provide us with medicines, poisons, and mind-altering drugs. Plants inspire art, and have become powerful cultural symbols. Many fundamental scientific discoveries, such as the cellular nature of life, Mendelian genetics, and the existence of transposons, were made using plants as experimental systems. Thus, biologists, ecologists, environmentalists, anthropologists, and many others want to understand plants. In this course we examine major events in the evolution of plants and other photosynthetic organisms, including photosynthetic bacteria and algae. We focus on their distinctive biological features, their environmental significance, and their value as model organisms for research. Laboratories include observations, experiments, and field trips. This course is appropriate for students majoring in biological sciences or environmental studies, and for those interested in ethnobotany. To get a complete introduction to the biology of plants, you should also take Biology 202 – Plant Physiology. Mr. Schlessman  
Prerequisites: Biol 106, Enst 124, or permission of the instructor prior to registration.  
Two 75-minute periods; one 4-hour laboratory.

**218a. Cellular Structure and Function (1)**  
An introduction to cell biology, with a focus on subcellular organization in eukaryotes. The regulation and coordination of cellular events, and the specializations associated with a variety of cell types are considered. Topics include organelle function, the cytoskeleton, and mechanisms of cell division. Laboratory work centers on investigations of cell function with an emphasis on biological imaging. Ms. Pokrywka.  
Two 75-minute periods; one 4-hour lab.

**226a. Animal Structure and Diversity (1)**

The members of the animal kingdom are compared and analyzed in a phylogenetic context. Emphasis is placed on the unique innovations and common solutions evolved by different taxonomic groups to solve problems related to feeding, mobility, respiration, and reproduction. Laboratory work centers on the comparative study of the anatomy of species representative of the major animal phyla. Mr. Davis.

Two 75-minute periods; one 4-hour laboratory.

**228b. Animal Physiology (1)**

A comparative examination of the mechanisms that animals use to move, respire, eat, reproduce, sense, and regulate their internal environments. The physiological principles governing these processes, and their ecological and evolutionary consequences, are developed in lecture and applied in the laboratory. Mr. Long, Ms. Duncan.

Recommended: Psychology 200 or Mathematics 141.

Recommended: Chemistry 108, 109, and Physics 113.

Three 50-minute periods; one 4-hour laboratory.

**232a. Developmental Biology (1)**

The study of embryonic development including gametogenesis, fertilization, growth, and differentiation. Molecular concepts of gene regulation and cell interactions are emphasized. The laboratory emphasizes classical embryology and modern experimental techniques. Mr. Straus.

Two 75-minute periods; one 4-hour laboratory.

**238b. Principles of Genetics (1)**

Principles of genetics and methods of genetic analysis at the molecular, cellular, and organismal levels. Emphasis is placed on classical genetic experiments, as well as modern investigative techniques such as recombinant DNA technology, gene therapy, genetic testing, and the use of transgenic plants and animals. Ms. Pokrywka, Ms. Kennell.

Three 50-minute periods; one 4-hour laboratory.

**241a. Ecology (1)**

Population growth, species interaction, and community patterns and processes of species or groups of species are discussed. The course emphasizes these interactions within the framework of evolutionary theory. Local habitats and organisms are used as examples of how organisms are distributed in space, how populations grow, why species are adapted to their habitats, how species interact, and how communities change. Field laboratories at Vassar Farm and other localities emphasize the formulation of answerable questions and methods to test hypotheses. Ms. Christenson, Ms. Ronsheim.

Three 50-minute periods; one 4-hour field laboratory.

**[244a. Genomics] (1)**

Evolution, structure, and function of prokaryotic and eukaryotic genomes, from the perspective of whole-genome sequencing projects. Current applications of genomics for diagnosis and treatment of human disease, ecological and environmental issues, and evolutionary biology. Labs focus on conducting two functional genomics experiments using micro arrays, cDNA libraries, and bioinformatics analysis to profile genes involved in disease processes and responses to environmental stress. Ms. Schwarz.

Prerequisites: Biology 106.

Three 50-minute classes; 4-hour laboratory.

Not offered in 2011/12.

**254b. Environmental Science in the Field (1)**

(Same as Earth Science 254b., Environmental Science 254b., and Geography 254254b)

**[255a or b. The Science of Forensics] (1)**

(Same as Chemistry 255 and Science, Technology, and Society 255)

Not offered in 2011/12.

**[260b. Comparative and Functional Vertebrate Anatomy] (1)**

This course integrates the classic study of comparative anatomy with the rapidly advancing fields of phylogenetics, paleontology, biomechanics, and physiology. Weekly labs give students the opportunity to investigate the morphological and physiological adaptations associated with skeletal, muscular, respiratory, cardiovascular, reproductive and nervous systems in each vertebrate class. This knowledge of animal form and function is applied to understanding the major evolutionary events within the vertebrate lineage: origin of bone, jaws and legs, transitions from water to land to air, and the adaptive radiations of dinosaurs, bony fishes, and mammals. Lectures focus on the ideas of adaptation and constraint, the design of simulations and experiments used to test macroevolutionary predictions, and the use of the comparative method to advance biomedical research initiatives. Mr. Long.

Two 3-hour labs.

Recommended: Physics 113.

Not offered in 2011/12.

**272b. Biochemistry (1)**

(Same as Chemistry 272b) Basic course covering protein structure and synthesis, enzyme action, bio-energetic principles, electron transport and oxidative phosphorylation, selected metabolic pathways in prokaryotic and eukaryotic cells. Mr. Jemiolo, Mr. Straus, or Mr. Eberhardt, Ms. Garrett, Ms. Mundorff (Chemistry).

Prerequisite: Introductory Biology and Chemistry 244.

Three 50-minute periods; one 4-hour laboratory.

**290a or b. Field Work (½ or 1)****298a or b. Independent Work (½ or 1)**

Execution and analysis of a field, laboratory, or library study. The project, arranged with an individual instructor, is expected to have a substantial paper as its final product.

Permission of instructor is required.

**III. Advanced**

Two units of 200-level biology are prerequisites for entry into 300-level courses; see each course for specific courses required or exceptions.

**303a or b. Senior Research (1)**

Critical analysis, usually through observation or experimentation, of a specific research problem in biology. A student electing this course must first gain, by submission of a written research proposal, the support of a member of the biology faculty with whom to work out details of a research protocol. The formal research proposal, a final paper, and presentation of results are required parts of the course. A second faculty member participates both in the planning of the research and in final evaluation.

Permission of instructor is required.

**316b. Neurobiology (1)**

An examination of nervous system function at the cellular level. The course emphasizes the physical and chemical foundations of intercellular communication, integration and processing of information, and principles of neural development. Laboratory includes demonstrations of biophysical methodology and experimental approaches to the study of nerve cells. Ms. Susman.

Prerequisites: 2 units of 200-level biology or 1 unit of 200-level biology and either Psychology 241 or Neuroscience 201. Recommended: Biology 228, 272.

**323a. Seminar in Cell and Molecular Biology (1)**

An intensive study of selected topics at the cellular and subcellular level. Topics vary, but may include organelle structure and function, advanced genetics, and mechanisms of cellular organization. Emphasis is placed on current models, issues, and research areas, and course material is drawn largely from primary literature. Ms. Kennell, Ms. Pokrywka, Mr. Straus, Ms. Susman.

Prerequisite: two 200-level courses, including one of the following: Biology 218, 238, 244, 272, or 281.

**324a. Molecular Biology** (1)  
(Same as Chemistry 324a) An examination of the macromolecular processes underlying storage, transfer, and expression of genetic information. Topics include the structure, function, and synthesis of DNA; mutation and repair; the chemistry of RNA and protein synthesis; the regulation of gene expression; cancer and oncogenes; the molecular basis of cell differentiation; and genetic engineering. Mr. Jemiolo.

Prerequisites: one of the following: Biology 205, 218, 238, 244, 272, or 281.

**340b. Animal Behavior** (1)  
Examination of the relationship between behavior and the individual animal's survival and reproductive success in its natural environment. Evolutionary, physiological, and developmental aspects of orientation, communication, foraging, reproductive tactics, and social behavior are considered. Methodology and experimental design are given particular emphasis, and students will complete an independent research project by the end of the semester. Mr. Davis.

Prerequisites: 2 units of 200-level biology or 1 unit each of 200-level biology and psychology.

Recommended: Biology 226, 228, 238, 244, 281, NSB 201, or Psychology 200.

**[345. Race: Science and Controversies]** (1)  
(Same as Africana Studies 345 and Science Technology and Society 345) This course is meant to spark a conversation between science, humanities, and social science students regarding the concept and significance of "race." The course will be framed by two reciprocal questions: What are the scientific principles that underlie the origins and continued propagation of the concept of race in the United States; and in turn, how does the social construction of race affect the way science is conducted. The course includes critical review and discussion of topics as far ranging as the U.S. government's role in using black sharecroppers during the Tuskegee Syphilis Experiments, to understanding genetic variation among human populations. Discussion of these topics incorporate ideas spanning biology, anthropology, history, ethics and American culture to address questions that integrate both scientific and humanistic perspectives on race.

One 3 hour period.

Not offered in 2011/12.

**[350b. Evolutionary Biology]** (1)  
Study of the history of evolutionary thought, mechanisms of evolutionary change, and controversies in the study of organic evolution. Topics include the origin and maintenance of genetic variability, natural selection, adaptation, origin of species, macroevolution, co-evolution, and human evolution. Mr. Long.

Prerequisites: any two of Biology 208, 226, or 241; or permission of the instructor.

Not offered in 2011/12.

**352b. Conservation Biology** (1)  
(Same as Environmental Studies 352b) Conservation Biology uses a multidisciplinary approach to study how to best maintain the earth's biodiversity and functioning ecosystems. We examine human impacts on biodiversity and ecosystem function and discuss how to develop practical approaches for mitigating those impacts. We start the semester by assessing the current human footprint on global resources, asking questions about what we are trying to preserve, why we are trying to preserve it, and how we can accomplish our goals. We critically examine the assumptions made by conservation biologists throughout, using case studies from around the world to explore a range of perspectives. Discussion topics include conservation in an agricultural context, the efficacy of marine protected areas, the impact of climate change on individual species and preserve design, restoration ecology, the consequences of small population

sizes, conservation genetics, the impacts of habitat fragmentation and invasive species, and urban ecology. Ms. Ronsheim.

Recommended courses: Biology 241, 208, or 226, ESCI 161, Geography 260, 224, or 356; or permission of the instructor

**353b. Bioinformatics** (1)  
(Same as Computer Science 353b) DNA is the blueprint of life. Although it's composed of only four nucleotide "letters" (A, C, T, G), the order and arrangement of these letters in a genome gives rise to the diversity of life on earth. Thousands of genomes have been partially sequenced, representing billions of nucleotides. How can we reach this vast expanse of sequence data to find patterns that provide answers to ecological, evolutionary, agricultural, and biomedical questions? Bioinformatics applies high-performance computing to discover patterns in large sequence datasets. In this class students from biology and computer science work together to formulate interesting biological questions and to design algorithms and computational experiments to answer them. Ms. Schwarz and Mr. Smith.

To register for this course students must satisfy either the biology or computer science prerequisites, but not both.

Prerequisites: Biology 238, 244, 281, or permission of the instructor.

Prerequisites: Computer Science 203 or permission of the instructor.

**355b. Ecology and Evolution of Sexual Reproduction** (1)  
Sex: "nothing in life is more important, more interesting — or troublesome." This quotation from Olivia Judson, Ph.D., (a.k.a. Dr. Tatiana) is just one recent example of the long-standing fascination that ecologists and evolutionary biologists have had with sexual reproduction. This course begins with the question: What is sex? We then examine the current status of competing hypotheses for the evolution of sex, and then turn our attention to the myriad ecological and evolutionary consequences of sexual reproduction. We consider such questions as: Why are there only two sexes? Why do males and females look and behave differently? When is it advantageous to produce more sons than daughters (or vice versa)? When is it advantageous to be a hermaphrodite or to change sex? To address such questions in a biologically rigorous way, we need to draw on a wide range of theoretical work and empirical evidence from cellular and molecular biology, genetics, developmental biology, ecology, and evolutionary biology. Mr. Schlessman.

Prerequisites: At least two 200-level biology courses, including Biology 208, 226, 238, or 241, 281; or permission of the instructor.

**356a. Aquatic Ecology** (1)  
A consideration of freshwater, estuarine, and marine habitats that examines material and energy fluxes through aquatic systems; physiological aspects of primary production; the biogeochemical cycling of nutrients; adaptations of organisms to physical and chemical aspects of aquatic environments; biological processes that structure selected communities; and the role of aquatic habitat in global change phenomena. Mr. Pregall.

**370a. Immunology** (1)  
An examination of the immune response at the cellular and molecular levels. Topics include innate immunity, the structure, function, and synthesis of antibodies; transplantation and tumor immunology; immune tolerance; allergic responses; and immune deficiency diseases. Mechanisms for recognition; communication; and cooperation between different classes of lymphocytes in producing these various responses are stressed, as are the genetic basis of immunity and the cellular definition of "self" which makes each individual unique. Mr. Esteban, Ms. Collins.

Prerequisite: Chemistry 244 or permission of instructor; Biology 218, 238, 244, 272, or 281 recommended.

**381b. Topics in Ecosystem Ecology - Ecosystem Structure and Function** (1)  
(Same as Environmental Science 381b)

Ecosystems are complex systems, where biotic and abiotic factors interact to create the world we see around us. Understanding the nature of ecosystems is fundamental to understanding how disturbance and change in a dynamic world will influence ecosystem stability. This is especially critical as we enter the Anthropocene; a time in our planet's history where one species, modern humans, dominate. Major changes brought about by increased human activity include changing climate regimes, invasive species spread and biodiversity loss. This course explores how ecosystems, both aquatic and terrestrial, are assembled (structured) and how different ecosystems process energy and matter (function). We use our understanding of structure and function to explore how different ecosystems respond to changes in the environment (including climate change, invasive species introductions, loss of biodiversity and pollution). A class project will explore an ecosystem scale problem, and students will develop a plan for effectively communicating the scientific understanding of the problem to multiple stakeholders. Ms. Christenson

Prerequisite: Biology 241.

**[382a. The Life Aquatic: Vertebrates] (1)**

The first vertebrates evolved in water, and those founding fish have left their mark on all of their descendants. One group, tetrapods, evolved limbs and fingers in water and only then did some of their descendants become land-living vertebrates. Many lineages of terrestrial tetrapods, in turn, have re-evolved a partial or complete aquatic lifestyle: witness whales, plesiosaurs, marine turtles, and seals, to name a few taxa. We examine the possible evolutionary circumstances that might have driven these major events: (1) the origin of the first vertebrates, (2) the origin of terrestrial vertebrates, and (3) the origin of secondarily-aquatic vertebrates. To test adaptation hypotheses, we study and employ topics and techniques such as comparative physiology, comparative anatomy, population genetics, phylogenetic analysis, and biomechanical modeling. Mr. Long.

Not offered in 2011/12.

**383a. Hormones and Behavior (1)**

This course is a comparative examination of hormones and behavior in animals. We take an evolutionary approach to this topic by emphasizing (1) the common selective pressures that act on all animals and the common hormonal and behavioral responses to these pressures, and (2) how extreme selective pressures drive the evolution of unique mechanisms in the field of behavioral endocrinology. Half lecture, half student led discussions from the primary literature. Ms. Duncan.

Prerequisite: Two units of 200-level biology

Two 75-minute periods.

**[387b. Symbiotic Interactions] (1)**

From the evolution of eukaryotic cells to the creation of entire ecosystems, endosymbiosis is a driving force in biology. This course provides an integrative perspective on host-symbiont interactions in diverse endosymbioses. We spend the first half of the semester examining the critical roles of symbiosis in ecology, evolution, and human systems. Then, we examine the underlying cellular and molecular processes that lead to an integrated host-symbiont partnership, for example mechanisms of host-symbiont recognition, regulation of nutrient exchange, and genomic interactions. Ms. Schwarz.

Prerequisites: Biology 205 Microbiology, 218, 238 Genetics, or Biology 244 Genomics.

Two 2-hour classes per week.

Not offered in 2011/12.

**388b. Virology (1)**

Viruses cause significant diseases in humans, such as AIDS, influenza, and ebola. On the edge between living and non-living things, viruses invade, take over and alter cells in order to reproduce and transmit. Virus structure, replication and pathogenesis, major viral diseases, the immune response to viruses, and vaccination are major topics of discussion. Mr. Esteban.

Prerequisites: 2 units of 200-level biology, including one of Biol-

ogy 205, 218, 238, 244, 272, 281; or permission from instructor.

Two 2-hour classes per week.

**399a or b. Senior Independent Work (½ or 1)**

Execution and analysis of a field, laboratory, or library study. The project, to be arranged with an individual instructor, is expected to have a substantial paper as its final product.

Permission of instructor is required.

## Chemistry Department

**Professor:** Miriam Rossi, **Associate Professors:** Marianne H. Begemann (and Associate Dean of the Faculty), Stuart L. Belli, Eric Eberhardt, Sarjit Kaur<sup>b</sup>, Christopher J. Smart, Joseph M. Tanski (Chair); **Assistant Professors:** Zachary Donhauser, Teresa A. Garrett, Alison Keimowitz<sup>b</sup>; **Senior Lecturer:** David Nellis; **Adjunct Assistant Professors:** Jennifer B. Herrera, Evelyn Voura, David Weetman; **Adjunct Instructors:** Frank Guglieri, Catherine Kim, Jerome J. Perez; **Post Doctoral Fellow:** Emily C. Mundorff.

**Requirements for Concentration:** A total of 12 units of Chemistry or equivalent as approved by the department, to include:

Chemistry 108/109 OR Chemistry 125 (2 or 1 unit)

Chemistry 244 /245 (2 units)

Chemistry 350 (1 unit)

Chemistry 352 (1 unit)

Chemistry 362 (1 unit)

Chemistry 372 /373 (2 units)

Chemistry 300 (1 unit)

Two 300-level electives (2 units) (Chemistry 272 may be substituted for a 300-level elective)

### Other required courses:

Math 121/122 or the equivalent

Physics 113/114 or the equivalent

Ungraded work does not count towards the 12 required units. No courses required for a concentration in chemistry may be elected as NRO. Chemistry 272 may be substituted for a 300 level elective and one 300 level elective must be taken in the senior year.

**Recommendations:** A reading knowledge of French, German, Russian, or Japanese, and courses in allied sciences. Students who wish to graduate with certification by the American Chemical Society should consult the department. Entering students who plan to concentrate in chemistry are advised to elect both chemistry and mathematics in the freshman year and physics in the freshman or sophomore year.

**Teaching Certification:** Students who wish to obtain secondary certification in Chemistry should consult both the Chemistry and Education Departments for appropriate course requirements.

**Requirements for M.A.:** The candidate must satisfy all requirements for the B.A. degree as described above. In addition, 8 units of advanced work are required as follows: 3 to 5 units of 300-level courses; 2 units of 400-level courses; 1 to 3 units will be credited for the thesis, which will be based on a research project normally carried out during the fourth year. Chemistry 326, 342, 357, or 450, must be included among the advanced courses elected to fulfill the requirements. For students selecting thesis research in biochemistry or an interdisciplinary area, advanced courses in biology, biochemistry, mathematics, and physics may, with the permission of the adviser, be substituted for some of the required courses in chemistry. Further information regarding the thesis may be found in the separate publication, "Graduate Study in Chemistry at Vassar College." Consult the chair in the department.

**Advisers:** Class of 2012, Mr. Smart; Class of 2013, Ms. Keimowitz; Class of 2014, Mr. Belli; Correlate Sequence, Ms. Kaur.

**Correlate Sequence in Chemistry:** A correlate sequence in chemistry provides students interested in careers ranging from public health to patent law an excellent complement to their major field of study. The chemistry correlate sequence is designed to combine a basic foundation in chemistry with the flexibility to choose upper-level chemistry courses relevant to the student's particular interests. Students considering careers in such areas as art conservation, public policy relating to the sciences, scientific ethics, archeochemistry, the history of science, law or public health may benefit from a course of study in chemistry. This correlate is not intended for students majoring in closely related disciplines, such as biology or biochemistry, and therefore not more than one course can be credited towards both the correlate and the student's major. The correlate consists of 6 1/2 units distributed as follows:

**Required Courses:** (Units)

General Chemistry with lab (Chemistry 108/109) (2)

or

Chemical Principles with lab (Chemistry 125) (1)

Organic Chemistry with lab (Chemistry 244/245) (2)

Minimum of two classes from the following: (2)

Chemistry 272 Biochemistry or  
Chemistry 255 Science of Forensics  
Chemistry 323 Protein Chemistry  
Chemistry 326 Inorganic Chemistry  
Chemistry 342 Organic Chemistry  
Chemistry 350 Physical Chemistry: Thermodynamics and Chemical Kinetics

Chemistry 352 Physical Chemistry: Molecular Structure

Chemistry 357 Chemical Physics

Chemistry 362 Instrumental Analysis (1)

One half unit of laboratory work at the advanced level: (1/2)  
(Completion of chemistry 362 from the previous list satisfies this requirement)

Chemistry 298 Independent Research  
Chemistry 365 Spectrometric Identification of Organic Compounds

Chemistry 370 Advance Laboratory

Chemistry 372/373 Integrated Laboratory (2)

## I. Introductory

**108a. General Chemistry** (0 or 1)

This course covers fundamental aspects of general chemistry, including descriptive chemistry, chemical reactions, stoichiometry, atomic and molecular structure, states of matter, properties of solutions, thermodynamics, kinetics, equilibria, electrochemistry, and nuclear chemistry. Most of the work is quantitative in nature. The department.

Year long course 108/109.

Three 50-minute lectures; one 4-hour laboratory.

**109b. General Chemistry** (0 or 1)

This course covers fundamental aspects of general chemistry, including descriptive chemistry, chemical reactions, stoichiometry, atomic and molecular structure, states of matter, properties of solutions, thermodynamics, kinetics, equilibria, electrochemistry, and nuclear chemistry. Most of the work is quantitative in nature. The department.

Year long course 108/109.

Three 50-minute lectures; one 4-hour laboratory.

**125a. Chemical Principles** (0 or 1)

This course is designed to cover the important aspects of general chemistry in one semester. Selected topics are presented at an accelerated rate for students with a strong chemistry background. The material covered includes chemical reactions, stoichiometry, atomic and molecular structure, and general chemical physics, emphasizing the fundamental aspects of and connections between equilibria, electrochemistry, thermodynamics, and kinetics. The department.

Sophomores, juniors, and seniors by permission of instructor.

Three 50-minute lectures; one 4-hour laboratory.

**135b. Introduction to Forensic Chemistry** (1)

Forensic chemistry is the application of chemistry in the study of evidence in criminal or civil cases. This course covers underlying chemistry concepts and scientific methods as applied to the study of the forensic evidence. An introductory level of organic and polymer chemistry relevant to the study of forensic evidence is also included. Students apply modern analytical methods in the study of glass samples, fingerprints, hair and fibers, paints, drugs, trace metals, and arson investigations. The analytical methods include thin layer chromatography (TLC), infrared (IR) spectroscopy, gas chromatography, GCMS, inductively coupled plasma (ICP), and

<sup>b</sup> Absent on leave, second semester.

X-ray fluorescence (XRF). The format of the course is based on lectures, laboratory exercises, case study discussions, and several guest speakers on select topics in forensics science. Ms. Kaur.

#### 145b. Chemistry Research Techniques (½ or 1)

This course provides an introduction to modern research instrumentation and techniques in chemistry through multiple-week laboratory projects. Students get experience with the use of advanced instrumentation, and in interpreting and analyzing the experimental results. Topics may include: structural characterization with X-ray crystallography; materials analysis with scanning probe microscopies; polymer synthesis and characterization; synthesis and characterization of nanomaterials; computational chemistry to perform theoretical ab initio calculations and computer modeling of biomolecules. The department.

Prerequisite: Chemistry 125.

Enrollment by permission of instructors.

One 50-minute lecture; one 4-hour lab period.

#### 146. The Culture and Chemistry of Cuisine (1)

(Same as Science Technology and Society 146b) A basic biological need of all organisms is the ability to acquire nutrients from the environment; humans accomplish this in many creative ways. Food is an important factor in societies that influences population growth, culture, migration, and conflict. Humans discovered the science and art of food preparation, topics that are explored in this course, not in a single step but rather as an evolving process that continues to this day. This course develops the basic chemistry, biochemistry and microbiology of food preparation; explores the biochemical basis of certain nutritional practices; covers social and political aspects of foods throughout world history. It covers controversies like genetically modified organisms, the production of high-fructose corn syrup, and the historic role of food commodities such as salt, rum, and cod in the world economy. Course topics are explored through lectures, student presentations, and readings from both popular and scientific literature. The course includes a few laboratories to explore the basic science behind food preparation. Ms. Rossi, Mr. Jemiolo.

#### 198a or b. Freshmen Independent Research (½)

Students perform independent chemistry research under the direction of a faculty member of their choosing. Attendance at regularly scheduled department seminars/events is required to satisfactorily complete the course. The department.

Open only to freshmen.

## II. Intermediate

#### 244a. Organic Chemistry: Structure and Properties (0 or 1)

An introduction to the structure of organic molecules and to their nomenclature. Among the properties of organic compounds, shape, charge distribution, and spectroscopic properties are emphasized. Laboratory work includes isolation, physical transformations and identification of organic compounds including the application of gas chromatography and infrared and nuclear magnetic resonance spectroscopy. The department.

Prerequisite: Chemistry 109 or 125.

Three 50-minute lectures; one 4-hour laboratory.

#### 245b. Organic Chemistry: Reactions and Mechanisms (0 or 1)

A study of the reactions of organic compounds from a mechanistic point of view. Laboratory work includes synthesis, qualitative analysis, and quantitative investigation of reaction rates and equilibria which emphasize mechanistic considerations. The department.

Prerequisite: Chemistry 244.

Three 50-minute lectures; one 4-hour laboratory.

#### [255a or b. Science of Forensics] (1)

(Same as Biology 255 and Science, Technology, and Society 255) Science of forensics is the application of scientific principles and methodology in the study and evaluation of evidence associated with criminal and civil cases. In this course, several science disciplines

are explored as applied to forensics science. Topics include crime scene investigation, introduction to law of evidence, finger-printing analysis, analytical methods to characterize organic and inorganic compounds, forensic toxicology, principles of serology and DNA profiling, and introduction to forensic pathology, entomology and anthropology. The format of the course includes lectures, laboratory exercises, case studies, guest speakers from the forensics field, and a visit to a forensics laboratory. Ms. Kaur and instructor to be announced.

Prerequisites: Chemistry 244 or permission of the instructor.

Two 50-minute lectures; one 3.5-hour laboratory.

Not offered in 2011/12.

#### 270b. Computational Methods in the Sciences (½)

(Same as Physics 270)

#### 272b. Biochemistry (1)

(Same as Biology 272b)

Prerequisites: Introductory Biology and Chemistry 244.

#### 275b. Computational Methods in Chemistry (½)

This course introduces several molecular modeling methods in computational chemistry (molecular mechanics, semi-empirical and ab-initio methods, and density functional theory) to study geometries, properties, and reactivities of organic compounds; an introductory level of theory is presented to delineate the basis of these molecular modeling methods. The course also includes computational laboratory exercises to supplement concepts covered in lectures, and project-based exercises to explore applications of computational methods in the study of chemical systems.

Prerequisite: Chemistry 245 or permission of instructor.

#### 290. Field Work (½ or 1)

#### 297a. Reading Course (½)

#### 298a or b. Independent Research (½ or 1)

Students perform independent chemistry research under the direction of a faculty member of their choosing. Attendance at regularly scheduled department seminars/events is required to satisfactorily complete the course. The department.

## III. Advanced

#### 300a or b. Senior Thesis (1)

#### 323a. Protein Chemistry (1)

A detailed study of the structure and function of proteins. Structure determination, mechanisms of catalysis and regulation, and the interactions of enzymes in complex systems are treated. The department.

Prerequisite: Chemistry 350 (may be corequisite), or 272.

#### 324a. Molecular Biology (1)

(Same as Biology 324a)

#### 326a. Inorganic Chemistry (1)

An introduction to structure and reactivity of inorganic, coordination, and organometallic compounds, including the following topics: chemical applications of group theory, atomic and molecular structure, theories of bonding, the solid state, coordination chemistry, inorganic reaction mechanisms, and organometallic chemistry. A laboratory portion of this class includes selected experiments which reinforce these concepts. The department.

Prerequisite: Chemistry 352, or permission of instructor.

#### 342b. Advanced Organic Chemistry (1)

Selected topics in organic chemistry such as stereochemistry, conformational analysis, carbanions, carbocations, radicals, kinetic and thermodynamic control of reactions, mechanisms, synthesis. The department.

Prerequisites: Chemistry 245, 350, or permission of



instructor.

**350b. Physical Chemistry: Thermodynamics and Chemical Kinetics (1)**

Equations of state for gases; the laws of thermodynamics; solutions and phase equilibria; chemical equilibrium and chemical kinetics. The department.

Prerequisites: Chemistry 245; Physics 113, 114; Mathematics 121/122 or 125.

**352a. Physical Chemistry: Molecular Structure (1)**

Introductory wave mechanics and bonding theories; electrical and magnetic properties of molecules; spectroscopy; statistical mechanics. The department.

Prerequisites: Chemistry 245; Physics 113, 114; Mathematics 121/122 or 125.

**357. Chemical Physics (1)**

The course includes selected topics which are of interest to chemistry majors as well as biochemistry and physics majors. Possible topics include applications of group theory, interaction of radiation with matter, molecular spectroscopy, reaction kinetics, reaction rate theory, and statistical mechanics. The material covered in any particular semester depends on the mutual interests of the instructor and the students. The department.

Prerequisites: Chemistry 350 and 352 or by permission of instructor.

**362b. Instrumental Analysis (1)**

An introduction to chemical analysis, this course covers the theoretical and practical aspects of spectroscopic, electrochemical, and chromatographic methods, including topics in instrumentation, statistics, and chemometrics. The department.

Prerequisite: Chemistry 245 or permission of instructor.  
Includes one 4-hour laboratory.

**365. Spectrometric Identification of Organic Compounds (½)**

This course focuses on the use of modern analytical instrumentation to identify unknown organic compounds. Students get extensive hands-on experience using Nuclear Magnetic Resonance Spectroscopy (NMR) ( $^1\text{H}$ ,  $^{13}\text{C}$ , DEPT, COSY, HETCOR), Fourier Transform Infrared Spectroscopy (FTIR), and Gas Chromatography/Mass Spectrometry (GC/MS). Working with weekly unknowns, students learn to interpret spectra and assemble the data necessary to support both a formula and structure determination. The department.

Prerequisite: Chemistry 245.  
One 4-hour laboratory.

**370a or b. Advanced Laboratory (½)**

Advanced laboratory work may be elected in the field of organic, analytical, physical, inorganic, biochemistry, or environmental chemistry. The department.

Prerequisite or corequisite: a 300-level course in the pertinent field.

One 4-hour laboratory.

**372a. Integrated Chemistry Laboratory (1)**

This course provides a comprehensive laboratory experience in chemistry. Selected experiments teach advanced chemistry techniques and reinforce principles introduced in 300 level chemistry courses. The course exposes students to chemistry as an integrated subject, tying together the sub-disciplines that are traditionally offered as independent courses. This includes: instrumental analysis, physical chemistry, biochemistry, environmental, organic chemistry and inorganic chemistry. The department.

**373b. Integrated Chemistry Laboratory (1)**

This course provides a comprehensive laboratory experience in chemistry. Selected experiments teach advanced chemistry techniques and reinforce principles introduced in 300 level chemistry courses. The course exposes students to chemistry as an integrated subject, tying together the sub-disciplines that are traditionally offered as independent courses. This includes: instrumental analysis, physical chemistry, biochemistry, environmental, organic chemistry and inorganic chemistry. The department.

ferred as independent courses. This includes: instrumental analysis, physical chemistry, biochemistry, environmental, organic chemistry and inorganic chemistry. The department.

**375b. Aquatic Chemistry (½)**

(Same as Environmental Studies 375b) This course explores the fundamentals of aqueous chemistry as applied to natural waters. The global water cycle and major water resources are introduced. Principles explored include: kinetics and thermodynamics, atmosphere-water interactions, rock-water interactions, precipitation and dissolution, acids and bases, oxidation and reduction, and nutrient and trace metal cycling. Ms. Spodek.

Prerequisites: Chemistry 245; Physics 113, 114; Mathematics 121/122 or 125 or permission of the instructor.

**382b. Special Topics in Organic Chemistry: Introduction to Polymer Chemistry (1)**

Properties and uses of selected polymers (thermally stable, conducting, and biodegradable). This course includes organic and kinetic aspects of polymerizations, characterization techniques for structure determination, thermal and mechanical properties, and measurement of molecular weight and distribution. Laboratory techniques and experiments leading to synthesis, characterization and physical properties of selected polymers (synthesized or commercially available polymers) are emphasized. The department.

Prerequisites: Chemistry 244/245 or permission of instructor.  
Two 50-minute lectures; one 4-hour laboratory.

**399. Senior Independent Research (1/2 or 1)**

Students perform independent chemistry research under the direction of a faculty member of their choosing. Attendance at regularly scheduled department seminars/events is required to satisfactorily complete the course. The department.

Open only to seniors.

## Chinese and Japanese Department

**Professors:** Peipei Qiu, Bryan Van Norden, **Associate Professors:** Hiromi Tsuchiya Dollase (Chair), Wenwei Du<sup>b</sup>, Haoming Liu, **Adjunct Instructors:** Yuko Matsubara, Anne Parries.

**Requirements for Chinese or Japanese Concentration:** 13 units (12 units if the student starts language study from the Chinese or Japanese 106 or 205 level, 11 units if the student starts language study from Chinese or Japanese 206 or above) chosen from the Chinese-Japanese curriculum, including the required Chinese-Japanese 120, Chinese/Japanese 305-306, and four additional content courses. At least two of the content courses must be at the 300-level. (Both Chinese/Japanese 350 and 351 can be counted toward the major as content courses, but only one can be counted toward the 300-level content course requirement.) At most one non-departmental course from the approved course list can be taken to fulfill the major if beginning at the 105 level; at most two non-departmental courses from the approved list may be taken to fulfill the major if starting language study at the 106 level or higher. NRO option is not allowed after the declaration of major for courses counted toward the major. Courses that are only offered pass/fail (such as Independent Study and Field Work) cannot count toward the major. Majors are encouraged to take Chinese-Japanese 120 as early as possible. For students seeking to double major in Chinese and Japanese, no more than two units may be double counted.

**Junior Year Abroad and summer courses** may substitute for the required courses with department approval. The department strongly encourages students to study abroad in China or Japan and commits to providing the students with supervised study away programs. The courses of Vassar's summer programs in China and Japan are equivalent to their respective on-campus courses.

**Honors' Requirements:** Students who wish to be considered for departmental honors must complete a thesis or project of sufficient quality. A thesis is normally written in both semesters of the senior year. A senior project may be done either as a one-unit course in one semester, or a half-unit course in each of two semesters.

**Requirements for the Correlate Sequence in Chinese or Japanese:** 6 units chosen from among Chinese 160/360 and Chinese or Japanese 105, 106, 205, 206, 298, 305, 306, 350, 351, and 399; at least 5 units must be taken above the 100-level and two courses must be taken at the 300-level. Junior Year Abroad and summer courses may be substituted, but only with prior departmental approval, and at least 4 units must be taken at Vassar. Courses available for letter grades must be taken for letter grades.

**Departmental courses are arranged in three groups:** 1) courses in Chinese-Japanese literary and cultural studies (CHJA); 2) courses in Chinese language and literary/cultural studies (CHIN); and 3) courses in Japanese language and literary/cultural studies (JAPA).

### Chinese-Japanese (CHJA)

#### I. Introductory

120b. Introduction to Chinese and Japanese Literature (1)  
Open to all students. Ms. Dollase.

#### II. Intermediate

250. Special Topics in Chinese and Japanese Literature/Culture (1)  
Topics vary each year. Can be repeated for credit when a new topic is offered.

Possible topics include:

*Experiencing the Other: Representation of Each Other in Chinese and Western Literature since the Eighteenth Century.*

*Masterpieces of Classical Japanese Literature.*

*Introduction to Chinese Literature: Poetry and Fiction.*

*Japanese Poetry.*

290a or b. Field Work (½ or 1)  
One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.  
Prerequisite: 2 units of Chinese or Japanese.

298a or b. Independent Study (½ or 1)  
One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.  
Prerequisite: 2 units of Chinese or Japanese.

### III. Advanced

300a. Senior Thesis (½)  
Open only to majors. The department.  
Year long course 300-301.  
Permission required.

301b. Senior Thesis (½)  
Open only to majors. The department.  
Year long course 300-301.  
Permission required.

302a or b. Senior Project (1)  
Open only to majors. One-unit project done in one semester. The department.  
Permission required.

303a. Senior Project (½)  
Open only to majors. One-unit project done in two semesters. The department.  
Year long course 303-304.  
Permission required.

304b. Senior Project (½)  
Open only to majors. One-unit project done in two semesters. The department.  
Year long course 303-304.  
Permission required.

350a. Seminar in Chinese Philosophy: Comparative Methodology (1)  
(Same as Philosophy 350a) This course explores some of the methodical issues raised by the prospect of one culture understanding and making judgments about another. The effort to understand another culture raises fundamental issues about the nature of rationality, ethics, and truth. Consequently, this course is structured around the three major approaches to these issues in the contemporary world: Modernism, Postmodernism and Hermeneutics. Very roughly, these three approaches argue over whether rationality, truth, and ethics are universal (Modernism), incommensurable (Postmodernism) or historical and dialogical (Hermeneutics). Requirements include regular class participation that shows familiarity with the readings and many brief essays. Mr. Van Norden.

[361. Chinese and Japanese Drama and Theatre] (1)  
(Same as Drama 361) A study of Chinese and Japanese culture and society through well-known dramatic genres—*zaju*, *chuanqi*, *kunqu*, Beijing Opera, modern Spoken Drama, *noh*, *kyogen*, *bunraku*, *kabuki*, and New Drama; a close reading of selected plays in English translation. Scheduled films of performances convey Chinese and Japanese theatrical conventions and aesthetics. Discussions focus on major themes based on research presentations. All readings and discussions are in English. Mr. Du.  
Prerequisite: one 200-level course in language, literature, culture, drama or Asian Studies, or permission of instructor.  
Not offered in 2011/12.

362a. Women in Japanese and Chinese Literature (1)  
(Same as Asian Studies 362a. and Women's Studies 362a) An intercultural examination of the images of women presented in Japanese and Chinese narrative, drama, and poetry from their early

<sup>b</sup> Absent on leave, second semester.

emergence to the modern period. While giving critical attention to aesthetic issues and the gendered voices in representative works, the course also provides a comparative view of the dynamic changes in women's roles in Japan and China. All selections are in English translation. Ms. Qiu.

Prerequisite: one 200-level course in language, literature, culture or Asian Studies, or permission of instructor.

### 363b. Seminar in Transcending the Limit: Literary Theory (1) in the East-West Context

This course examines various traditional and contemporary literary theories with a distinct Asianist—particularly East Asianist—perspective. At least since the eighteenth century, Western theoretical discourse often took into serious consideration East Asian literature, language and civilization in their construction of “universal” theoretical discourses. The comparative approach to literary theory becomes imperative in contemporary theoretical discourse as we move toward ever greater global integration. Selected theoretical texts from the I Ching, Hegel, Genette, Barthes, Derrida, Todorov, and Heidegger as well as some primary literary texts are among the required readings. All readings are in English. Mr. Liu.

Prerequisite: one literature course or permission of instructor.

### 399a or b. Senior Independent Work (½ or 1)

One-half or one unit of credit given only in exceptional cases and by permission of the Chair. Offered only pass/fail.

Prerequisite: 4 units of Chinese or Japanese. The department.

## Chinese (CHIN)

### I. Introductory

#### 105a. Elementary Chinese (1.5)

An introduction to Mandarin Chinese (*putong hua* or *guo yu*). While the approach is aural-lingual, reading and writing skills are introduced early in the program. The two semesters cover about 700 characters. Grammatical analysis, pattern drills, and conversational practices are stressed throughout. Mr. Du.

Year long course 105-106.

Open to all students.

Five 50-minute periods.

#### 106b. Elementary Chinese (1.5)

An introduction to Mandarin Chinese (*putong hua* or *guo yu*). While the approach is aural-lingual, reading and writing skills are introduced early in the program. The two semesters cover about 700 characters. Grammatical analysis, pattern drills, and conversational practices are stressed throughout. The department.

Year long course 105-106.

Open to all students.

Five 50-minute periods.

### [160. Introduction to Classical Chinese] (1)

This course is an introduction to Classical Chinese (the Chinese equivalent of Latin) for students with no previous training or background in Chinese. Classical Chinese is the literary language in which almost all of Chinese literature was written prior to the twentieth century. This course introduces students to the rudiments of reading Classical Chinese, with an emphasis on early Chinese philosophical texts. No previous background in Chinese language, history, or culture is required. Among the texts to be studied are passages from the sayings of Confucius and Taoist works. Mr. Van Norden.

Open to all students.

Does not satisfy the foreign language proficiency requirement.

Not offered in 2011/12.

## II. Intermediate

### 205a. Intermediate Chinese (1.5)

Further practice in conversation and learned patterns; acquisition of new grammatical structures, vocabulary, and about 700 additional characters. Emphasis on communicative skills in listening, speaking, reading, and writing. The department.

Year long course 205-206.

Prerequisite: Chinese 105-106 or permission of instructor.

Five 50-minute periods.

### 206b. Intermediate Chinese (1.5)

Further practice in conversation and learned patterns; acquisition of new grammatical structures, vocabulary, and about 700 additional characters. Emphasis on communicative skills in listening, speaking, reading, and writing. The department.

Year long course 205-206.

Prerequisite: Chinese 105-106 or permission of instructor.

Five 50-minute periods.

### [214. The Tumultuous Century: Twentieth-Century Chinese Literature] (1)

(Same as Asian Studies 214) This is a survey/introduction to the literature of China from the late Qing Dynasty through the present day. Texts are arranged according to trends and schools as well as to their chronological order. Authors include Wu Jianren, Lu Xun, Zhang Ailing, Ding Ling, Mo Yan and Gao Xingjian. All major genres are covered but the focus is on fiction. A few feature films are also included in association with some of the literary works and movements. No knowledge of the Chinese language, Chinese history, or culture is required for taking the course. All readings and class discussions are in English. Mr. Liu.

Prerequisite: one course in language, literature, culture or Asian Studies, or permission of instructor.

Not offered in 2011/12.

### [218. Chinese Popular Culture] (1)

The course analyzes contemporary Chinese entertainment and popular culture. It provides both historical coverage and grounding in various theoretical and methodological problems. Topics focus on thematic contents and forms of entertainment through television, radio, newspaper, cinema, theatre, music, print and material culture. The course also examines the relations between the heritage of traditional Chinese entertainment and the influences of Western culture. All readings and class discussions are in English. Mr. Du.

Prerequisite: one course in language, literature, culture, film, drama, or Asian Studies, or permission of instructor.

Not offered in 2011/12.

### [220. Chinese Film and Contemporary Fiction] (1)

(Same as Film 220) An introduction to Chinese film through its adaptations of contemporary stories. Focus is on internationally well-known films by the fifth and sixth generation of directors since the late 1980s. Early Chinese films from the 1930s to the 1970s are also included in the screenings. The format of the course is to read a series of stories in English translations and to view their respective cinematic versions. The discussions concentrate on cultural and social aspects as well as on comparison of themes and viewpoints in the two genres. The interrelations between texts and visual images are also explored. Mr. Du.

Prerequisite: one course in language, literature, culture, film, drama, or Asian Studies, or permission of instructor.

Not offered in 2011/12.

### 290a or b. Field Work (½ or 1)

One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.

Prerequisite: 2 units of Chinese.

**298a or b. Independent Study** (½ or 1)  
One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.  
Prerequisite: 2 units of Chinese.

### III. Advanced

**300a. Senior Thesis** (½)  
Open only to majors. The department.  
Year long course 300-301.  
Permission required.

**301b. Senior Thesis** (½)  
Open only to majors. The department.  
Year long course 300-301.  
Permission required.

**302a or b. Senior Project** (1)  
Open only to majors. One-unit project done in one semester. The department.  
Permission required.

**303a. Senior Project** (½)  
Open only to majors. One-unit project done in two semesters. The department.  
Year long course 303-304.  
Permission required.

**304b. Senior Project** (½)  
Open only to majors. One-unit project done in two semesters. The department.  
Year long course 303-304.  
Permission required.

**305a. Advanced Chinese** (1)  
Intensive instruction in the reading of Chinese language materials, reflecting aspects of a changing China. Emphasis is on communicative skills. Mr. Liu.  
Prerequisite: Chinese 205-206 or permission of instructor.

**306b. Advanced Chinese** (1)  
Intensive instruction in the reading of Chinese language materials, reflecting aspects of a changing China. Emphasis is on communicative skills. Mr. Liu.  
Prerequisite: Chinese 205-206 and 305 or permission of instructor.

**350a. Advanced Readings in Chinese: Genres and Themes** (1)  
This course is equivalent to a fourth-year Chinese course or beyond, and may be repeated for credit if topic changes. The course aims to further develop the advanced students' speaking, reading and writing proficiency. The course explores different genres of texts from various journalistic and literary writings. Readings are arranged according to thematic topics. Course discussions and lectures are conducted in Chinese. The department.  
Prerequisite: Chinese 306 or permission of instructor.

**351b. Advanced Readings of Original Literary Works** (1)  
This course is equivalent to a fourth-year Chinese course or beyond, and may be repeated for credit if topic changes. This course involves close reading of a single literary work of an extensive length, shorter texts of a single author, or texts which have a common thematic interest. Emphasis is on *baihua* literature while samples of semi-wenyan texts are introduced. Through close reading and classroom discussion of the material, students are trained to approach authentic texts with linguistic confidence and useful methods. Course discussions and lectures are conducted in Chinese. The department.  
Prerequisite: Chinese 306 or permission of instructor.

**[360. Classical Chinese]** (1)  
This course is for students with at least two years of modern Chinese or the equivalent. It introduces students to the rudiments of

reading *Wenyan*, or Classical Chinese (the Chinese equivalent of Latin), with an emphasis on early Chinese philosophical texts. In addition to learning Classical Chinese, students in this course work with and are tested on modern Chinese translations of the classical texts. Mr. Van Norden.

Prerequisite: Chinese 205-206 or equivalent.  
Not offered in 2011/12.

**399a or b. Senior Independent Work** (½ or 1)  
One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.  
Prerequisite: 4 units of Chinese.

## Japanese (JAPA)

### I. Introductory

**105a. Elementary Japanese** (1.5)  
An introduction to modern Japanese. Students develop communicative skills based on the fundamentals of grammar, vocabulary and conversational expressions. Emphasis is placed on both oral and written proficiency. The course introduces *hiragana* and *katakana* syllabaries as well as approximately 150 kanji (Chinese characters). Ms. Dollase.  
Year long course 105-106.  
Open to all students.  
Five 50-minute periods.

**106b. Elementary Japanese** (1.5)  
An introduction to modern Japanese. Students develop communicative skills based on the fundamentals of grammar, vocabulary and conversational expressions. Emphasis is placed on both oral and written proficiency. The course introduces *hiragana* and *katakana* syllabaries as well as approximately 150 *kanji* (Chinese characters). Ms. Matsubara.  
Year long course 105-106.  
Open to all students.  
Five 50-minute periods.

### II. Intermediate

**205a. Intermediate Japanese** (1.5)  
This course puts equal emphasis on the further development of oral-aural proficiency and reading-writing skills with an intense review of basic grammar as well as an introduction of more advanced grammar, new vocabulary, expressions, and another 350 *kanji* (Chinese characters). Ms. Qiu.  
Year long course 205-206.  
Prerequisite: Japanese 105-106 or permission of instructor.  
Five 50-minute periods.

**206b. Intermediate Japanese** (1.5)  
This course puts equal emphasis on the further development of oral-aural proficiency and reading-writing skills with an intense review of basic grammar as well as an introduction of more advanced grammar, new vocabulary, expressions, and another 350 *kanji* (Chinese characters). Ms. Qiu.  
Year long course 205-206.  
Prerequisite: Japanese 105-106 or permission of instructor.  
Five 50-minute periods.

**[222. Narratives of Japan: Fiction and Film]** (1)  
(Same as Asian Studies and Media Studies 222b) This course examines the characteristics of Japanese narratives in written and cinematic forms. Through selected novels and films that are based on the literary works or related to them thematically, the course explores the different ways in which Japanese fiction and film tell a story and how each work interacts with the time and culture that produced it. While appreciating the aesthetic pursuit of each author or film director, attention is also given to the interplay of tradition and modernity in the cinematic representation of the literary masterpieces and themes. No previous knowledge of Japanese language is required. Ms. Qiu.

Prerequisite: one course in language, literature, culture, film or Asian Studies, or permission of instructor.  
Not offered in 2011/12.

**[223. The Gothic and the Supernatural in Japanese Literature]** (1)

This course introduces students to Japanese supernatural stories. We interpret the hidden psyche of the Japanese people and culture that create such bizarre tales. We see not only to what extent the supernatural creatures — demons, vampires, and mountain witches — in these stories represent the “hysteria” of Japanese commoners resulting from social and cultural oppression, but also to what extent these supernatural motifs have been adopted and modified by writers of various literary periods. This course consists of four parts; female ghosts, master authors of ghost stories, Gothic fantasy and dark urban psyche. Ms. Dollase.

Prerequisite: one course in language, literature, culture or Asian Studies, or permission of instructor.  
Not offered in 2011/12.

**[224. Japanese Popular Culture and Literature]** (1)

This course examines Japanese popular culture as seen through popular fiction. Works by such writers as Murakami Haruki, Yoshimoto Banana, Murakami Ryu, Yamada Eimi, etc. who emerged in the late 1980s to the early 1990s, are discussed. Literary works are compared with various popular media such as film, music, manga, and animation to see how popular youth culture is constructed and reflects young people's views on social conditions. Theoretical readings are assigned. This course emphasizes discussion and requires research presentations. This course is conducted in English. Ms. Dollase.

Prerequisite: one course in language, literature, culture or Asian Studies, or permission of instructor.  
Not offered in 2011/12.

**290a or b. Field Work** (½ or 1)

One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.

Prerequisite: 2 units of Japanese.

**298a or b. Independent Study** (½ or 1)

One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail.

Prerequisite: 2 units of Japanese. The department.

**III. Advanced**

**300a. Senior Thesis** (½)

Open only to majors. The department.  
Year long course 300-301.  
Permission required.

**301b. Senior Thesis** (½)

Open only to majors. The department.  
Year long course 300-301.  
Permission required.

**302a or b. Senior Project** (1)

Open only to majors. One-unit project done in one semester. The department.  
Permission required.

**303a. Senior Project** (½)

Open only to majors. One-unit project done in two semesters. The department.  
Year long course 303-304.  
Permission required.

**304b. Senior Project** (½)

Open only to majors. One-unit project done in two semesters. The department.  
Year long course 303-304.  
Permission required.

**305a. Advanced Japanese** (1)

This course is designed to develop each student's ability to read contemporary Japanese text from newspapers, magazines, and literary works, with a solid grammatical foundation and mastery of kanji, as well as gaining proficiency in writing at an advanced level. Continued training in aural-oral proficiency in spoken Japanese through exercises, classroom interactions and audio-visual materials. Ms. Matsubara.

Prerequisite: Japanese 205-206 or permission of instructor.

**306b. Advanced Japanese** (1)

This course is designed to develop each student's ability to read contemporary Japanese text from newspapers, magazines, and literary works, with a solid grammatical foundation and mastery of kanji, as well as gaining proficiency in writing at an advanced level. Continued training in aural-oral proficiency in spoken Japanese through exercises, classroom interactions and audio-visual materials. Ms. Dollase.

Prerequisite: Japanese 205-206, and 305 or permission of instructor.

**[324. Japanese Popular Culture and Literature for Majors]** (1)

JAPA 224 and JAPA 324 students attend the same class, but JAPA 324 students engage in various language related projects (such as translation of original texts, reaction papers in Japanese, etc.) in addition to class participation in English. Ms. Dollase.

Prerequisite: Japanese 351 or above, or permission of instructor.  
Not open to students who have previously taken 224.

Not offered in 2011/12.

**350a. Advanced Readings in Japanese: Genres and Themes** (1)

This course is equivalent to a fourth-year Japanese course or beyond, and may be repeated for credit if topic changes. The aim of this course is to further develop the advanced students' speaking, reading, and writing proficiency. The course explores different genres of texts ranging from contemporary Japanese media sources to literature. Readings are arranged according to thematic topics. Discussions and lectures are conducted entirely in Japanese. Ms. Matsubara.

Prerequisite: Japanese 306 or permission of instructor.

**351b. Advanced Readings of Original Literary Works** (1)

This course is equivalent to a fourth-year Japanese course or beyond, and may be repeated for credit if topic changes. This course involves close reading of a single literary work of an extensive length, shorter texts of a single author, or texts which have a common thematic interest. Through close reading and classroom discussion of the material, students are trained to approach authentic texts with linguistic confidence and useful methods. Discussions and lectures are conducted entirely in Japanese. Ms. Matsubara.

Prerequisite: Japanese 306 or permission of instructor.

**[364. The West in Japanese Literature since the Nineteenth Century]** (1)

(Same as Asian Studies 364) This course examines the influence of the West on Japanese literature after the nineteenth century and follows the process of the construction of modern Japanese identity. Authors may include: Natsume Sôseki, Akutagawa Ryûnosuke, Tanizaki Junichirô, Kojima Nobuo, Murakami Ryû and Yamada Amy. Translated Japanese literary works are closely read, and various theoretical readings are assigned. This course emphasizes discussion and requires research presentations. This course is conducted in English. Ms. Dollase.

Prerequisite: one 200-level course in language, literature, culture or Asian Studies, or permission of instructor.

Not offered in 2011/12.

**399a or b. Senior Independent Work** (½ or 1)

One-half or one-unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.

Prerequisite: 4 units of Japanese.

## College Courses

The college course program was established to ensure that students can have direct exposure in their years at Vassar to some important expressions of the human spirit in a context that is both multidisciplinary and integrative. The aim of a college course is to study important cultures, themes, or human activities in a manner that gives the student experience in interpreting evidence from the standpoint of different fields. The courses relate this material and these interpretations to other material and interpretations from other fields in order to unite the results of this study into a coherent overall framework. The interpretations are expected to be both appreciative and critical and the artifacts will come from different times, places, and cultures.

### I. Introductory

#### [101a. Civilization in Question] (1)

This course undertakes to question civilization in various ways. First, by looking at texts from ancient, medieval, and renaissance cultures, as well as texts and films from our own, it introduces students to major works of the Western tradition and asks how they bring under scrutiny their own tradition. In particular we examine how identity is constructed in these texts and how political and social roles limit and strengthen people's sense of who they are. Second, because the course is team-taught by faculty from different disciplines, we explore the ways a text is interpreted and how different meanings are found in it because of the different perspectives brought to the class by its faculty. Finally, we reflect on the role questioning plays in the process of a liberal arts education and the different kinds of attitudes and intellectual outlooks we learn to bring to the study of any text, which impels us to consider the ways we allow the past to inform and question the present and the present to inform and question our understanding of the past. Readings for the course include: Homer *The Iliad*, Plato *Symposium*, *Genesis*, *Exodus*, Nietzsche *Genealogy of Morals*, Foucault *Discipline and Punish*, Sand *The Invention of the Jewish People*, Walcott *Omeros*. Ms. Friedman (Classics), Mr. Miller (Philosophy), Mr. Schreier (History).

Open to all classes.

Two 75-minute lecture periods and one 50-minute discussion section.

Not offered in 2011/12

#### 110b. Process, Prose, and Pedagogy (1)

(Same as English 110b) This course introduces the theoretical and practical underpinnings of writing and teaching writing. Students interrogate writing's place in the academy, discuss writing process from inception to revision, and share their own writing and writing practices. The course offers an occasion to reflect on and strengthen the students' own analytical and imaginative writing and heighten the ability to talk with others about theirs. Students are asked to offer sustained critical attention to issues of where knowledge resides and how it is shared, to interrogate the sources of students' and teachers' authority, to explore their own education as writers, to consider the possibilities of peer-to-peer and collaborative learning, and to give and receive constructive criticism. Texts may include Roland Barthes' *The Death of the Author*, Paulo Freire's *Pedagogy of the Oppressed*, and Stephen King's *On Writing*, as well as handbooks on peer consulting.

Students who successfully complete this class are eligible to interview for employment as consultants in the Writing Center. Ms. Rumbarger (English; Director, Writing Center)

By special permission.

Prerequisite: Freshman Writing Seminar.

### III. Advanced

#### 301a. History, Memory, and Legacies of the Holocaust (1)

After WWII the Holocaust emerged as a universal evil that holds lessons beyond the boundaries of Western civilization. While scholars have been relying on different theoretical models to understand the Holocaust, reflection on this unprecedented genocide itself has shifted theoretical discussion in many disciplines. This course

looks at the legacies of the Holocaust from a variety of different disciplines by discussing texts, films, and memorials with German students at the University of Potsdam. The exchange takes place at two different levels in the course of the semester: together with their German partners, students discuss readings and work on research projects in the MOO, our online learning environment at Vassar; and in a second phase, Vassar students travel to Berlin and German students to New York to complete on-site research for their projects. Ms. Höhn, Ms. von der Emde, Ms. Zeifman.

By special permission.

One 3-hour period.

#### [302. Adaptations] (1)

(Same as English and Media Studies 302) If works of art continue each other, as Virginia Woolf suggested, then cultural history accumulates when generations of artists think and talk together across time. What happens when one of those artists radically changes the terms of the conversation by switching to another language, another genre, another mode or medium? What constitutes a faithful adaptation? In this course we briefly consider the biological model and then explore analogies across a wide range of media. We begin with *Metamorphoses*, Ovid's free adaptations of classical myths, and follow Medea and Orpheus through two thousand years of theater (from Euripides to Anouilh, Williams, and Durang); paintings (Greek vases and Pompeian walls to Dürer, Rubens, Poussin, Denis, and Klee); film and television (Pasolini, von Trier, Cocteau, Camus); dance (Graham, Balanchine, Noguchi, Bausch); music (Cavalli, Charpentier, Milhaud, Barber, Stravinsky, Birtwistle, Glass); narratives and graphic narratives (Woolf, Moraga, Pynchon, Gaiman); verse (Rilke, Auden, Milosz); and computer games (*Mutants and Masterminds*, *Fate/stay night*). We may also analyze narratives and graphic narratives by Clowes, Collins, Ishiguro, Groening, Joyce, Lahiri, Malcolm X, Mann, Millhauser, Nabokov, Pekar, Shakespeare, Spiegelman, Swift, Tanizaki, and Wilde; films by Bharadwaj, Berman/Pucini, Camus, Dangarembga, Ichikawa, Ivory, Kubrick, Kurosawa, Lee, Lyne, Mendes, Nair, Sembene, Visconti, and Zwigoff-, remixes by DJ Spooky and Danger Mouse; sampling; cover bands, tribute bands; Wikipedia, wikicomedy, wikiality; and of course *Adaptation*, Charlie and Donald Kaufman's screenplay for Spike Jonze's film, based very very loosely on Susan Orlean's *Orchid Thief*. Ms. Mark.

By special permission.

One 3-hour period.

Not offered in 2011/12.

#### 380b. Plays of Logos: Readings in Greek Poetry and Philosophy (1)

(Same as Philosophy 380b. and Greek and Roman Studies 380b) A cross-disciplinary study of Homer, Presocratics, Aeschylus, and Plato. Possible texts: *Iliad*, Heraclitus, Parmenides, Empedocles, *Oresteia*, Republic.

#### [384. Transnational Queer: Genders, Sexualities, Identities] (1)

(Same as International Studies 384 and Women's Studies 384) What does it mean to be Queer? This seminar examines, critiques, and interrogates queer identities and constructions in France and North America. In what ways do diverse cultures engage with discourses on gender and sexuality? Can or should our understanding of queerness change depending on cultural contexts? Through guest lectures and discussion seminars, the course examines a broad range of queer cultural production, from fiction to cinema and performance. Topics include such diverse issues as queer bodies, national citizenship, sexual politics, legal discourse, and aesthetic representation. All lectures, readings, and discussions are in English. Mr. Swamy.

By special permission.

Prerequisites: Freshman Writing Seminar and one 200 level course.

One 3-hour period.

Not offered in 2011/12.

## Computer Science Department

Professor: Nancy M. Ide, Associate Professors: Thomas Ellman, Luke Hunsberger<sup>a</sup>, Jennifer Walter (Chair)<sup>b</sup>, Assistant Professor: Marc L. Smith, Visiting Assistant Professor: Barry Jones.

**Requirements for Concentration:** 13 units, including Computer Science 101, 102, 145, 203, 224, 240, 241, 331, 334, plus either 245 or 250, plus any two other graded 300-level Computer Science courses, and Mathematics 221. No course numbered 200 or higher may be elected NRO and counted toward the requirements for concentration.

**Requirements for the Correlate:** Computer Science 101, 102 and 145; 240 or 241, plus at least one additional 200-level Computer Science course and one 300-level Computer Science course. Students are advised to consult with the department to determine the courses most appropriate to their interests. No course numbered 200 or higher may be elected NRO and counted toward the requirements for the correlate.

**Advanced Placement:** Students eligible for Advanced Placement may be able to bypass Computer Science 101 or 102 with permission of the department. A bypassed course cannot be counted toward the 13-unit requirement for the Computer Science concentration or the 6-unit requirement for the Computer Science correlate.

**Departmental Honors:** Satisfactory completion of Computer Science 300-301, a graded research experience for senior majors, is required for departmental honors. Computer Science 300-301 may not be substituted for 300-level elective courses satisfying the requirements for the major.

**Non-Majors:** Students majoring in the sciences are advised to complete Computer Science 101, 102, and 145, or to complete a correlate sequence in Computer Science.

### I. Introductory

#### 101a or b. Computer Science I: Problem-Solving and Abstraction (1)

Introduces the fundamentals of computer science by describing the functional and object-oriented styles of programming, examining basic sequential and recursive algorithms, and studying linear data structures including arrays and linear collection classes such as vectors, stacks, queues, and lists. Discusses elementary programming patterns. Presents techniques for the creation of simple graphical user interfaces. Applies these ideas to sample applications that illustrate the breadth of computer science. A weekly laboratory period provides guided hands-on experience.

Open to all classes.

Two 75-minute meetings plus laboratory.

#### 102a or b. Computer Science II: Data Structures and Algorithms (1)

Continues CMPU 101. Examines object-oriented programming and associated algorithms using more complex data structures as the focus. Discusses nested structures and non-linear structures including hash tables, trees, and graphs. Emphasizes abstraction, encapsulation, inheritance, polymorphism, recursion, and object-oriented design patterns. Applies these ideas to sample applications that illustrate the breadth of computer science. A weekly laboratory period provides guided hands-on experience.

Open to all classes.

Two 75-minute meetings plus laboratory.

Prerequisite: Computer Science 101.

#### 145. Foundations of Computer Science (1)

Introduces the theoretical, structural and algorithmic foundations of computer science. Topics include: sets, relations, functions, recursive data structures, recursive functions, induction, structural induction, probability, logic, boolean algebra, proving program correctness, the lambda calculus. Concepts are reinforced by regular programming assignments and a weekly laboratory period provides guided hands-on experience.

Open to all classes.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

Prerequisite: Computer Science 101.

### II. Intermediate

#### 203. Computer Science III: Software Design and Implementation (1)

Develops techniques for design and implementation of complex software systems. Topics include object-oriented modeling, design patterns, component libraries, inheritance, parametric polymorphism, generic algorithms, containers, iterators, function objects and storage management. Development of a software system of significant complexity is required. A weekly laboratory period provides guided hands-on experience.

Prerequisite: Computer Science 102.

#### 224. Computer Organization (1)

Examines the hierarchical structure of computing systems, from digital logic and microprogramming through machine and assembly languages. Topics include the structure and workings of the central processor, instruction execution, memory and register organization, addressing schemes, input and output channels, and control sequencing. The course includes a weekly hardware/software laboratory where digital logic is explored and assembly language programming projects are implemented.

Prerequisite: Computer Science 102 and 145.

#### 240. Language Theory and Computation (1)

Study of regular sets, context free grammars and languages, finite and push-down automata, as well as more powerful models of computation, such as Turing machines. Provides theoretical foundations for Computer Science 331, Compiler Design.

Prerequisite: Computer Science 145.

#### 241. Algorithmics (1)

Introduces the systematic study of algorithms and their analysis with regard to time and space complexity. Topics include divide-and-conquer, dynamic programming, greediness, randomization, upper and lower-bound analysis, and introduction to NP completeness. Emphasis is placed on general design and analysis techniques that underlie algorithmic paradigms. Builds a foundation for advanced work in computer science.

Prerequisite: Computer Science 145.

#### 245. Declarative Programming Models (1)

Declarative programming languages are important alternatives to the imperative languages used in most software systems. This course covers two kinds of declarative programming: functional programming and logic programming. Topics include the semantics of declarative languages, techniques for programming in declarative languages, and the use of mathematical logic as a tool for reasoning about programs.

Prerequisite: Computer Science 145.

#### 250. Modeling, Simulation and Analysis (1)

Principles of computation in the sciences, driven by current applications in biology, physics, chemistry, natural and social sciences, and computer science. Topics include: Discrete and continuous stochastic models, random number generation, elementary statistics, numerical analysis and algorithms, discrete event simulation, and point and interval parameter estimation. Students pursue projects that involve modeling phenomena in 2-3 different fields and simulate the model in order to understand mechanisms and/or explore new hypotheses or conditions.

Prerequisite: Computer Science 102, Math 122 or 125. Computer Science 241 and /or Math 221 recommended but not required.

#### 290a or b. Field Work (½ or 1)

#### 295a or b. Special Topics (½ or 1)

Intermediate-level treatment of specialized topics in computer science.

Prerequisite: permission of instructor.

**298a or b. Independent Work** (½ or 1)  
Prerequisite: permission of instructor

### III. Advanced

Two units of 200-level computer science are prerequisite for entry into 300-level courses; see each course for specific courses required or exceptions.

**300a. Senior Research and Thesis** (½)

Investigation and critical analysis of a topic in experimental or theoretical computer science. Experimental research may include building or experimentation with a non-trivial hardware or software system. A student electing this course must first gain, by submission of a written research proposal, the support of at least one member of the computer science faculty with whom to work out details of a research strategy. The formal research proposal, a written thesis, and oral presentation of results are required for the course. A second faculty member participates in both the planning of the research and final evaluation.

Year long course 300-301.

Prerequisite: Permission of the department.

**301b. Senior Research and Thesis** (½)

Investigation and critical analysis of a topic in experimental or theoretical computer science. Experimental research may include building or experimentation with a nontrivial hardware or software system. A student electing this course must first gain, by submission of a written research proposal, the support of at least one member of the computer science faculty with whom to work out details of a research strategy. The formal research proposal, a written thesis, and oral presentation of results are required for the course. A second faculty member participates in both the planning of the research and final evaluation.

Year long course 300-301.

Prerequisite: Minimum 3.5 GPA in 200 and 300-level Computer Science coursework at the end of the junior year, and permission of the department.

**324. Computer Architecture** (1)

An exploration of current research areas in computer organization including an examination of data-flow, microcode, cache memory, distributed, parallel, and other nonstandard architectures, and related topics.

Prerequisite: Computer Science 224.

**325. Microcomputers and Digital Electronics** (1)

Advanced seminar in the architecture and implementation of microprocessors. Topics include digital logic, memory and processor interfaces, interrupt handling, and serial I/O methods. Differences among logic implementations such as TTL, CMOS, and ECL are considered. Students participate in the design and implementation of a microcomputer.

Prerequisite: Computer Science 224.

**331. Compilers** (1)

Studies the theory of automata for language recognition as well as the implementation of actual compilers for programming languages. During the semester students develop modules comprising the front-end of a compiler for a high-level computer.

Prerequisite: Computer Science 224, 240, 245, or permission of instructor.

**334. Operating Systems** (1)

Deals with the theory and implementation of the software that governs the management of system resources. Topics that are covered include file organization, process scheduling, system services, memory management, security methods, resource contention, and design principles. Operating systems for parallel and distributed processing, real-time processing, virtual machines, and networking are also considered.

Prerequisite: Computer Science 203, 224.

**353. Bioinformatics** (1)

(Same as Biology 353b) DNA is the blueprint of life. Although it's composed of only four nucleotide "letters" (A, C, T, G), the order and arrangement of these letters in a genome gives rise to the diversity of life on earth. Thousands of genomes have been partially sequenced, representing billions of nucleotides. How can we reach this vast expanse of sequence data to find patterns that provide answers to ecological, evolutionary, agricultural, and biomedical questions? Bioinformatics applies high-performance computing to discover patterns in large sequence datasets. In this class students from biology and computer science work together to formulate interesting biological questions and to design algorithms and computational experiments to answer them.

Prerequisite: Computer Science 203 or permission of the instructor.

**365. Artificial Intelligence** (1)

An introduction to Artificial Intelligence as a discipline of Computer Science, covering the traditional foundations of the field and a selection of recent advances. Traditional topics include: search, two-player adversarial games, constraint satisfaction, knowledge representation and reasoning, and planning. Additional topics will vary from year to year and will be selected from the following: reasoning about time, probabilistic reasoning, neural networks, philosophical foundations, multi-agent systems, robotics, and recent advances in planning. Significant programming assignments and a course project complement the material presented in class.

Offered alternate years.

Prerequisite: Computer Science 245.

**366. Computational Linguistics** (1)

Addresses the fundamental question at the intersection of human languages and computer science: how can computers acquire, comprehend and produce natural languages such as English? Introduces computational methods for modeling human language, including morphology, syntax, semantics and discourse; corpus-based and statistical methods for language analysis; and natural language applications such as information extraction and retrieval, summarization, and machine translation. Students gain experience with sophisticated systems for linguistic analysis and machine learning.

Prerequisite: Computer Science 240 or permission of the instructor.

**375. Networks** (1)

Provides an introduction to the design of network-based applications. Topics include Internet protocols, client/server-based paradigms (including peer-to-peer), relational database design, data normalization techniques, SQL, and security. Web-based applications provide an infrastructure and motivation for the intersection of networks and database systems. Programming assignments and projects emphasize key concepts.

Prerequisite: Computer Science 203 or permission of instructor.

Offered alternate years.

**377. Parallel Programming** (1)

An introduction to parallel computing, with coverage of parallel architectures, programming models, and techniques. Topics include SIMD and MIMD models, shared-memory and message-passing styles of computation, synchronization, deadlock, and parallel language design. Students are exposed to common techniques for solving problems in sorting, searching, numerical methods, and graph theory, and gain practical experience through programming assignments run on a parallel processing system.

Prerequisite: Computer Science 203, 224.

Offered alternate years.

**378. Graphics** (1)

A survey of computational and mathematical techniques for modeling and rendering realistic images of three-dimensional scenes. Topics include: event-driven user interfaces; geometric transformations and projections; scene graphs; implicit and parametric surfaces; models



of color and light; surface shading and texturing; local and global rendering algorithms; and an introduction to computer animation. The department.

Offered alternate years.

Prerequisite: Computer Science 203 and Mathematics 221.

**[379b. Computer Animation: Art, Science and Criticism] (1)**  
(Same as Art 379b and Media Studies 379b) An interdisciplinary course in Computer Animation aimed at students with previous experience in Computer Science, Studio Art, or Media Studies. The course introduces students to mathematical and computational principles and techniques for describing the shape, motion and shading of three-dimensional figures in Computer Animation. It introduces students to artistic principles and techniques used in drawing, painting and sculpture, as they are translated into the context of Computer Animation. It also encourages students to critically examine Computer Animation as a medium of communication. Finally, the course exposes students to issues that arise when people from different scholarly cultures attempt to collaborate on a project of mutual interest. The course is structured as a series of animation projects interleaved with screenings and classroom discussions. A weekly laboratory period provides guided hands-on experience.

Prerequisite: Permission of the instructor.

Offered alternate years.

Not offered in 2011/12.

**395. Special Topics (1)**  
In-depth treatment of specialized topics in Computer Science.

**399a or b. Senior Independent Work (½ or 1)**

## Cognitive Science Program

**Director:** Gwen J. Broude; **Steering Committee:** Janet K. Andrews<sup>a</sup> (Psychology), Gwen J. Broude (Psychology), Carol A. Christensen (Psychology), Jennifer Churcha (Philosophy), Kevin Holloway (Psychology), Barry Lam<sup>b</sup> (Philosophy), Kenneth R. Livingston (Psychology), John H. Long, Jr. (Biology), Carolyn F. Palmer (Psychology), Tom Porcello (Anthropology); **Participating Faculty:** Abigail A. Baird<sup>a</sup> (Psychology), David Bradley<sup>b</sup> (Physics and Astronomy), John Mark Cleaveland (Psychology), Randolph R. Cornelius (Psychology), Thomas Ellman (Computer Science), Kathleen Hart (French and Francophone Studies), Luke Hunsberger<sup>a</sup> (Computer Science), Michael Pisani (Music), Julie A. Riess (and Director of Wimpfheimer Nursery School), Michele Tugade (Psychology).

We human beings take it for granted that we are possessed of minds. You know that you have a mind and you assume that other people do too. But what, exactly, are we referring to when we talk about the mind? Is a mind just a brain? What endows your mind with the property of being conscious? How does your mind allow you to extract music from sound waves, or relish the taste of chocolate, or daydream, or feel happy and sad, or reach for your cup when you want a sip of coffee? Are minds directly aware of the world out there? Or, when you think that you are perceiving reality, are you just consulting some representation of the world that your mind has built? How similar is your mind to the minds of other people? Do you have to be a human being to have a mind? Could other entities have minds so long as they were built the right way? Does your computer have a mind?

These are the kinds of questions that cognitive scientists want to address. Cognitive Science is a broadly multidisciplinary field in which philosophers, psychologists, anthropologists, linguists, neuroscientists, biologists, mathematicians, and computer scientists, among others, combine their respective theories, technologies, and methodologies in the service of a unified exploration of mind. The hallmark of the field is a genuinely multidisciplinary outlook in which the perspectives and methods of all of the component disciplines are simultaneously brought to bear upon a particular question. In 1982, Vassar College became the first institution in the world to grant an undergraduate degree in Cognitive Science.

The key elements of the Cognitive Science major are (1) a sustained, broad, in-depth exploration of mental phenomena via the multidisciplinary strategy of the field, (2) application of the Cognitive Science strategy to a specific domain of interest to the student, and (3) completion during the senior year of an independent research project on a topic chosen by the student.

The first of these goals is met by completion of the Core Courses. All majors are required to complete all of these courses:

Cognitive Science 100	Introduction to Cognitive Science	(1)
Cognitive Science 211	Perception and Action	(1)
Cognitive Science 213	Language	(1)
Cognitive Science 215	Knowledge and Cognition	(1)
Psychology 200	Statistics and Experimental Design	(1)
Cognitive Science 219	Research Methods in Cognitive Science	(1)
Cognitive Science 311	Seminar in Cognitive Science	(1)

The second goal of the major is met by choosing one of the paths listed below and electing four elective courses from the chosen path. Courses under each path are listed on the Cognitive Science website and are also available in the Cognitive Science office Blodgett 237, and by request from any faculty member of the Program. The following stipulations apply to path electives: (1) the choice of path and electives within the path are to be made in consultation with the adviser at the time of declaration of the major. (2) At least one of the four electives must be a 300-level seminar. This can include a second Cognitive Science seminar if it is relevant to the path. (3) No more than one of the electives can be a 100-level course. The exception is the Computer Science 101-102 sequence. A student who takes this sequence can have both courses count toward the major. A student may petition his or her advisor to develop a

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

customized path and will be allowed to do so under the direction of the advisor if the rationale is deemed justified. Independent work in Cognitive Science, for instance the annual Robot Competition, can count toward the major with the approval of the Program. The Cognitive Science Book Club, taken as an independent, counts as a path course. Please consult the Cognitive Science website for the full listing of courses under each path.

#### Cognitive Science Electives Paths

- Cognition and Culture
- Cognition and Language
- Cognition and the Arts
- Cognitive Development and Education
- Embodied Agents
- Evolved Minds
- Formal Analysis of Mind
- Mind and Brain
- Rationality, Value, and Decision-making

The final goal of the major is met by completing a thesis in the senior year. The topic of the thesis is chosen by the student in consultation with one or more members of the program faculty. All majors must sign up for the thesis in the senior year. Students are strongly encouraged to sign up for Cognitive Science 300-301 for 1/2 credit in the a-semester and 1/2 credit in the b-semester, for a total of 1 unit of credit. In cases where this is not possible it is acceptable to sign up for Cognitive Science 302 for a full unit in either the a- or the b-term. Students should consult their adviser before electing the latter option.

After declaration of the major, all courses within the major must be taken for letter grades.

### I. Introductory

#### 100a and b. Introduction to Cognitive Science (1)

This course is designed to provide you with an overview of the questions that define the field of Cognitive Science, the conceptual and research tools that are used to investigate these questions, the debates that characterize discourse about the nature of mind, and some idea of the answers that seem to be emerging. Cognitive Science is a multidisciplinary effort that has drawn, both theoretically and methodologically, from a number of traditional disciplines, most prominently philosophy, psychology, computer science, neuroscience, and anthropology, especially linguistics. Lately, economics, mathematics, molecular biology, evolutionary psychology, developmental psychology, robotics, and the arts are making appearances on the Cognitive Science stage. Indeed, all of these fields are represented among the field. No background in any of these home disciplines is assumed, and this course is intended to serve as an introduction, for both majors and non-majors, to the unique approach to studying problems of mind that Cognitive Science represents. The course surveys questions about mind, asking, for instance, who or what has a mind, how you get mind in a physical organism, and how we should characterize mental processes. We also explore such phenomena as perception, memory, decision-making, action, and language using the multidisciplinary method.

#### 110b. The Science and Fiction of Mind (1) (Same as Psychology 110b)

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

### II. Intermediate

#### 211b. Perception and Action (1)

(Same as Psychology 211b) This course is about how systems for perceiving the world come to be coordinated with systems for acting in that world. Topics include how physical energies become perceptual experiences, systems for producing complex actions, and how it is that actions are brought under the control of perceptions. Relevant evidence is drawn from behavioral and neuroscientific studies of other species and from human infants and children, as well as from human adults. Computer models of these processes and

the problem of replicating them in robots are considered. Classes include regular laboratory work.

Prerequisite: Cognitive Science 100.

#### 213b. Language (1)

(Same as Psychology 213b) This course considers the rich and complex phenomenon of human language from a multidisciplinary perspective. The emphasis is on the cognitive representations and processes that enable individual language users to acquire, perceive, comprehend, produce, read, and write language. Consideration is given to the relation of language to thought and consciousness; to neural substrates of language and the effects of brain damage on language ability; to computational models of language; and to language development. Throughout, language is examined at different levels of analysis, including sound, structure, and meaning.

Prerequisite: Cognitive Science 100.

#### 215a. Knowledge and Cognition (1)

(Same as Psychology 215a) This course asks how knowledge and cognition contribute to the functioning of biological and synthetic cognitive agents. Along the way it inquires into the origins and nature of knowledge, memory, concepts, goals, and problem-solving strategies. Relevant philosophical issues are examined along with research on the brain, experimental evidence from cognitive psychology, computer models, and evolutionary explanations of mind and behavior. A major goal of the course is to explore how cognitive scientists are coming to understand knowledge and cognition within an embodied agent embedded in a real world. The program faculty.

Prerequisite: Cognitive Science 100.

#### 219b. Research Methods in Cognitive Science (1)

(Same as Psychology 219b) In this course, students learn to apply the principal methodologies of cognitive science to a specific problem in the field, such as sentence processing or visual form perception. The methods are drawn from human neurophysiology, experimental cognitive psychology, computer modeling, linguistic and logical analysis, and other appropriate investigative tools, depending on the specific issue chosen for study. A major goal of the course is to give students hands-on experience with the use and coordination of research techniques and strategies characteristic of contemporary cognitive science. The program faculty.

Prerequisite: Psychology 200, and either Cognitive Science 211, 213, or 215.

#### 290a and b. Field Work (½ or 1)

#### 298a and b. Independent Work (½ or 1)

### III. Advanced

#### 300a. Senior Thesis (½)

A thesis written in two semesters for 1 unit.

Year long course 300-301.

#### 301b. Senior Thesis (½)

A thesis written in two semesters for 1 unit.

Year long course 300-301.

#### 302a and b. Senior Thesis (1)

A thesis written in one semester for 1 unit.

#### 311b. Seminar in Cognitive Science (1)

The topic of the seminar varies regularly, but is always focused on some aspect of thought, language, perception, or action considered from the unique, synthetic perspective of cognitive science. The seminar is team-taught by faculty members in the program. May be repeated for credit if the topic has changed.

One 3-hour period.

#### 399a and b. Senior Independent Work (½ or 1)

## Dance Department

**Professors:** Jeanne Periolat Czula<sup>b</sup>, John Meehan, Stephen Rooks;  
**Senior Lecturer:** Katherine Wildberger\*; **Adjunct Instructor:**  
 Abby Saxon.

Dance is an elective, non-major course of study. The following may be taken for a letter grade: Dance 264, 265, 266, 267, 278, 364, 365, 366, 367, 394, 395, 396, 397. The remaining courses are taken for academic credit, but as ungraded.

A majority of the courses offered are in technique. Ballet, jazz and modern, may be taken at the beginning and intermediate levels, and modern at the advanced. There are also courses in Craft of Choreography 215, Movement Analysis 170, Graham Technique and Repertory 278, and Improvisation 155. Independent Study, 298 and 399, may be done at the intermediate and advanced level. The performance course, Vassar Repertory Dance Theater 364-367, may be taken with the special permission of the instructor(s) and only after a successful audition in the first week of a-semester. The audition date is announced each year upon the students arrival.

Requirements for dance courses vary with the instructor and subject matter, but each technique course demands a skill level of achievement, attendance, and a demonstrable improvement at an acceptable level. Several courses involve written testing and/or research papers. Courses within a single discipline/area of study in dance, e.g., ballet, modern or jazz, may only be taken for credit in ascending numerical order, i.e., one may not register in one level and subsequently receive credit in a lower level. One may, however, with the permission of the instructor, audit classes in an any sequence. Please consult with the teacher of the course for any audit privileges.

### I. Introductory

#### 155a. Dance Improvisation (½)

This is a non-performance oriented approach to discovering one's movement potential and physical and thought patterns through improvisation. Utilizing contact improvisation, music visualization, and personal expression, this course is designed to develop freedom of thought and movement. The improvisation techniques range from aerobic to meditative. Creative games, spatial awareness, and problem solving are investigated in order to discover the innovative language of the body. Disability is not a limitation. Ms. Wildberger.

#### 160a and b. Beginning Ballet (½)

Introduction to the fundamentals of the ballet class; includes the basic exercises for the barre and centre. Ballet faculty.

#### 165a and b. Beginning Ballet II (½)

This course is for the student who has had some basic training in ballet; includes the entire barre and centre with some emphasis on Vaganova vs. Cecchetti terminology. Ballet faculty.

#### 166a and b. Low Intermediate Ballet I (½)

This is a course for the student who has good beginner training (complete barre and some centre work). The emphasis is on the development of steps for centre work, i.e. adagio, petit allegro, etc. Ms. Periolat Czula.

Prerequisite: Dance 160 and 165 or equivalent.

#### 167a and b. Low Intermediate Ballet II (½)

This course is continuation of the development of steps for centre work. Ms. Periolat Czula.

Prerequisite: Dance 165 and 166 or equivalent.

#### 170b. Movement Analysis (½)

This course focuses on a study of movement designed to increase body awareness in students of all movement disciplines. Through observation, analysis and exploration, students are introduced to functional anatomy, Laban Movement principles, identification of personal movement habits and the understanding of movement

efficiency. Students participate in an eclectic mix of movement experiences that include games, improvisations and exercises. This work is beneficial to the dancer, musician, actor and athlete in us all. Ms. Wildberger.

One 2-hour period.

#### 174a. Beginning Jazz Dance (½)

Jazz dance, which can be defined as "popular dance of the times", incorporates many different styles and eras of dance including cake-walk, Charleston, lindy-hop and swing, blues, tap, ballroom, rock and roll and hip-hop as well as use of modern and ballet vocabulary. There is an emphasis on body isolations, pulsing movements, rhythm patterns, weightedness and momentum. The class includes warm-up, traveling sequences and a final combination. Ms. Saxon.

#### 175b. Advanced Beginning Jazz (½)

Continued work on the fundamentals taught in 174. More demanding combinations are presented. Ms. Saxon.

#### 194a and b. Beginning Modern Dance (½)

This course is an introduction to the basic principles and history of American modern dance. Class work introduces students to technical concepts involved in training the body to be an articulate, expressive instrument. The course includes some outside written work, performance attendance, and video viewing all aimed at giving a background necessary to the appreciation of dance as a creative art form. No prior dance experience is necessary. Modern Dance faculty.

#### 195a and b. Advanced Beginning Modern (½)

This class continues to develop on the movement principles introduced in Beginning Modern Dance. Modern dance faculty.

#### 196a and b. Low Intermediate Modern (½)

Continued work in the fundamentals of American modern dance movement from advanced beginning. Combinations become more demanding and students are introduced to etudes in various modern styles and techniques. Modern dance faculty.

Prerequisite: Dance 195 or equivalent.

### II. Intermediate

#### 215a. Dance Composition and the Craft of Choreography (½)

An introduction to the basic elements of dance composition. Body space, stage space, time, form, props, and music are incorporated in the creative process resulting in the student's own dynamic studies. Modern Dance faculty.

#### 264a and b. Intermediate Ballet I (1)

Development of the classical ballet syllabus at the intermediate level. This course includes three 1½-hour sessions per week with an added arranged hour to be used for work in one of the following areas: pointe, terminology, theory, men's class or adagio/partnering. Ms. Periolat Czula and Mr. Meehan.

Permission of instructor.

Three 75-minute periods plus an arranged hour.

#### 265a and b. Intermediate Ballet II (1)

Includes further development of the classical ballet syllabus at the intermediate level. Ms. Periolat Czula and Mr. Meehan.

Permission of instructor.

Three 75-minute periods plus an arranged hour.

#### 266a and b. Intermediate Ballet III (1)

Includes further development of the classical ballet syllabus at the intermediate level. Ms. Periolat Czula and Mr. Meehan.

Permission of instructor.

Three 75-minute periods plus an arranged hour.

#### 267a and b. Intermediate Ballet IV (1)

Includes further development of the classical ballet syllabus at the intermediate level. Ms. Periolat Czula and Mr. Meehan.

<sup>b</sup> Absent on leave, second semester.

\* Part time.

Permission of instructor.  
Three 75-minute periods plus an arranged hour.

**274a. Intermediate Jazz I** (½)  
Continued work in the different styles and eras of jazz dance. Traveling sequences and techniques become more demanding as does the final dance combination. Ms. Saxon.  
Prerequisite: Dance 174 and 175 or equivalent.

**275b. Intermediate Jazz II** (½)  
Continued work at the intermediate level of jazz technique including traditional styles such as Luigi and Fosse as well as moving on to more contemporary styles of the later twentieth century. Ms. Saxon.  
Prerequisite: Dance 274 or equivalent.

**278b. Graham Technique and Repertory** (1)  
This course is designed for Intermediate/Advanced level dancers who want to explore, in-depth, the codified technique of Martha Graham, a pioneer of American Modern Dance. Students learn excerpts from selected classic works of the Graham Repertory. Supplementary video viewing and a lecture during an arranged lab time are required. Mr. Rooks.  
Three 75-minute periods.

**290a and b. Field Work** (½ or 1)  
To be elected in consultation with the adviser and field work of office.

**294a and b. Intermediate Modern Dance I** (½)  
Exercises and phrases continue from Physical Education 196. Material builds in complexity and technical demand. Modern Dance faculty.  
Prerequisite: Dance 196 or equivalent.

**295a and b. Intermediate Modern Dance II** (½)  
This class continues to develop on the movement concepts and investigations introduced in Low Intermediate Modern Dance. Modern Dance faculty.  
Prerequisite: Dance 294 or equivalent.

**297a and b. History of the Dance** (½)  
Independent reading.

**298a and b. Independent Work** (½ or 1)  
Permission of the dance faculty sponsor. Study of a topic in depth at the Intermediate level.

### III. Advanced

**364a and b. Repertory Dance Theatre I** (½)  
Performance in repertory of master choreographers. Works by students and faculty are also offered. In addition, several workshops in new student choreography are given throughout the year. Auditions for intermediate and advanced students are held the first week in September. Mr. Meehan and dance faculty.  
Prerequisite: permission of the instructor.  
One 2-hour period plus arranged rehearsals.

**365a and b. Repertory Dance Theatre II** (½)  
Mr. Meehan and dance faculty.  
Prerequisite: permission of instructor.  
One 2-hour period plus arranged rehearsals.

**366a and b. Repertory Dance Theatre III** (½)  
Mr. Meehan and dance faculty.  
Prerequisite: permission of instructor.  
One 2-hour period plus arranged rehearsals.

**367a and b. Repertory Dance Theatre IV** (½)  
Mr. Meehan and dance faculty.  
Prerequisite: permission of instructor.

One 2-hour period plus arranged rehearsals.

**394a and b. Advanced Modern Dance I** (½)  
Continuation and enlargement of all previously taught material. In addition, advanced work in phrasing and musicality is combined with the development of a personal 'voice' or style in one's dancing. Modern Dance faculty.  
Prerequisite: Dance 294 and 295 or equivalent.

**395a and b. Advanced Modern Dance II** (½)  
Modern Dance faculty.  
Prerequisite: Dance 294 and 295 or equivalent

**396a and b. Advanced Modern Dance III** (½)  
Modern Dance faculty.  
Prerequisite: Dance 294 and 295 or equivalent.

**397a and b. Advanced Modern Dance IV** (½)  
Modern Dance faculty.  
Prerequisite: Dance 294 and 295 or equivalent.

**399a and b. Senior Independent Work** (½ or 1)  
Permission of the dance faculty sponsor. Study of a topic in depth at the Advanced level.

## Drama Department

**Professors:** Gabrielle H. Cody<sup>b</sup>, Christopher Grabowski (Chair), **Associate Professor:** Denise A. Walen, **Assistant Professor:** Shona Tucker, **Senior Lecturer:** Katherine Wildberger, **Visiting Assistant Professor:** Kenisha D. Kelly, **Adjunct Instructors:** Jane Cox, Rachel Hauck.

Requirements for Concentration: 10 ½ units. Drama 102, 103, 221-222, 2 additional units in dramatic literature, theater history or performance studies from the following courses: Drama 201, 210, 215, 231, 282, 283, 284, 317, 324, 335, 336, 337, 339, 340 of which 1 must be 324, 335, 336, or 337, 339 or 340. 2 units from the following production courses: Drama 202, 203, 205, 206, 209, 282, 302, 304, 305, 307, 336, 339, 340, or 390; 3 additional elective units at the 200-level or above in drama, film, or dance.

### I. Introductory

#### 102a or b. Introduction to Theater-Making: Theory and Practice (1)

An exploration of the strategies theatre artists use to approach the realization of dramatic texts on the stage. Through weekly practical projects, the class examines the challenges posed by a variety of dramatic genres.

Two 75-minute periods, plus one 75-minute laboratory.

#### 103a or b. Introduction to Stagecraft (½)

An introduction to the fundamentals of stagecraft, including the processes of flat and platform construction, scene painting, rigging, and theatrical safety.

Two 75-minute periods, one 2 hour lab, and 16 hours of crew time are required.

Six-week course.

### II. Intermediate

#### 200a or b. The Experimental Theater (½)

This course focuses on putting theory and technique into practice through participation in the performance, design, or technical aspects of department productions in the Experimental Theater of Vassar College. Recent productions included *Homebody* by Tony Kushner, *Metamorphoses* by Mary Zimmerman, *Quills* by Doug Wright, *Hamlet* by Shakespeare, a new translation of *Oedipus at Colonus*, *Skryker* by Caryl Churchill, *Miss Julie* by August Strindberg, and *Rent* by Jonathan Larson.

Prerequisite: Drama 102, 103, and permission of the department.

May be repeated up to four times.

One 3-hour period, plus rehearsal and crew calls.

#### 201b. Text In Performance (1)

The analysis of performance texts as they are interpreted in contemporary production. Students engage in close readings of play texts and criticism and then examine the ramifications of production choices by viewing a number of professional productions. Ms. Cody, Mr. Grabowski.

Prerequisite: Drama 102, 221-222 or special permission of the instructors.

One 2-hour period and laboratory.

Offered Alternate years.

#### 202b. The Art of Theater Making (1)

This course is a sequel to Drama 102. Students explore more deeply the complexities of interpretation and realization of texts on the stage. The source material includes poems, plays, and short stories, and culminates in the conceiving and staging of a non-dramatic text. Ms. Cody and Mr. Grabowski.

Two 2 hour periods, plus one 2 hour lab.

Prerequisite: Drama 102 or special permission of the instructors.

#### 203a or b. The Actor's Craft: The Study of Acting (1)

The development of rehearsal techniques and strategies in preparation for acting on the stage. Ideas are drawn from the work of Constantin Stanislavsky, Michael Chekhov, Viola Spolini, Anne Bogart, Sanford Meisner, and others. Ms. Tucker.

Prerequisite: Drama 102, and permission of the department.

Two 2-hour periods.

#### 205a. The Actor's Voice (1)

Instruction, theory, and practice in the use of the voice for the stage. Instructor TBA

Prerequisite: Drama 102 and permission of the instructor.

One 3-hour period.

#### 206a. Movement for Actors (1)

Training in stage movement for actors. Students learn to understand neutral posture alignment and explore the dynamic and expressive qualities of movement, as well as the methods of developing a rich physicalization of character. Concepts from the Alexander Technique, Laban Movement Analysis, experimental theatre, and post-modern dance are used. Ms. Wildberger.

Prerequisite: Drama 102, and permission of the instructor.

One 3-hour period.

#### 209b. Topics in Production (1)

In-depth study of one or more of the specialized skills used in the creation of the technical aspects of theatrical production. Past topics have included Drafting and Draping. Graphic Communication for Designers, Scene Painting, and Stage Management. May be repeated, but students may study each skill area only once.

Prerequisite: Permission of the instructor.

One 3-hour period; additional lab time required.

#### 210b. Introduction to Playwriting (1)

Introduction to playwriting explores the process and possibilities of dramatic writing. Course work includes analysis of several plays over the semester, including work by Friel, Shepard, Kennedy, Murphy, and Chekhov, among others. The bulk of the work, however, is work-shopping of student writing. By the end of the semester, students turn in a portfolio that includes a monologue, a short play, and a one-act play, all of which are expected to be revised. Instructor TBA.

Prerequisite: Drama 102.

One 3 hour period.

#### [215b. Plays of the Black Diaspora/Performing the Black Diaspora] (1)

(Same as Africana Studies 215b) Through comedy, tragedy, and satire, playwrights from Africa, Europe, the United Kingdom, and the Caribbean have dramatized the rich heritage and vibrant cultures of the Black Diaspora. The course explores the forms and themes of black theater. It examines the evolution of the black theatre from the African Grove, to urban "chitlin" circuits, and contemporary Black theater. It discusses how playwrights of the black Diaspora have dealt with issues like myth, identity, gender, spirituality, love, and ownership. Works include plays by Wole Soyinka, August Wilson, Derek Walcott, Susan Lori Parks, Alice Childress, Pearl Cleage, Ed Bullins, Athol Fugard, Lorraine Hansbury, Lynn Nottage, Diplo Abgoluage and Errol Hill. Mr. Reid.

Prerequisite: Drama 102.

Two 75-minute periods.

Not offered in 2011/12.

#### 221a. Sources of World Drama (1)

Drama 221/222 is a year-long course that provides an introduction to dramatic literature and performance practice from around the world. In 221 students read an array of dramatic texts from the works of the ancient Greeks to English comedies of the seventeenth century, along with works from Japan, China, and India. The course balances an exploration of dramatic literature and staging with an investigation of the theories that have affected both the literature and practice of theater, such as Aristotle's *The Poetics*,

<sup>b</sup> Absent on leave, second semester.

neoclassicism, and Bharata's *The Natyasastra*. The course focuses on a series of critical periods and explores the relationship between the theater and the culture responsible for its creation. Instructor to be announced.

Prerequisite: Drama 102.  
Year long course 221/222.  
Two 75-minute periods.

#### 222b. Sources of World Drama (1)

Drama 222 is the second half of the year-long Drama 221/222. This course provides an introduction to dramatic literature and performance practice from around the world. In 222 students read an array of dramatic texts from the eighteenth century through contemporary dramas such as *August: Osage County* and works by Sarah Ruhl and Martin McDonagh, along with works from Africa, the Caribbean, and the Middle East. The course balances an exploration of dramatic literature and staging with an investigation of the theories that have affected both the literature and practice of theater, such as Realism, Epic Theater, Absurdism, and Theater of Cruelty. The course focuses on a series of critical periods and explores the relationship between the theater and the culture responsible for its creation. Instructor to be announced.

Prerequisite: Drama 102 and Drama 221.  
Year long course 221/222.  
Two 75-minute periods.

#### 231a. History of Fashion for the Stage (1)

A historical survey of dress from the Egyptian era through the fin de siècle as seen in sculpture, manuscript illumination, painting, and drawing. Cultural background investigated through manners and customs in Western Europe. Ms. Kelly.

Two 75-minute periods.

#### 241a. Shakespeare (1)

(Same as English 241-242) Mr. Foster.  
Year long course 241-242.

#### 242b. Shakespeare (1)

(Same as English 241-242) Mr. Foster.  
Year long course 241-242.

#### 284a. Women in Musical Theater (1)

(Same as Women's Studies 284) This course focuses on the role of female characters in the American Musical Theater. To what extent did the portrayal of women conform to a gendered norm or stereotype in the early American stage musical? How did the popular book musicals of the 1950s and early 1960s subvert assumptions of female behavior and femininity in a conservative post-war era? Characters such as the tomboyish Nellie in *South Pacific*, the acerbic Momma Rose in *Gypsy*, the commercially shrewd but personally vulnerable Fanny Brice in *Funny Girl*, and the nonconformist Auntie Mame in *Mame* defy sentimental appeal and traditional feminine norms. Do contemporary musicals, from the Disney franchise, to *Hairspray* and *Wicked*, to recent Tony winners such as *Spring Awakening* and *In the Heights* continue to challenge popular notions of femininity, and what part does genre play in the construction of gender? Ms. Walen.

Prerequisites: Drama 221/222 or WMST 130.  
Two 75-minute periods.

#### 285b. Performing the Early Modern (1)

Theater in early modern England was a vibrant commercial enterprise that attracted a diverse socioeconomic audience with dramatic material that appealed to a range of tastes that were at once sophisticated and coarse, violent and genteel, proper and bawdy. Contemporary productions of early modern drama, however, often approach the plays with a reverence that leaves audiences wondering why these plays were so popular. Despite the centuries that separate the origins of these scripts from our own, they still make for enjoyable, provocative, and intellectually stimulating theater. This course intends to investigate the plays through scene study and performance to see how they resonate with modern interests

and concerns and are as engaging today as they were when first produced. Students work in class rehearsing and performing select scenes and monologues from several plays, such as *'Tis Pity She's a Whore*, *The Dutchess of Malfi*, *The White Devil*, *The Revenger's Tragedy*, *The Lover's Melancholy*, *No Wit, No Help Like a Woman's*, *A Chaste Maid in Cheapside*, *Volpone*. Ms. Walen

Prerequisite: Drama 203  
Two 2 hour meetings.

#### 290a or b. Field Work (½ or 2)

To be elected in consultation with the adviser and the Office of Field Work.

#### 297. Reading Course (½)

#### 298a or b. Independent Work (½ or 1)

To be elected in consultation with the adviser.

### III. Advanced

#### 302a or b. Theatrical Design (1)

Study of set, costume, lighting or sound design. May be repeated in another area of design.

Prerequisite: Drama 102 and permission of the instructor.  
One 3-hour period.

#### 304a. The Art of Acting (1)

Advanced study of classical acting including Shakespeare, Chekhov, and Ibsen in which students examine the challenges of creating an entire acting role. Techniques explored include John Barton, Michael Chekhov, Viola Spolin, Anne Bogart, and Kristin Linklater. Ms. Tucker.

Prerequisite: Drama 203, 205, 1 unit in dance or movement analysis, and permission of the instructor.  
Two 2-hour periods.  
Offered Alternate years.

#### 305a. The Director's Art (1)

An exploration of the director's work through the study of different genres of dramatic texts. Students work on several projects during in-class exercises, and a final project is developed outside of class. Ms. Cody.

Prerequisite: Drama 202 or 203, 302 or 304, and permission of the instructor.  
One 3-hour period.  
One 75-minute laboratory.

#### 306a or b. The Art of Acting: Comedy (1)

Advanced study of comic acting styles including clowning, Commedia Dell'arte, Restoration, High Comedy and Absurdism. The work of Lecoq, Suzuki, Wilde, Coward, Ionesco, Beckett and Cailow are explored.

Prerequisite: Drama 203, 205, 1 unit in dance or movement analysis, and permission of the instructor.  
Two 2-hour periods.

#### 317a. Introduction to Screenwriting (1)

(Same as Film 317a) Study of dramatic construction as it applies to film, plus analysis of and practice writing short short screenplays. TBA

Prerequisites: Drama 102 or Film 210 and permission of instructor.

Writing sample required two weeks before pre-registration.  
Open only to juniors and seniors.  
One 2-hour period.

#### 320b. Advanced Scenic Design (1)

Students study topics in set design as well as create work of their own. Topics to include design and text work on three plays, a survey of contemporary American set designers, discussion about working with directors and considering actors needs when designing as well as some introductory drafting and Photoshop work.

Prerequisite: Drama 302 in set design  
One 3-hour period

**324b. European and American Drama** (1)  
Historical and critical study of European and American dramatic literature, theory and criticism, playwrights, and/or aesthetic movements.

Prerequisite: Drama 221/222 or permission of the instructor.  
One 2-hour period.

**335a. Seminar in Western Theater and Drama:** (1)  
“**Serious Play: Female Authorship as Drama**”

The course focuses on the study of works by Adrienne Kennedy, Irene Fornes, Dacia Maraini, Caryl Churchill, Marguerite Duras, Karen Finley, and Sarah Kane. We explore the performativity of female authorship through the study of plays, critical essays, letters and biographies. Weekly assignments include performative writing, and performance labs. Ms. Cody.

Prerequisite: Drama 102, 221,222 and permission of the instructor.

One 2-hour period.  
Offered Alternate years

**[336a. Seminar in Performance Studies: Modern and Postmodern Theatrical Practice]** (1)

Selected topics in Western and non-Western performance traditions and literatures. Weekly assignments include performative writing, and performance labs.

Not offered in 2011/12

Prerequisite: Permission of the instructor.

One 2-hour period.

**337a. Seminar in Para-theater** (1)

This course explores the theory of performance through an examination of para-theatrical genres and their relation to performance. What is a performance and who constitutes the performance event? Course readings cover street theatre, demonstrations, stand-up comedy, tourism, dance, performance art, terrorism, mediated and virtual performance, and theories of liveness as well as the performativity of race, class, gender, and sexuality. Students participate in fieldwork investigations and empirical exercises. Ms. Walen.

Prerequisite: Drama 221-222 and permission of the instructor.

One 2-hour period.

**339a. Shakespeare in Production** (1)

(Same as English 339a and Medieval and Renaissance Studies 339a) Students in the course study the physical circumstances of Elizabethan public and private theaters at the beginning of the semester. The remainder of the semester is spent in critical examination of the plays of Shakespeare and several of his contemporaries using original staging practices of the early modern theater. The course emphasizes the conditions under which the plays were written and performed and uses practice as an experiential tool to critically analyze the texts as performance scripts. Ms. Walen.

Enrollment limited to Juniors and Seniors

One 3-hour period.

**340. Seminar in Performance Studies: Artaud and His Legacy** (1)

This course is designed to introduce students to one of the most influential thinkers about the theater through the lens of Performance Studies. We explore Artaud's essays, poems, plays, films, radio texts, drawings and letters, and the ways in which his radical proposals have helped to form many of the great performance traditions of the late Twentieth and early Twenty-First Centuries. Some of the artists examined as part of Artaud's legacy are Tadeusz Kantor, Tatsumi Hijikata, John Cage, Robert Kaprow, Augusto Boal, Robert Wilson, Carolee Schneeman, Meredith Monk, Yvonne Rainer, Richard Schechner, Linda Montano, and Ann Hamilton and Suzanne Lacy. Ms. Cody.

Permission of instructor.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

2 hour seminar.

**361. Chinese and Japanese Drama and Theatre** (1)

(Same as Chinese-Japanese 361) A study of Chinese and Japanese culture and society through well-known dramatic genres—zaju, chuanqi, kunqu, Beijing Opera, modern Spoken Drama, noh, kyogen, bunraku, kabuki, and New Drama; a close reading of selected plays in English translation. Scheduled films of performances convey Chinese and Japanese theatrical conventions and aesthetics. Discussions focus on major themes based on research presentations. All readings and discussions are in English. Mr. Du.

Prerequisite: one 200-level course in language, literature, culture, drama or Asian Studies, or permission of instructor.

**382b. Acting for the Camera** (1)

Techniques of acting and writing for the camera. Special emphasis placed on collective class project. Instructor to be announced.

Prerequisite: Drama 102, 203 and permission of the instructor.

One 3-hour period.

**386. Shakespeare Today** (1)

**390a or b. Senior Project in Drama** (1)

Students may propose to undertake a project in one of the following areas: research in dramatic literature, theater history, performance studies, acting, directing, design, or playwriting. Proposals can range from collaborative ensemble projects to solo work, to more conventional endeavors in specific areas such as research, acting, directing, or designing. The nature of this project is to be determined in consultation with the department. The department.

Enrollment limited to senior drama majors.

Prerequisite: senior standing, and permission of the department. In the case of directing and design projects, students must also have completed Drama 209.

Unscheduled.

**391a or b. Senior Production Laboratory** (1)

Participation in the performance, design, or technical aspects of department productions. Students undertake a major assignment with significant responsibility focusing on theory, craft and collaboration. The department.

Enrollment limited to seniors.

Prerequisite: senior standing, 1 unit at the 300-level in Drama, and permission of the department.

May not be taken concurrently with Drama 390.

Unscheduled.

**399a or b. Senior Independent Work** (½ or 1)

To be elected in consultation with the adviser

## Earth Science

Faculty: See Earth Science and Geography.

**Requirements for Concentration:** 11 units including Earth Science 151, 161, and 201, 2 units of graded work at the 300-level, and not more than 1 additional unit at the 100-level. With consent of the student's adviser, students may substitute one 200- or 300-level course in biology, chemistry, mathematics, or physics for 200-level work in earth science. Students may not count toward the major more than 2 courses originating in geography and cross-listed with earth science (even numbered courses at the 200 and 300-level). No more than 1 unit of field work may count toward the major. After declaration of the major, no required courses may be elected NRO.

**Senior-Year Requirement:** One graded 300-level course.

**Independent Research:** The earth science program encourages students to engage in ungraded independent research with faculty mentors and offers ungraded courses Earth Science 198, 298, and 399. The department also offers Earth Science 300-301, an ungraded research experience for senior majors. Students who complete 300-301 are eligible for departmental honors upon graduation. Students should consult the chair or individual faculty members for guidance in initiating independent research.

**Field Work:** Many graduate programs in earth science expect that earth science majors will have attended a geology summer field camp for which students can receive field work credit in the department. Students should consult with the chair of earth science about summer field camps. Additional fieldwork options include working with local environmental consulting companies and non-profit agencies. Students should consult an earth science faculty adviser for details.

**Teaching Certification:** Students who wish to obtain secondary school teaching certification in earth science should consult both the earth science and education departments for appropriate course requirements.

**Early Advising:** Knowledge of earth science is useful in a variety of careers. Therefore, we urge potential majors to consult with a faculty member in earth science as soon as possible to determine a course of study that reflects the interests and aspirations of the student. The earth science program also offers courses at the 100-level designed for students who may not intend to pursue earth science at more advanced levels. These courses are appropriate for students curious about the earth and its life, especially those with concerns about environmental degradation and its impact on people living in both urban and rural settings.

**Postgraduate Work:** Students interested in graduate study in earth or environmental science should be aware that graduate and professional schools usually require courses beyond the earth science concentration requirements. In general, students should have a year of biology, chemistry, physics and/or calculus, depending on the field of interest. Appropriate courses include Biology 105 and 106; Chemistry 108/109 or 125; Physics 113 and 114; and Mathematics 101 and 102 or 121/122. We urge students to begin coursework in other sciences as soon as possible, since this assists them in successful completion of the earth science major.

**Advisers:** Mr. McAdoo, Ms. Menking, Ms. Schneiderman, Mr. Walker.

**Correlate Sequence in Earth Science:** The Department of Earth Science and Geography offers a correlate sequence in earth science. The correlate sequence complements the curricula of students majoring in other departmental, interdepartmental, and multidisciplinary programs. Students interested in a correlate sequence in earth science should consult with one of the earth science faculty members. The requirements for the correlate sequence in earth science are five courses in the department including Earth Science 151, 161, and at least one 300-level course. Students should note the prerequisites required for enrollment in some of the courses within the correlate sequence.

## I. Introductory

**100b. Earth Resource Challenges: Food and Farming** (1)  
(Same as Earth Science and Society 100b, Environmental Studies 100b, and Geography 100b) Ms. Cunningham.

**[101b. Geohazards]** (½)  
Geohazards explores the geological and societal causes of death and destruction by earthquakes, landslides, floods, volcanoes, storms, and avalanches around the world. Students explore basic earth processes and learn how the Earth and its inhabitants interact in dangerous ways because people repeatedly fail to appreciate Earth's power. Ms. Schneiderman.

Two 75-minute periods during the first six weeks of the semester.

Not offered in 2011/12.

**[103a. The Earth Around Us]** (½)  
A series of lectures on topics such as water quality, soil erosion, global climate change, coastal development and environmental justice. A broad introduction to environmental problems and their impact on all living things. Ms. Schneiderman.

Two 75-minute periods during the first six weeks of the semester.

Not offered in 2011/12.

**107a. Field Geology of Hudson Valley** (½)  
Experience 1.5 billion years of Hudson Valley geologic history from some of the classic vantage points in the region. Field trips to high points such as Breakneck Ridge, Brace Mountain, Bonticou Crag, and Overlook Mountain are supplemented by lectures and readings on the geologic history and the history of geologic studies in the valley. Mr. Walker.

Six-week course.

Two 75-minute periods and one 4-hr laboratory.

**[111a and b. Earth Science and Environmental Justice]** (1)  
(Same as Geography 111) Exploration of the roles that race, gender, and class play in contemporary environmental issues and the geology that underlies them. Examination of the power of governments, corporations and science to influence the physical and human environment. We critique the traditional environmental movement, study cases of environmental racism, and appreciate how basic geological knowledge can assist communities in creating healthful surroundings. Examples come from urban and rural settings in the United States and abroad and are informed by feminist analysis. Ms. Schneiderman.

Open to freshmen only; satisfies college requirement for a Freshman Writing Seminar.

Two 75-minute periods; a one-day weekend field trip may be required.

Not offered in 2011/12.

**[121b. Oceanography]** (1)  
The world's oceans make life on Earth possible. By studying the interactions among atmosphere, water, sediment, and the deep inner-workings of the earth, we gain an understanding of where the earth has been, where it is now, and where it is likely to go. Topics include: historical perspectives on the revolutionary discoveries in marine exploration; seafloor and ocean physiochemical structure; air-sea interactions from daily and seasonal weather patterns to climate change and El Niño cycles; earthquakes and tsunamis; waves and coastal processes; and critical biological communities unique to the marine environment. Mr. McAdoo.

Three 50-minute periods; a one-day weekend field trip is required.

Not offered in 2011/12.

**[131. Landscape and History of the Hudson Valley]** (1)  
Geology controls the landscape, and landscape has a profound influence on history. Through readings drawn from history, literature, science, and contemporary observers, supplemented by writing,



discussion, and field trips, this course explores the relationship between geology, landscape, and cultural history in the mid-Hudson Valley region.

Not offered in 2011/12.

### 151a. Earth, Environment, and Humanity (1)

(Same as Geography 151a) An introductory level course covering basic physical processes of the earth including plate tectonics, atmospheric and oceanic circulation, and biogeochemical cycles, geologic hazards such as earthquakes, floods, and volcanic eruptions, and human impacts on the environment including ozone depletion and acid rain. The department.

Two 75-minute periods; one 4-hour laboratory/field session.

### 161b. The Evolution of Earth and its Life (1)

An examination of the origin of the earth and the evolution of life on this planet particularly in relation to global environmental change today. Topics include systematic paleontology, evolution, the profound depth of geologic time and its ramifications for life on earth, and mass extinctions of dinosaurs and other organisms. The department.

Two 75-minute periods; one 4-hour laboratory/field session.

### 181a. Meteorology (1)

(Same as Geography 181a) From heat waves to cold snaps, tropical cyclones and the doldrums, this class explores the geophysical basis for our weather. We discuss atmospheric structure, the role of global circulation and heat transport, and the effects humans are having on this complex system. How do we know if it is going to rain next week? How does coal burning in China affect rainfall in Seattle? Are hurricanes getting more intense? As humans and the atmosphere are intimately linked, we also discuss the ways that we are changing the atmosphere and how the atmosphere is changing us. Mr. McAdoo.

Two-75 minute periods.

### 198a or b. Special Projects in Earth Science (1/2 or 1)

Execution and analysis of field, laboratory, or library study. Project to be arranged with individual instructor. The department.

Open to first-year students and sophomores only.

## II. Intermediate

### 210b. Earth Materials: Minerals and Rocks (1)

The earth is made up of many different materials, including minerals, rocks, soils, and ions in solution, which represent the same atoms recycled continually by geological and biogeochemical cycles. This course takes a holistic view of the earth in terms of the processes leading to the formation of different materials. The class involves study in the field as well as in the laboratory using hand specimen identification along with the optical microscope and X-ray diffractometer. Ms. Schneiderman.

Prerequisites: Earth Science 151 or 161.

Two 75-minute periods; one 4-hour laboratory/field session.

### [211b. Sediments, Strata, and the Environment] (1)

The stratigraphic record provides the most comprehensive record of Earth history available. This course explores fundamental concepts of stratigraphy, sedimentation, and paleontology with a focus on reconstructing paleoenvironments and paleoecology. The chemical and physical processes leading to weathering, erosion, transport, deposition, and lithification of sediments are considered, as is fossil identification. The course revolves around detailed field interpretation of local Paleozoic and Holocene sediments to reconstruct Hudson Valley paleoenvironments. The department.

Prerequisites: Earth Science 151 or 161.

Two 75-minute periods; one 4-hour laboratory/field session. An overnight weekend field trip may be required.

Not offered in 2011/12.

### [220a. Cartography: Making Maps with GIS] (1)

(Same as Geography 220a)

Not offered in 2011/12.

### 221a. Soils and Sustainable Agriculture (1)

(Same as Geography 221a) Soils form an important interface between the lithosphere, hydrosphere, atmosphere, and biosphere. As such, they are critical to understanding agricultural ecosystems. This course studies soil formation, and the physical and chemical properties of soils especially as related to the sustainability of agricultural systems. Field trips and laboratory work focus on the description and interpretation of local agricultural soils. Mr. Walker.

Prerequisite: one introductory course in geology, biology, or chemistry.

Two 75-minute periods; one 2-hour discussion session.

### 224b. GIS: Spatial Analysis (1)

(Same as Geography 224b)

### [226a. Remote Sensing] (1/2)

(Same as Geography 226a)

Not offered in 2011/12.

### [231. Geomorphology: Surface Processes and Evolution of Landforms] (1)

(Same as Geography 231) Quantitative study of the geological processes and factors which influence the origin and development of Earth's many landforms. Topics include hillslope and channel processes, sediment transport, physical and chemical weathering and erosion, role of regional and local tectonics in the construction of marine terraces, mountain ranges and basins, and the role of climate in landscape modification. Ms. Menking.

Prerequisites: Earth Science 151 or 161.

Two 75-minute periods; one 4-hour laboratory/field session. An overnight weekend field trip may be required.

Not offered in 2011/12.

### [235b. Water] (1)

(Same as Geography 235) Sixty to 70% of Dutchess County residents depend on groundwater supplies to meet their daily needs. Over the past 15 years, industrial pollution and road salt have contaminated many of these supplies, spawning several legal actions and requiring costly filtration systems and/or in situ treatment of contaminated groundwater. Ensuring adequate and safe supplies for humans and ecosystems requires extensive knowledge of the hydrologic cycle and of how contaminants may be introduced into water resources. We begin by studying precipitation and evaporation, making use of Vassar's meteorological station housed at the farm field station. We also explore how rainfall and snowmelt infiltrate into soils and bedrock to become part of the groundwater system and discuss the concept of well-head protection, which seeks to protect groundwater recharge areas from development. Using Vassar's groundwater teaching well at the field station we perform a number of experiments to assess aquifer properties such as hydraulic conductivity, water chemistry, and presence of microbial contaminants. Comfort with basic algebra and trigonometry is expected. Ms. Menking.

Two 75-minute periods and one 4-hour laboratory.

Prerequisite: ESCI 151.

Not offered in 2011/12.

### 251b. Global Geophysics and Tectonics (1)

What can physics and simple math tell us about the earth? By utilizing an array of techniques, geophysicists gain an understanding of the processes that shape our planet. Reflection and earthquake seismology give us insight into deep earth structure, plate tectonic mechanisms, mountain building, basin formation, and hazard mitigation. Variations in the earth's gravitational field yield information on density contrasts beneath the surface, from the scale of mountain ranges to buried artifacts. Heat flow variations are useful in determining regional subsurface thermal structure, fluid advection, and climate variation. Laboratories are designed to use the skills required in most geology related fields. They involve the use of Geographic Information System (GIS) software, and construction of simple computer models. Mr. McAdoo.

Prerequisites: Earth Science 151 or 161.  
Two 75-minute periods; one 4-hour laboratory.

**254b. Environmental Sciences in the Field: Louisiana's Coastal Processes and Environmental Quality** (1)

(Same as Biology 254b, Environmental Studies 254b and Geography 254b) Topic for 2011/12b: *Louisiana's Coastal Processes and Environmental Quality*. Coastal Louisiana's dynamic environment has endured repeated disturbances, such as hurricanes, oil and gas drilling, contamination from the Deepwater Horizon oil rig and other spills, and channelization of the Mississippi River. We examine the processes that shape this fragile coastline and its potential for recovery. The fieldtrip may include visits to Mississippi River levees and dams, coastal wetlands, barrier islands, and petrochemical refineries.

**[260a. Conservation of Natural Resources]** (1)

(Same as Geography 260a)  
Not offered in 2011/12.

**[261a. Race and Class in the Hudson Valley: Geophysical Investigations]** (1)

This course integrates earth science, physics, geography, and social history to give students hands-on experience in original research, data analysis, and public presentation. The history of the Hudson Valley is one of immigrants, some voluntary and celebrated like the Dutch, others such as the African slaves, forced and forgotten. Working with local community groups, this project-based field course examines the history of the region's dispossessed populations by uncovering forgotten graveyards. During the course of the semester, the class uses both field geophysics and historical archives to map lost grave sites and to understand the historical and social context. Students gain experience using such tools as Geographic Information Systems (GIS), an electrical resistivity meter, a Cesium vapor magnetometer, and a ground penetrating radar. By the end of the semester, we synthesize the stories for a public presentation and final report. A new site is chosen for each class—field locations may include pre-Columbian or historical archaeological sites such as forgotten slave-era burial grounds and potters fields. Students from across the curriculum are welcome. Mr. McAdoo.

Prerequisites: Earth Science 151 or 161.

One 5-hour field session and one 75-minute classroom session.

Not offered in 2011/12.

**271a. Structural Geology: Deformation of the Earth** (1)

The study of the processes and products of crustal deformation and of the plate tectonic paradigm. Topics include the mechanics of deformation, earthquakes, mountain-building, geophysical principles, and neotectonics. Ms. Menking.

Prerequisites: Earth Science 151 or 161.

Two 75-minute periods; one 4-hour laboratory/field session. An overnight weekend field trip may be required.

**[285a. Volcanology]** (1)

Volcanoes are an important window into the workings of the earth's interior. They are also spectacular landscape features: serene in repose, and often violent in eruption. This course addresses the physical aspects of volcanoes, including such topics as the generation of magmas, styles of eruptions, products of eruptions, tectonic controls on the formation of volcanoes, and methods for predicting eruptions and mitigating the hazards associated with volcanic activity.

An optional field trip to an active volcano is possible. Mr. Walker.

Two 2-hour periods.

Prerequisites: Earth Science 151 or 161.

Not offered in 2011/12.

**290a or b. Field Work** (½ or 1)

**297a. Readings in Earth Science** (½)

**[297. Contemplating Time]** (1)

Deep time, the concept of geologic time recognized by Persian polymath Avicenna (Ibn Sina) and Chinese naturalist Shen Kuo in the 11th century and developed further by James Hutton during the 18th century Scottish Enlightenment, has been called the single greatest contribution of geology to science. The concept provides a critical link between earth science and environmental change. Using reading and reflection, the aim of this course is to help students develop a feeling for the enormity of Earth's duration in relation to human life spans. Students contemplate the nature of time from geoscientific, religious, and literary perspectives. Reading works by Loren C. Eiseley, Mircea Eliade, Malcolm Gladwell, Stephen Jay Gould, Abraham Joshua Heschel, Shunryu Suzuki, and Elie Wiesel, among others, we consider subjects such as the two great metaphors of time, arrows and cycles, in relation to natural and anthropogenic environmental change. The class meets weekly for contemplative practice and is suitable for students at any level. Ms. Schneiderman.

Prerequisite: permission of the instructor.

Not offered in 2011/12.

**298a or b. Independent Work** (½ or 1)

Execution and analysis of a field, laboratory or library study. The project, to be arranged with an individual instructor, is expected to have a substantial paper as its final product. The department.

Permission of instructor is required.

**III. Advanced**

**300a. Senior Research and Thesis** (½)

Critical analysis, usually through observation or experimentation, of a specific research problem in earth science. A student electing this course must first gain, by submission of a written research proposal, the support of a member of the earth science faculty with whom to work out details of a research protocol. The formal research proposal and a final paper and presentation of results are required parts of the course. A second faculty member participates in the final evaluation. The department.

Year long course 300-301.

Permission of instructor is required.

**301b. Senior Research and Thesis** (½)

Critical analysis, usually through observation or experimentation, of a specific research problem in earth science. A student electing this course must first gain, by submission of a written research proposal, the support of a member of the earth science faculty with whom to work out details of a research protocol. The formal research proposal and a final paper and presentation of results are required parts of the course. A second faculty member participates in the final evaluation. The department.

Year long course 300-301.

Permission of instructor is required.

**[311b. Continental Margins]** (1)

From oil to fisheries to mining operations, the continental shelf and slope environment house most of our offshore resources. Additionally the margins of the continents are hazardous, where earthquakes, landslides, tsunamis, turbidity currents, and storm waves challenge those who work and live there. This class investigates these processes and how they are preserved in the geologic record. Mr. McAdoo.

Prerequisite: Earth Science 251 or 211 or 271 or permission of the instructor.

One 4-hour classroom/laboratory/field session.

Not offered in 2011/12.

**321a. Environmental Geology (1)**

Topic for 2011/12: *Earth and Environmental Justice*. In this course we explore the intersection of earth science with race, class, and gender in relation to environmental issues, past, present, and future. We examine the power of science and the responsibilities of scientists as we transform physical and human environments. Ms. Schneiderman.

Prerequisite: Earth Science 151 or 161.

One 4-hour meeting.

**335b. Paleoclimatology: Earth's History of Climate Change (1)**

(Same as Environmental Studies 335b) This course discusses how Earth's climate system operates and what natural processes have led to climate change in the past. We examine the structure and properties of the oceans and atmosphere and how the general circulation of these systems redistributes heat throughout the globe. In addition, we study how cycles in Earth's orbital parameters, plate tectonics, and the evolution of plants have affected climate. Weekly laboratory projects introduce students to paleoclimatic methods and to real records of climate change. Ms. Menking.

Prerequisite: Earth Science 201, 211, and 231 or permission of instructor.

One 4-hour classroom/laboratory/field session.

**[340b. Arctic Environmental Change] (1)**

Not offered in 2011/12.

**341a. Oil (1)**

(Same as Geography 341a. and Environmental Studies 341a) For the hydraulic civilizations of Mesopotamia, it was water. For the Native Americans of the Great Plains, it was buffalo. As we enter the twenty-first century, our society is firmly rooted both culturally and economically in oil. This class looks into almost every aspect of oil. Starting at the source with kerogen generation, we follow the hydrocarbons along migration pathways to a reservoir with a suitable trap. We look at the techniques geologists and geophysicists use to find a field, and how engineers and economists get the product from the field to refineries, paying particular attention to environmental concerns. What is involved in the negotiations between multinational corporations and developing countries over production issues? What are the stages in refining oil from the crude that comes from the ground to the myriad uses seen today, including plastics, pharmaceuticals, and fertilizers, not to mention gasoline? We also discuss the future of this rapidly dwindling, non-renewable resource, and options for an oil-less future. Mr. McAdoo, Mr. Rashid.

Prerequisite: One 200-level Earth Science course or permission of instructor.

One 4-hour classroom/laboratory/field session.

By special permission.

**[361a. Modeling the Earth] (1)**

(Same as Environmental Studies 361a) Computer models have become powerful tools in helping us to understand complex natural systems. They are in wide use in the Earth and Environmental Sciences with applications in climate change research, prediction of groundwater and contaminant flow paths in sediments, and understanding the role of disturbance in biogeochemical cycling, among other applications. This course introduces students to conceptual modeling with the use of the Stella box-modeling software package. Taking readings from the scientific literature, we create and then perform experiments with simple computer models. Students also learn how to code their conceptual models in the programming language Fortran, one of the most widely used languages in the Earth and Environmental Sciences. Ms. Menking.

Prerequisite: 2 units of 200-level earth science.

One 4-hour classroom/laboratory session.

Not offered in 2011/12.

**[387a. Risk and Geohazards] (1)**

(Same as Environmental Studies and Geography 387a) The world is becoming an increasingly risky place. Every year, natural hazards

affect more and more people, and these people are incurring increasingly expensive losses. This course explores the nature of risk associated with geophysical phenomena. Are there more hazardous events now than there have been in the past? Are these events somehow more energetic? Or is it that increasing populations with increasingly disparate incomes are being exposed to these hazards? What physical, economic, political and social tools can be employed to reduce this geophysical risk? We draw on examples from recent disasters, both rapid onset (earthquakes, tsunamis, cyclones), and slow onset (climate change, famine) to examine the complex and interlinked vulnerabilities of the coupled human-environment system. Mr. McAdoo.

One 4-hour meeting.

Prerequisites: Earth Science 121, 151, or 161.

Not offered in 2011/12

**399a or b. Senior Independent Work (½ or 1)**

Execution and analysis of a field, laboratory, or library study. The project, to be arranged with an individual instructor, is expected to have a substantial paper as its final product. The department.

Permission of instructor is required.

## Earth Science and Geography Department

**Professors:** Brian J. Godfrey, Jill S. Schneiderman, Jeffrey R. Walker, Yu Zhou, **Associate Professors:** Mary Ann Cunningham<sup>a</sup>, Brian McAdoo, Kirsten Menking (Chair), Joseph Nevins, **Adjunct Assistant Professor:** Susan G. Blickstein.

## Earth Science and Society

The challenges presented by climate change, resource conflicts, and natural disasters point to the importance of studying the intersection of earth processes and human societies. The interdisciplinary Earth Science and Society major draws on the two allied disciplines housed in the department of Earth Science and Geography. From Earth Science, students gain an understanding of natural processes that impact the distribution and use of resources such as water, fossil fuels, and soil, as well as natural hazards such as climate change, tsunamis and earthquakes. From Geography, students learn about the spatial distribution of physical and human phenomena and how human societies have been shaped by and also have changed the natural world.

Students follow a focused series of Earth Science and Geography courses, normally within one of two general themes (below); students may propose course substitutions in consultation with their adviser or the chairs of the department.

### 1) Physical geography theme:

This theme focuses on understanding patterns and processes in the natural environment that shape landscapes, with emphasis on climate, soils, water, landforms, and natural hazards.

Earth Science & Society 100 or Geography 102, 220, 224, 226, 230, 258, 260, 340, 356, Earth Science 121, 131, 151, 161, 201, 211, 221, 231, 251, 311, 321, 335, 361

### 2) Land and resource analysis theme:

This theme focuses on the uneven distribution of resources, such as agricultural soils, water, or energy; implications for human societies, and various approaches to achieve sustainable development.

Earth Science & Society 100 or Geography 102, 220, 224, 226, 230, 238, 242, 246, 250, 254, 258, 260, 266, 304, 340, 356, 380, 384, Earth Science 111, 151, 161, 201, 211, 221, 231, 261, 311, 321, 341, 361

**Requirements for Concentration:** 12 units to include the following: (1) Three departmental survey courses that provide a firm grasp of the earth system, its people, and history (Geography 102, Global Geography; Earth Science 151, Earth, Environment, and Humanity; Earth Science 161, The Evolution of Earth and its Life); (2) a methods course selected from among Geography 220, Cartography: Making Maps with GIS; Geography 224, GIS: Spatial analysis; Geography 230, Geographic Research Methods; (3) a sequence of three courses in Earth Science including at least one at the 300-level; (4) a sequence of three courses in Geography including at least one at the 300-level; (5) Geography 304, or another senior seminar, or an optional interdisciplinary senior thesis (Earth Science and Society 300a-301b). Specific courses will be chosen in consultation with the student's adviser and/or the chairs of the department.

**Senior-Year Requirements:** Geography 304, or another senior seminar, or an optional interdisciplinary senior thesis (Earth Science and Society 300a-301b). Majors must write a senior thesis to be considered for departmental honors.

**Field Work:** The department sponsors field work in geography and earth science which can count towards the major at the 200-level. Summer geology field camp, an internship, independent study, or selected coursework taken during junior year study away from Vassar may be credited as field work.

**Advisers:** Ms. Cunningham, Mr. Godfrey, Mr. McAdoo, Ms. Menking, Mr. Nevins, Ms. Schneiderman, Mr. Walker, Ms. Zhou.

## I. Introductory

**100b. Earth Resource Challenges: Food and Farming** (1)  
(Same as Geography 100b, Environmental Studies 100b, and Earth Science 100b) As an introduction to the earth sciences and geography, this course combines the insights of the natural and social

sciences. Geographers bring spatial analysis of human environmental change and its implications, while earth scientists contribute their skills and knowledge of the diverse natural processes shaping the earth's surface. Together these distinctive yet complementary fields contribute to comprehensive understandings of the physical limitations and potentials, uses and misuses of the earth's natural resources. Each semester the topic of the course changes to focus on selected resource problems facing societies and environments around the world.

Topic for 2012b: *Food and Farming*. Food production shapes our landscapes as much as any other phenomenon. Farming is also controlled by geographic factors and earth processes. In this course, we examine the ways earth science and geography affect, and are affected by, farming systems. We examine major themes in both physical geography (such as biogeography, climate patterns, landscape evolution and conservation) and earth science (such as soils, geomorphology, and water resources) as they affect farming and food production. We also examine industrial and organic farming strategies and their effects on our land and water. We focus mainly on North America with added examples from other parts of the world. Ms. Cunningham.

Two 75-minute periods.

## II. Intermediate

**290. Field Work** (½ or 1)

**298. Independent Work** (½ or 1)

## III. Advanced

**300a. Senior Thesis** (½)

An original study, integrating perspectives of geography and earth science. The formal research proposal is first developed in Geography 304, the senior seminar, and then is presented to a faculty member in either geography or earth science, who serves as the principal adviser. A second faculty member from the other respective discipline participates in the final evaluation.

Year long course 300-301.

**301b. Senior Thesis** (½)

An original study, integrating perspectives of geography and earth science. The formal research proposal is first developed in Geography 304, the senior seminar, and then is presented to a faculty member in either geography or earth science, who serves as the principal adviser. A second faculty member from the other respective discipline participates in the final evaluation.

Year long course 300-301.

**[331. Gender, Resources and Justice]** (1)

(Same as Women's Studies 331) This multidisciplinary course acquaints students with the debates and theoretical approaches involved in understanding resource issues from a gender and justice perspective. It is intended for those in the social and natural sciences who, while familiar with their own disciplinary approaches to resource issues, are not familiar with gendered perspectives on resource issues and the activism that surrounds them. It is also appropriate for students of gender studies unfamiliar with feminist scholarship in this area. Increasing concern for the development of more sustainable production systems has led to consideration of the ways in which gender, race, and class influence human-earth interactions. The course examines conceptual issues related to gender studies, earth systems, and land-use policies. It interrogates the complex intersections of activists, agencies and institutions in the global arena through a focus on contested power relations. The readings, videos and other materials used in the class are drawn from both the South and the North to familiarize students with the similarities and differences in gendered relationships to the earth, access to resources, and resource justice activism. Ms. Schneiderman.

One 2-hour period.

Not offered in 2011/12

<sup>a</sup> Absent on leave, first semester.

**[370. Feminist Perspectives on Environmentalism]** (1)  
 (Same as Environmental Studies and Women's Studies 370) In this seminar we explore some basic concepts and approaches within feminist environmental analysis paying particular attention to feminist theory and its relevance to environmental issues. We examine a range of feminist research and analysis in "environmental studies" that is connected by the recognition that gender subordination and environmental destruction are related phenomena. That is, they are the linked outcomes of forms of interactions with nature that are shaped by hierarchy and dominance, and they have global relevance. The course helps students discover the expansive contributions of feminist analysis and action to environmental research and advocacy; it provides the chance for students to apply the contributions of a feminist perspective to their own specific environmental interests. Ms. Schneiderman.

One 2-hour meeting.  
 Not offered in 2011/12

**399a or b. Senior Independent Work** (½ or 1)

## Economics Department

**Professors:** Catharine Hill (and President), Geoffrey A. Jehle, Paul Johnson, Shirley B. Johnson-Lans, David A. Kennett, Paul Ruud, **Associate Professor:** Robert Rebelein (Chair), **Assistant Professors:** Sukanya Basu, Ergys Islamaj<sup>b</sup>, Patricia Jones<sup>a</sup>, Sarah Pearlman, Nelson Sá<sup>a</sup>, Evsen Turkyay Pillai<sup>a</sup>, **Adjunct Instructor:** Frederick Van Tassell.

**Requirements for Concentration:** at least 11 units of graded economics credit normally composed of Economics 100, 101, 200, 201, 209, and 6 other graded units (excluding Economics 120) at least three of which must be at the 300-level. Graded credit is earned only in courses taken for a letter grade. Students may not elect the NRO in any economics course after they have declared their major. Any economics course taken under the NRO before the major was declared may not be counted toward the 11 graded units required for the major although it may be used to satisfy a requirement that a specific course be taken. At least 6 units must be taken at Vassar including 2 at the 300-level. Students also must complete at least 1 unit of college level calculus such as Mathematics 101, 121, or equivalent. Students are strongly encouraged to complete this requirement early in their college careers. Please note that calculus is a prerequisite for 201

It is strongly recommended that all students intending to spend their junior year abroad take Economics 200, 201, and 209 by the end of their sophomore year.

**Advisers:** The department.

**Correlate Sequence:** The economics department offers three a correlate sequences which designates coherent groups of courses intended to complement the curricula of students majoring in other departmental, interdepartmental, and multidisciplinary programs. Three areas of concentration are currently available for students pursuing a correlate sequence in economics:

International Economics coordinated by Mr. Kennett.

Public Policy coordinated by Mr. Rebelein.

Quantitative Economics coordinated by Mr. Ruud.

Courses within each area should be chosen in consultation with the coordinator of that sequence. Students pursuing a correlate sequence in economics are required to complete a minimum of six units in economics, including at least one at the 300-level and Economics 100 and Economics 101. At least four units must be taken at Vassar and a maximum of two may be taken using the NRO. Additional requirements for each of the options are detailed in Correlate Sequences in Economics, available in the department office and on the department website.

### I. Introductory

**100a and b. Introduction to Macroeconomics** (1)

An introduction to economic concepts, emphasizing the broad outlines of national and international economic problems. Students learn the causes and consequences of variations in gross national product, unemployment, interest rates, inflation, the budget deficit, and the trade deficit. The course also covers key government policy-making institutions, such as the Federal Reserve and the Congress, and the controversy surrounding the proper role of government in stabilizing the economy. The department.

**101a and b. Introduction to Microeconomics** (1)

An introduction to economic concepts emphasizing the behavior of firms, households, and the government. Students learn how to recognize and analyze the different market structures of perfect competition, oligopoly, and monopoly. The course also covers theories of how wages, interest, and profits are determined. Additional topics include the role of government in regulating markets, determinants of income distribution, and the environment. The department.

**120a. Principles of Accounting** (1)

Accounting theory and practice, including preparation and interpretation of financial statements. Mr. Van Tassell.

Not open to Freshmen.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

## II. Intermediate

Courses numbered 200 and above are not open to freshmen in their first semester.

### 200a and b. Macroeconomic Theory (1)

A structured analysis of the behavior of the national and international economies. Alternative theories explaining the determination of the levels of GDP, unemployment, the interest rate, the rate of inflation, economic growth, exchange rates, and trade and budget deficits are considered. These theories provide the basis for discussion of current economic policy controversies. The department.

Prerequisite: Economics 100 and 101.

### 201a and b. Microeconomic Theory (1)

Economics is about choice, and microeconomic theory begins with how consumers and producers make choices. Economic agents interact in markets, so we carefully examine the role markets play in allocating resources. Theories of perfect and imperfect competition are studied, emphasizing the relationship between market structure and market performance. General equilibrium analysis is introduced, and efficiency and optimality of the economic system are examined. Causes and consequences of market failure are also considered. The department.

Prerequisite: Economics 101 and one semester of college-level calculus.

### 204a. Gender Issues in Economics (1)

(Same as Women's Studies 204a) An analysis of gender in education, earnings, employment and the division of labor within the household. Topics include a study of occupational segregation, discrimination, the role of "protective legislation" in the history of labor law, and effects of changes in the labor market of the U.S. We also study the economics of marriage, divorce, and fertility. A comparative study of gender roles in other parts of the world is the final topic in the course. Ms. Johnson-Lans.

Prerequisite: Economics 101.

### 209a and b. Probability and Statistics (1)

This course is an introduction to statistical analysis and its application in economics. The objective is to provide a solid, practical, and intuitive understanding of statistical analysis with emphasis on estimation, hypothesis testing, and linear regression. Additional topics include descriptive statistics, probability theory, random variables, sampling theory, statistical distributions, and an introduction to violations of the classical assumptions underlying the least-squares model. Students are introduced to the use of computers in statistical analysis. The department.

Prerequisite: Economics 100 or 101 or permission of instructor.

### 210a. Econometrics (1)

This course equips students with the skills required for empirical economic research in industry, government, and academia. Topics covered include simple and multiple regression, maximum likelihood estimation, multicollinearity, heteroskedasticity, autocorrelation, distributed lags, simultaneous equations, instrumental variables, and time series analysis. The department.

Prerequisite: Economics 209 or an equivalent statistics course. Recommended: Economics 100, 101.

### 215b. The Science of Strategy (1)

Strategic behavior occurs in war, in business, in our personal lives, and even in nature. Game theory is the study of strategy, offering rigorous methods to analyze and predict behavior in strategic situations. This course introduces students to game theory and its application in a wide range of situations. Students learn how to model conflict and cooperation as games, and develop skills in the fine art of solving them. Applications are stressed, and these are drawn from many branches of economics, as well as from a variety of other fields. Mr. Jehle.

Prerequisite: 100 or 101.

### 220a. The Political Economy of Health Care (1)

(Same as Science, Technology, and Society 220a) Topics include the markets for physicians and nurses, hospital services, pharmaceuticals, and health insurance, both public and private; effects of changes in medical technology; and global health problems. A comparative study of several other countries' health care systems and reforms to the U.S. system focuses on problems of financing and providing access to health care in a climate of increasing demand and rising costs. Ms. Johnson-Lans.

Prerequisite: Economics 101. Students who have not taken Economics 101 but have strong quantitative backgrounds may enroll with instructor's permission.

### 225a and b. Financial Markets and Investments (1)

This course provides an overview of the structure and operation of financial markets, and the instruments traded in those markets. Particular emphasis is placed on portfolio choice, including asset allocation across risky investments and efficient diversification. Theoretical foundations of asset-pricing theories are developed, and empirical tests of these theories are reviewed. The course introduces valuation models for fixed-income securities, equities, and derivative instruments such as futures and options. Throughout the course, students apply investment theories by managing a simulated asset portfolio. Additional topics include financial statement analysis and performance evaluation measures. Ms. Pearlman.

Prerequisite: Economics 100 and 101. Students with strong quantitative backgrounds can enroll with instructor permission.

Recommended: Economics 201 and Economics 209.

### 238b. Law and Economics (1)

This course uses economics to analyze legal rules and institutions. The primary focus is on the classic areas of common law: property, contracts, and torts. Some time is also spent on criminal law and/or constitutional law (e.g., voting, public choice, and administration). Much attention is paid to developing formal models to analyze conflict and bargaining, and applying those models to specific cases. Topics include the allocation of rights, legal remedies, bargaining and transaction costs, regulation versus liability, uncertainty, and the litigation process. Time permitting, the course may also include discussion of gun control, the death penalty, federalism, and competition among jurisdictions. The department.

Prerequisite: Economics 101.

### 240a. The U.S. Economy (1)

The U.S. economy has dominated the world economy for the last 60 years. With only five percent of the world's population, it consumes roughly 25 percent of the world's resources and produces approximately 25 percent of the world's output. However, U.S. policy makers face substantial challenges in the years to come. The course surveys the causes and possible solutions for numerous issues including increasing international competition for jobs and resources, an aging population, persistent trade and government budget deficits, and rapid growth in entitlement programs. Other topics will be studied based on student interests and as time permits. This course utilizes readings, writing assignments and classroom discussion rather than quantitative problem sets. Mr. Rebelein.

Prerequisite: Economics 100. Economics 101 recommended. Not open to students who have completed Economics 342.

### 248b. International Trade and the World Financial System (1)

A policy-oriented introduction to the theory of international trade and finance. The course introduces basic models of trade adjustment, exchange rate determination and macroeconomics adjustment, assuming a background of introductory economics. These are applied to the principle issues and problems of the international economy. Topics include the changing pattern of trade, fixed and floating exchange rates, protectionism, foreign investment, the Euro-dollar market, the role of the WTO, the IMF and World Bank, the European Community and third-world debt. Mr. Kennett.

Prerequisite: Economics 100 and 101. Not open to students who have completed Economics 345 or 346.

**267b. Environmental and Natural Resource Economics (1)**

(Same as Science, Technology, and Society 267b) This course examines environmental and natural resource issues from an economic perspective. Environmental problems and controversies are introduced and detailed, and then various possible policies and solutions to the problems are analyzed. Economic analyses will determine the effectiveness of potential policies and also determine the people and entities which benefit from (and are hurt by) these policies. The goal is for students to develop a framework for understanding environmental problems and then to learn how to analyze policy actions within that framework. Topics include water pollution, air pollution, species protection, externalities, the energy situation, and natural resource extraction. Mr. Ruud.

Prerequisite: Economics 101 or permission of instructor. Economics 209 recommended.

**273b. Development Economics (1)**

(Same as Africana Studies 273b) A survey of central issues in the field of Development Economics, this course examines current conditions in less developed countries using both macroeconomic and microeconomic analysis. Macroeconomic topics include theories of growth and development, development strategies (including export-led growth in Asia), and problems of structural transformation and transition. Household decision-making under uncertainty serves as the primary model for analyzing microeconomic topics such as the adoption of new technology in peasant agriculture, migration and urban unemployment, fertility, and the impact of development on the environment. Examples and case studies from Africa, Asia, Latin America and transition economies provide the context for these topics. Ms. Jones.

Prerequisite: Economics 100 and 101.

**275a. Money and Banking (1)**

Money and Banking covers the structure of financial institutions, their role in the provision of money and credit, and the overall importance of these institutions in the economy. The course includes discussion of money, interest rates, financial market structure, bank operations and regulation, and the structure of the banking sector. The course also covers central banks, monetary policy, and international exchange as it relates to monetary policy and the banking sector. The ultimate goal is to provide a deeper understanding of the structure of financial markets, the reasons why it is optimal for these markets to be well functioning, and the key barriers to this optimal outcome. The department.

Prerequisite: Economics 100 and 101.

**290a or b. Field Work (½)**

Individual or group field projects or internships. The department. May be elected during the academic year or during the summer.

Prerequisite or corequisite: a course in the department. Permission required.

Unscheduled.

**298a or b. Independent Work (½ or 1)****III. Advanced****300a. Senior Thesis Preparation (½)**

This course consists of independent work with a faculty advisor and includes preparing a detailed proposal for a senior thesis paper and researching and writing two introductory chapters. These typically consist of a literature review and a full description of any theoretical model and/or econometric project (including data) that forms the core of the proposed thesis. Students should approach a proposed advisor at the beginning of the semester (or, if possible during the Spring semester of the Junior year or summer preceding the Senior year) to gain permission to undertake this course of study. Students may continue with Economics 301b upon completion of Economics 300a, conditional on approval of the advisor and the department. The department.

Open to senior majors by special permission of the advisor.

**301b. Senior Thesis (1)**

This course builds on the work completed in Economics 300a. Students are expected to submit the finished paper by spring vacation. They are asked to give a half hour oral presentation of their thesis to the department in the early part of the b semester. This presentation enables thesis writers to benefit from comments received at the presentation in preparing the final thesis drafts. The department.

Open to senior majors who have successfully completed Economics 300a.

**303a. Advanced Topics in Microeconomics (1)**

This course introduces students to modern theoretical methods in microeconomics and their application to advanced topics not typically addressed in Economics 201. Topics vary from year to year, but typically include: modern approaches to consumer and producer theory, economics of uncertainty, general equilibrium theory, and welfare analysis. The department.

Prerequisite: Economics 201 and Math 122 or equivalent or permission of instructor.

**304b. Advanced Topics in Macroeconomics (1)**

This course examines recent theoretical and applied work in macroeconomics, with a special focus on the analytical foundations of modern growth theory. The requisite dynamic optimization methods are developed during the course (this involves the regular use of partial differentiation techniques). Topics include the relationship of education, demographics, institutions and industrial organization with economic growth. Mr. Sá.

Prerequisite: Economics 200, 201 and Math 122 or equivalent or permission of instructor.

One 3-hour period.

**310b. Advanced Topics in Econometrics (1)**

Analysis of the classical linear regression model and the consequences of violating its basic assumptions. Topics include maximum likelihood estimation, asymptotic properties of estimators, simultaneous equations, instrumental variables, limited dependent variables and an introduction to time series models. Applications to economic problems are emphasized throughout the course. Mr. Ruud.

Prerequisite: Economics 210 and Math 122 or equivalent. Mathematics 221 recommended.

**320b. Labor Economics (1)**

An examination of labor markets. Topics include demand and supply for labor, a critical analysis of human capital and signaling theory, the hedonic theory of wages, theories of labor market discrimination, unemployment, and union behavior. Comparative labor markets in the U.S., the U.K., and other E.U. countries and public policy with respect to such things as minimum wages, fringe benefits, unemployment insurance, and welfare reform are also addressed. Ms. Johnson-Lans.

Prerequisite: Economics 201 and 209.

**333a. Behavioral Economics (1)**

This course surveys the extensive empirical and experimental evidence documenting how human behavior often deviates from the predictions made by models that assume full rationality. This course combines economics, psychology, and experimental methods to explore impulsivity, impatience, overconfidence, reciprocity, fairness, the enforcement of social norms, the effects of status, addiction, the myopia that people exhibit when having to plan for the future, and other behaviors which deviate from what we would expect if people were fully rational. The department.

Prerequisite: Economics 200 or 201.

**342b. Public Finance (1)**

This course considers the effects that government expenditure, taxation, and regulation have on people and the economy. Attention is given to how government policy can correct failures of the free market system. Topics include the effect taxes have on consumption and employment decisions, the U.S. income tax system, income

redistribution, budget deficits, environmental policy, health care, education, voting, and social security. Mr. Rebelein.

Prerequisite: Economics 201 and Math 122 or equivalent.

### 345b. International Trade Theory and Policy (1)

This course examines classical, neoclassical and modern theories of international trade, as well as related empirical evidence. Topics included are: the relationship between economic growth and international trade; the impact of trade on the distribution of income; the theory of tariffs and commercial policy; economic integration, trade and trade policy under imperfect competition. Mr. Jehle.

Prerequisite: Economics 201.

### 346a. International Finance (1)

The course is devoted to the problems of balance of payments and adjustment mechanisms. Topics include: the balance of payments and the foreign ex-change market; causes of disturbances and processes of adjustment in the balance of payments and the foreign exchange market under fixed and flexible exchange rate regimes; issues in maintaining internal and external balance; optimum currency areas; the history of the international monetary system and recent attempts at reform; capital movements and the international capital market. Mr. Islamaj.

Prerequisite: Economics 200.

### [350a. Research Methods in Economics] (1)

This course provides students practical instruction in research methods in economics. It prepares students to conduct independent research by guiding them through the steps common to performing economic research. Students learn how to identify appropriate research questions, how to develop methods for answering those questions, and how to review existing literature related to their research. Students perform some research of their own, and prepare a paper that could later be extended into a senior thesis. The department.

Prerequisite: 200, 201, 209 and permission of the instructor.

One 3-hour meeting.

Not offered in 2011/12

### 355b. Industrial Organization (1)

This course examines the behavior of firms under conditions of imperfect competition. The role of market power is studied, including the strategies it permits, e.g., monopoly pricing, price discrimination, quality choice, and product proliferation. Strategic behavior among firms is central to many of the topics of the course. As such, game theory is introduced to study strategic behavior, and is applied to topics such as oligopoly pricing, entry and deterrence, product differentiation, advertising, and innovation. Time permitting, the course may also include durable goods pricing, network effects, antitrust economics, and vertical integration. Ms. Turkay Pillai.

Prerequisite: Economics 201, Math 221 or equivalent.

### 367a. Comparative Economics (1)

A study of different economic systems and institutions, beginning with a comparison of industrialized market economies in the U.S., Asia, and Europe. Pre-perestroika USSR is studied as an example of a centrally planned economy and the transition to a market economy is examined, with additional focus on the Czech Republic and Poland. Alternatives to both market and planned systems—such as worker self-management, market socialism, and social democracy—are also explored with emphasis on the experience of Yugoslavia and Sweden. Mr. Kennett.

Prerequisite: at least 2 units of Economics at or above the 200-level.

### 374b. Origins of the Global Economy (1)

(Same as Asian Studies 374b) This course examines the long-run evolution of the global economy. For centuries the world has experienced a dramatic rise in international trade, migration, foreign capital flows and technology, culminating in what is today called “the global economy.” How did it happen? Why did it happen to Europe first? In this course, we examine the process of economic

development in pre-modern Europe and Asia, the economic determinants of state formation and market integration, the causes and consequences of West European overseas expansion, and the emergence and nature of today’s global economy. Ms. Jones.

Prerequisite: Economics 200 and 209.

### 384b. The Economics of Higher Education (1)

This seminar explores the economics of colleges and universities, with a particular focus on contemporary policy issues. Course materials apply economic theory and empirical analysis to selected policy issues, including tuition and financial aid, the individual and societal returns of higher education, and academic labor markets. The course also introduces students to the financial structure and management of colleges, including funding sources, budget processes, and policies and issues regarding the finance of higher education. Ms. Hill

Prerequisites: Economics 201 and 209

### 386. The Economics of Immigration (1)

This course examines the theoretical and empirical models that economists have developed to study the economic impact of immigration. The course describes the history of immigration policy in the United States and analyzes the various economic issues that dominate the current debate over immigration policy. These issues include the changing contribution of immigrants to the country’s skill endowment; the rate of economic assimilation experienced by immigrants; the impact of immigrants on the employment opportunities of other workers in the US; the impact of immigrant networks on immigrants and the source and magnitude of the economic benefits generated by immigration. The course will also study the social and civic dimensions of immigration - how it relates to education, marriage, segregation etc. We will compare various cohorts of immigrants who entered the US at different time periods. We will also compare generations residing in the US, more specifically immigrants and their children. Mr. Basu.

Prerequisite: Economics 101; 209 or 210.

### 387b. Topics in Time Series Econometrics (1)

Much of the data of macroeconomics and finance are time series — random sequences indexed by time. Some of the statistical methods useful in analyzing such data are studied in this course. Topics include representation, estimation and inference for ARMA models, VAR models, GARCH models, integrated processes, ARIMA models, error-correction models, and spectral models. Applications to macroeconomics and finance are emphasized throughout. Mr. Johnson.

Prerequisite: Economics 200, 210 and Math 122 or equivalent.

### 389b. Asset Pricing (1)

The theory and empirics of asset pricing. Topics include capital asset pricing model, consumption based models, mean-variance frontier, option pricing, term structure of interest rates, arbitrage pricing theory, generalized method of moments estimation, time-series econometrics. Mr. Johnson.

Prerequisite: Economics 201, 210 and 225, Math 122 or equivalent and permission of instructor. Math 220, 221 recommended.

### 399a or b. Senior Independent Work (½ or 1)



## Education Department

**Professor:** Christopher Roellke (and Dean of the College); **Associate Professors:** Joyce Bickerstaff, Christopher Bjork (Chair); **Assistant Professors:** Colette Cann, Maria Hantzopoulos<sup>ab</sup>, Erin McCloskey; **Lecturer:** Julie A. Riess (and Director of Wimpfheimer Nursery School); **Visiting Assistant Professor:** Tracey Holland; **Adjunct Instructor:** Norene D. Collier; **Exploring Science Teacher:** Lynn Capozzoli.

The teacher preparation programs in the Department of Education reflect the philosophy that schools can be sites of social change where students are given the opportunity to reach their maximum potential as individuals and community members. Vassar students who are preparing to teach work within a strong interdisciplinary framework of professional methods and a balanced course of study in a select field of concentration leading to the degree of Bachelor of Arts. In addition to a degree in an academic discipline, they may also earn initial New York State certification at the childhood and adolescent levels. The certification is reciprocal in most other states.

Consistent with New York State requirements, the certification programs are based upon demonstration of competency in both academic and field settings. It is advisable that students planning childhood or adolescent certification consult with the department during the first semester of the freshman year.

The Department also offers a variety of courses and the option of earning a correlate in Educational Studies to students interested in education related issues, but not necessarily planning to teach. Students interested in the theoretical or cross-cultural study of education, but not in certification, should consult the department for a list of recommended courses

**Transfer Students:** Transfer students who wish to be certified for childhood or adolescent school teaching under the Vassar program must take their units in professional preparation at Vassar. They are also required to do their student teaching under Vassar's supervision. Early consultation with the Department of Education is advised.

### Special Programs:

**Clifden, Ireland:** Internship in Irish Primary and Secondary Schools. Vassar College, in cooperation with University College, Galway, and the schools of Clifden, offers a one-semester internship in Irish schools. Students interested in teacher certification, the theoretical study of education, or the study of cross-cultural education are assigned as interns in primary and secondary schools in Clifden. They are expected also to take a "half-tutorial" of study at University College, Galway, in an area such as history, English, psychology, history of art, physical science, geography, or another subject taught in the university. Those interested in applying should consult with their adviser and the Department of Education before submitting a formal application to the Office of International Programs.

**Cloud Forest School, Costa Rica:** A one-semester internship program that immerses students passionate about education in the Cloud Forest School, an independent K-12 bilingual school located in Monteverde, Costa Rica. Vassar students observe experienced teachers in the classroom, design and implement lessons, study Spanish, and carry out an independent research project. The school promotes child centered, progressive forms of curriculum and instruction that reflect the educational approaches we encourage our students to take here at Vassar College. Spanish language instruction is provided for Vassar students through the University of New Mexico.

**Urban (NYC) Education Semester:** Vassar College, in cooperation with the Bank Street College of Education, offers a one-semester program in urban education. Participants are assigned as interns in New York City public schools. In addition to the two-unit internship, students also take three courses at Bank Street. Those interested in applying should consult with their adviser and the Department of Education before making formal application through the Office of the Dean of Studies.

**Exploring Science at Vassar Farm.** The Department of Educa-

tion offers a one-semester program in science and environmental education at the Collins Field Station on the Vassar Farm property. Vassar students work with faculty to design and implement lessons for local Poughkeepsie elementary students. Children from second and third grade classrooms are invited to spend a morning at the Farm in exploration and discovery. Those interested in participating should contact Ms. Capozzoli, director of the program.

**Vassar After School Tutoring (VAST)** is an academic enrichment program at Poughkeepsie Middle School. Vassar students serve as tutors and mentors, assisting in homework, subject tutoring, and academic skill building. In addition, Vassar students have the opportunity to work with students in a co-curricular and extra-curricular capacity. VAST is a collaborative effort between the Vassar College Urban Education Initiative and Vassar's Good Neighbors program. Students can earn fieldwork credit for this experience.

### New York State Teacher Certification

**Childhood Education Certification:** A program leading to the New York State Initial Childhood Education Certificate (1-6) is offered. New York State certifies students for the initial certificate upon recommendation of the teacher certification officer. Such recommendation depends on academic excellence, specified competencies in professional course work, field experiences, and demonstrated fitness for teaching. In addition, students must pass qualifying examinations set by New York State. The program of study must include the following requirements: Psychology 105, 231; Education 235, 250, 290, 350/351, 360, 361, 362.

### Recommended Sequence of Courses for Childhood Education Certification:

#### Freshman year:

Psychology 105  
Education 162 or 235  
Education 290 (Field Work)

#### Sophomore year:

Psychology 231  
Education 350/351

#### Junior year:

Education 250  
Education 361

#### Senior year:

Education 300  
Education 360  
Education 362 (Student Teaching)

NRO work may not be used to satisfy state certification requirements.

The student teaching internship is a five-day/week full time classroom experience in selected local schools during the a-semester.

**Adolescent Education Certification:** Programs leading to the New York State Initial Adolescent Education Certificate (7-12) are offered in the fields of English, foreign languages (Spanish, French, German, Russian), mathematics, biology, chemistry, physics, and social studies. Students with a major in the areas of anthropology, economics, geography, history, political science, urban studies, American culture, and sociology are eligible for social studies certification. New York State certifies students upon the recommendation of the teacher certification officer. Such recommendation depends on academic excellence, specified competencies in professional course work, field experiences, and demonstrated fitness for teaching. In addition, students must pass qualifying examinations set by New York State. The program of study must include the following: Psychology 105; Education 235, 250, 263, 290, 301, 373, 379, 392, plus one additional course in adolescent literacy determined in consultation with the department.

In addition to fulfilling requirements for their major, students may need to complete additional coursework in the subject area in which they plan to teach. These requirements vary slightly for each field; therefore it is important that students planning such a program consult with the appropriate member of the department as soon as the area of concentration has been declared.

<sup>ab</sup> Absent on leave for the year.

### Recommended Sequence of Courses for Adolescent Education Certification:

#### Freshman year:

Education 162 or 235  
Psychology 105

#### Sophomore year:

Education 250  
Education 263  
Education 290 (middle school)

#### Junior year:

Education 290 (high school)  
Education 373  
Education 392

#### Senior year:

Education 301  
Education 372

NRO work may not be used to satisfy state certification requirements.

The student teaching internship is a five-day/week full time classroom experience in selected local schools during the a-semester.

**Graduate Fellowship in Education Program:** The Graduate Fellowship in Education Program makes it possible for selected students who have graduated from Vassar to complete their teacher certification program. Candidates should have completed all of the certification requirements, except for Education 301 and student teaching. In return for this opportunity, the Graduate Fellows will work with the Department in a variety of activities: attendance at various state education meetings, meeting with prospective students interested in education to discuss both the profession and the education program at Vassar, and promoting the teaching profession in the community. Applications for this program are due during the first week of December.

**Correlate Sequence in Educational Studies:** The correlate is designed to provide students with an interest in education the opportunity to provide intellectual depth and coherence to their studies in this area. Under the supervision of a member of the department, students undertaking the correlate design a sequence of courses that address a central topic or theme related to education. Completing these courses should challenge students to think deeply and critically about the manner in which schools socialize as well as educate citizens, and how the interests of certain stakeholders are privileged or neglected.

**Requirements for the Correlate:** The Educational Studies correlate is offered to both students who plan to teach and those who are interested in pursuing other pathways related to education. For this reason, the correlate is organized into two distinct streams: 1) Human Development and Learning; 2) Educational Policy and Practice. All students must complete 6 units, although the sequence of courses they follow will be tailored to fit their interests. In collaboration with a member of the department, students must complete a one page proposal that explains their reasons for pursuing the correlate, the issue or topic that will unify their studies, and a list of the courses to be taken.

## I. Introductory

**160a. Books, Children, and Culture (1)**  
(Same as Africana Studies 160a) This course examines select classical works from the oral tradition and contemporary works of children's fiction and non-fiction. The course addresses juvenile literature as a sociological phenomenon as well as a literary and artistic one (illustrative content). The course traces the socio-historical development of American children's literature from Western and non-Western societies. Social, psychoanalytic, and educational theory provide a conceptual basis and methodological framework for the cultural analysis of fairy tale and modern fantasy in cross-cultural perspective. Socialization issues include: ideals of democracy; moral character; race and class; politicalization; and the human relationship to the natural environment. Ms. Bickerstaff.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

### 162. Educ/Opportunity in the U.S. (1)

In this course, students identify, explore, and question prevailing assumptions about education in the United States. The objectives of the course are for students to develop both a deeper understanding of the system's historical, structural, and philosophical features and to look at schools with a critical eye. We examine issues of power and control at various levels of the education system. Participants are encouraged to connect class readings and discussions to personal schooling experiences to gain new insights into their own educational foundations. Among the questions that are highlighted are: How should schools be organized and operated? What information and values should be emphasized? Whose interests do schools serve? The course is open to both students interested in becoming certified to teach and those who are not yet certain about their future plans but are interested in educational issues. Mr. Bjork.

Fulfills the Freshman Writing Seminar Requirement.  
Two 75-minute meetings.

## II. Intermediate

### 235a or b. Issues in Contemporary Education (1)

This course introduces students to debates about the nature and purposes of U.S. education. Examination of these debates encourages students to develop a deeper and more critical understanding of U.S. schools and the individuals who teach and learn within them. Focusing on current issues in education, we consider the multiple and competing purposes of schooling and the complex ways in which formal and informal education play a part in shaping students as academic and social beings. We also examine issues of power and control at various levels of the U.S. education system. Among the questions we contemplate are: Whose interests should schools serve? What material and values should be taught? How should schools be organized and operated? The department.

Two 75-minute periods.

### 237b. Early Childhood Education: Theory and Practice (1)

(Same as Psychology 237b) What is the connection between a textbook description of preschool development and what teachers do every day in the preschool classroom? This course examines curriculum development based on contemporary theory and research in early childhood. The emphasis is on implementing developmental and educational research to create optimal learning environments for young children. Major theories of cognitive development are considered and specific attention is given to the literatures on memory development; concepts and categories; cognitive strategies; peer teaching; early reading, math, and scientific literacy; and technology in early childhood classrooms. Ms. Riess.

Prerequisite: Psychology 231 and permission of instructor.  
One 2-hour period; 4 hours of laboratory participation.

### 250b. Introduction to Special Education (1)

This course explores the structure of special education from multiple viewpoints, including legislative, instructional, and from the vantage of those who have experience in it as students, teachers, therapists, parents, and other service providers. We tackle conceptual understandings of labeling, difference, and how individuals in schools negotiate the contexts in which "disability" comes in and out of focus. We raise for debate current issues in special education and disability studies such as inclusion, the overrepresentation of certain groups in special education and different instructional approaches. Ms. McCloskey

### 255b. Race, Representation, and Resistance in U.S. Schools (1)

(Same as Africana Studies, Sociology and Urban Studies 255b) This course seeks to interrogate the intersections of race, racism and schooling in the US context. In this course, we examine this intersection at the site of educational policy, media (particularly urban school movies) and K12 curricula- critically examining how representations in each shape the experiences of youth in

school. Expectations, beliefs, attitudes and opportunities reflect societal investments in these representations, thus becoming both reflections and riving forces of these identities. Central to these representations is how theorists, educators and youth take them on, own them and resist them in ways that constrain possibility or create spaces for hope. Ms. Cann.

Two 75-minute periods.

#### 262a. The Fairy Tale (1)

The course focuses on European and Asian folk tales, with emphasis on how writers from the nineteenth and twentieth centuries have reinvented the fairy tale while borrowing from traditional sources. Readings may include: *Household Tales of the Brothers Grimm*, and selections from Hans Christian Andersen, George MacDonald, Lewis Carroll, L. Frank Baum, and Virginia Hamilton. Assignments include critical papers, the writing of an original tale, and the presentation of a traditional tale in class. Ms. Willard.

Prerequisite: permission of instructor.

#### 263a. The Adolescent in American Society (1)

This course examines the lives of American adolescents and the different ways our society has sought to understand, respond to, and shape them. Particular attention is paid to the relationship between educational policies/practices and adolescent growth and development. Empirical studies are combined with practical case scenarios as a basis for understanding alternative pathways for meeting the needs of middle school and high school learners. This course is required for secondary school teacher certification. Ms. Holland.

Prerequisite: Education 235.

Two 75-minute periods.

#### 269b. Constructing School Kids and Street Kids (1) (Same as Sociology 269b) Ms. Rueda.

#### 275b. International and Comparative Education (1)

(Same as Asian Studies 275b and International Studies 275b) This course provides an overview of comparative education theory, practice, and research methodology. We examine educational issues and systems in a variety of cultural contexts. Particular attention is paid to educational practices in Asia and Europe, as compared to the United States. The course focuses on educational concerns that transcend national boundaries. Among the topics explored are international development, democratization, social stratification, the cultural transmission of knowledge, and the place of education in the global economy. These issues are examined from multiple disciplinary vantage points. Mr. Bjork.

Prerequisite: Education 235 or permission of instructor.

Two 75-minute periods.

#### 290a or b. Field Work (½ or 2)

All candidates for certification must demonstrate competency in an intensive field work experience at the elementary, middle school, or senior high school level prior to student teaching. The department.

#### 294. Educational Pedagogy (1)

A research project chosen and conducted in conjunction with the Vassar Study Abroad Program at Cloud Forest School in Costa Rica.

#### 296a or b. Vassar Language in Motion Program (½)

The Vassar Language in Motion program provides opportunities for students with advanced expertise in foreign languages and cultures to make guest presentations in local area high school classes. In addition to gaining teaching experience, students will help strengthen foreign language education in Dutchess County schools. Readings and discussions for the accompanying course will address issues of language learning pedagogy, intercultural communication, and assessment. Mr. Schneider.

Enrollment is limited and by permission. Students wishing to participate should have advanced proficiency in French, German,

Italian or Spanish as well as some first-hand experience of the culture(s) where the language is spoken (i.e. study abroad, summer programs, or a primary or secondary residence).

#### 297a or b. Independent Reading (½)

Student initiated independent reading projects with Education faculty. A variety of topics are possible, including educational policy, children's literature, early childhood education, the adolescent, history of American education, multicultural education, and comparative education. Subject to prior approval of the department. The department.

#### 298a or b. Independent Study (½ or 1)

Individual or group projects concerned with some aspect of education, subject to prior approval of the department. May be elected during the regular academic year or during the summer. The department.

#### 299. Vassar Science Education Internship Program (1)

The Vassar Science Education Internship Program provides opportunities for science students from Vassar College to intern with science teachers in area schools for course credit. Students have an opportunity to gain teaching experience, to explore careers in education, and to help strengthen science education in the Poughkeepsie area schools. Each intern works with a science teacher to design a project and to obtain laboratory and/or computer based educational exercise for their class, and to acquire laboratory and/or computing resources for sustaining a strong science curriculum. Interns participate in a weekly seminar on science education at Vassar College. Ms. Collier.

Enrollment is limited and by permission. Students wishing to pursue internships should meet the following criteria: four completed units of course work in the natural sciences or mathematics, with at least two units at the 200-level, a minimum GPA of 3.4 in science and math coursework, and 3.0 overall.

### III. Advanced

#### 300a. Senior Portfolio: Childhood Education (1)

This senior seminar focuses on analysis of the student teaching experience. Through the development of their teaching portfolio, senior students examine the linkages between theory, current research, and classroom practice. This course should be taken concurrently with the student teaching practicum. Mr. Bjork.

#### 301a. Senior Portfolio: Adolescent Education (1)

Same as Education 300a, but for students earning certification in Adolescent Education.

#### [320a. Up From Slavery: Schooling and Socialization of Blacks in America] (1)

(Same as Africana Studies 320a) Ms. Bickerstaff.

Not offered in 2011/12

#### [321. Cross-Cultural Studies in Education] (1)

(Same as Africana Studies 321). Ms. Bickerstaff.

Not offered in 2011/12

#### 336a. Childhood Development: Observation and Research Application (1)

(Same as Psychology 336a) What differentiates the behavior of one young child from that of another? What characteristics do young children have in common? This course provides students with direct experience in applying contemporary theory and research to the understanding of an individual child. Topics include attachment, temperament, parent, sibling and peer relationships, language and humor development, perspective taking, and the social-emotional connection to learning. Each student selects an individual child in a classroom setting and collects data about the child from multiple sources (direct observation, teacher interviews, parent-teacher conferences, archival records). During class periods, students dis-

Discuss the primary topic literature, incorporating and comparing observations across children to understand broader developmental trends and individual differences. Synthesis of this information with critical analysis of primary sources in the early childhood and developmental literature culminates in comprehensive written and oral presentations. Ms. Riess.

Prerequisite: Psychology 231 and permission of the instructor. For Psychology Majors: completion of a research methods course.

One 3-hour period.  
4 hours of laboratory observation work.

### 350a. The Teaching of Reading: Curriculum Development (1) in Childhood Education

The purpose of this course is to examine the nature and process of reading within a theoretical framework and then to examine and implement a variety of approaches and strategies used to promote literacy in language arts and social studies. Special emphasis is placed on material selection, instruction, and assessment to promote conceptual understandings for all students. Observation and participation in local schools is required. Ms. McCloskey

Year long course 350/351.  
Prerequisites: Psychology 105, 231.  
One 2-hour period; one hour of laboratory.

### 351b. The Teaching of Reading: Curriculum Development (1) in Childhood Education

The purpose of this course is to examine the nature and process of reading within a theoretical framework and then to examine and implement a variety of approaches and strategies used to promote literacy in language arts and social studies. Special emphasis is placed on material selection, instruction, and assessment to promote conceptual understandings for all students. Observation and participation in local schools is required. Ms. McCloskey

Year long course 350/351.  
Prerequisites: Psychology 105, 231, Education 350.  
One 2-hour period; one hour of laboratory.

### [353a. Pedagogies of Difference: Critical Approaches to Education] (1)

(Same as Africana Studies 353a) Pedagogies of difference are both theoretical frameworks and classroom practices- enacting a social justice agenda in one's educational work with learners. In this course, we think deeply about various anti-oppressive pedagogies- feminist, queer and critical race- while situating this theory in our class practicum. Thus, this course is about pedagogies of difference as much as it is about different pedagogies that result. We address how different pedagogies such as hip hop pedagogy, public pedagogy and Poetry for the People derive from these pedagogies of difference. The culminating signature assessment for this course is collaborative work with local youth organizations. Ms. Cann.

Prerequisite: Education 235 or permission of the instructor.  
Not offered in 2011/12

### 360a. Workshop in Curriculum Development (½)

This course focuses on the current trends, research and theory in the area of curriculum development and their implications for practice in schools. Procedures and criteria for developing and evaluating curricular content, resources and teaching strategies are examined and units of study developed. Offered in the first six weeks. Mr. Bjork.

Prerequisites: open to seniors only or by permission of instructor.

One 3-hour period.

### 361b. Seminar: Mathematics and Science in the Elementary Curriculum (1)

The purpose of this course is to develop the student's competency to teach mathematics and science to elementary school children. Lectures and hands-on activity sessions are used to explore mathematics and science content, methodology, and resource materi-

als, with an emphasis on conceptual understanding as it relates to the curricular concepts explored. Special emphasis is placed on diagnostic and remedial skills drawn from a broad theoretical base. Students plan, implement, and evaluate original learning activities through field assignments in the local schools. In conjunction with their instruction of instructional methods in science, students also teach lessons for the Exploring Science at Vassar Farm program. Mr. Bjork.

Permission of instructor.

One 3-hour period; weekly laboratory work at the Vassar Farm.

### 362a. Student Teaching Practicum: Childhood Education (2)

Supervised internship in an elementary classroom, grades 1-6. Examination and analysis of the interrelationships of teachers, children, and curriculum as reflected in the classroom-learning environment. Mr. Bjork.

One or more conference hours per week.

Open to seniors only.

Prerequisites: Psychology 105, 231; Education 235, 250, 290, 350/351; Education 360, 361 may be concurrent.

Ungraded only.

Permission of instructor.

### [367b. Urban Education Reform] (1)

(Same as Urban Studies 367b) This seminar examines American urban education reform from historical and contemporary perspectives. Particular attention is given to the political and economic aspects of educational change. Specific issues addressed in the course include school governance, standards and accountability, incentive-based reform strategies, and investments in teacher quality.

Prerequisite: Education 235 or permission of instructor.

One 2-hour period.

Not offered in 2011/12

### 372a. Student Teaching (2)

Adolescent Education Supervised internship in teaching in a middle, junior, or senior high school, grades 7-12. Examination of the interrelationships of teachers, children, and curriculum as reflected in the classroom-learning environment.

Open to seniors only.

Prerequisites: Psychology 105; Education 235, 263, 290, 373; Education 392. (Ungraded only.)

Permission of instructor.

### 373b. Adolescent Literacy (1)

(Same as Urban Studies 373b) This course combines research, theory, and practice in the context of an urban middle school. Concurrently with tutoring a student, we engage in case study research about the literacies our students accept and resist in the various disciplines. We define literacy broadly and look at how school literacy compares and contrasts to the literacies valued and in use in contexts outside of school. We explore how literacy training is constructed through methods and curriculum with a special emphasis on the diversities at play in middle and high school classrooms. Conceptual understandings of knowledge, strategies that support attaining that knowledge, and the role of motivation in learning are emphasized. Ms. McCloskey.

One 2-hour period; one hour of laboratory.

### 384b. Advanced Seminar in Education (1)

This course examines topics on a specific theme within the broad field of educational theory, policy, and practice. Designed for advanced students in education, the topics vary from semester to semester, and may include the following: politics of education, history of education, economics and education, educational policy, privatization and education, bilingual and bicultural education. Ms. Cann

Prerequisite: Education 162 or 235.

One 2-hour meeting.

**388a. Schooling in America: Preparing Citizens or Producing Workers** (1)  
(Same as Sociology 388a) Ms. Rueda.

**392b. Multidisciplinary Methods in Adolescent Education** (1)  
Seminar in the methods and materials used in adolescent education, grades 7-12. Examination of current trends in application of learning theories related to specific disciplines. Emphasis placed on expanding of student view of educational problem solving by exploration of instructional alternatives and multidisciplinary methods. Discipline and content specific methods and standards are also emphasized in this course.

One 2-hour period.

**399a or b. Senior Independent Work** (½ or 1)  
Special permission. The department.

## English Department

**Professors:** Mark C. Amodio<sup>ab</sup>, Beth Darlington, Robert DeMaria, Don Foster, Wendy Graham, Michael Joyce, Paul Kane, Amitava Kumar<sup>b</sup>, Paul Russell, Ronald Sharp, Patricia Wallace (Co-chair); **Associate Professors:** Peter Antelyes, Heesok Chang<sup>a</sup>, Leslie C. Dunn, Jean M. Kane, Susan Zlotnick (Co-chair); **Assistant Professors:** Eve Dunbar<sup>b</sup>, Hua Hsub, Dorothy Kim, Kiese Laymon<sup>b</sup>, Zoltán Márkus, Molly S. McGlennen, Julie Park, Hiram Perez<sup>a</sup>, Tyrone Simpson II, Laura Yow; **Adjunct Associate Professors:** Dean Crawford, M. Mark, Judith Nichols, Ralph Sassone; **Visiting Associate Professors:** David Means, Karen Robertson; **Adjunct Assistant Professor:** Joshua Harmon; **Lecturer:** Nancy Willard.

**Requirements for Concentration:** A minimum of twelve units, comprising either eleven graded units and an ungraded senior tutorial, or twelve graded units including a 300-level seminar taken in the senior year. Four units must be elected at the 300-level. At least six units, including either the senior tutorial or the 300-level senior seminar must be taken at Vassar. No AP credit or course taken NRO may be counted toward the requirements for the major.

**Distribution Requirements:** Majors are required to take two units of work in literature written before 1800 and one unit of work in literature written before 1900.

They must also take one course that focuses on issues of race, gender, sexuality, or ethnicity.

These courses must be taken at either the 200- or 300-level.

**Recommendations:** English 101 and 170 are strongly recommended as foundational courses, and students are also strongly encouraged to work from the 200 to the 300-level in at least one field of study. Acquaintance with a classical language (Latin or Greek) or with one or more of the languages especially useful for an understanding of the history of English (Old English, German, or French) is useful, as are appropriate courses in philosophy, history, and other literatures.

**Further information:** Applicants for English 209-210 (Narrative Writing), English 211-212 (Verse Writing), and English 305-306 (Senior Composition), must submit samples of their writing before spring break. Details about these deadlines, departmental procedures, and current information on course offerings may be found in the Alphabet Book available in the department office or online at the department website.

**Correlate Sequences in English:** The department offers seven correlates in English. Race and Ethnicity; Literary Theory and Cultural Studies; Poetry and Poetics; Literary Forms; British Literary History; American Literary History and Creative Writing. A minimum of six units is required for the correlate sequence. Further information is in the Alphabet Book as well.

## I. Introductory

**101a or b. The Art of Reading and Writing** (1)  
Development of critical reading in various forms of literary expression, and regular practice in different kinds of writing. The content of each section varies; see the Freshman Handbook for descriptions. The department.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Although the content of each section varies, this course may not be repeated for credit; see the Freshman Handbook for descriptions.

**110b. Process, Prose, and Pedagogy** (1)  
(Same as College Course 110b)

**170a or b. Approaches to Literary Studies** (1)  
Each section explores a central issue, such as “the idea of a literary period,” “canons and the study of literature,” “nationalism and literary form,” or “gender and genre” (contact the department office for 2011/12 descriptions). Assignments focus on the development of skills for research and writing in English, including the use of

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

secondary sources and the critical vocabulary of literary study. The department.

Open to freshmen and sophomores, and to others by permission; does not satisfy college requirement for a Freshman Writing Seminar.

### English 174-179 - Special Topics

Courses listed under these numbers are designed to offer a wide audience a variety of literary subjects that are seldom taught in regularly offered courses. The courses are six weeks in length, held during the second half of the semester, and the subjects they cover vary from year to year. Enrollment is unlimited and open to all students. Instructors lecture when the classes are too large for the regular seminar format favored in the English department. Does not satisfy the Freshman Writing Seminar requirement. These courses are ungraded and do not count toward the major. They may be repeated when the topic changes.

**174a and b. Poetry and Philosophy: What are Poets For?** (½)  
Topic for 2011/12a&b: Poetry and Philosophy: What Are Poets For? When Plato famously banished poets from his ideal Republic, he spoke of an ancient quarrel between poetry and philosophy. That argument has continued, in various forms, down to the present, culminating in Heidegger's notorious question, "What are poets for?" This six-week course looks at a number of key texts in this contentious history, along with exemplary poems that illustrate the issues. Writers include Plato, Aristotle, Dante, Shelley, Wordsworth, Wilde, Eliot, Blanchot, Derrida, and others. No specialized knowledge of poetry or philosophy required. Mr. Kane.

**177a and b. Virginia Woolf** (½)  
Topic for 2011/12: *Virginia Woolf*.  
Mr. Russell

## II. Intermediate

Prerequisite: open to sophomores, juniors, and seniors with one unit of 100-level work or by permission of the associate chair. Students applying for permission to elect 200-level work must present samples of their writing to the associate chair. Freshmen with AP credit may elect 200-level work after consultation with the department and with the permission of the instructor. First-year students who have completed English 101 may elect 200-level work with permission of the instructor. Intermediate writing courses are not open to Freshmen.

**205a or b. Composition** (1)  
Study and practice of various forms of prose and poetry. Reading and writing assignments may include prose fiction, journals, poetry, drama, and essays. The a-term course is open by special permission to sophomores regardless of major, in order of draw numbers, and to juniors and seniors, in order of draw numbers, with priority given to English majors. The b-term course is open by special permission to sophomores, juniors, and seniors, in order of draw numbers, with priority given to English majors. To gain special permission, students must fill out a form in the English department office during pre-registration.

One 2-hour period and individual conferences with the instructor.

**206a or b. Composition** (1)  
Open to any student who has taken English 205 or an equivalent course.

Special permission is not required.

One 2-hour period and individual conferences with the instructor.

**207a or b. Literary Nonfiction** (1)  
Study and practice of literary nonfiction in various formats. Reading and writing assignments may include personal, informal, and lyric essays, travel and nature writing; and memoirs. Frequent short writing assignments. Mr. Kumar, a. Ms. Mark, b.

One 2-hour period and individual conferences with the instructor.

**208. Literary Nonfiction** (1)  
Development of the student's abilities as a reader and writer of literary nonfiction, with emphasis on longer forms.

Prerequisite: open to students who have taken any of the other 200-level writing courses in English or by permission of the instructor.

One 2-hour course and individual conferences with the instructor.

**209a. Narrative Writing** (1)  
Development of the student's abilities as a writer and reader of narrative, with particular emphasis on the short story. Mr. Sassone.  
Year long course 209-210.

Deadline for submission of writing samples is before spring break.

One 2-hour period and individual conferences with the instructor.

**210b. Narrative Writing** (1)  
Development of the student's abilities as a writer and reader of narrative, with particular emphasis on the short story. Mr. Sassone.  
Year long course 209-210.

Deadline for submission of writing samples is before spring break.

One 2-hour period and individual conferences with the instructor.

**211a. Verse Writing** (1)  
Development of the student's abilities as a writer and reader of poetry. Ms. Wallace.  
Year long course 211-212.

Deadline for submission of writing samples is before spring break.

One 2-hour period and individual conferences with the instructor.

**212b. Verse Writing** (1)  
Development of the student's abilities as a writer and reader of poetry. Ms. Wallace.  
Year long course 211-212.

Deadline for submission of writing samples is before spring break.

One 2-hour period and individual conferences with the instructor.

**213. The English Language** (1)  
Study of the history of English from the fifth century to the present, with special attention to the role of literature in effecting as well as reflecting linguistic change. Treatment of peculiarly literary matters, such as poetic diction, and attention to broader linguistic matters, such as phonology, comparative philology, semantics, and the relationship between language and experience.

**215a. Pre-modern Drama: Text and Performance before 1800** (1)

Study of selected dramatic texts and their embodiment both on the page and the stage. Authors, critical and theoretical approaches, dramatic genres, historical coverage, and themes may vary from year to year. Ms. Dunn.

**216b. Modern Drama: Text and Performance after 1800** (1)  
Study of modern dramatic texts and their embodiment both on the page and the stage. Authors, critical and theoretical approaches, dramatic genres, historical coverage, and themes may vary from year to year.

Topic for 2011/12b: *20th Century American Drama: Dysfunctional Families*. This course explores modern plays that present debacles in the private sphere and its most widely accepted, codified, and institutionalized social manifestation: the family. As a site of incen-

sant conflicts and negotiations between the individual and the other and between the intimate and the public, the family offers an ideal framework and subject matter for commentary on a variety of issues. Through an overview of 20th century American drama, this course pays particular attention to the vestiges of the American Dream in a range of dramatic representations of dysfunctional families. As a survey with a special focus, the course may include plays by Thornton Wilder, Eugene O'Neill, Tennessee Williams, Arthur Miller, Lorraine Hansberry, Edward Albee, Sam Shepard, August Wilson, David Mamet, Wendy Wasserstein, David Henry Hwang, Tony Kushner, and Suzan-Lori Park. Mr. Márkus.

Two 75-minute meetings.

### 217b. Literary Theory and Interpretation (1)

A study of various critical theories and practices ranging from antiquity to the present day, including Plato, Aristotle, Dr. Johnson, Matthew Arnold, formalism, psychoanalytic criticism, Marxist criticism, feminist criticism, deconstruction, new historicism, and cultural studies. Mr. Sharp

### 218b. Literature, Gender, and Sexuality (1)

This course considers matters of gender and sexuality in literary texts, criticism, and theory. The focus varies from year to year, and may include study of a historical period, literary movement, or genre; constructions of masculinity and femininity; sexual identities; or representations of gender in relation to race and class. Topic for 2011/12b: Gay Male Fiction in America after 1945. Mr. Russell.

### 222a. Founding of English Literature (1)

These courses, English 222 and 223, offer an introduction to British literary history through an exploration of texts from the eighth through the seventeenth centuries in their literary and cultural contexts. English 222 begins with Old English literature and continues through the death of Queen Elizabeth I (1603). English 223 begins with the establishment of Great Britain and continues through the British Civil War and Puritan Interregnum to the Restoration. Critical issues may include discourses of difference (race, religion, gender, social class); tribal, ethnic, and national identities; exploration and colonization; textual transmission and the rise of print culture; authorship and authority. Both courses address the formation and evolution of the British literary canon, and its significance for contemporary English studies. Ms. Kim.

### 223b. Founding of English Literature (1)

These courses, English 222 and 223, offer an introduction to British literary history through an exploration of texts from the eighth through the seventeenth centuries in their literary and cultural contexts. English 222 begins with Old English literature and continues through the death of Queen Elizabeth I (1603). English 223 begins with the establishment of Great Britain and continues through the British Civil War and Puritan Interregnum to the Restoration. Critical issues may include discourses of difference (race, religion, gender, social class); tribal, ethnic, and national identities; exploration and colonization; textual transmission and the rise of print culture; authorship and authority. Both courses address the formation and evolution of the British literary canon, and its significance for contemporary English studies. Mr. Márkus.

### 225a. American Literature, Origins to 1865 (1)

Study of the main developments in American literature from its origins through the Civil War: including Native American traditions, exploration accounts, Puritan writings, captivity and slave narratives, as well as major authors from the eighteenth century (such as Edwards, Franklin, Jefferson, Rowson, and Brown) up to the mid-nineteenth century (Irving, Cooper, Poe, Emerson, Hawthorne, Fuller, Stowe, Thoreau, Douglass, Melville, Whitman, and Dickinson). Mr. Antelyes.

### 226b. American Literature, 1865-1925 (1)

Study of the major developments in American literature and culture from the late nineteenth to the early twentieth century. Literary movements such as realism, naturalism, regionalism, and

modernism are examined, as well as literatures of ethnicity, race, and gender. Works studied are drawn from such authors as Twain, Howells, James, Jewett, Chestnut, Chopin, Crane, London, Harte, DuBois, Gilman, Adams, Wharton, Dreiser, Pound, Eliot, Stein, Yeziarska, Fitzgerald, Hemingway, O'Neill, Frost, H. D., and Toomer. Mr. Simpson.

### 227a. The Harlem Renaissance and its Precursors (1)

(Same as Africana Studies 227a) This course places the Harlem Renaissance in literary historical perspective as it seeks to answer the following questions: In what ways was "The New Negro" new? How did African American writers of the Harlem Renaissance rework earlier literary forms from the sorrow songs to the sermon and the slave narrative? How do the debates that raged during this period over the contours of a black aesthetic trace their origins to the concerns that attended the entry of African Americans into the literary public sphere in the eighteenth century? Ms. Dunbar.

### 228. African American Literature, "Vicious Modernism" (1) and Beyond

(Same as Africana Studies 228b) In the famous phrase of Amiri Baraka, "Harlem is vicious/Modernism." Beginning with the modernist innovations of African American writers after the Harlem Renaissance, this course ranges from the social protest fiction of the 1940s through the Black Arts Movement to the postmodernist experiments of contemporary African American writers.

### 229a. Asian-American Literature, 1946-present (1)

This course considers such topics as memory, identity, liminality, community, and cultural and familial inheritance within Asian-American literary traditions. May consider Asian-American literature in relation to other ethnic literatures. Mr. Hsu.

### 230b. Latina and Latino Literature (1)

(Same as Latin American and Latino/a Studies 230b) This literature engages a history of conflict, resistance, and *mestizaje*. For some understanding of this embattled context, we examine transnational migration, exile, assimilation, bilingualism, and political and economic oppression as these variously affect the means and modes of the texts under consideration. At the same time, we emphasize the invented and hybrid nature of Latina and Latino literary and cultural traditions, and investigate the place of those inventions in the larger framework of American intellectual and literary traditions, on the one hand, and pan-Latinidad, on the other. Authors studied may include Americo Paredes, Piri Thomas, Cherrie Moraga, Richard Rodriguez, Michelle Serros, Cristina Garcia, Ana Castillo, and Junot Diaz. Mr. Perez.

### 231a. Native American Literature (1)

Drawing from a wide range of traditions, this course explores the rich heritage of Native American literature. Material for study may comprise oral traditions (myths, legends, place naming and story telling) as well as contemporary fiction, non-fiction and poetry. Authors may include Zitkala Sa, Black Elk, N. Scott Momaday, Leslie Silko, Louise Erdrich, Simon Ortiz, Sherman Alexie, and Joy Harjo. Ms. McGlennen.

### 235. Old English (1)

Introduction to Old English language and literature.

### 236. Beowulf (1)

Intensive study of the early English epic in the original language. Prerequisite: English 235 or demonstrated knowledge of Old English, or permission of the instructor.

### 237b. Chaucer (1)

The major poetry, including *The Canterbury Tales*. Ms. Kim.

### 238. Middle English Literature (1)

Studies in late medieval literature (1250-1500), drawing on the works of the Gawain-poet, Langland, Chaucer, and others. Genres studied may include lyric, romance, drama, allegory, and vision.

- 240a or b. Shakespeare** (1)  
Study of some representative comedies, histories, and tragedies. Ms. Dunn, Ms. Robertson.  
Not open to students who have taken English 241-242.
- 241a. Shakespeare** (1)  
(Same as Drama 241-242) Study of a substantial number of the plays, roughly in chronological order, to permit a detailed consideration of the range and variety of Shakespeare's dramatic art. Mr. Foster.  
Year long course 241-242.  
Not open to students who have taken English 240.
- 242b. Shakespeare** (1)  
(Same as Drama 241-242) Study of a substantial number of the plays, roughly in chronological order, to permit a detailed consideration of the range and variety of Shakespeare's dramatic art. Mr. Foster.  
Year long course 241-242.  
Not open to students who have taken English 240.
- 245a. Pride and Prejudice: British Literature from 1640-1745** (1)  
Study of various authors who were influential in defining the literary culture and the meaning of authorship in the period. Authors may include Aphra Behn, John Dryden, Anne Finch, John Gay, Eliza Haywood, Mary Leapor, Katherine Philips, Alexander Pope, Jonathan Swift, and Lady Mary Wortley Montagu. Ms. Park.
- 246b. Sense and Sensibility: British Literature from 1745-1798** (1)  
Study of the writers who represented the culmination of neoclassical literature in Great Britain and those who built on, critiqued, or even defined themselves against it. Authors may include Samuel Johnson, James Boswell, Edmund Burke, William Beckford, William Cowper, Olaudah Equiano, Hester Thrale Piozzi, Mary Wollstonecraft, Ann Radcliffe, Anne Yearsley, and Hannah More. Mr. DeMaria.
- 247b. Eighteenth-Century British Novels** (1)  
Readings vary but include works by such novelists as Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. Ms. Park.
- 248b. The Age of Romanticism, 1789-1832** (1)  
Study of British literature in a time of revolution. Authors may include such poets as Blake, Wordsworth, and Keats; essayists such as Burke, Wollstonecraft, Hazlitt, Lamb, and DeQuincey; and novelists such as Edgeworth, Austen, Mary Shelley, and Scott. Ms. Darlington.
- 249a. Victorian Literature: Culture and Anarchy** (1)  
Study of Victorian culture through the prose writers of the period. This course explores the strategies of nineteenth-century writers who struggled to find meaning and order in a changing world. It focuses on such issues as industrialization, the woman question, imperialism, aestheticism, and decadence, paying particular attention to the relationship between literary and social discourses. Authors may include nonfiction prose writers such as Carlyle, Ruskin, Arnold, Pater, and Wilde as well as fiction writers such as Disraeli, Gaskell, Dickens, Mary Elizabeth Braddon, George Eliot, and Arthur Conan Doyle. Ms. Graham.
- 250. Victorian Poets: Eminent, Decadent, and Obscure** (1)  
A study of Romantic impulses and Victorian compromises as expressed in the major poems of Tennyson, Browning, Arnold, Dante Gabriel Rossetti, and Swinburne. The second half of the course turns from economies of the aesthetic to material conditions of the literary marketplace and to challenges met and posed by women writers such as Felicia Hemans, Letitia Elizabeth Landon, Elizabeth Barrett Browning, Emily Brontë, Christina Rossetti, Michael Field (Katherine Bradley and Edith Cooper), and Alice Meynell. Some preliminary study of romantic poetry is strongly recommended.
- 251a. Topics in Black Literatures** (1)  
(Same as Africana Studies 251a) This course considers Black literatures in all their richness and diversity. The focus changes from year to year, and may include study of a historical period, literary movement, or genre. The course may take a comparative, diasporic approach or may examine a single national or regional literature.  
Topic for 2011/12a: *Shawn Carter: Autobiography of an Autobiographer*. Mr. Laymon.
- 252. Writing the Diaspora: Verses/Versus** (1)  
(Same as Africana Studies 252b)  
255a. Nineteenth-Century British Novels (1)  
Readings vary but include works by such novelists as Scott, Dickens, Thackeray, the Brontës, Trollope, George Eliot, and Hardy. Ms. Zlotnick.
- 256. Modern British and Irish Novels** (1)  
Significant twentieth-century novels from Great Britain and Ireland.
- 257. The Novel in English after 1945** (1)  
The novel in English as it has developed in Africa, America, Australia, Canada, the Caribbean, Great Britain, India, Ireland, and elsewhere.
- 260a. Modern British Literature, 1901-1945** (1)  
Study of representative modern works of literature in relation to literary modernism. Consideration of cultural crisis and political engagement, with attention to the Great War as a subject of memoir, fiction, and poetry, and to the new voices of the thirties and early forties. Authors may include Hardy, Yeats, Eliot, Lawrence, Woolf, Conrad, Graves, Vera Brittain, Rebecca West, Orwell, and Auden. Mr. Russell.
- 261a. Literatures of Ireland** (1)  
Authors, genres, themes and historical coverage may vary from year to year. Readings may range from the *Táin Bó Cuailnge* (Cattle Raid of Cooley) and other sagas; to Anglo-Irish authors of various periods, including Swift, Goldsmith, Thomas Moore, Maria Edgeworth, George Bernard Shaw and Oscar Wilde; to the writers of the Irish literary revival, including Roger Casement, Lady Gregory, Padraic O'Conaire, Pádraig Mac Piarais, Synge, and Yeats; to modernists Joyce, Beckett, Flann O'Brien, and Elizabeth Bowen; to contemporary Irish poets, novelists, dramatists, and musicians. Ms. Kane.
- 262b. Postcolonial Literatures** (1)  
Study of contemporary literature written in English from Africa, Australia, Canada, the Caribbean, the Indian subcontinent and elsewhere. Readings in various genres by such writers as Chinua Achebe, Margaret Atwood, Janet Frame, Nadine Gordimer, V. S. Naipaul, Salman Rushdie, Derek Walcott, Patrick White. Some consideration of post-colonial literary theory.  
Topic for 2011/12b: *Australian Literature*. Includes works by Henry Lawson, David Malouf, Judith Wright, Les Murray, Patrick White, Alex Miller, Gwen Harwood, Alex Miller, Helen Garner, Richard Flanagan, Oodgeroo Noonucca, Peter Carey, and Alice Pung. Mr. Sharp.  
Two 75-minute meetings.
- 265a or b. Selected Author** (1)  
Study of the work of a single author. The work may be read in relation to literary predecessors and descendants as well as in relation to the history of the writer's critical and popular reception. This course alternates from year to year with English 365.
- 275. Caribbean Discourse** (1)  
(Same as Africana Studies 275) Study of the work of artists and intellectuals from the Caribbean. Analysis of fiction, non-fiction, and popular cultural forms such as calypso and reggae within their historical contexts. Attention to cultural strategies of resistance to colonial domination and to questions of community formation in the post-colonial era. May include some discussion of post-colonial



literary theory and cultural studies.

**277b. Sea-Changes: Caribbean Rewritings of the British Canon** (1)

(Same as Africana Studies 277b) From William Shakespeare's *The Tempest* to James Joyce's *Ulysses*, the classic texts of the British literary canon have served as points of departure for Caribbean writers seeking to establish a dialogue between a colonial literary tradition and post-colonial national literatures. This course addresses the many re-writings of British texts by Caribbean authors from Roberto Fernandez Retamar's *Caliban* to Jamaica Kincaid's *The Autobiography of My Mother*. Texts may include Jean Rhys's *Wide Sargasso Sea*, V.S. Naipaul's *Guerillas*, Michelle Cliff's *Abeng* and *No Telephone to Heaven*, Maryse Conde's *Windward Heights*, and Riosario Ferre's *Sweet Diamond Dust*. Ms. Yow.

**290a or b. Field Work** (½ or 1)

Prerequisite: 2 units of 200-level work in English, and by permission of the associate chair. 1 unit of credit given only in exceptional cases.

**298a or b. Independent Study** (½ or 1)

Prerequisite: 2 units of 200-level work in English, and by permission of the associate chair. 1 unit of credit given only in exceptional cases.

### III. Advanced

Prerequisite: Open to Juniors and Seniors with 2 units of 200-level work in English, or by permission of the instructor.

**300a or b. Senior Tutorial** (1)

Preparation of a long essay (40 pages) or other independently designed critical project. Each essay is directed by an individual member of the department.

Special permission.

**302. Adaptations** (1)

(Same as College Course and Media Studies 302)

**305a. Composition** (1)

Advanced study and practice of various forms of prose and poetry. Open in the senior year to students concentrating in English. Deadline for submission of writing samples immediately before spring break. Ms. Kane.

Year long course 305-306.

**306b. Composition** (1)

Advanced study and practice of various forms of prose and poetry. Open in the senior year to students concentrating in English. Deadline for submission of writing samples immediately before spring break. Ms. Kane.

Year long course 305-306.

**307b. Senior Writing Seminar** (1)

An advanced writing course in parallel with the long-established senior composition sequence, accommodating the multiple approaches, genres, forms and interests that represent the diversity of a contemporary writing life. Ms. McGlennen.

**315. Studies in Poetry** (1)

Advanced study of selected topics in the history and theory of poetry, exploring a range of interpretive contexts for understanding individual poems. Discussions may consider such issues as the poetic canon, attacks on the defenses of poetry, and the boundaries of what constitutes poetry itself. The course includes both poetry and criticism, and may focus upon a particular period, genre, poet, or poetic tradition.

**317b. Studies in Literary Theory** (1)

Advanced study of problems and schools of literary criticism and theory, principally in the twentieth century. May include discussion of

new criticism, structuralism, deconstruction, reader-response theory, new historicism, and Marxist, psychoanalytic, phenomenological, and feminist analysis. Ms. Park.

Topic for 2011/12b: *Theories of the Novel*.

**319a. Race and Its Metaphors** (1)

(Same as Africana Studies 319a) Re-examinations of canonical literature in order to discover how race is either explicitly addressed by or implicitly enabling to the texts. Does racial difference, whether or not overtly expressed, prove a useful literary tool? The focus of the course varies from year to year.

Topic for 2011/12a: *Fictions of Black Urbanism in the Post-War United States (Bodies and Belonging; Borders and Mobility)* "If you're born black in America you must quickly teach yourself to recognize the invisible barriers disciplining the space in which you may move." -John Edgar Wideman, *Brothers and Keepers*. Cultural history encourages that we start thinking about blackness and the American city after the Great War had ended. By 1945, the second migration of African Americans from the agrarian rural south and the challenges present therein—exploitative sharecropping contracts, failing agribusiness, and Klan violence—had reached tsunamic proportions. Their journeys landed them in cities such as New York, Chicago, Pittsburgh, Detroit, Indianapolis, Newark; cities whose residents and industrial infrastructure made blacks optimistic about their social and economic prospects. Many African Americans were able to take advantage of this "urban hospitality" and found American promise in the decades after the war. Unfortunately, these migrants did not suspect that this period of prosperity came with an expiration date. By the time Wideman issues the existential caveat for African Americans in 1984 (above), many of these metropolitan spaces have lost the capability to accommodate black needs. Shifts in the global economy—among them, corporations realizing that advances in transportation and technology made space and distance less encumbering in producing and delivering goods—divested these cities of their productive responsibilities. With less of a need to produce, these urban centers had less of a need to employ the blacks that relied on them for wages upon which they could build their American dreams and hopes. What was once an urban refuge for blacks became in a short time a space of desperation and repression. In fact, one could say that cities became carceral. This phenomenon most definitely inspired the stark warning that John Wideman felt he needed to submit to his readers in the mid-1980s. This course aims to explore how African American creative artists have staged black encounter with the American city. None of the fictionists we will study this semester conceives of the metropolis in the same way and this diversity of urban visions will greatly enrich our discussion. Allow the following inquiries, however, to tame and shape your study of what may appear to be seemingly disparate voices and perspectives. To what extent do these fictional blacks feel at home in their cities? Does the city—through its public places (bars, salons) and private spaces (apartments, churches) appear so inhospitable that it hinders these characters from making a claim on the place they (must) live? How is the black body read and understood in the urban environment? How are black characters read by those who perceive them? How do they perceive themselves? Finally, if we understand black urban spaces as carceral constructs, what factors allow characters movement and transport? Do these characters ever transcend the immobility that the metropolis seeks to impose upon them? Mr. Simpson

One 2 hour meeting.

**320b. Traditions in the Literature of England and America** (1)

The course studies varied attempts by writers to imagine human conduct and speech that is heroic and yet not ridiculous in the time and landscape of the writer and the reader. The writers read may include Homer, Virgil, Chaucer, Spenser, Shakespeare, Milton, Radcliffe, Austen, Twain, Faulkner, Cheever, and Angelou.

Topic for 2011/12b: *The Chalice and the Blade*. This course studies the legends of King Arthur, beginning with accounts of the historic king written in the twelfth century and proceeding to explore the ways in which he and his court were transformed into

images of mythic stature that embodied qualities from both pagan and Christian traditions during the centuries that followed. We will examine the archetypes of the feminine Grail and the masculine Sword that give the course its title, and others such as the Waste Land, the Immortal King, the Magician, the Questing Hero, the May Queen, the Fool, the Sorceress, and the Lovers. We will discuss the enduring power of myth and its continuing transformation through time, trying to understand why these tales of the Middle Ages still hold such a strong sway in the popular imagination. Authors may include Geoffrey of Monmouth, Chretien de Troyes, Gottfried von Strassburg, Sir Thomas Malory, Alfred, Lord Tennyson, T. H. White, and Marion Zimmer Bradley. Ms. Darlington.

One 2-hour seminar.

### 325a or b. Studies in Genre (1)

An intensive study of specific forms or types of literature, such as satire, humor, gothic fiction, realism, slave narratives, science fiction, crime, romance, adventure, short story, epic, autobiography, hypertext, and screenplay. Each year, one or more of these genres is investigated in depth. The course may cross national borders and historical periods or adhere to boundaries of time and place.

Topic for 2011/12a: *Green Writing: Literature and the Environment*. (Same as Environmental Studies 325) This course examines the development of environmental literature, from the “nature writing” of the nineteenth and twentieth centuries to the emergence of contemporary ecocriticism. Readings will feature a wide range of writers from various disciplines, with a special emphasis on the literature of the Hudson River Valley. Some field trips included. Mr. Kane.

Topic for 2011/12b: *Comedy—Then and Now*. Mr. Márkus.

One 2-hour period.

### 326b. Challenging Ethnicity (1)

(Same as Africana Studies 326b) An exploration of literary and artistic engagements with ethnicity. Contents and approaches vary from year to year.

Topic for 2011/12b: *Racial Melodrama*. Often dismissed as escapist, predictable, lowbrow or exploitative, melodrama has also been recuperated by several contemporary critics as a key site for the rupture and transformation of mainstream values. Film scholar Linda Williams argues that melodrama constitutes “a major force of moral reasoning in American mass culture,” shaping the nation’s racial imaginary. The conventions of melodrama originate from popular theater, but its success has relied largely on its remarkable adaptability across various media, including print, motion pictures, radio, and television. This course investigates the lasting impact of such fictions as Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, Fannie Hurst’s *Imitation of Life*, the romanticized legend of John Smith’s encounter with Pocahontas, and John Luther Long’s *Madame Butterfly*. What precisely is melodrama? If not a genre, is it (as critics diversely argue) a mode, symbolic structure, or a sensibility? What do we make of the international success of melodramatic forms and texts such as the telenovela and Ang Lee’s *Brokeback Mountain*? How do we understand melodrama’s special resonance historically among disfranchised classes? How and to what ends do the pleasures of suffering authenticate particular collective identities (women, the working class, queers, blacks, and group formations yet to be named)? What relationships between identity, affect and consumption does melodrama reveal? Mr. Perez.

### 328. Literature of the American Renaissance (1)

Intensive study of major works by American writers of the mid-nineteenth century. Authors may include: Cooper, Poe, Hawthorne, Emerson, Thoreau, Douglass, Fuller, Stowe, Delany, Wilson, Melville, Whitman, and Dickinson. In addition to placing the works in historical and cultural context, focusing on the role of such institutions as slavery and such social movements as transcendentalism, the course also examines the notion of the American Renaissance itself.

### 329a. American Literary Realism (1)

Exploration of the literary concepts of realism and naturalism focusing on the theory and practice of fiction between 1870 and 1910,

the first period in American literary history to be called modern. The course may examine past critical debates as well as the current controversy over realism in fiction. Attention is given to such questions as what constitutes reality in fiction, as well as the relationship of realism to other literary traditions. Authors may include Henry James, Mark Twain, Stephen Crane, Charles Chestnutt, Edith Wharton, Theodore Dreiser, and Willa Cather.

Topic for 2011/12a: *American Literary Realism and Naturalism: A Reading of Major American Novels Written Primarily Between 1870 and 1910*. Authors include Henry James, Mark Twain, Stephen Crane, Charles Chesnutt, William Dean Howells, Edith Wharton, Theodore Dreiser, Richard Wright, and Ralph Ellison. American Literary Realism and Naturalism pays particular attention to the historical currents of post-Civil War America (war, slavery, reconstruction), the closing of the frontier, rapid industrialization, new monetary instruments and technologies, the rise of the professional class, labor, demographic shifts (rural/urban; South/North), issues of race, class, gender, and the dominant ideologies that supported America’s maturation into a super-power: Social Darwinism, the Gospel of Efficiency (new Protestant work ethic), Imperialism (new Manifest Destiny), pecuniary emulation, conspicuous consumption as well as the concomitant social costs of prosperity and progress: poverty, racism, neurasthenia. The period literature is itself a primary source for an overview of the relevant historical context. In *Sister Carrie*, Dreiser offers a general introduction to the new phenomenon, the department store, in case this innovation in one stop shopping should become obsolete by 1940. It is Dreiser’s self-consciousness as a ‘historian of the present’ or Twain’s revisionist, backward glance at slavery or Wharton’s anxious account of the imminent extinction of the leisure class that forges the peculiar bond of form/content in such works. While the course focuses on genre, it reflects the diversity of 19th-century literature flying under the banners: Naturalism & Realism. Ms. Graham.

### 330b. American Modernism (1)

Intensive study of modern American literature and culture in the first half of the twentieth century, with special attention to the concept of “modernism” and its relation to other cultural movements during this period. Authors may include Dreiser, Wharton, Cather, Frost, Anderson, Millay, Pound, Stein, Hemingway, Fitzgerald, O’Neill, H. D., Faulkner, Wright, Eliot, Williams, Moore, Stevens, Crane, Yezierska, Toomer, Hughes, Cullen, Brown, Hurston, McKay, and Dos Passos. Ms. Graham.

### 331b. Post-modern American Literature (1)

Advanced study of American literature from the second half of the twentieth century to the present date. Authors may include Welty, Ellison, Warren, O’Connor, Olson, Momaday, Mailer, Lowell, Bellow, Percy, Nabokov, Bishop, Rich, Roth, Pynchon, Ashbery, Merrill, Reed, Silko, Walker, Morrison, Gass, and Kingston. Mr. Antelyes.

### 339. Shakespeare in Production (1)

(Same as Drama 339 and Medieval and Renaissance Studies 339) Students in the course study the physical circumstances of Elizabethan public and private theaters at the beginning of the semester. The remainder of the semester is spent in critical examination of the plays of Shakespeare and several of his contemporaries using original staging practices of the early modern theater. The course emphasizes the conditions under which the plays were written and performed and uses practice as an experiential tool to critically analyze the texts as performance scripts.

Enrollment limited to Juniors and Seniors

One 3-hour period.

### 340a. Studies in Medieval Literature (1)

Intensive study of selected medieval texts and the questions they raise about their context and interpretation. Issues addressed may include the social and political dynamics, literary traditions, symbolic discourses, and individual authorial voices shaping literary works in this era. Discussion of these issues may draw on both historical and aesthetic approaches, and both medieval and modern theories

of rhetoric, reference, and text-formation. Ms. Kim.

### 341a. Studies in the Renaissance (1)

Intensive study of selected Renaissance texts and the questions they raise about their context and interpretation.

Topic for 2011/12a: *Nothing Sacred*. Between the death of Henry VIII (by obesity) in 1547 and the beheading of King Charles (by religious extremists) in 1649, English language, and culture, and naval power, were in the ascendancy. But the British Renaissance was not all sweetness and light; nor was it just about William Shakespeare. Protestant and Catholics honed their prose style, and their swords, on one another. The allure of acquired wealth through trade with the East, and through conquest of the Americas, was coupled with a xenophobic contempt for resident aliens (Muslims and Jews, in particular). State torture was justified in the name of national security; capital punishment was made a daily public spectacle. Though literacy was on the rise, higher education remained a privilege for the wealthy few. In short: the cultural milieu that produced Shakespeare was one very like our own. In this seminar we shall study literary representations of atheism, child abuse, cross-dressing, homosexuality, incest, STDs, misogyny, murder, prostitution, racial difference, rape, physical deformity, witchcraft, and state violence. Emphasis on Elizabethan and Jacobean drama. Corollary readings from feminist, psychoanalytic, and materialist criticism. Mr. Foster.

### 342b. Studies in Shakespeare (1)

Advanced study of Shakespeare's work and its cultural significance in various contexts from his time to today.

Topic for 2011/12b: *After Shakespeare*. Adaptation—the imitation, revision, and appropriation of texts—is one of the primary processes through which literary meanings migrate and change. This course explores the theory and practice of Shakespearean adaptation in literature, music, theatre, film, and popular culture, from the 17th century to the present. We'll address issues of authenticity and authority, representations of difference, postcolonial displacement, and cross-cultural translation. We will also reflect critically on our own positions as contemporary readers, viewers, interpreters and consumers of Shakespeare. Each seminar member will complete an original research or creative project. Prior study of Shakespeare's plays is strongly recommended. Ms. Dunn.

### 345a. Milton (1)

Study of John Milton's career as a poet and polemicist, with particular attention to *Paradise Lost*. Mr. DeMaria.

### 350b. Studies in Eighteenth-century British Literature (1)

Focuses on a broad literary topic, with special attention to works of the Restoration and eighteenth century: a consideration of the genre of satire as a way of understanding the world; or sensibility and the Gothic, a study of the origins of these literary trends and of their relationship to each other, with some attention to their later development. Ms. Park.

### 351a. Studies in Nineteenth-Century British Literature (1)

Study of a major author (e.g., Coleridge, George Eliot, Oscar Wilde) or a group of authors (the Brontës, the Pre-Raphaelite poets and painters) or a topical issue (representations of poverty; literary decadence; domestic angels and fallen women; transformations of myth in Romantic and Victorian literature) or a major genre (elegy, epic, autobiography).

Topic for 2011/12a: *Deals with the Devil*. This course examines the Faust theme in works of nineteenth-century British literature. The story of the scholar-magician who sold his soul to the prince of darkness compelled the imaginations of many British writers of the Romantic and Victorian era. Often they associated this legend with the myth of Prometheus, the Titan who dared to steal divine fire for the benefit of humankind. The course studies the various faces of the archetypal over-reacher and the significance of the archetype for us at the beginning of the twenty-first century. Ms. Darlington.

Topic for 2011/12b: *The Brontë Sisters*. The aim of this course is two-fold: a detailed study of the major works of Anne, Emily and Charlotte Brontë as well as an examination of the criticism that

has been written about the sisters' novels and poems. We will acquaint ourselves with the different critical lenses through which the Brontës have been viewed (e.g., biographical, feminist, historicist, postcolonial) in order to explore the ways in which the "meaning" of the Brontë sisters and their writing has changed over time. Primary texts include *Jane Eyre*, *Shirley*, *Villette*, *Wuthering Heights*, *The Tenant of Wildfell Hall* the Brontës' poetry and Elizabeth Gaskell's *Life of Charlotte Brontë*. Ms. Zlotnick

One 2-hr meeting.

### 352a. Romantic Poets: Rebels with a Cause (1)

Intensive study of the major poetry and critical prose of Blake, Wordsworth, and Coleridge (English 352), and Byron, Shelley, and Keats (English 353) in the context of Enlightenment thought, the French Revolution, and the post-Napoleonic era. Readings may include biographies, letters, and a few philosophical texts central to the period. Some preliminary study of Milton is strongly recommended. Mr. Sharp.

### 353b. Romantic Poets: Rebels with a Cause (1)

Intensive study of the major poetry and critical prose of Blake, Wordsworth, and Coleridge (English 352), and Byron, Shelley, and Keats (English 353) in the context of Enlightenment thought, the French Revolution, and the post-Napoleonic era. Readings may include biographies, letters, and a few philosophical texts central to the period. Some preliminary study of Milton is strongly recommended. Mr. Sharp.

### 355b. Modern Poets (1)

Intensive study of selected modern poets, focusing on the period 1900-1945, with attention to longer poems and poetic sequences. Consideration of the development of the poetic career and of poetic movements. May include such poets as Auden, Bishop, Eliot, Frost, Hopkins, Moore, Pound, Stein, Stevens, Williams, and Yeats. Mr. Kane.

### 356. Contemporary Poets (1)

Intensive study of selected contemporary poets, with attention to questions of influence, interrelations, and diverse poetic practices. May include such poets as Ashbery, Bernstein, Brooks, Graham, Harjo, Heaney, Hill, Merrill, Rich, and Walcott.

### 357b. Studies in Twentieth-Century Literature (1)

Intensive study of literatures of the twentieth century, with primary focus on British and postcolonial (Irish, Indian, Pakistani, South African, Caribbean, Australian, Canadian, etc.) texts. Selections may focus on an author or group of authors, a genre (e.g., modern verse epic, drama, satiric novel, travelogue), or a topic (e.g., the economics of modernism, black Atlantic, Englishes and Englishness, themes of exile and migration).

Topic for 2011/2012b: *James Joyce's Ulysses*.  
Mr. Russell.

### 362a. and b. Text and Image (1)

Explores intersections and interrelationships between literary and visual forms such as the graphic novel, illustrated manuscripts, tapestry, the world-wide web, immersive environments, the history and medium of book design, literature and film, literature and visual art. Topics vary from year to year.

Topic for 2011/12a: *Cartoons, Comics, and Graphic Novels*. This course examines major forms of comic art from 1900 to the present, including newspaper comics, wordless woodcut novels, comic books, panel cartoons, minicomics, and graphic novels. It is organized both historically and thematically, with classes exploring such topics as: the roles played by gender, sexuality, race, and class in the creation and marketing of comic art; the debates over the morality of comics, and the effects of the "Comics Code"; the relation of the comics to various subcultures, such as the "underground" movement of the 1960s; the representation of politics and the politics of representation; the positioning of "graphic novels" in the academy and the literary world more generally. Among the artists/works we might consider: McCay (*Dreams of a Rarebit Fiend* and *Little Nemo* in

*Slumberland*), Herriman (*Krazy Kat*), Masereel (*The City*), Siegel and Shuster (*Superman*), Schulz (*Peanuts*), Siegelman (*Maus and In the Shadow of No Towers*), Trudeau (*Doonesbury*), DiMassa (*Hothead Paisan: Homicidal Lesbian Terrorist*), Barry (*The Greatest of Marlys*), McGruder (*Boondocks*), Ware (*Jimmy Corrigan*), Porcellino (*King-Cat Comics*), Doucet (*365 Days*), and Bechdel (*Fun Home*), not to mention panels and pages by such artists as Jules Feiffer, William Steig, Roz Chast, and Marc Bell, and magazines from *Mad* to *Raw*, as well as a sampling of current web comics. We will also be looking at criticism and theory in the areas of media and cultural studies. Mr. Antelyes.

Topic for 2011/12b: *Illuminating the Medieval Bible*. This class will examine the iconographic tradition of biblical illumination in England during the Middle Ages. We will evaluate some of the following books: *Lindisfarne Gospels*, *Eadwine Psalter*, *Holkham Picture Bible*, *Windmill Psalter*, *Wycliffite Bible*, etc. We will think about biblical iconography in relation to Latin, Old English, Middle English, and other vernacular translations. How does the text of the Bible (canonical and apocryphal) interplay with visual programs that follow or diverge from the main textual passages? Ms. Kim.

### 365a or b. Selected Author (1)

Study of the work of a single author. The work may be read in relation to literary predecessors and descendants as well as in relation to the history of the writer's critical and popular reception. This course alternates from year to year with English 265.

Topic for 2011/12a: *Thomas Middleton*. Mr. Márkus.

Topic for 2011/12a: *William Faulkner*. Ms. Yow.

### 369. Major Third World Author: Fanon (1)

(Same as Africana Studies 369)

Topic for 2011/12a: *Fanon*. This course provides the opportunity for an in-depth study of the life and works of Frantz Fanon. A psychiatrist, war hero, cultural critic, revolutionary, and one of the foremost philosophers of liberation of the decolonizing world, Fanon made his presence felt in a variety of intellectual and political arenas. We consider Fanon not only in the context of revolutionary anti-colonial politics, but also in relationship to discourses of race, psychoanalysis, colonial psychiatry and phenomenology. Feminist, postcolonial and cultural critical engagements with Fanon's work are central to our discussion of his enduring intellectual legacy. Ms. Yow.

One 2-hour meeting.

### 370a or b. Transnational Literature (1)

This course focuses on literary works and cultural networks that cross the borders of the nation-state. Such border-crossings raise questions concerning vexed phenomena such as globalization, exile, diaspora, and migration—forced and voluntary. Collectively, these phenomena deeply influence the development of transnational cultural identities and practices. Specific topics studied in the course vary from year to year and may include global cities and cosmopolitanisms; the black Atlantic; border theory; the discourses of travel and tourism; global economy and trade; or international terrorism and war.

Topic for 2011/12b: *Black Paris*. (Same as Africana Studies 370)

This course examines the cultural productions of black writers and artists in the City of Light. Long considered a haven for African American artists, Paris also attracted (and repelled) African and Afro-Caribbean intellectuals as the metropolitan center of the French empire. Through an exploration of literature, music and film, we think about what Paris has represented in the transnational cultural and political circuits of the African diaspora. The site of the first Conference of Negro-African writers and Artists in 1956, the city provided a space for the development and negotiation of a diasporic consciousness. For James Baldwin, Paris was where he discovered "what it means to be an American." Throughout the semester, we interrogate how the experiences of expatriation and exile complicate understandings of racial, national and transnational identities. Topics for discussion include modernism, jazz, Negritude, Pan-Africanism, and the *Présence Africaine* group. We consider the work of Josephine Baker, James Baldwin, Sidney Bechet, Bricktop,

Aime Cesaire, Chester Himes, Langston Hughes, Andrea Lee, Claude McKay, Paulette Nardal, William Gardner Smith, Richard Wright and Shay Youngblood. Films may include *ZouZou* and *La Permission*. Ms. Yow.

[380b. English Seminar] (1)  
Not offered in 2011/12.

[381. English Seminar] (1)  
Not offered in 2011/12.

[382. English Seminar] (1)  
Not offered in 2011/12.

### 383a. Morning in America: American Literature and Art in the 1980s (1)

(Same as American Culture 383a) This seminar considers the literature and art of the 1980s in light of the decade's most striking ideas: postmodernism and the blurring of tastes high and low; political correctness and multiculturalism; evolving notions of the public and the private; the digital revolution and its ontology; AIDS and gay liberation; the end of the cold war and the dawn of a newly global, post-1989 sensibility. Authors and artists may include: DeLillo, Baker, Barthelme, Kingston, Pynchon, Mamet, Doctorow, Alan Moore (*The Watchmen*), Didion, Mailer, Christopher Lasch, Greil Marcus, Greg Tate, Spike Lee, Richard Serra, Jeff Koons, Warhol, Haring and Basquiat. Mr. Hsu.

One 2-hour meeting.

### 384b. Writing for Performance (1)

This seminar will examine a range of culturally significant entertainments from Homer to Homer Simpson; Euripides to YouTube; Beowulf to Snoop Dogg; and Shakespeare to Shakira—but it is designed chiefly as a workshop for theatrical writers who already know, and value, the Western dramatic tradition. Coursework will include theater visits and the rehearsal of one another's original writing (monologues, song lyrics, scenes, a one-act play). Our emphasis will be insistently dramaturgical, though not without a dose of criticism, and performance theory. Prerequisites: an original writing sample; evidence of successfully completed coursework in dramatic literature; and permission of the instructor. Mr. Foster

385. English Seminar (1)

386. English Seminar (1)

399a or b. Senior Independent Work (½ or 1)

Open by permission of the Chair.

One unit of credit given only in exceptional cases.

## Environmental Studies Program

**Director:** Lizabeth Paravisini-Gebert; **Steering Committee:** Mark W. Andrews<sup>a</sup> (French and Francophone Studies), Pinar Batur (Sociology), Stuart L. Belli (Chemistry), Mary Ann Cunningham<sup>a</sup> (Earth Science and Geography), Rebecca B. Edwards (History), Lucy Lewis Johnson<sup>a</sup> (Anthropology), Paul Kane (English), Jamie Kelly<sup>b</sup> (Philosophy), Kirsten Menking (Earth Science and Geography), Lizabeth Paravisini-Gebert (Hispanic Studies), Julie Park (English), A. Marshall Pregnall<sup>b</sup> (Biology), Margaret Ronsheim (Biology), Paul Ruud (Economics), Peter G. Stillman<sup>b</sup> (Political Science), Jeffrey R. Walker (Earth Science and Geography); **Participating Faculty:** Mark W. Andrews<sup>a</sup> (French and Francophone Studies), Pinar Batur (Sociology), Marianne H. Begemann (Chemistry), Stuart L. Belli (Chemistry), Lynn Capozzoli (Education), Lynn Christenson (Biology), Randolph R. Cornelius (Psychology), Mary Ann Cunningham<sup>a</sup> (Earth Science and Geography), Rebecca B. Edwards (History), Brian J. Godfrey (Earth Science and Geography), Kathleen Hart (French and Francophone Studies), Julie E. Hughes (History), E.H. Rick Jarow (Religion), Lucy Lewis Johnson<sup>a</sup> (Anthropology), Jonathon S. Kahn<sup>ab</sup> (Religion), Paul Kane (English), Jamie Kelly<sup>b</sup> (Philosophy), Alison Keimowitz<sup>b</sup> (Chemistry), John H. Long, Jr. (Biology), Brian Lukacher (Art), Brian McAdoo (Earth Science and Geography), Erin McCloskey (Education), Molly S. McGlennen (English), Kirsten Menking (Earth Science and Geography), Himadeep Muppidi (Political Science), Leonard Nevarez<sup>ab</sup> (Sociology), Joseph Nevins (Earth Science and Geography), Judith Nichols (English), Lizabeth Paravisini-Gebert (Hispanic Studies), Julie Park (English), Anne Pike-Tay<sup>b</sup> (Anthropology), Sidney Plotkin (Political Science), A. Marshall Pregnall<sup>b</sup> (Biology), Peipei Qiu (Chinese and Japanese), Margaret Ronsheim (Biology), Paul Ruud (Economics), Mark A. Schlessman<sup>a</sup> (Biology), Jill S. Schneiderman (Earth Science and Geography), Jodi Schwarz<sup>a</sup> (Biology), Peter G. Stillman<sup>b</sup> (Political Science), Jeffrey R. Walker (Earth Science and Geography), Yu Zhou (Earth Science and Geography).

Environmental Studies is a multidisciplinary program that involves the natural and social sciences as well as the arts and humanities. It explores the relationships between people and the totality of their environments—natural, built, and social. As part of that exploration, environmental studies concerns itself with the description and analysis of natural systems; with interspecies and species-environment relationships and the institutions, policies and laws that affect those relationships; with aesthetic portrayals of nature and how these portrayals affect human perceptions and behavior toward it; and with ethical issues raised by the human presence in the environment. A component of the program is the Environmental Research Institute (ERI), whose mission is to broaden and enrich the Environmental Studies program by emphasizing and supporting fieldwork, research, and engagement in the community.

Students majoring in Environmental Studies are required to take courses offered by the program, a set of courses within a particular department, and other courses from across the curriculum of the college. Therefore, a student interested in the major should consult with the director of the program as early as possible to plan a coherent course of study. The director, in consultation with the steering committee, assigns an advisor to each student. Advisors are selected from the participating faculty of the program. The steering committee approves each major's program, and is concerned not only with the formal requirements but also with the inclusion of relevant environmental courses in the student's chosen areas of study, interconnections among groups of courses, and adequate concentration in the methods of a discipline. Students are admitted to the program by the director, subject to the approval of their program of study by the steering committee. For additional information please consult the program website.

Research studies by Environmental Studies majors are supported by the Environmental Research Institute.

**Requirements for the Major:** 15 units to be distributed as follows, with specific courses chosen in consultation with the director and the student's advisor, and with the approval of the steering

committee. (1) Environmental Studies 124, Environmental Studies 250 and Environmental Studies 301, the senior seminar; (2) Environmental Studies 260 or 270, and one course from within the program's own offerings at the 300-level; (3) the senior project/thesis, Environmental Studies 300 or 303-304; (4) a sequence of five courses in one department (or a set of five courses with a common focus, such as law or environmental policy, from two or more departments), including at least one at the 300-level; (5) for students whose disciplinary concentration is in biology, chemistry, earth science, or physics three courses, no more than one at the 100-level relevant to the major in a department outside the natural sciences; for students whose disciplinary concentration is in a natural science other than biology, chemistry, earth science, and physics, a set of courses established in consultation with the director; for students whose disciplinary concentration is not in the natural sciences, three courses, at least one at the 200-level, relevant to the major from either biology, chemistry, earth science, or physics; (6) one full unit of field experience, which may come from field work, independent study, an internship, or selected course work taken during the Junior Year Study Away. Field experience is expected to be carried out before the senior thesis/project. The unit of field experience is graded Satisfactory or Unsatisfactory. The senior project/thesis is graded Distinction, Satisfactory, or Unsatisfactory. After declaration of the major, no required courses may be elected NRO.

**Senior Year Requirement:** Environmental Studies 300 or 303-304 and 301.

Because Environmental Studies is a major in which students concentrate in two disciplines or areas of focus (one in the natural sciences), potential majors are encouraged to take introductory courses in the disciplines or areas where their focus may be. Although the program does not require any specific introductory courses, Environmental Studies 100-level courses are available and can lead appropriately into the required sequence beginning with Environmental Studies 200-level courses.

### I. Introductory

**100b. Earth Resource Challenges: Food and Farming** (1)  
(Same as Earth Science 100b, Earth Science and Society 100b, and Geography 100b)

**107a. Global Change** (1)  
This class offers an interdisciplinary introduction to the climate and ecosystem principles needed to understand human impact on the natural environment. We discuss the issue of global change prediction and the scientific basis for global change assessments and policy measures. Key topics are the physical climate system and its variability, the carbon cycle and related ecosystem processes, land use issues, nutrient cycles, and the impact of global change on society. Common threads in all of these topics include the use of observations and models, the consideration of multiple scales (temporal and spatial), the interaction of human behaviors and choices with natural systems, and the linkages among aspects of the global change issue.

**124a. Essentials of Environmental Science** (1)  
A lecture/laboratory course in which basic topics in environmental biology, geology, and chemistry are covered with examples from current environmental issues used to illustrate the application and interdisciplinary nature of these fields. This course treats the following topics: energy sources and waste products, atmospheric patterns and climate, biogeochemical cycles, properties of soils and water, and ecological processes. Using these topics as a platform, this course examines the impact humanity has on the environment and discusses strategies to diminish those effects. The laboratory component includes field trips, field investigations, and laboratory exercises. Mr. Belli.

Two 75-minute periods; one 4-hour laboratory.

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

**150a. The Environmental Imagination: The Place of Animals** (1)

Focusing on the theme of animals, the course introduces students to ways in which literature and art, from the nineteenth century to the twenty-first century, may be considered “environmental.” Works are studied for ways in which they express environmental values such as a strong sense of place, a scientifically informed view of nature, a sense of nature as “process,” and an ecological worldview. There are several field trips to Hudson Valley sites. Ms. Hart.

**[177b. Environmental Political Thought]** (½)

(Same as Political Science 177b) The emerging awareness of ecological problems in the past half-century has led to a questioning and rethinking of some important political ideas. What theories can describe an ecologically-sound human relation to nature; what policies derive from those theories; and how do they value nature? What is the appropriate size of political units? What model of citizenship best addresses environmental issues? This course will address selected issues through readings in past political thinkers like Locke and Marx and in contemporary political and environmental theorists. Mr. Stillman.

Not offered in 2011/12

**178a. Political Theory, Environmental Justice: The Case of New Orleans After Katrina** (½)

(Same as Political Science 178a) Hurricane Katrina flooded much of New Orleans, causing intense social and political problems within the city and testing the ability of citizens and governments to respond to the crisis. The course aims to interpret and evaluate those responses by reading past political theorists, such as Aristotle, Hobbes, and DuBois, and current evaluations, such as those based in concerns for environmental justice. Mr. Stillman.

**II. Intermediate****250b. Environmentalisms in Perspective** (1)

The purpose of this course, an introduction to the core issues and perspectives of environmental studies is to develop a historical awareness of selected, significant positions in the contemporary theory and practice of environmentalism. In addition to studying different views of the relationship between human beings and their environments posited by different environmentalisms, the course critically examines views of science (or the study of nature), implications for policy, and the creation of meaning suggested by each. Environmentalist positions under consideration vary. By examining the roots of major contemporary positions, students explore possible connections among the ethical, scientific, aesthetic, and policy concerns that comprise environmental studies. Ms. Hughes.

Required of students concentrating in the program. Open to other students by permission of the director and as space permits.

Prerequisite: sophomore or junior standing. Must be taken before the senior year.

**254b. Environmental Science in the Field** (1)

(Same as Biology 254b. and Earth Science 254b. and Geography 254b) The environment consists of complex and often elegant interactions between various constituents so that an interdisciplinary approach is required to understand how human interactions may affect it. In this course, we study a variety of aspects of a specific environment by considering how biological, chemical, geological, and human factors interact. We observe these interactions first hand during a weeklong field trip. Some of the questions we may consider are: How does a coral polyp create an environment that not only suits its particular species, but also helps regulate the global climate? How has human development and associated water demands in the desert Southwest changed the landscape, fire ecology, and even estuary and fisheries' health as far away as the Gulf of California? How have a variety of species (humans included) managed to survive on an island with the harsh environment of the exposed mid-ocean ridge of Iceland? The course is offered every other year, and topics vary with expertise of the faculty teaching the course. By special permission.

Topic for 2011/12: *Louisiana's Coastal Processes and Environmental Quality*. Coastal Louisiana's dynamic environment has endured repeated disturbances, such as hurricanes, oil and gas drilling, contamination from the Deepwater Horizon oil rig and other spills, and channelization of the Mississippi River. We examine the processes that shape this fragile coastline and its potential for recovery. The fieldtrip may include visits to Mississippi River levees and dams, coastal wetlands, barrier islands, and petrochemical refineries.

**[256. Environment and Culture in the Caribbean]** (1)

(Same as Africana Studies 256) The ecology of the islands of the Caribbean has undergone profound change since the arrival of Europeans to the region in 1492. The course traces the history of the relationship between ecology and culture from pre-Columbian civilizations to the economies of tourism. Among the specific topics of discussion are: Arawak and Carib notions of nature and conservation of natural resources; the impact of deforestation and changes in climate; the plantation economy as an ecological revolution; the political implications of the tensions between the economy of the plot and that of the plantation; the development of environmental conservation and its impact on notions of nationhood; the ecological impact of resort tourism; the development of eco-tourism. These topics are examined through a variety of materials: historical documents, essays, art, literature, music, and film.

Not offered in 2011/12.

**260b. Issues in Environmental Studies** (1)

The purpose of this course is to examine in depth an issue, problem, or set of issues and problems in environmental studies, to explore the various ways in which environmental issues are embedded in multiple contexts and may be understood from multiple perspectives. The course topic changes from year to year.

Topic for 2011/2012: *Grasslands: Human History and Ecology of the American Plains*. For thousands of years, humans have sought ways to survive and prosper in the semi-arid plains—an area popularly known, in the 19th century, as the “Great American Desert,” a place devoid of life. This class explores the roots of such misconceptions and their often catastrophic legacy, and it considers other modes of life on the grasslands, including those of native peoples. The environmental and cultural history of the Plains provides a framework for examining such complex issues as tallgrass prairie conservation and preservation; water management; climate change; and use of the land for energy production. Visions of a different future for this critical place in the American heartland are placed in the context of major ecological and cultural transitions over the past 10,000 years. The course includes a one-week trip to the Plains over spring break, which includes visits to bison re-introduction sites, a restored Native American earth lodge, the Land Institute in Kansas, and a viewing site for hundreds of thousands of migrating sandhill cranes along the Platte. Ms. Edwards, Ms. Ronsheim. By special permission.

**261a. “The Nuclear Cage”: Environmental Theory and Nuclear Power** (1)

(Same as Sociology 261 and International Studies 261) The central aim of this course is to explore debates about the interaction between beings, including humans, animals, plants and the earth within the context of advanced capitalism by concentrating on the production, distribution, consumption, and disposal of nuclear power. The first question concerning the class is how does Environmental Theory approach nuclear power and its impact on the environment. The second question deals with how this construction interacts with other forms of debate regarding nuclear power, especially concentrating on the relation between science, market and the state in dealing with nature, and how citizens formulate and articulate their understanding of nuclear power through social movements. Ms. Batur.

**270. Topics in Environmental Studies** (1)

The purpose of this course is to take up topics relevant to environmental studies, and examine them through the perspectives of the humanities and the natural or social sciences. The course topic changes from year to year.

Topic for 2011/2012b: *It's Only Natural: Contemplation in the American Landscape*. This course examines the ways in which Americans have approached the natural world as both a source of revelation and an object of contemplation. Drawing on a wide range of literary, environmental and religious texts, we explore the dynamic relations between concepts of the natural, the human, and the divine in the American and the Native American experience. We also consider the American landscape tradition in painting and photography, as well as certain forms of folk music. We take field trips to local sites, including parks, farms, museums and monasteries, and host class visits from educators and artists. Techniques of contemplation play a role in the course. Mr. Kane.

Special permission required.

#### 290a or b. Field Work (½ or 1)

Individual or group field projects or internships. Prior approval of advisor and instructor supervising the work are required. May be taken during the academic year or during the summer. Participating faculty.

#### 298a or b. Independent Research (1/2 or 1)

Individual or group project or study. Prior approval of advisor and instructor supervising the work are required. May be taken during the academic year or during the summer. Participating faculty.

### III. Advanced

#### 300b. Senior Project/Thesis (1)

Recognizing the diverse interests and course programs of students in Environmental Studies, the program entertains many models for a senior project/thesis. Depending on their disciplinary concentration and interests, students may conduct laboratory or field studies, literary and historical analyses, or policy studies. Senior project/thesis proposals must be approved by the steering committee.

#### 301a. Senior Seminar (1)

In the Senior Seminar, Environmental Studies majors bring their disciplinary concentration and their courses in the program to bear on a problem or set of problems in environmental studies. Intended to be an integration of theory and practice, and serving as a capstone course for the major, the seminar changes its focus from year to year.

Required of students concentrating in the program.

Open to other students by permission of the director and as space permits.

#### 303a. Thesis (½)

Year long course 303-304.

#### 304b. Thesis (½)

Year long course 303-304.

#### 305a. People and Animal Histories in Modern India (1)

(Same as Asian Studies 305 and History 305) Topic for 2011/12: *Confronting the Beast: India, Animals, and Colonialism*. This course examines human interactions with animals in India from the colonial period through the present. How have various groups and important individuals defined the proper relationship between themselves and the animals around them? What challenges and advantages have animals and people met with as a result? As we explore how people have served their social, political, economic, national, and religious interests through animals, we learn how human values and beliefs about animals have in turn helped shape Indian environments. We read a variety of primary sources by Indians and Englishmen in South Asia, ranging from children's literature through the writings of bird fanciers, big game hunters, and early animal rights advocates. Ms. Hughes.

One 2-hour meeting.

#### [312b. Studies in Environmental Political Thought] (1)

(Same as Political Science 312b) An advanced course that studies topics at the intersection of environmental issues and political

thought. Topics change yearly and may include Green Utopias; Justice and Democracy in New Orleans after Katrina; and Economic Growth and the Equitable Distribution of Water in the American Southwest. Mr. Stillman.

Not offered in 2011/12

#### 325a. American Genres (1)

(Same as English 325a) An intensive study of specific forms or types of literature, such as satire, humor, gothic fiction, realism, slave narratives, science fiction, crime, romance, adventure, short story, epic, autobiography, hypertext, and screenplay. Each year, one or more of these genres is investigated in depth. The course may cross national borders and historical periods or adhere to boundaries of time and place.

Topic for 2011/12a: *Green Writing: Literature and the Environment*. This course examines the development of environmental literature, from the "nature writing" of the nineteenth and twentieth centuries to the emergence of contemporary ecocriticism. Readings will feature a wide range of writers from various disciplines, with a special emphasis on the literature of the Hudson River Valley. Some field trips included. Mr. Kane.

#### [331b. Seminar in Archaeological Method and Theory] (1)

Not offered in 2011/12

#### 335b. Paleoclimatology: Earth's History of Climate Change (1)

(Same as Earth Science 335b) Ms. Menking. This course discusses how Earth's climate system operates and what natural processes have led to climate change in the past. We examine the structure and properties of the oceans and atmosphere and how the general circulation of these systems redistributes heat throughout the globe. In addition, we study how cycles in Earth's orbital parameters, plate tectonics, and the evolution of plants have affected climate. Weekly laboratory projects introduce students to paleoclimatic methods and to real records of climate change. Ms. Menking.

Prerequisite: Earth Science 201, 211, and 231 or permission of instructor.

One 4-hour classroom/laboratory/field session.

#### 341a. Oil (1)

(Same as Earth Science 341a. and Geography 341a) For the hydraulic civilizations of Mesopotamia, it was water. For the Native American civilizations of the Great Plains, it was buffalo. As we enter the twenty-first century, our society is firmly rooted both culturally and economically in oil. This class looks into almost every aspect of oil. Starting at the source with kerogen generation, we follow the hydrocarbons along migration pathways to a reservoir with a suitable trap. We look at the techniques geologists and geophysicists use to find a field, and how engineers and economists get the product from the field to refineries, paying particular attention to environmental concerns. What is involved in the negotiations between multinational corporations and developing countries over production issues? What are the stages in refining oil from the crude that comes from the ground to the myriad uses seen today, including plastics, pharmaceuticals, and fertilizers, not to mention gasoline. We also discuss the future of this rapidly dwindling, nonrenewable resource, and discuss options for an oil-less future. Mr. McAdoo.

Prerequisite: One 200-level earth science course or permission of instructor.

One 4-hour classroom/laboratory/field session.

By special permission.

#### [350. New York City as a Social Laboratory] (1)

(Same as Urban Studies 350) What is the future role of cities in the global environment? The goal of this class is to explore the major challenges in making cities environmentally sustainable. Efforts to generate and foster green and sustainable urban space confront economic, political and social complexities, while our imagination is being challenged to define alternatives. By focusing on New York City, we explore alterations in the discourse on sustainability as it relates to spatial allocation in urban design, and architectural innovations in the form and function of green buildings. Through a

combination of classroom based discussions and New York City on site investigations, the class strives to understand expanded definition of sustainability in the contemporary urban environment.

Not offered in 2011/12.

**352b. Conservation Biology** (1)

(Same as Biology 352b) Ms. Ronsheim.

Prerequisites: Recommended courses: Biology 241, 208, or 226, ESCI 161, Geography 260, 224, or 356; or permission of the instructor

**356b. Environment and Land-Use Planning** (1)

(Same as Urban Studies 356b and Geography 356b) This seminar focuses on land-use issues such as open-space planning, urban design, transportation planning, and social effects of urban planning policies. The topic of the course this year is transportation and land use planning. We examine the economics, demographics, mobility and access issues, as well as the social, environmental, and planning concerns surrounding transportation planning in the mid-Hudson Valley, with emphasis on the history of the "arterial" and potential opportunities for re-envisioning this important transportation resource within the City. Ms. Blickstein.

Prerequisite: One 200-level course in Geography, Urban Studies or Environmental Science.

**[361a. Modeling the Earth]** (1)

(Same as Earth Science 361a) Ms. Menking.

Not offered in 2011/12

**[364. Seminar on Selected Topics in Law and Technology]** (1)

(Same as Science, Technology, and Society 364) This course explores the dynamic interrelationship between technology and law. It is designed to analyze the reciprocal effects of our society's developed jurisprudence and the advancement and use of science and technology on each other. Areas explored include American Constitutional, international, environmental, criminal, and property law, particularly as they interact with reproductive determination, government information gathering, hazardous waste generation, biotechnology, and technology transfer.

One 2-hour period.

Not offered in 2011/12.

**367b. Peoples and Environments in the American West** (1)

(Same as Environmental Studies 367b) This course explores the history of the trans-Mississippi West in the nineteenth century and its legacies in modern America. Themes include cultural conflict and accommodation; federal power and Western politics; and humans' negotiations with their environments. The course considers the history of the frontier as a process; the Western U.S. as a geographic place; and the legendary West and its functions in American mythology. Ms. Edwards.

**368b. Toxic Futures: From Social Theory to** (1)

**Environmental Theory**

(Same as Sociology 368b) The central aim of this class is to examine the foundations of the discourse on society and nature in social theory and environmental theory to explore two questions. The first question is how does social theory approach the construction of the future, and the second question is how has this construction informed the present debates on the impact of industrialization, urbanization, state-building and collective movements on the environment? In this context, the class focuses on how social theory informs different articulations of Environmental Thought and its political and epistemological fragmentation and the limits of praxis, as well as its contemporary construction of alternative futures. Ms. Batur.

**[370. Feminist Perspectives on Environmentalism]** (1)

(Same as Earth Science and Society 370 and Women's Studies 370) In this seminar we explore some basic concepts and approaches within feminist environmental analysis paying particular attention to feminist theory and its relevance to environmental issues. We

examine a range of feminist research and analysis in "environmental studies" that is connected by the recognition that gender subordination and environmental destruction are related phenomena. That is, they are the linked outcomes of forms of interactions with nature that are shaped by hierarchy and dominance, and they have global relevance. The course helps students discover the expansive contributions of feminist analysis and action to environmental research and advocacy; it provides the chance for students to apply the contributions of a feminist perspective to their own specific environmental interests. Ms. Schneiderman.

One 2-hour meeting.

Not offered in 2011/12

**[375b. Aquatic Chemistry]** (½)

(Same as Chemistry 375b) This course explores the fundamentals of aqueous chemistry as applied to natural waters. The global water cycle and major water resources are introduced. Principles explored include: kinetics and thermodynamics, atmosphere-water interactions, rock-water interactions, precipitation and dissolution, acids and bases, oxidation and reduction, and nutrient and trace metal cycling.

Prerequisites: Chemistry 245; Physics 113, 114; Mathematics 121/122 or 125 or permission of the instructor.

Not offered in 2011/12

**[380a. Risk Perception and Environmental Regulation]** (1)

(Same as Science, Technology and Society 380a) This course explores the relationship between how individuals perceive risk and attempts to regulate the environment. In particular, we examine problems (both conceptual and practical) that arise in attempting to effectively manage risks to the environment. Gathering together empirical insights from Psychology and Behavioral Economics, we evaluate a number of proposed theoretical frameworks for regulation regimes (e.g., the Precautionary Principle, and Cost benefit Analysis). Problems to be discussed include the roles of popular (e.g., referenda) and non-democratic (e.g., judicial review) institutions, the feasibility of identifying relevant scientific expertise, and difficulties posed by inequalities in political, and economic power. Readings include works by thinkers such as Kristin Shrader-Frechette, Cass Sunstein, and Richard Posner, as well as studies of existing legislation (e.g., the National Environmental Policy Act, the Clean Air Act, and the Clean Water Act). Mr. Kelly.

Not offered in 2011/12.

**381b. Topics in Ecosystem Ecology - Ecosystem Structure and Function** (1)

(Same as Biology 381b)

**[385a. The Art of Nature: Painting, Literature, and Landscape Design in the Hudson Valley]** (1)

(Same as Art 385a) This seminar examines the vital concern for picturesque landscape-both actual and imaginary-in the evolution of art and cultural expression in the Hudson River Valley. The course investigates the relationship of important innovators in landscape design, such as Downing, Vaux, and Olmsted, to the literary and artistic works of Cole, Durand, Cooper, Irving, Bryant, and others. It includes a consideration of contemporary artists' engagement with the environment, such as Eric Lindbloom's photographs, Andy Goldsworthy's wall at Storm King, and the installations of the Minnetta Brook Hudson River Project, such as George Trakas's pier at Beacon. The course has several fieldtrips to study the continuing impact of nineteenth-century landscape theory and traditions in the Hudson River Valley. Ms. Lucic, Mr. Peck.

By special permission.

One two-hour period.

Not offered in 2011/12

**[387. Risk and Geohazards]** (1)

(Same as Earth Science and Geography 387) The world is becoming an increasingly risky place. Every year, natural hazards affect more and more people, and these people are incurring increasingly expensive losses. This course explores the nature of risk associated



with geophysical phenomena. Are there more hazardous events now than there have been in the past? Are these events somehow more energetic? Or is it that increasing populations with increasingly disparate incomes are being exposed to these hazards? What physical, economic, political and social tools can be employed to reduce this geophysical risk? We draw on examples from recent disasters, both rapid onset (earthquakes, tsunamis, cyclones), and slow onset (climate change, famine) to examine the complex and interlinked vulnerabilities of the coupled human-environment system. Mr. McAdoo.

One 4-hour meeting.

Prerequisites: Earth Science 121, 151, or 161.

Not offered in 2011/12

**389a. From the Natural History Museum to Ecotourism: (1)  
The Collection of Nature**

(Same as American Culture 389) From the rise of the Natural History Museum, the Bureau of Ethnology, and early endeavors to create a national literature, the appropriation of American Indian lands and American Indians (as natural objects) offered Euro-Americans a means to realize their new national identity. Today, the American consumer-collector goes beyond the boundaries of the museum, national park, and zoo and into ecotourism, which claims to make a low impact on the environment and local culture, while helping to generate money, jobs, and the conservation of wildlife and vegetation. This course investigates historical and current trends in the way North Americans recover, appropriate, and represent non-western cultures, 'exotic' animals, and natural environments from theoretical and ideological perspectives. Course readings draw from the fields of anthropology, archaeology, museology, literature, and environmental studies. Ms. Graham, Ms. Pike-Tay

Two 75-minute meetings.

**399a or b. Senior Independent Research (½ or 1)**

Individual or group project or study. Prior approval of advisor and instructor supervising the work are required. May be taken during the academic year or during the summer. Participating faculty.

## Film Department

**Professors:** Sarah R. Kozloff<sup>ab</sup>, Kenneth M. Robinson (Chair); **Associate Professors:** Kathleen J. Man, Mia Mask<sup>ab</sup>, **Assistant Professor:** Sophia Harvey; **Visiting Associate Professor:** Keith Malone Harris; **Adjunct Assistant Professor:** Jeffery M. Fligelman; **Post Doctoral Fellow:** Tarik Ahmed Elseewi.

### Requirements for Concentration in Film:

- 1) 11 units required.
- 2) Film 210, Film 211, Film 392 required. Film 392 must be taken senior year.
- 3) 2 additional Film Department units in cinema studies at the 200-level or above. These units must be completed before enrolling in Film 392.
- 4) 1 film history unit in a national cinema that is not American. This course, which must be at the 200-level or above, may be taken within the Department of Film or another Vassar Department. With prior approval, a film history course taken while a student is attending a JYA or Exchange Program may satisfy this requirement.
- 5) 5 additional Film Department units in film. These may be any combination of courses at the 200-level or above in cinema studies, film and video production, or screenwriting. With prior approval from the department, two units of Junior Year Away coursework may be used to satisfy a portion of this requirement.

## I. Introductory

### 175b. The Art of Film (1)

An introductory exploration of central features of film aesthetics, including formal and stylistic elements: color, lighting, editing, sound, etc. Exposure to a wide spectrum of types of films, including: silent, abstract, non-narrative, documentary and genre films, and the artistic choices manifested by each. Subjects are treated topically rather than historically, and emphasis is placed on mastering key vocabulary. The department.

May not be used toward the Major requirements.

Two 75-minute periods, plus outside screenings.

## II. Intermediate

### 210a. World Cinema to 1945 (1)

An international history of film from its invention through the silent era and the coming of sound to mid-century. The course focuses on major directors, technological change, industrial organization, and the contributions of various national movements. In addition to the historical survey, this course introduces students to the major issues of classical film theory. The department.

Prerequisite: Film 175 strongly suggested but not required.

Two 75-minute periods, plus outside screenings.

### 211b. World Cinema After 1945 (1)

An international history of film from mid-century to the present day. The course focuses on major directors, technological changes, industrial organization, and the contributions of various national movements. In addition to the historical survey, this course explores the major schools of contemporary film theory, e.g., semiology, Marxist theory, feminism. The department.

Prerequisite: Film 210, and permission from the instructor.

Two 75-minute periods, plus outside screenings.

### [212. Genre: The Musical] (1)

Examines the development of American film musicals from *The Jazz Singer* to the present day. The course looks at major stars such as Fred Astaire and Ginger Rogers, Gene Kelly, and Judy Garland, and the contributions of directors such as Vincente Minnelli and Bob Fosse. Students examine the interrelationships between Broadway and Hollywood, the influence of the rise and fall of the Production Code, the shaping hand of different studios, the tensions between narrative and spectacle, sincerity and camp. Reading assignments expose students to a wide range of literature about film, from production histories to feminist theory. Ms. Kozloff.

Prerequisite: Film 175 or 210 and permission of the

<sup>ab</sup> Absent on leave for the year.

instructor.

Two 75-minute periods, plus outside screenings.  
Not offered in 2011/12

**[214. Genre: The War Film] (1)**

An examination of how American films have represented World War I, World War II, the Vietnam War and the Gulf Wars. Films chosen include both those made while the conflicts rages (*Bataan*, 1942), and those made many years later (*Saving Private Ryan*, 1998, and *Three Kings*, 1999). This class focuses on such issues as: propaganda and patriotism, pacifism and sensationalism, the reliance on genre conventions and the role of changing film technologies. For comparison, we look also at documentaries, television, “home front” stories at war-time poetry, posters, and music. Reading assignments cover topics such as the government’s Office of War Information, the influence of John Wayne, the racism of the Vietnam films, the ways in which the Iraq war movies have been influenced by the genre. Ms Kozloff.

Prerequisite: Film 175 or 210 and permission of the instructor.

Two 75-minute periods, plus outside screenings.  
Not offered in 2011/12

**[215. Genre: Science Fiction] (1)**

The course surveys the history of science fiction film from its beginnings in the silent period to the advent of digital technologies. The “golden age” of the 50s, the emergence of a new kind of science-fiction film at the end of the 60s (Kubrick’s *2001*), and the “resurgence/revival” of science-fiction film in the late 70s-early 80s (*Blade Runner*, *Alien*) are given special attention. Topics include subgenres (end of the world, time travel, space exploration, robots, atomic energy), the relation of science-fiction films to their social context and their function in popular culture, the place of science in science-fiction, and the role of women in the genre. While passing mention is made of television science fiction, the course focuses on film.

Prerequisite: Film 175 or 210 and permission of the instructor.

Two 75-minute periods, plus required weekly evening screenings.

Not offered in 2011/12.

**[216b. Genre: Romantic Comedy] (1)**

This class studies the genre of romantic comedy in American film from the “screwball comedies” of the 1930s (*It Happened One Night*, *Bringing Up Baby*) to the resurgence of the genre in the 1990s and the 21st century. The course focuses on the work of major stars such as Cary Grant, Katharine Hepburn, and Meg Ryan, as well as the contribution of such directors as Ernst Lubitsch, George Cukor, Preston Sturges, Howard Hawks, Billy Wilder, or Nora Ephron. We place these films in the context of other representations of romance—such as Shakespeare’s comedies—and in the context of the changes in American culture, particularly in the role of women. Readings lead students to a deeper understanding of the history of American film, genre, and the star system. Ms. Kozloff.

Two 75-minute periods, plus outside screenings.

Prerequisite: Film 175 or 210 and permission of the instructor.

Not offered in 2011/12

**217a. Video Art (1)**

(Same as Art 217a) Video Art has for some time been an important medium for visual artists. It has taken its place along with and often in tandem with all of the major categories of art production. The students are expected to learn how to “speak” using Video technology. This course is an exploration of the scope and possibilities of this important medium. The students learn the technical expertise necessary to be able to produce work in this medium. Student work is periodically screened and discussed by the class and the teacher, so that relationships between video and how it is implemented to best serve the visual, conceptual and narrative aspects of the work is better understood. Regular screenings of videos and films provide

students with a context of historical and contemporary practices in which to consider their own production. Ms. Lasley.

Two 2-hour periods.

**[218. Genre: The Western] (1)**

A historical and cultural exploration of the Western film genre, with emphasis on the relationship between the Western and the central myths of American experience and such themes as masculinity, violence and the role of women. The course examines Westerns directed by filmmakers D. W. Griffith, Tom Mix, William S. Hart, John Ford, Howard Hawks, George Stevens, John Huston, Anthony Mann, Fred Zinnemann, Sam Peckinpah, and Clint Eastwood among others.

Two 75-minute periods, plus outside screenings.

Prerequisite: Film 175 or 210 and permission of the instructor.

Not offered in 2011/12.

**[219. Genre: Film Noir] (1)**

The term “film noir” was coined by French critics at the end of WWII to describe Hollywood adaptations of hard-boiled crime fiction. In this course we first consider “film noir” as an American genre, defined historically (from Huston’s 1941 *The Maltese Falcon* to Welles’ 1958 *Touch of Evil*) and stylistically (hard-edged chiaroscuro, flashbacks, voice-over). In order to account for its broad and lasting appeal, however, we discuss film noir’s antecedent in French poetic realism in the 1930s, its influence on New Wave (e.g. Truffaut’s 1960 *Shoot the Piano Player*, Melville’s 1967 *The Samurai*), and on Japanese cinema (Yositaro Nomura’s 1957 *The Chase*, Akira Kurosawa’s 1963 *High and Low*), as well as its later return as “neo-noir” (Polanski’s 1974 *Chinatown*, Takeshi Kitano’s 1990 *Boiling Point*, Claire Denis’ 1997 *I Can’t Sleep*). We observe the transformation of recurrent themes, such as urban violence, corruption, the blurring of moral and social distinctions, the pathology of the divided self, and the femme fatale. Readings in film history and theory, including feminist theory.

Prerequisite: Film 175 or 210.

Two 75-minute periods, plus outside screenings.

Not offered in 2011/12

**[220. Chinese Film and Contemporary Fiction] (1)**

(Same as Chinese 220)

Not offered in 2011/12.

**[230. Women in Film] (1)**

This course both examines the representation of women on film from an international perspective, and explores the works of key international women directors. Issues addressed include: constructions of femininity, masculinity, and sexuality, and the mapping of intersections between gender, power, race, class, and nation. We then study women directors of feature films such as Kathryn Bigelow (USA), Julie Dash (USA), Mingmonkul Sonakul (Thailand), Deepa Mehta (India), Nan Triveni Achinas (Indonesia), Jane Campion (New Zealand), Chantal Akerman (Belgium), and Yasmin Ahmad (Malaysia). Readings are drawn from feminist (film) theory, post-colonial theory, genre theory, and cultural studies. Screenings may include *Sweetie*, *Sepet*, *The Photograph*, *Fire*, *Jeanne Dielman*, *23 Quai du Commerce*, *1080 Bruxelles*, and *Near Dark*.

Prerequisite: One course in Film or Women’s Studies.

Two 75-minute periods, plus outside screenings.

Not offered in 2011/12.

**[231. Minorities in the Media] (1)**

This course examines various written and visual texts in which the dynamics of race, gender, class, and sexuality in American life are represented. Throughout the semester, we analyze films, television programs, videos and advertisements, as well as other mediated discourse, to assess the way categories of minority identity were constructed in mainstream society. In addition to examining images of those persons collectively known as “minorities,” we consider the representation of those defined as “majority” Americans. Identity politics and formation are central themes. In addition to scholar-

ship by black British cultural theorists, African American scholars, critical race theorists and sociologists, this course enlists scholarship from the emerging field of “whiteness studies.” Issues and topics may include “model” minorities (Tiger Woods, Ellen DeGeneres, Barack Obama), “Wiggers,” the representation of women of color in National Geographic, global advertising campaigns, racial profiling, police brutality (Rodney King, Abner Louima, Amadou Diallo, Sean Bell), the WNBA, Gays and Lesbians in the military, the representation of Arabs, and Western construction of the Middle East. Screenings may include *La Haine*, *Our Song*, *Hide & Seek*, *Crash*, and *Crossing Over*. Ms. Mask.

Prerequisite: Film 175 or 210 and permission of the instructor.

Two 75-minute periods, plus outside screenings.

Not offered in 2011/12.

### [232. African American Cinema] (1)

(Same as Africana Studies 232) This course provides a survey of the history and theory of African American representation in cinema. It begins with the silent films of Oscar Micheaux and examines early Black cast westerns (*Harlem Rides the Range*, *The Bronze Buckaroo*, *Harlem on the Prairie*) and musicals (*St. Louis Blues*, *Black and Tan*, *Hi De Ho*, *Sweethearts of Rhythm*). Political debate circulating around cross over stars (Paul Robeson, Sidney Poitier, Dorothy Dandridge, Eartha Kitt, and Harry Belafonte) are central to the course. Special consideration is given to Blaxploitation cinema of the seventies (*Shaft*, *Coffy*, *Foxy Brown*, *Cleopatra Jones*) in an attempt to understand its impact on filmmakers and the historical contexts for contemporary filmmaking. The course covers “Los Angeles Rebellion” filmmakers such as Julie Dash, Charles Burnett, and Haile Gerima. Realist cinema of the 80’s and 90’s (*Do the Right Thing*, *Boyz n the Hood*, *Menace II Society*, and *Set it off*), is examined before the transition to Black romantic comedies, family films, and genre pictures (*Coming to America*, *Love and Basketball*, *Akeelah and the Bee*, *The Great Debaters*). Ms. Mask.

Prerequisite: Film 210 and permission of the instructor.

Two 75-minute periods, plus outside screenings.

Not offered in 2011/12.

### [233. The McCarthy Era and Film] (1)

This class focuses both on the history of anti-communist involvement with the American film industry and on the reflection of this troubled era in post-war films. We trace the factors that led to The House on Un-American Activities Committee’s investigation of communist influence in Hollywood, the case of the Hollywood Ten, the operation of the blacklist and its final demise at the end of the 1950s. We look at films overtly taking sides in this ideological conflict, such as the anti-Communist *I Was a Communist for the FBI* and the pro-labor *Salt of the Earth*, as well as the indirect allegories in film noirs and science fiction. Reading assignments are drawn from a wide range of sources, including HUAC transcripts, government documents, production histories, and genre studies. The course concludes with a look at how more contemporary films such as *Good Night and Good Luck* have sought to frame our understanding of this era. Ms. Kozloff.

Two 75-minute periods, plus outside screenings.

Prerequisite: Film 175 or 210 and permission of the instructor.

Not offered in 2011/12.

### [235. Celebrity and Power: Stardom in Contemporary Culture] (1)

Celebrity fascinates Americans. It informs popular culture, professional sport and national politics. Yet what defines celebrity? How are stars manufactured by the Culture Industry? Why is the ubiquitous cult of celebrity so important in contemporary Western culture and across global mediascapes? Through classic and contemporary writings, the course examines stardom and various brands of star charisma. We interrogate conventional forms of celebrity power as well as the conversion of entertainment industry charisma into forms of political charisma (i.e., the careers of Ronald Reagan, Clint Eastwood, Arnold Schwarzenegger). As intertextual signs, stars reveal the instabilities, ambiguities and contradictions within

a given culture. The changing configuration of American society is revealed in an examination of celebrity and stardom as social phenomena. This course transverses from Mary Pickford to Oprah Winfrey and beyond. Readings, screenings and writing assignments required. Ms. Mask.

Two 75-minute periods, plus outside screenings.

Prerequisite: Film 175 or 210 and permission of the instructor.

Not offered in 2011/12.

### [236. African Cinema: A Continental Survey] (1)

(Same as Africana Studies 236) African national cinemas reflect the rich, complex history of the continent. These films from lands as diverse as Chad, Senegal, and South Africa reveal the various ways filmmakers have challenged the representation of Africa and Africans while simultaneously revising conventional cinematic syntax. This survey course examines the internal gaze of African-born auteurs like Ousmane Sembene (*La Noir De*, *Xala*, *Mandabi*), Djibril Diop Mambety (*Hyenes*), Desire Ecare (*Faces of Women*), Manthia Diawara (*Conakry Kas*), and Mahmat-Saleh Haroun (*Bye-Bye Africa*). It places these films alongside the external gaze of practitioners Euzan Palcy (*A Dry White Season*), Jean-Jacques Annaud (*Noir et Blanc en Couleur*) and Raoul Peck (*Lumumba*). The films of documentary filmmakers Anne Laure Folly, Ngozi Onwurah and Pratibah Parmaar are also examined. This course utilizes the post-colonial film theory and scholarship of Imruh Bakari, Mbye Cham, Nwachukwu Frank Ukadike and Manthia Diawara. Screenings, readings and papers required. Ms. Mask.

Two 75-minute periods plus outside screenings.

Prerequisite: Film 175 or 210 and permission of the instructor.

Not offered in 2011/12.

### 237b. Indian National Cinema (1)

(Same as Asian Studies 237b) This course is designed to introduce students to the dynamic and diverse film traditions of India. It examines how these texts imagine and image the Indian nation and problematizes the “national” through an engagement with regional cinemas within India as well as those produced within the Indian diaspora. Readings are drawn from contemporary film theory, post-colonial theory, and Indian cultural studies. Screenings may include *Meghe Dhaka Tara* / *The Cloud-Capped Star* (Ritwik Ghatak, 1960), *Mother India* (Mehboob Khan, 1957), *Shatranj Ke Khilari* / *The Chess Players* (Satyajit Ray, 1977), *Sholay Bombay* (Mani Ratnam, 1995), *Kabhi Khushi Kabhie Gham/ Happiness and Tears* (Karan Johar, 2001), *Bride and Prejudice* (Gurinder Chadha, 2004), and *Mission Kashmir* (Vidhu Vinod Chopra, 2000). Ms. Harvey.

Two 75-minute periods plus outside screenings.

Prerequisite: Film 175 or Film 210 and permission of the instructor.

### [238a. Music in Film] (1)

(Same as Music 238) A study of music in sound cinema from the 1920s to the present. The course focuses on the expressive, formal, and semiotic functions that film music serves, either as sound experienced by the protagonists, or as another layer of commentary to be heard only by the viewer, or some mixture of the two. Composers studied include Max Steiner, Bernard Herrmann, Jerry Goldsmith, Danny Elfman and others as well as film scores that rely upon a range of musical resources including classical, popular, and non-Western music. Specific topics to be considered this semester include music in film noir and the movie musical. Mr. Pisani

Two 75-minute periods, plus outside screenings.

Prerequisite: one course in music (not performance) or film.

Not offered in 2011/12.

### [239. Contemporary Southeast Asian Cinemas] (1)

(Same as Asian Studies 239) This survey course is designed to introduce students to the dynamic and diverse film texts emerging from and about Southeast Asia. It examines how these texts imagine and image Southeast Asia and/or particular nations within the region. More specifically, the course focuses on the themes

of urban spaces and memory/trauma as they operate within texts about Indonesia, Singapore, Thailand, Malaysia, Vietnam, Cambodia, and Timor-Leste. The course reading material is designed to provide (1) theoretical insights, (2) general socio-cultural and/or political overviews, and (3) more specific analyses of film texts and/or filmmakers. Ms. Harvey.

Two 75-minute periods, plus outside screenings.  
Not offered in 2011/12.

#### 260b. Documentary: History and Aesthetics (1)

Beginning with an exploration of film pioneers such as Robert Flaherty and Margaret Mead, the course also examines the impact of John Grierson on documentary production in both Great Britain and Canada. In addition, the development of cinema verité is traced through the work of such filmmakers as Jean Rouch, Richard Leacock, Robert Drew, D. A. Pennebaker, Frederick Wiseman, and the Maysles Brothers. Other topics might include city-symphonies, domestic ethnographies, and mockumentaries. Screenings may include: *Nanook of the North* (Robert Flaherty, 1922), *Chronique d'un été* (Paris 1960) (Jean Rouch and Edgar Morin, 1961), *Primary* (Robert Drew, 1960) *Jane* (D.A. Pennebaker, 1962), *Boxing Gym* (Frederick Wiseman, 2010), and *This is Spinal Tap* (Rob Reiner, 1984). Ms. Harvey.

Prerequisite: Film 175 or 210 and permission of the instructor.

Two 75-minute periods, plus outside screenings.

#### 280a. The Middle East in Cinema and Media (1)

This course examines visual texts (primarily film and television) in which the Middle East is represented. Taking the Iranian revolution of 1979 as our historical starting point, we will look at issues of representation (both national and personal); religion; nationalism; gender; and ethnic identities. In addition to critically, aesthetically, and culturally analyzing films from the Arab, Persian, Turkish and Hebraic Middle East, we will also look at Western cultural production about the Middle East. We will focus on auteurs such as Kirostami of Iran and Chahine of Egypt as well as the political economies of the culture industries that frame their work. Along the way we will be guided by cultural studies and post-colonial theorists such as Edward Said, Stuart Hall, and Homi Bhabha and the Israeli intellectual Ella Shohat. Mr. Elsewi.

Prerequisite: Film 175 or 210 and permission of the instructor.

Two 75-minute periods, plus outside screenings.

#### 281b. Transnational Television (1)

This class examines transnational television and global media (including internet production) from aesthetic, economic, political and theoretical perspectives. We look at the role that television plays in enculturating its viewers within and across physical, cultural and linguistic borders. We critically explore the intersection between globalization and television by focusing on specific 'travelling' texts such as *Dallas*, *Friends*, *Lost*, *Big Brother*, and the Eurovision song contest. Textual examples from Japan, India, the Middle East and Latin America are also examined. With an eye towards avoiding simplistic binaries such as East/West, Global/Local, or Good/Bad, we explore the complex and contradictory impulses of global culture and globalization from multiple theoretical perspectives. To this end, we are guided by theorists Benedict Anderson, Edward Said, Stuart Hall, Arjun Appadurai, Koichi Iwabuchi, Manuel Castells, Mikhail Bakhtin and Dipesh Chakrabarty. Mr. Elsewi.

Prerequisite: Film 175 or 210 and permission of the instructor.

Two 75-minute periods, plus outside screenings.

#### 286a. TV History and Criticism (1)

(Same as Media Studies 286a). This course is a survey of the history, technology, regulation, audience, and economics of television and related electronic media from the 1920s until the present. This class focuses on both the historical development of the medium and its texts as well as on the theoretical frameworks scholars have used to study television. The course approach television primarily through

the lens of its relationship with American culture with an ongoing focus on issues of race, gender, class and the political process.

Film 210 and permission from the instructor.

Two 75-minute periods plus outside screenings.

#### 287b. Beyond the Wall: Contemporary German Cinema (1)

(Same as German 287b) After years of neglect within the film world, German cinema has more recently attracted international attention with broadly popular and often aesthetically innovative hits like *Run Lola Run*, *Goodbye Lenin*, *Head On*, *The Downfall*, and *The Lives of Others*. Since the fall of the Wall in 1989, a new generation of energetic directors has begun to discover the cinema as its own form of expression. As they adopt, revise, and react to earlier representational models, these films engage in a sustained dialogue with the historical legacies of the National Socialism, the German-German division, and the 1968 generation, as well as with the aesthetic traditions of Weimar film, New German Cinema and Hollywood. In addition to studying big international releases, the course examines other relevant trends in German film and television, such as the so-called Berlin School, German comedy films, and children's films. Taught in English. Ms. von der Emde.

Prerequisite: Film 210 or German 265 or permission of the instructor.

Two 75-minute meetings plus screenings.

#### 290a or b. Field Work (½ or 2)

To be elected in consultation with the adviser and the Office of Field Work.

#### 298a or b. Independent Work (½ or 1)

To be elected in consultation with the adviser.

### III. Advanced

#### 300a or b. Film Research Thesis (1)

An academic thesis in film history or theory, written under the supervision of a member of the department. Since writing a thesis during fall semester is preferable, film majors should talk to their advisers spring of junior year. In Film, a research thesis is recommended, especially for those students not writing a Screenplay Thesis or enrolled in Documentary workshop, but it is not required. Members of the Department.

Prerequisites: Film 210/211, two additional courses in film history and theory, and permission of the instructor.

#### 301a or b. Film Screenplay Thesis (1)

The creation of a feature-length original screenplay. Open only to students electing the concentration in film. Senior status required. Students wishing to write a screenplay instead of a research thesis must have produced work of distinction in Film 317 (Intro to Screenwriting) and Film 319 (Screenwriting).

Prerequisites: Film 210/211, Film 317 or Drama 317, Film 319, and permission of instructor.

#### 317a. Introduction to Screenwriting (1)

(Same as Drama 317a) Study of dramatic construction as it applies to film, plus practice in story development and screenwriting. Mr. Fligelman.

Prerequisites: Drama 102 or Film 210 and permission of instructor.

Writing sample required two weeks before pre-registration.

Open only to juniors and seniors.

One 2-hour period.

#### 319b. Screenwriting (1)

An in-depth exploration of the screenplay as a dramatic form and a workshop aimed at the development, writing, and rewriting of a feature-length screenplay. Students study the work of noted screenwriters and are required to complete a feature-length screenplay as their final project in the course. Open only to students who have produced work of distinction in Film 317. TBA.

One 2-hour period plus outside screenings.

Prerequisites: Film 210/211, Drama or Film 317, and permission of the instructor.

### 320a. Filmmaking (1)

This course concentrates on a theoretical and practical examination of the art of visual communication on 16 mm. film. Assignments emphasize developing, visualizing, and editing narratives from original ideas. Instructors may emphasize narrative projects. Ms. Man

Fees: see section on fees.

Prerequisites: Film 210/211 and permission of the instructor.  
One 2-hour period, plus 3-hour lab.

### 321b. Narrative Filmmaking (1)

Each student writes a non-dialogue narrative from their original idea. Working in partnerships of two, each student directs and does sound on their narrative while doing the camera and editing on their partners film. Lighting and logistics are a shared responsibility. Shot in 16mm. Editing utilizes Final Cut Pro. May not be taken concurrently with Film 322. Mr. Robinson.

Fees: see section on fees.

Prerequisites: Film 320 and permission of the instructor.  
One 2-hour period, plus 3-hour lab.

### 322b. Modes of Filmmaking (1)

In this intensive course, students explore innovative approaches to cinema-making through a series of 16mm. and digital short projects, engaging experimental, documentary, and narrative modes. Students shoot black and white and color negative 16mm. film, and 24P digital video, and utilize advanced editing techniques in Final Cut Pro. May not be taken concurrently with Film 321. Ms. Man.

Fees: see section on fees.

Prerequisites: Film 320 and permission of the instructor.  
One 2-hour period, plus 3-hour lab.

### 325a. Writing and Directing the Short Film (1)

Students explore the development of the short narrative film through the processes of writing, directing, and acting. They write two short scripts and direct two short digital videos. Students who complete this course are eligible to compete for writing and directing positions in Film 327. M. Man

Fees: see section on fees.

Prerequisites: Film 320 plus Film 321 or 322 and permission of the instructor.

One 2-hour period, plus 3-hour lab.

### 326a. Documentary Workshop (1)

This course addresses the aesthetic, ethical and theoretical issues specific to the documentary genre as students explore a variety of documentary styles. Student crews make twenty-minute documentary videos that explore in depth a person, place, event, or an issue. Students learn advanced video and sound-recording techniques, using professional grade digital cameras, sound recorders and microphones. Post-production is done on Final Cut Pro. Mr. Robinson

Fees: see section on fees.

Prerequisites: Film 320, plus Film 321 or 322 and permission of the instructor.

One 3-hour period, plus 3-hour lab.

### 327b. Narrative Workshop (1)

Student crews create twenty-minute 16mm sync/sound narrative films from original student scripts written in Film 325. Individual members of each crew are responsible for the major areas of production and post-production: direction, camera, editing, and sound. The projects are shot on color negative film and edited digitally using Final Cut Pro. Students wishing to compete for directing positions in Film 327 must have completed Film 325. Mr. Robinson, Ms. Man.

Fees: See sections on fees.

Prerequisite: Film 326 and permission of the instructor.

One 3-hour period, plus 3-hour lab.

### 392a or b. Research Seminar in Film History and Theory (1)

This course is designed as an in-depth exploration of either a given author or a theoretical topic. Students contribute to the class through research projects and oral presentations. Their work culminates in lengthy research papers. Because topics change, students are permitted (encouraged) to take this course more than once. Preference is given to film majors who must take this class during their senior year; junior majors and others admitted if space permits.

Topic for 2011/12a: *Cyborgs in Popular Culture*. This course examines the representations of cyborgs in popular culture (namely, film, television, and music). How might one define a cyborg? How does the cyborg inform our understanding of what it means to be human? How can we begin to explore the intricate dialogue between constructions of the self/subject/body and the cyborg? This seminar situates our discussion of these questions within discourses of gender, sexuality, race, ethnicity, trans(national) identity, technology, feminism, and postmodernism. Ms. Harvey.

Topic for 2011/12b: *Masculinity and Film*. This seminar is an examination of masculinity and film. We examine the construction of masculinity alongside film as art and entertainment. In this course we examine representations of masculinity and interrogate some of the underlying assumptions of the artwork. We raise questions about gender and masculinity. What is masculinity? How is masculinity constructed? How is it performed? What other social discourses (race, sexuality, class) inform its construction? Are there masculinities? We use masculinity to raise questions about the nature of production. The course requires close textual analysis of the screened films. Students are expected to give presentations, prepare an annotated bibliography and write a research paper. Film screenings include *Gilda* (Charles Vidor 1946); *The Sons of Katie Elder* (Henry Hathaway 1965); *Fox and His Friends* (Fassbinder 1975); *Black Lizard* (Kinji Fukasaku 1968); *M Butterfly* (Cronenberg 1993); *Boys Don't Cry* (Kimberly Pierce 1999); *Young Soul Rebels* (Isaac Julien 1991); *Ma Vie en Rose* (Alain Berliner 1997). Readings, screenings and papers required. Mr. Harris.

Prerequisite: Film 210/211, two additional units in film history and theory, and permission of instructor.

One 3-hour period plus film screenings.

### 399a or b. Senior Independent Work (½ or 1)

To be elected in consultation with the adviser.

## French and Francophone Studies Department

**Professors:** Cynthia B. Kerr<sup>b</sup>, Christine Reno; **Associate Professors:** Mark W. Andrews<sup>a</sup>, Patricia-Pia Célérier, Kathleen Hart, Susan Hiner (Chair); **Assistant Professor:** Vinay Swamy<sup>ab</sup>; **Post Doctoral Fellow:** Thomas Parker; **Visiting Assistant Professor:** Sophie Maríñez.

All courses are conducted in French except French 184.

**Requirements for Concentration:** 11 units in French, or 10 units in French above 106 and an additional unit taken outside the department, chosen in consultation with the major advisor. 3 units must be taken at the 300-level; 1 of these units must be French 332, 348, 355, 366 or 380. No courses in French elected after the declaration of the major may be taken NRO.

**Teaching Certification:** Students who wish to obtain Secondary Certification must complete the program of study outlined by the Education department.

**Advisers:** The department.

**Study Abroad:** Study abroad is the most effective way to achieve linguistic and cultural fluency. Vassar College and Wesleyan University jointly sponsor a program of study in Paris. Majors in French and Francophone Studies are expected to participate in this program for one or two semesters during their junior year. Students electing a correlate sequence in French and Francophone Studies are also encouraged to participate in the program. Students concentrating in other fields for whom study in Paris is advisable are accepted, within the regulations of their respective departments and the Office of the Dean of Studies. Students of French and Francophone Studies who are unable to study abroad during the academic year are strongly encouraged to attend the summer program at Middlebury College French School, or other summer programs in France or French-speaking countries.

**Correlate Sequence:** Students majoring in other programs may complement their study by electing a correlate sequence in French and Francophone Studies. Those interested in completing a correlate sequence should consult as soon as possible with a member of the department to plan their course of studies.

**Requirements:** 6 units, at least 5 of which must be taken above the 100-level. At least 1 but preferably 2 units must be taken at the 300-level. This unit should be French 332, 348, 355, 366, 370 or 380. No French courses elected after declaration of the correlate sequence may be taken NRO.

Study Away and summer courses may be substituted in the correlate sequence, with departmental approval.

### I. Introductory

**105a. Elementary French (1)**  
Fundamentals of the language. Students learn to understand spoken French, to express simple ideas both orally and in writing, and to read French of average difficulty. While enhancing their communicative skills, students acquire knowledge of France and the Francophone world. The department.

Year long course 105-106.

Enrollment limited by class.

Open to seniors by permission of the instructor.

Not open to students who have previously studied French.

Three 50-minute class periods, 2 hours of drill and oral practice.

**106b. Elementary French (1)**  
Fundamentals of the language. Students learn to understand spoken French, to express simple ideas both orally and in writing, and to read French of average difficulty. While enhancing their communicative skills, students acquire knowledge of France and the Francophone world. The department.

Year long course 105-106.

Enrollment limited by class.

Open to seniors by permission of the instructor.

Not open to students who have previously studied French.

Three 50-minute class periods, 2 hours of drill and oral practice.

### [109a. Basic French Review] (1)

For students who have had some French but who are not yet ready for an intermediate course. Students learn to understand spoken French, to express simple ideas both orally and in writing, and to read French of average difficulty. While enhancing their communicative skills, students acquire knowledge of France and the Francophone world. The department.

Enrollment limited by class.

Placement test required.

Students must successfully complete the proficiency exam at the end of the semester in order to satisfy foreign language requirement with this course.

Three 50-minute periods, 2 hours of drill and oral practice.

Not offered in 2011/12

### 184b. From Francophiles to Freedom Fries: our Love-Hate Relationship with France (1)

While the city of Paris and the French countryside have inspired some of the most vibrant and enjoyable writing in modern times, the French as a people have not always met with the same unmitigated enthusiasm. This course explores various literary works and films related to France and the French: spirited accounts of life in France by travelers and expats such as Janet Flanner and Adam Gopnik of *New Yorker* fame, Hemingway's *A Moveable Feast*, Peter Mayle's *A Year in Provence*. We deepen our exploration of France by reading (in translation) works by French writers such as Daudet, Maupassant, George Sand, Pagnol, Mauriac and Colette, who portray various French regions in tones ranging from lyrical to sinister. Finally, we analyze criticism leveled at the French by mostly English-speaking observers, but some French ones as well. All readings in English. Ms. Reno.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Two -75 minute periods.

### II. Intermediate

#### 205a and b. Intermediate French I (1)

Basic grammar and vocabulary acquisition. Oral and written practice using short texts, audiovisual and on-line resources. Enrollment limited by class. The department.

Prerequisite: French 105-106 by permission of the instructor or two years of French in high school. Not open to students who have taken a course at or above the 206 level.

Enrollment limited by class.

Placement test required.

Three 50-minute or two 75-minute periods; one hour of scheduled oral practice.

#### 206a and b. Intermediate French II (1)

Emphasis on more complex linguistic structures. Reading, writing, and speaking skills are developed through discussion of cultural and literary texts and use of audiovisual material. The course prepares students linguistically for cultural and literary study at the intermediate level. The department.

Enrollment limited by class. Placement test required.

Prerequisite: French 106, French 205 or three years of French in high school. Not open to students who have taken a course at or above the 212/213 level.

Three 50-minute or two 75-minute periods; one hour of scheduled oral practice.

#### 212a and b. Reading French Literature and Film (1)

Introduction to the analysis of literature and film and to basic modes of interpretation through the study and discussion of short texts (poems, short stories, films, plays, essays). The department.

Prerequisite: French 206 or four years of French in high school.

Enrollment limited by class.

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

**213a and b. Media and Society (1)**

Topic for 2011/12: *Introduction to the analysis of current French newspapers, magazines, television programs, recorded interviews, short literary texts, films and the Web.* Ms. Hart.

Prerequisite: French 206 or four years of French in high school.

Enrollment limited by class.

**228b. Tellers and Tales (1)**

Study of narrative fiction using short stories taken from several periods of French literature. Mr. Andrews.

Prerequisite: another 200-level course above French 206 or equivalent.

**[230a. Medieval and Early Modern Times] (1)**

Studies in French literature, history, and culture from the Medieval to the Classical period.

Not offered in 2011/12

Two 75-minute periods.

Prerequisite: another 200-level course above French 206 or equivalent.

**231a. Revolutionary France and Its Legacies (1)**

Studies in French literature, history, and culture in relation to the French Revolution during the Enlightenment and the Romantic period.

Topic for 2011/12a: *Liberté et libertins in Revolutionary France.* In this course, we examine the ideas that led to multiple Revolutions that took place in France, not only *La Révolution* of 1789, which ended the *ancien régime* and led to the Republican system we know today, but also the philosophical and literary revolutions that were no less important in this passage to modernity. We study the development of materialist ideas that began with the libertine thought of the 17th century and which saw further development in the works of Diderot, Montesquieu, Voltaire, Rousseau, Laclous, and Germaine de Staël, all of whom defended political and social freedom and equality as well as the liberation of the mind from traditional moral and religious constraints. Readings include both philosophical and literary texts by these authors as well as the screening of films about this period, such as Patrice Leconte's *Ridicule S* (1996) and Stephen Frears's *Dangerous Liaisons* (1988). Ms. Maríñez.

Prerequisite: another 200-level course above French 206 or the equivalent.

Two-75 minute periods.

**[232b. The Modern Age] (1)**

The course explores literary, artistic, social, or political manifestations of modern French society and its relation to the French-speaking world from the Napoleonic Empire to the present.

Prerequisite: another 200-level course above French 206 or equivalent.

Not offered in 2011/12

**235a. Contemporary France (1)**

This course offers a study of French society as it has been shaped by the major historical and cultural events since WWII. The main themes include Vichy France, de Gaulle's regime, the wars of French decolonization, the Mitterrand years, immigration, and the religious issues facing France today. The course draws on a variety of texts and documents including articles from the press and movies. Ms. Célérier.

Prerequisite: another 200-level course above French 206 or equivalent.

**240a. Study of French Grammar (1)**

In-depth study of major aspects of French grammar. Grammar exercises, compositions, and oral practice. Ms. Reno.

Prerequisite: another 200-level course above French 206 or equivalent.

**241b. Composition and Conversation (1)**

A course designed to improve written and oral expression, through the study and practice of various forms of writing, and the discussion of readings on contemporary issues. Enrollment limited by class. Mr. Andrews.

Prerequisite: another 200-level course above French 206 or equivalent.

**[242a. Studies in Genre I] (1)**

Study of narrative and prose forms including the novel, autobiography, and the essay.

Two 75 minute periods.

Prerequisite: another 200-level course above French 206 or equivalent.

Not offered in 2011/12.

**243a. Studies in Genre II (1)**

Study of dramatic and lyric forms including theater, poetry, and song.

Topic for 2011/12a: *Poetry, Theater and Songs for the Senses.* This course is an Epicurean voyage in poetry, theater and song that teaches us to interpret works, please the senses, and feed the soul. By analyzing the range of sensory impressions and their synesthetic blends, we hear tragedy in verse, feel color in poetry, and see tone in music. We treat food in satire and farce, indulge in questions of form and performance in French lyric and eco-poetry, and unlock the rhythm of Caribbean rara. By inquiring into the mechanics of representation, we examine how writers create images through sound, learn to scan classical verse through rock music, and study dance and performance with Lully and Molière. Poets vary from Ronsard and du Bellay to Baudelaire, Rimbaud and René Char. Composers include Lully, Marc-Antoine Charpentier, Rameau, Debussy, and Messiaen. Drama ranges from the Medieval farce *Le Pâté et la tarte*, a work from de Sade, and Yasmina Reza's play *Art*. Mr. Parker.

Two 75-minute periods.

Prerequisite: another 200-level course above French 206 or equivalent.

**[244a. French Cinema] (1)**

Prerequisite: another 200-level course above French 206 or equivalent.

Two 75-minute periods plus evening film screenings.

Not offered in 2011/12.

**246b. French-Speaking Cultures and Literatures of Africa (1) and the Caribbean**

(Same as Africana Studies 246)

Topic for 2011/12a: *What Does Francophone African Comic Art Say?* African comic art comes in a variety of styles, languages, and formats. From the comic strip, found in newspapers and magazines, to developmental and political cartoons, it interfaces with journalism, painting, advertising, television, film and music. Having placed comic art in its theoretical context, we analyze the production of 'bédéistes' (cartoonists) from and on Africa, such as Marguerite Abouet and Clément Oubrerie's *Aya de Yopougon*, Edimo-Simon-Pierre Mbumbo's *Malamine*, un *Africain à Paris*, Pahé's *La vie de Pahé*, Serge Diantantu's *Simon Kimbangu*, Arnaud Floch's *La compagnie des cochons* and *Stassen Les enfants*. We also examine how cartoon characters such as *Camphy Combo* and *Gorgooloo*, respectively in *Gbich!* and *Le Cafard Libéré*, represent the complexities of francophone African urban society at the turn of the century. Ms. Célérier

Prerequisite: another 200-level course above French 206 or equivalent.

**289b. Designing Women: Power, Castles, and Writing (1) Early Modern France**

Traditional histories of politics, the visual arts, and literature in early modern France tend to downplay or distort the contributions women made in these fields. So much so that, to this day, little is known about the dozens of royal, noble, and bourgeois women who populated the political, philosophical, literary, and visual

landscapes of France with their writings and patronage of art and architectural projects. Yet, as recent scholarship has shown, not only did women of privilege participate in the revival of the arts and the political changes of the Renaissance and seventeenth century, they also had incisive, powerful messages to communicate through their works. In this course, we survey the writings of women such as Christine de Pizan, Marguerite de Valois, Mlle de Scudéry, Mlle de Montpensier, Mlle L'Héritier de Villandon and Mme d'Aulnoy. Their works include essays, memoirs, novels, letters, and fairy tales that address the desires and concerns women shared at the time, many of which still strike us as urgent today. At the same time, we examine the political role of queens, princesses and royal mistresses such as Anne de Bretagne, Renée de France, Diane de Poitiers, Catherine de Médicis and Marie de Médicis, who, just as their male counterparts did with Versailles, Chambord, and Fontainebleau, built palaces and castles to affirm certain images of political and/or personal power. Ms. Mariñez.

Two 75-minute periods.

Prerequisite: another 200-level course above 206 or equivalent.

### 290. Field Work (½ or 1)

### 298a or b. Independent Work (½ or 1)

One unit of credit given only in exceptional cases and by permission of the chair. The department.

## III. Advanced

Prerequisite for all advanced courses: 1 unit of 200-level work above French 212 or French 213, or Study Abroad in France or in a French-speaking country, or by permission of the department. Open to freshman and sophomores by permission of the instructor.

### 300a. Senior Thesis (1)

Open only to majors. The department.

Permission required.

### 301a or b. Senior Translation (1/2 or 1)

Open only to majors. One unit of credit given in exceptional cases only and by permission of the chair. The department.

### [332b. Literature and Society in Pre-Revolutionary France] (1)

One 2-hour period.

Not offered in 2011/12.

### 348a. Modernism and its Discontents (1)

Topic for 2011/12a: *Fashion's Empires*. This course examines the emergence of fashion as one of French modernity's most complex and ideologically charged discourses. Taking an interdisciplinary approach, we consider the historical and cultural evolution of fashion in France from the end of the Old Regime to the early twentieth century. From the spectacle of Marie Antoinette's fashion excesses to the new chic of Coco Chanel's simplicity, the course explores the ways in which fashion and its representation in both text and image operated on gender, society and national identity in France's modern age. Studying literary texts next to historical documents, illustrations, real objects, and works of fashion theory, our analysis reveals fashion's central and powerful role in French culture. Authors studied may include Scribe, Girardin, Balzac, Feydeau, Zola, Goncourt, Mallarmé, Proust, Colette, Triolet, alongside illustrators and fashion writers. Ms. Hiner.

One 2-hour period.

### 355b. Cross-Currents in French Culture (1)

Topic for 2011/12: *The Beast Within: Animals in French Literature and Culture*. While stepping into the shower one day, the French philosopher Jacques Derrida felt oddly embarrassed to realize his cat was watching him. What does it mean, he wondered, to share the planet or indeed one's own household with animals? We read passages from Derrida's *L'animal que donc je suis* (1998) while exploring representations of the animal world both before and after

the emergence of evolutionary theory. Special attention is paid to ways in which national or cultural identity depends fundamentally upon an identity that distinguishes us from "the beastly." Expressive forms include poetry, fiction, manifestos, painting (including the Lascaux cave paintings) and film. Other readings include selections from Buffon's *Histoire naturelle*, Jonathan Gottschall and David Sloan Wilson's *The Literary Animal*, and Louise Robbins' *Elephant Slaves and Pampered Parrots: Exotic Animals in Eighteenth-Century Paris*. Ms. Hart.

One 2-hour period.

### [366a. Francophone Literature and Cultures] (1)

Not offered in 2011/12.

### 370a. Stylistics and Translation (1)

A study of different modes of writing and of the major problems encountered when translating from English to French, and vice versa. Practice with a broad range of both literary and nonliterary texts. Ms. Kerr

### 380b. Special Seminar (1)

Topic for 2011/12b: *Sugar, Slaves and the French Atlantic*. This seminar explores the tension between purity and "mixture" in the French imagination, and inquires into how the evolution of this relationship led to successive framings of French colonies, slaves and the goods they produced. From pre-Revolutionary France, where this dialectic was at the center of a nexus of sugar, slavery, and empire, to the Enlightenment and an ever-greater ambivalence towards slavery, we explore the ethical problematics set in motion by French colonization and trade practices. By investigating paradigms as diverse as luxury, libertinage and monstrosity, we discover a literary culture grappling with material desires and fears of mixing. We crisscross the Atlantic with readings of texts from both metropolitan France and the new world, in particular, Haiti and Louisiana, where we find new literary and cultural iterations of this dialectic in the Creole language, *métissage* and material as mixed as Haitian *vaudou* and New Orleans gumbo. Authors include Descartes, Montesquieu, Voltaire, Claire de Duras, Doin, de Staël, paired with activists and ethnographers such as Toussaint Louverture and Charles-César Robin. Mr. Parker.

### 399a or b. Senior Independent Work (½ or 1)

One unit of credit given only in exceptional cases and by permission of the Chair. The department.



## Geography-Anthropology Program

The interdepartmental concentration in geography-anthropology combines courses in these two social sciences to examine the cultural, ecological, and spatial relations of diverse societies. Particular emphasis is given to the cross-cultural study of communities, regions, and their human environments from both anthropological and geographical perspectives.

**Requirements for Concentration:** A total of 13 units, with no less than 6 units in each field, and the option of a senior thesis (Geography-Anthropology 300-301 or 302). In geography, the following courses are required: an introductory course (Geography 102); a methods course (Geography 220, 224, or 230); a 200-level regional course (such as Geography 236, 238, 242, or 248); 304 and another 300-level seminar. In Anthropology, coursework in at least two of the four subfields is required. Of the 6 units, Anthropology requires at least 2 units of 200-level work, and two 300-level anthropology seminars.

**Senior-Year Requirements:** An optional senior thesis (Geography-Anthropology 300-301 or 302); and Geography 304 (the Senior Seminar). Majors normally must write a senior thesis to be considered for departmental honors. If a thesis is written, it may substitute for one of the required 300-level seminars, other than Geography 304, with the permission of advisers.

**Recommendations:** Fieldwork or a study abroad experience in either anthropology or geography is recommended highly.

**Advisers:** a faculty member from both Anthropology and Geography.

### Course Offerings

**290. Field Work** (½ or 1)

**300a. Senior Thesis** (½)

A 1-unit thesis with ½ unit graded provisionally in the fall and ½ unit graded in the spring. The final grade, awarded in the spring, shall replace the provisional grade in the fall. Ordinarily, the senior thesis will have two faculty advisors, one from Anthropology and one from Geography. The department.

Year long course 300-301.

**301b. Senior Thesis** (½)

A 1-unit thesis with ½ unit graded provisionally in the fall and ½ unit graded in the spring. The final grade, awarded in the spring, shall replace the provisional grade in the fall. Ordinarily, the senior thesis will have two faculty advisors, one from Anthropology and one from Geography. The department.

Year long course 300-301.

**302a or b. Senior Thesis** (1)

Students may elect a 1-unit thesis only in exceptional circumstances. Usually, students will adopt 300-301. The department.

**399a or b. Senior Independent Work** (½ or 1)

By permission of the adviser and the instructor who will supervise the work.

## Geography

**Faculty:** See Earth Science and Geography.

**Requirements for Concentration:** 11 units, including an introductory course (Earth Science and Society 100 or Geography 102); a geographic methods course (Geography 220, 224, or 230); the Senior Seminar (Geography 304); and another 300-level geography seminar. With the approval of the major adviser, two of the required 11 units may be taken at the 200- and 300-levels in cognate fields—such as anthropology, earth science, environmental studies, international studies, or urban studies, if the courses relate to the student’s focus in geography. After declaration of the major, no required courses may be taken NRO.

**Senior-Year Requirement:** An optional senior thesis (Geography 300-301 or 302) or another 300-level geography course; and 304 (Senior Seminar). Majors must write a senior thesis to be considered for departmental honors.

**Recommendations:** Earth Science 151; Field Work (290); and a study-abroad experience.

The following core courses are highly recommended as they represent the key areas of geographical theories: Geography 250, Urban Geography: Built Environment, Social Space and Sustainability; Geography 266, Population, Environment and Sustainable Development; Geography 276, Economic Geography: Spaces of Global Capitalism; Geography 260, Conservation of Natural Resources.

Students interested in focusing their geography program in areas such as social justice, political ecology, land-use planning, sustainable development, political economies of globalization, or historic preservation should see faculty in the department to discuss recommended course sequences in geography and related disciplines.

**Advisers:** Ms. Cunningham, Mr. Godfrey, Mr. Nevins, Ms. Zhou.

### Correlate Sequence in Geography

Geography offers correlate sequences which designate coherent groups of courses intended to complement the curricula of students majoring in other departmental, interdepartmental, and multi-disciplinary programs. Students pursuing a correlate sequence in geography are required to complete a minimum of six courses in the department, including an introductory course and at least one 300-level seminar. The two suggested concentrations are outlined in detail below:

**Environmental Land-Use Analysis:** The correlate sequence in geography with a concentration in land-use analysis is intended for students interested in Environmental Studies. It offers a succinct program in physical geography for students interested in science education, urban planning, or environmental policy. With the consent of the adviser, one unit of earth science may be selected. The six courses taken for this concentration may be selected from the following recommended list:

Geography 100	Earth Resource Challenges	(1)
Geography 102	Global Geography	(1)
Earth Science 111	Earth Science and Environmental Justice	(1)
Earth Science 151	Earth, Environment, and Humanity	(1)
Geography 220	Cartography: Making Maps with GIS	(1)
Geography 224	GIS: Spatial Analysis	(1)
Geography 230	Geographic Research Methods	(1)
Geography 250	Urban Geography: Built Environment, Social Space, and Sustainability	(1)
Geography 258	Sustainable Landscapes: Bridging Place and Environment	(1)
Geography 260	Conservation of Natural Resources	(1)
Geography 266	Population, Environment, and Sustainable Development	(1)
Geography 304	Senior Seminar: Issues in Geographic Theory and Method	(1)
Geography 356	Environment and Land-Use Planning	(1)
Geography 372	Topics in Human Geography	(1)

Society and Space: The correlate sequence in geography with a concentration in regional analysis is intended for students interested in area studies. It offers a succinct program in world regional geography for students interested in social studies education, international studies, or foreign language or area study. The six courses taken from this concentration may be selected from the following recommended list:

Geography 100	Earth Resource Challenges	(1)
Geography 102	Global Geography	(1)
Geography 220	Cartography: Making Maps with GIS	(1)
Geography 224	GIS Spatial Analysis	(1)
Geography 230	Geographic Research Methods	(1)
Geography 236	The Making of Modern East Asia	(1)
Geography 238	China and the World	(1)
Geography 242	Brazil: Society, Culture, and Environment in Portuguese America	(1)
Geography 248	The U.S.-Mexico Border: Region, Place, and Process	(1)
Geography 250	Urban Geography: Built Environment, Social Space, and Sustainability	(1)
Geography 266	Population, Environment, and Sustainable Development	(1)
Geography 272	Geographies of Mass Violence	(1)
Geography 276	Economic Geography: Spaces of Global Capitalism	(1)
Geography 304	Senior Seminar: Issues in Geographic Theory and Method	(1)
Geography 340	Advanced Urban and Regional Studies	(1)
Geography 372	Topics in Human Geography	(1)

## I. Introductory

**100b. Earth Resource Challenges: Food and Farming** (1)  
(Same as Earth Science and Society 100b., Earth Science 100b and Environmental Studies 100b) Ms. Cunningham.

**102a and b. Global Geography: People, Places, and Regions** (1)  
Places and regions are fundamental parts of the human experience. From our hometowns to the Vassar campus, the United States, and the world beyond, we all inherit but then actively reproduce our geographies through the ways in which we lead our lives—by our social practices and spatial movements, and by the meanings we ascribe to people, places, and regions. In this manner, people shape their cultural landscapes and create the spatial divisions that represent global power relations, ideologies, socioeconomic differences, and the uneven distribution of resources. In this course we study the making of the modern world at different scales, ranging from the local to the global—through case studies drawn from the Hudson Valley and around the world—with an emphasis on the ways people, places, and regions relate to socio-economic inequalities. In addition to learning about specific places and regions, we focus on major themes and debates in geography, including mapping and cartographic communication, culture and landscape modification, population and sustainable development, agriculture and urbanization, and political divisions of the globe. The department.

Two 75-minute periods.

**[111a and b. Earth Science and Environmental Justice]** (1)  
(Same as Earth Science 111)  
Not offered in 2011/12.

**151a. Earth, Environment, and Humanity** (1)  
(Same as Earth Science 151a). Ms. Schneiderman.

**181a. Meteorology** (1)  
(Same as Earth Science 181a). Mr. McAdoo.

## II. Intermediate

**[218a. Global Asia]** (1)  
(Same as Asian Studies 218a). Ms. Zhou.  
Not offered in 2011/12.

**[220a. Cartography: Making Maps with GIS]** (1)  
(Same as Earth Science 220a) Cartography, the science and art of map-making, is integral to the geographer's craft. This course uses GIS to make thematic maps and to acquire and present data, including data fitting students' individual interests. In addition, we explore the culture, politics, and technology of historic cartography, and we examine techniques in using maps as rhetoric and as political tools. Throughout the course, we focus on issues of clear, efficient, and intentional communication through graphic presentation of data. Thus, the course integrates problems of graphic design and aesthetics with strategies of manipulating quantitative data. ArcGIS is used in labs for map production and data analysis. Ms. Cunningham.

Prerequisite: one 100-level geography or earth science course, or instructor's permission.

Satisfies college requirements for quantitative reasoning.

Two 75-minute periods; one 2-hour laboratory.

Not offered in 2011/12.

**221a. Soils and Sustainable Agriculture** (1)  
(Same as Earth Science 221a). Mr. Walker.

**224b. GIS: Spatial Analysis** (1)  
(Same as Earth Science 224b) Geographic information systems (GIS) are increasingly important and widespread packages for manipulating and presenting spatial data. While this course uses ArcGIS, the same software as Cartography, the primary focus here is the analytical tools provided in the software, rather than issues of design and presentation. Spatial analysis involves a variety of techniques, including overlay, map algebra, hydrologic modeling, surface interpolation, and site selection. Issues of data collection through remote sensing and sampling are addressed. It is advised that students consider taking Cartography (Geography 220) before taking GIS, unless students have some experience with computer software and data. Ms. Cunningham.

Two 75-minute periods; two-hour laboratory.

**[226a. Remote Sensing]** (½)  
(Same as Earth Science 226a) Remote sensing is an increasingly important source of data for mapping and modeling earth systems. Surface features such as elevation, hydrography, soil moisture, greenness, snow cover, and urban growth are among the many factors that are monitored and measured by satellite-borne sensors. A basic understanding of remotely sensed data is, therefore, of great value to students of geography, earth science, environmental science, and other fields. This 6-week course introduces the student to data collection from satellite sensors, the nature and structure of remotely sensed data, and methods of using and analyzing these data. The course uses a combination of lecture and laboratory to introduce and practice the methods of using remotely sensed data. Ms. Cunningham.

One 3-hour period for six weeks of the semester.

Not offered in 2011/12.

**230a. Geographic Research Methods** (1)  
How do we develop clear research questions, and how do we know when we have the answer? This course examines different methods for asking and answering questions about the world, which are essential skills in geography and other disciplines. Topics include formulation of a research question or hypothesis, research design, and data collection and analysis. We examine major research and methodological papers in the discipline, design an empirical research project, and carry out basic data analysis. We review qualitative approaches, interviewing methods, mapping, and quantitative methods (data gathering, descriptive statistics, measures of spatial distribution, elementary probability theory, simple statistical tests) that help us evaluate patterns in our observations. Students who are considering writing a thesis or conducting other independent research and writing are encouraged to take this course. Ms. Zhou.

Two 75-minute periods.

**[231a. Geomorphology: Surface Processes and Evolution (1) of Landforms]**

(Same as Earth Science 231a)  
Not offered in 2011/12.

**[235b. Water] (1)**

(Same as Earth Science 235) Sixty to 70% of Dutchess County residents depend on groundwater supplies to meet their daily needs. Over the past 15 years, industrial pollution and road salt have contaminated many of these supplies, spawning several legal actions and requiring costly filtration systems and/or in situ treatment of contaminated groundwater. Ensuring adequate and safe supplies for humans and ecosystems requires extensive knowledge of the hydrologic cycle and of how contaminants may be introduced into water resources. We begin by studying precipitation and evaporation, making use of Vassar's meteorological station housed at the farm field station. We also explore how rainfall and snowmelt infiltrate into soils and bedrock to become part of the groundwater system and discuss the concept of well-head protection, which seeks to protect groundwater recharge areas from development. Using Vassar's groundwater teaching well at the field station we perform a number of experiments to assess aquifer properties such as hydraulic conductivity, water chemistry, and presence of microbial contaminants. Comfort with basic algebra and trigonometry is expected. Ms. Menking.

Two 75-minute periods and one 4-hour laboratory.

Prerequisite: ESCI 151.

Not offered in 2011/12.

**236a. The Making of Modern East Asia (1)**

(Same as Asian Studies 236a) East Asia—the homeland of the oldest continuous civilization of the world—is now the most dynamic center in the world economy and an emerging power in global politics. Central to the global expansion of trade, production, and cultural exchange through the span of several millennia, the East Asian region provides a critical lens for us to understand the origin, transformation and future development of the global system. This course examines the common and contrasting experiences of East Asian countries as each struggled to come to terms with the western dominated expansion of global capitalism and the modernization process. The course incorporates significant amounts of visual imagery such as traditional painting, contemporary film, and literature. Professors from art history, film, Chinese and Japanese literature and sociology will give guest lectures in the course, on special topics such as East Asian art, Japanese war literature, post war American military hegemony, and vampire films in Southeast Asia. Together, they illustrate the diverse and complex struggles of different parts of East Asia to construct their own modernities. Ms. Zhou.

Prerequisite: at least one 100-level course in geography or Asian Studies.

Two 75-minute periods.

**[238a. China: National Identity and Global Impact] (1)**

(Same as Asian Studies 238a. and International Studies 238a) As recently as the 1980s, China was widely regarded as an exotic, mysterious and closed continent with marginal influence on world affairs. Today, it is a region deeply tied to every consumer and every global policy maker. China is at the center of an intellectual attempt to recast global history away from a long-held Eurocentric model. It also is a vital region in on-going global efforts to combat poverty, injustice, climate change, and achieve peace, economic stability and sustainable development. This course is dedicated to introducing China both as a vast and complex territory with a distinct cultural history, and as a constantly changing place with sustained but varied interactions with the rest of the world. The course critically examines the role of geographical knowledge in shaping our international perspectives. It introduces the history and geography of China, discusses the formation of Chinese national identity and examines its relationships with its external and internal "others." We also engage with the current debates on economic changes, environmental crises, and the international relations of

China. Ms. Zhou.

Two 75-minute periods.

Not offered in 2011/12.

**242b. Brazil: Society, Culture, and Environment in Portuguese America (1)**

(Same as Latin American and Latino/a Studies 242b and African Studies 242b) Brazil, long Latin America's largest and most populous country, has become an industrial and agricultural powerhouse with increasing political-economic clout in global affairs. This course examines Brazil's contemporary evolution in light of the country's historical geography, the distinctive cultural and environmental features of Portuguese America, and the political-economic linkages with the outside world. Specific topics for study include: the legacies of colonial Brazil; race relations, Afro-Brazilian culture, and ethnic identities; issues of gender, youth, violence, and poverty; processes of urban-industrial growth; regionalism and national integration; environmental conservation and sustainability; continuing controversies surrounding the occupation of Amazonia; and long-run prospects for democracy and equitable development in Brazil. Mr. Godfrey.

Two 75-minute periods.

**[248b. The US-Mexico Border: Region, Place, and Process](1)**

(Same as Latin American and Latino/a Studies 248b) The United States-Mexico border region is the site of the only land boundary uniting and dividing the so-called First and Third worlds from one another. Barely older than 150 years, the border has become a highly significant bi-national region in terms of economic development, demographic growth, and ethno-cultural exchange. It has also evolved from an area of relatively low importance in the national imagination of the United States (and, to a lesser extent, of Mexico) to one of great significance. Yet, the making and the regulating of the international boundary and the territorial conquest and dispossession it involved have long been central to nation-state-making in both countries, as well as to the production of various social categories—especially race, ethnicity, citizenship, and nationality, but also class, gender, and sexual orientation. This course investigates these developments, while illustrating that the boundary has profound effects on people's lives throughout North America as it embodies a set of processes and practices that help define, unite and divide people and places. Mr. Nevins.

Two 75-minute periods.

Not offered in 2011/12.

**250b. Urban Geography: Space, Place, Environment (1)**

(Same as Urban Studies 250b) Now that most of the global population lives in urban areas, the unprecedented size and interdependence of megacities pose pressing socioeconomic, political, and environmental problems. This course focuses on the making of urban spaces, places, and environments at a variety of geographical scales (local, regional, and global). Major course themes include: urbanization and global cities; public space and urban life; transit-oriented development; urban political ecology and sustainability; spatial justice and social equity; and citizen movements for livable cities. Mr. Godfrey.

Two 75-minute sessions.

**254b. Environmental Sciences in the Field (1)**

(Same as Biology 254b. and Earth Science 254b. and Environmental Science 254b). Ms. Cunningham, Ms. Menking.

**[256b. Geographies of Food and Farming] (1)**

Farming and food production connect us to the landscapes in which we live, and they shape the geographies of our communities. Increasingly, farming and food also connect us to processes of globalization. The world produces more food than ever before, yet factors such as centralization of production and competition from biofuels lead to food riots in developing regions and continuing losses of rainforests from Brazil to Indonesia. One key strategy for understanding these connections is to examine the biogeographic patterns that shape food production. In this course, we focus first

on the physical environmental factors (including water resources, climate patterns, and biodiversity) that characterize agricultural regions of North America. As part of this discussion, we consider ethical, political, and cultural aspects of food production. We then use these frameworks to examine global production and exchanges of food. We use case studies, such as land conversion in Brazil and Indonesia, to understand prominent debates about food and farming today. Ms. Cunningham.

Not offered in 2011/12.

**[258b. Sustainable Landscapes: Bridging Place and Environment] (1)**

(Same as Urban Studies 258) Geographers have long understood the relationship of aesthetic landscapes and place to include concepts of identity, control, and territory. Increasingly we consider landscape aesthetics to involve environmental quality as well. How do these contrasting sets of priorities meet in the process of landscape design and analysis? In this course we begin by examining regional and local histories of landscape design and their relationship to concepts of place, territory, and identity. We then consider landscape ecological approaches to marrying aesthetic and environmental priorities in landscapes. We investigate local issues such as watershed quality, native plantings, and runoff management in order to consider creative ways to bridge these once-contrary approaches to understanding the landscapes we occupy. We focus on projects on topics related to the ongoing Vassar campus landscape study. Ms. Cunningham.

Not offered in 2011/12.

**[260a. Conservation of Natural Resources] (1)**

(Same as Earth Science 260) Natural resources are perennially at the center of debates on sustainability, planning, land development, and environmental policy. The ways we conceptualize and understand resources are as important to understanding these issues as their actual distributions. This course provides a geographic perspective on global ecology and resource management, using local examples to provide deeper experience with resource debates. The focus of the course this year is forest resources: biodiversity, forest health, timber resources, and forest policy, and the ways people have struggled to make a living in forested ecosystems. We discuss these issues on a global scale (tropical timber piracy, boreal forests and biodiversity), and we explore them locally in the Adirondacks. This course requires that students spend October Break on a group trip to the Adirondacks. Students must be willing to spend long, cold days outside and to do some hiking (unless special permission is arranged with the instructor). Ms. Cunningham.

Two 75-minute periods.

Students wishing to register under Earth Science must have had at least one previous earth science course.

Not offered in 2011/12.

**266a. Population, Environment, and Sustainable Development (1)**

Same as International Studies 266a) Concerns about human population are integral to debates about matters of political stability, socio-economic equity, ecological sustainability, and human wellbeing. This course engages these debates via an examination of environmental change, power and inequality, and technology and development. Case studies include: water supplies, fishing and agriculture and the production of foodstuffs. Being a geography course, it highlights human-“nature” relations, spatial distribution and difference, and the dynamic connections between places and regions. Mr. Nevins

Two 75-minute periods.

**270a. Gender and Social Space (1)**

(Same as Urban Studies 270a. and Women’s Studies 270a). Ms. Brawley.

**272b. Geographies of Mass Violence (1)**

Violence has been an integral part of the making of landscapes, places, and the world political map. This course examines theories

of violence, explanations of why it happens where it does, and how mass violence has come to shape local, national, and international geographies. In doing so, it analyzes how violence becomes embedded in geographical space and informs social relations. The course draws upon various case studies, including incidents of mass violence in Rwanda, Indonesia, East Timor, Guatemala, and the United States. Mr. Nevins.

Two 75-minute periods.

**276b. Economic Geography: Spaces of Global Capitalism (1)**

(Same as International Studies 276b) The spatial patterns and dynamics of the world economy are examined in diverse industrial and regional settings. The focus is on the spatial distribution of economic activities, the use of resources, and development of regional economies. Topics may include the global shift of manufacturing activities, the spatial organization of post-Fordist production, the spread and impact of agribusiness, globalization of services, foreign direct investment and multi-national corporations, and the interdependency between developed and developing economies. Ms. Zhou.

Two 75-minute periods.

**282b. US-Mexico Border: Nation, God, & Human Rights in AZ-Sonora (1)**

(Same as American Culture 282b. and Latin American and Latino/a Studies 282b). Mr. Nevins.

**290a or b. Field Work (½ or 1)**

The department.

**297a or b. Readings in Geography (½)**

**298a or b. Independent Work (½ or 1)**

Open to qualified students in other disciplines who wish to pursue related independent work in geography. The department.

**III. Advanced**

**300a. Senior Thesis (½)**

A 1-unit thesis starting in the fall semester, with 1/2 unit graded provisionally in the fall and 1/2 unit graded in the spring. The final grade, awarded in the spring, shall replace the provisional grade in the fall. The department.

Year long course 300-301.

**301b. Senior Thesis (½)**

A 1-unit thesis starting in the fall semester, with 1/2 unit graded provisionally in the fall and 1/2 unit graded in the spring. The final grade, awarded in the spring, shall replace the provisional grade in the fall. The department.

Year long course 300-301.

**302a or b. Senior Thesis (1)**

Students may elect a 1-semester, 1-unit thesis only in exceptional circumstances. Usually, students adopt 300-301. The department.

**304a. Senior Seminar: Issues in Geographic Theory and Method (1)**

A review of the theory, method, and practice of geographical inquiry. The seminar traces the history of geographic thought from early episodes of global exploration to modern scientific transformations. The works and biographies of major contemporary theorists are critically examined in terms of the changing philosophies of geographic research. Both qualitative and quantitative approaches are discussed, along with scientific, humanist, radical, feminist, and other critiques in human geography. Overall, alternative conceptions of geography are related to the evolution of society and the dominant intellectual currents of the day. The student is left to choose which approaches best suits his or her own research. The seminar culminates in the presentation of student research proposals. Mr. Godfrey.

One 2-hour period.

**[340a and b. Advanced Urban and Regional Studies]** (1)  
(Same as Urban Studies 340)

Previous topics include: Ethnic Geography and Transnationalism and World Cities: Globalization, Segregation, and Defensive Urbanism.

One 3-hour meeting.  
Not offered in 2011/12.

**341a. Oil** (1)  
(Same as Earth Science 341a. and Environmental Studies 341a)  
Mr. McAdoo.**356b. Environment and Land Use Planning** (1)

(Same as Urban Studies 356b and Environmental Studies 356b)  
This seminar focuses on land-use issues such as open-space planning, urban design, transportation planning, and social effects of urban planning policies. The topic of the course this year is transportation and land use planning. We examine the economics, demographics, mobility and access issues, as well as the social, environmental, and planning concerns surrounding transportation planning in the mid-Hudson Valley, with emphasis on the history of the "arterial" and potential opportunities for re-envisioning this important transportation resource within the City. Ms. Blickstein.

Prerequisite: One 200-level course in Geography, Urban Studies or Environmental Studies.

One 3-hour period.

**372a and b. Topics in Human Geography** (1)

This seminar focuses on advanced debates in the socio-spatial organization of the modern world. The specific topic of inquiry varies from year to year. Students may repeat the course for credit if the topic changes. Previous seminar themes include the urban-industrial transition, the urban frontier, urban poverty, cities of the Americas, segregation in the city, global migration, and reading globalization.

Topic for 2011/12a: *Political Ecology*. The relationship between environmental change and the livelihoods of peoples across the planet has long been a central concern of geographers. Political ecology is a particular, albeit multifaceted, approach to such matters. Broadly concerned with the dialectical ties between nature and society, it centers its analysis on social relations, power and difference; geographic unevenness; positionality, and issues of social justice. Course readings explore myriad themes that political ecologists focus on: resource exploitation, conflict and violence, race and gender, governmentality, rural development, and urban and industrial phenomena. In engaging such themes, the course interrogates various theoretical approaches ranging from actor network theory, to cultural studies, to Marxism and post-coloniality. Mr. Nevins.

Topic for 2011/12b: *Capital Imperatives: Spaces in Global Political Economies*. Globalization is at the center of intellectual and public debates of our time. While there are passionately held positions on all sides of the debates, what often gets lost are the lineages of the discourse and the diverse geographical manifestations of what is frequently mistakenly construed as an homogenous process. This seminar provides an opportunity to do advanced readings on the roots and trajectories of globalization discourses from selected classics and influential writings. In particular, we explore the role of space and spatial dynamics in the formation and uneven development of the global political economic system. The following topics are discussed: the origins and evolution of global capitalism, the development of American economic hegemony, and challenges to it, the transformation in Latin America and East Asia and restructuring of the global system. Ms. Zhou.

One three-hour period.

Prerequisite: Permission of the instructor required.

**[384a. Community GIS]** (1)

Geographers contribute to vitality and equity in their communities by examining the spatial dynamics of socioeconomic and environmental problems. Strategies used to interrogate these problems include mapping and geographic information systems (GIS), or computer-aided mapping and spatial analysis. For example, com-

munity access to transportation and housing, differential access to food or health care, or distributions of social services are often best understood in terms of mapped patterns. These patterns both reflect and influence the social dynamics of a community. In addition to affecting quality of life, these issues give insights into the ways we decide as a society to allocate resources. In this course we take on subjects of concern in the local area and use mapping and spatial data to examine them. Projects may involve work with groups in the Poughkeepsie area as well as library research, readings, some GIS work. Course activities and projects vary according to subjects studied. Because this course focuses on collaborative research projects, rather than on the technology, GIS and cartography are useful but not prerequisite courses. The department.

One 3-hour period.

Not offered in 2011/12.

**[387a. Risk and Geohazards]** (1)

(Same as Earth Science and Environmental Studies 387a) The world is becoming an increasingly risky place. Every year, natural hazards affect more and more people, and these people are incurring increasingly expensive losses. This course explores the nature of risk associated with geophysical phenomena. Are there more hazardous events now than there have been in the past? Are these events somehow more energetic? Or is it that increasing populations with increasingly disparate incomes are being exposed to these hazards? What physical, economic, political and social tools can be employed to reduce this geophysical risk? We draw on examples from recent disasters, both rapid onset (earthquakes, tsunamis, cyclones), and slow onset (climate change, famine) to examine the complex and interlinked vulnerabilities of the coupled human-environment system. Mr. McAdoo.

One 4-hour meeting.

Prerequisites: Earth Science 121, 151, or 161.

Not offered in 2011/12

**399a or b. Senior Independent Work** (½ or 1)

The department.

## German Studies Department

**Associate Professors:** Jeffrey Schneider<sup>a</sup>, Silke von der Emde (Chair); **Assistant Professor:** Elliott Schreiber; **Adjunct Instructor:** Lioba Anne Ungurianu.

All courses are conducted in German except for German 101, 235, and 265.

**Requirements for Concentration:** 10 units: 8 units of German above the introductory level. Students can choose from German 210, 211, 230, 239, 240, 260, 269, 270, 301, and 355. Majors must take all 8 units in German. After declaring a concentration in German Studies, no courses taken under the Non-Recorded Option serve to fulfill the requirements. Students can take a maximum of 2 units approved by the German department in related fields. Upon the approval of the department, a maximum of 2 units from an approved summer program and 4 additional units from other programs abroad can be substituted for the 200-level courses.

**Senior Year Requirement:** German 301 and 355. Students who wish to be considered for departmental honors must complete a thesis (German 300).

**Recommendations:** Junior Year Abroad, study at accredited summer schools or a summer program in Germany, Austria or Switzerland.

**Correlate Sequence in German:** Students majoring in other programs may complement their study by electing a correlate sequence in German. Course selection should be made in consultation with the department.

**Correlate Requirements:** 6 graded units, 4 of which must be taken above the 100-level. Students can choose from German 210, 211, 230, 239, 240, 260, 269, 270, 301, and 355. All students must also complete either German 301 or 355. Upon the approval of the department, a maximum of 2 units from approved abroad programs can be substituted for the 200-level courses. No courses in English may count towards the correlate sequence.

**Advisers:** The department.

### I. Introductory

#### [101a. Vampires, Lunatics, and Cyborgs: Exploring the Uncanny Recesses of the Romantic Consciousness] (1)

From the fairytales of the Brothers Grimm to E.T.A. Hoffmann's *Nutcracker and the King of Mice*, German Romanticism has populated the modern imagination with a multitude of uncanny creations. This course examines the evolution of figures such as vampires, witches, golems, mad scientists, and cyborgs through German culture from their origins in the nineteenth century to their afterlife in the present, including film. In addition, we pursue their reception and development outside of Germany, for instance in Disney's versions of Grimms' tales and Tchaikovsky's *Nutcracker Suite*.

Readings and discussions in English.

Satisfies college requirement for a Freshman Writing Seminar.

Not offered in 2011/12.

#### 105a. Beginning German: The Stories of Childhood (1)

This course offers a yearlong introduction to the study of German language and culture through literature, fairy tales, and films for and about children. Since these materials tend to be linguistically easier, they are ideal for beginning language learning. Moreover, their role in socializing a new generation makes them important sources for understanding a culture's fundamental values and way of looking at the world. Materials range from classic texts, such as fairy tales by the Brothers Grimm, to contemporary stories, films, and television shows. In addition to offering a systematic introduction to German grammar and vocabulary, classroom activities promote practical and active oral and written communication. No prior experience with German required. Mr. Schreiber and Ms. Ungurianu.

Year long course 105-106.

Four 50-minute periods and four 30-minute drill sessions.

#### 106b. Beginning German: The Stories of Childhood (1)

This course offers a yearlong introduction to the study of German language and culture through literature, fairy tales, and films for and about children. Since these materials tend to be linguistically easier, they are ideal for beginning language learning. Moreover, their role in socializing a new generation makes them important sources for understanding a culture's fundamental values and way of looking at the world. Materials range from classic texts, such as fairy tales by the Brothers Grimm, to contemporary stories, films, and television shows. In addition to offering a systematic introduction to German grammar and vocabulary, classroom activities promote practical and active oral and written communication. No prior experience with German required. Mr. Schreiber and Ms. Ungurianu.

Year long course 105-106.

Four 50-minute periods and four 30-minute drill sessions.

#### 109b. Intensive Beginning German (2)

A single-semester study of the German language, equivalent to German 105-106. Intensive training in the fundamental language skills. Designed for beginning students who wish to accelerate their learning of German. Ms. von der Emde.

Open to all classes; five 75-minute periods, four 30-minute drill sessions, and computer-assisted instruction.

## II. Intermediate

#### 210a. Intermediate German I: Identity in Contemporary Germany (1)

Low-intermediate language study through short texts and research topics on questions of national identity in contemporary Germany. Strong emphasis is placed on developing vocabulary and reviewing grammar as well as developing oral and written expression. The course uses an online educational environment and may involve an exchange with learners at another college. Ms. von der Emde.

Prerequisite: German 106, 109 or the equivalent.

#### 211b. Intermediate German II: Space in Weimar Germany (1)

Intermediate language study through texts and research topics on questions of space in Weimar Germany at the time of the "Roaring Twenties." Strong emphasis is placed on developing vocabulary and reviewing grammar as well as developing oral and written expression. The course uses an online educational environment and may involve an exchange with learners at another college. Ms. Ungurianu.

Prerequisite: German 210 or the equivalent.

#### 230a. Contemporary German Culture and Media (1)

Advanced intermediate language study through an examination of contemporary German culture and the role played by different media such as newspapers, television, radio, film, and the Internet. Strong emphasis is placed on developing vocabulary, reviewing grammar, as well as oral and written expression. The course may involve an exchange with native speakers of German. Mr. Schreiber.

Prerequisite: German 211 or the equivalent.

#### 235b. Introduction to German Cultural Studies (1)

Introduction to the methodological questions and debates in the field of German Cultural Studies. Strong emphasis on formal analysis and writing. Readings and discussions in English.

Topic for 2011/12b: *Marx, Nietzsche, Freud*. Marx, Nietzsche, and Freud are three of the most influential thinkers of the modern era. We associate their names with different, even antagonistic agendas ranging from political systems (socialism and communism), entire disciplines (psychoanalysis), and even the death of God. Yet all three were pivotal in developing a "hermeneutics of suspicion," in which "reality" turned out to be hiding darker and more powerful forces: economic motives, unconscious desires, or the will to power. In conjunction with their radical critiques of religion and morality, we concentrate primarily on the strong aesthetic dimension of their thought: Marx's vision of a socialist future in which our sensual or aesthetic powers come to full fruition; Nietzsche's theory of the primacy of music, and his aesthetic justification of reality;

<sup>a</sup> Absent on leave, first semester.

Freud's use of art as a cognitive model of psychic processes, and his psychoanalytic interpretation of the function of art. We explore the cultural milieu in which their ideas originated, and we examine the influences their theories have had in modern culture and thought. We also investigate the ways in which twentieth-century writers, thinkers, and film-makers continued to develop, but also at times to question, their theories. Mr. Schreiber.

Open to all classes. German majors see German 239.  
Two 75-minute periods.

**239b. Introduction to German Cultural Studies for Majors (1)**  
Students in this course attend the same seminar meetings as in German Studies 235 but do the readings in the original, attend a separate discussion class, and take separate exams. Mr. Schreiber.

Prerequisite: German Studies 230 or the equivalent or permission from the instructor.

**[240a. A Culture of Play: An Introduction to German Theater] (1)**

Since the eighteenth century, drama and theater have held a vaunted place within Germany's language literary and cultural production. This course offers an introduction to that tradition through the study of specific authors, texts, and theories. Students have the opportunity to hone their speaking skills through performance activities, such as mounting scenes or an entire production. Strong emphasis is placed on developing vocabulary and reviewing grammar as well as developing written expression. Authors may include Brecht, Büchner, Dürrenmatt, Handke, Jelinek, Lessing, Schiller, Schnitzler, and Wedekind.

Prerequisite: 211 or the equivalent.  
Two 75-minute periods.  
Not offered in 2011/12.

**260b. Developments in German Literature (1)**  
This course offers an overview of selected historical developments in German literature from the last three centuries.

Topic for 2011/12: *Excessive Speech: Language, Violence, and the Question of Style*. Nietzsche once claimed that it was his ambition to "say in ten sentences what everyone else says in a whole book—what everyone else does not say in a whole book." In contrast to Nietzsche's explosive brevity, however, many authors are famous for exploiting German's grammatical flexibility to produce excessively long and convoluted sentences. This course explores the question of style in the German literary tradition as a response to changing political concerns about the relationship between language and violence—as well as more existential and epistemological concerns about language's ability to represent reality. Topics may include Nietzsche's critique of language, the so-called "language crisis" (Sprachkrise) of the Romantic period, and the implications for writing literature in the language in which the Holocaust was carried out. Authors may include Bachmann, Bernhard, Anne Duden, E.T.A. Hoffmann, Jelinek, Kleist, Klemperer, and Dada and Expressionist poets. In addition to reading and interpreting texts, students will also have the opportunity to explore the creative dimensions of writing in German. Mr. Schneider.

Prerequisite: German Studies 230, 239, 240 or the equivalent.  
Two 75-minute periods.

**265a. German Film in English Translation (1)**  
This course offers an overview of selected historical and formal developments in German films from the silent period to the present.

Topic for 2011/12: *Expressionism and Beyond: A Survey of Weimar Cinema* (in English). Weimar Cinema tends to be associated almost exclusively with haunting Expressionist masterpieces that depict a distorted world full of dark, looming shadows, populated by madmen or evil geniuses. While films like *The Cabinet of Dr. Caligari* and *Nosferatu* did leave a strong mark on film history, they represent just one aspect of the multifaceted German cinema of the 1920s and early 1930s. This course strives for a more comprehensive picture of Weimar cinema, which was second only to Hollywood in the scope of its output and worldwide distribution. In addition to matters of

aesthetics and the evolution of a cinematic language from the silent era to sound films, we examine the interaction of film with the socio-political and ideological issues of this turbulent and volatile period. Alongside the celebrated Expressionist masterpieces, we will watch and discuss films of the so-called New Objectivity movement, which emerged as a reaction against Expressionism, as well as some of the famous comedies and crime films of the era. Directors and authors studied include Eisner, Kracauer, Lang, Lubitsch, Murnau, Pabst, and von Sternberg. Ms. Ungurianu.

Readings and discussions in English.

Open to all classes. German majors see German 269.  
Two 75-minute periods.

**269a. German Film for Majors (1)**

Students in this course attend the same seminar meetings as in German Studies 265 but do readings in German, attend a separate discussions class, and take separate exams. Ms. Ungurianu.

Prerequisite: German Studies 230, 239 or the equivalent.

**[270b. Aesthetic Forms, Texts, and Genres] (1)**

Prerequisite: German 230, 239, 240 or the equivalent.

Two 75 minute meetings.  
Not offered in 2011/12.

**287b. Beyond the Wall: Contemporary German Cinema (1)**

(Same as Film 287b) After years of neglect within the film world, German cinema has more recently attracted international attention with broadly popular and often aesthetically innovative hits like *Run Lola Run*, *Goodbye Lenin*, *Head On*, *The Downfall*, and *The Lives of Others*. Since the fall of the Wall in 1989, a new generation of energetic directors has begun to discover the cinema as its own form of expression. As they adopt, revise, and react to earlier representational models, these films engage in a sustained dialogue with the historical legacies of the National Socialism, the German-German division, and the 1968 generation, as well as with the aesthetic traditions of Weimar film, New German Cinema and Hollywood. In addition to studying big international releases, the course examines other relevant trends in German film and television, such as the so-called Berlin School, German comedy films, and children's films. Taught in English. Ms. von der Emde.

Prerequisite: Film 210 or German 265 or permission of the instructor.

Two 75-minute meetings plus screenings.

**290. Field Work (½ or 1)**

**297. Readings In German (½)**

**298a or b. Independent Work (½ or 1)**

Permission required.

### III. Advanced

**300a or b. Senior Thesis (1 or 2)**

Open only to majors. The department.

Permission required.

**301a. Senior Seminar (1)**

An examination of selected topics in German literature and culture. May be taken more than once for credit when topic changes.

Topic for 2011/12: *Memory Across Generations*. Memory of the multiple problematic German pasts has always been central to the Federal Republic of Germany. After reunification, critical reflection and a review of existing forms of commemoration began at many former memorial sites in remembrance of Nazi terror in the territory of the former GDR. Yet the legacies of the GDR itself also had to be negotiated and rethought. This course traces the discourse on memory in the Federal Republic of Germany with special emphasis on remembrance of German division and the cold war. We will work with texts of many different genres and a variety of media, from theoretical texts, to films to websites to plays. Authors and films include Christa Wolf, Heiner Müller, *Goodbye Lenin*, *The Lives*

of *Others*, and *Neues von der DaDaR*. We will also expand on and work with oral history projects, which were begun in German 301 in Fall 2010. Ms. von der Emde.

Prerequisite: German 260 or 270 or equivalent.  
Two 75-minute meetings.

**302a. Senior Thesis** (½)

Open only to majors. The department.  
Year long course 302-303.  
Permission required.

**303b. Senior Thesis** (½)

Open only to majors. The department.  
Year long course 302-303.  
Permission required.

**355b. Advanced Seminar** (1)

An examination of selected topics in German literature and culture. May be taken more than once for credit when topic changes.

Topic for 2011/12: *The Romantic Revolution*. This course explores the literary, philosophical, and political ferment of the Romantic movement in Germany. We pay particular attention to its revolutionary qualities, to what the Romantic author Friedrich Schlegel termed its “aesthetic revolution”—for instance, the abolition of the hierarchy of literary genres. We also inquire into the movement’s political dimension, especially its complex relation (one of both attraction and repulsion) to the French Revolution. Readings may include texts by Friedrich Schiller, Friedrich Schlegel, Dorothea Schlegel, Rahel Varnhagen, Novalis, Friedrich Hölderlin, F.W.J. Schelling, Ludwig Tieck, and Heinrich Heine. Mr. Schreiber.

Prerequisite: German 260 or 270 or equivalent.  
Two 75-minute meetings.

**375. Advanced Topics in German Cultural Studies** (1)

**399. Senior Independent Work** (½ or 1)

## Greek and Roman Studies Department

**Professors:** Robert D. Brown<sup>ab</sup>, M. Rachel Kitzinger, J. Bert Lott;  
**Associate Professor:** Rachel D. Friedman (Chair); **Assistant Professor:** Barbara A. Olsen<sup>ab</sup>; **Visiting Assistant Professor:** Curtis Dozier; **Blegen Research Fellow:** TBA.

Students who study in the Greek and Roman Studies department explore aspects of the ancient Mediterranean world with an emphasis on the cultures of Greece and Rome. At the heart of this exploration are the languages of the Greeks and the Romans, their literature, their history, their art, their philosophy, their religion, their politics, their relations with the other peoples of the Mediterranean, and their reception and interpretation by later cultures.

The story of “Classical” scholarship goes back to the Library of Alexandria in the 4th and 3rd centuries BCE. The project that the scholars of the library undertook was to collect, copy and edit as many texts of Greek literature as they could find. The study of the Greeks and Romans still has at its core this act of preservation. But, like the Alexandrian scholars and perhaps more self-consciously, we acknowledge that we are also involved in an act of reinterpretation. Our goal is both to preserve the knowledge of ancient cultures but also to interpret that knowledge in the context of contemporary culture.

We bring to this project many different skills and many different methods. Again, at the heart of the enterprise is the philological skills that the Alexandrian scholars developed: the ability to look back at a “dead” language and imagine it in its living form, in order to be able to read the written remains as richly as possible. An ancient historian adds to this skill the ability to gather disparate kinds of fragmentary evidence, both literary and material, to reconstruct both the major national and international events that shaped these cultures and the texture of the lives of their peoples from day to day. In this they rely heavily on archaeologists who uncover the physical traces of the past and attempt to establish a chronology and a function for these remains. Literary scholars find in works of literature not only evidence for the aesthetic principles that govern the creation of literary works of art but also apply modern theoretical approaches that allow us to see literature as a reflection of social, political and religious assumptions.

But in the end every student of Greek and Roman Studies is using insights about the ancient world to enrich his or her understanding of our modern world. In the end what classicists develop is an intense self-consciousness about the nature of their own assumptions, fashioned by the world in which they live—assumptions which the study of antiquity allows us to question and assumptions which we must question in order to be able to focus our attention on the strange “otherness” of different cultures that have much to teach us.

Requirements for Concentration in Greek and Roman Studies: 10.5 units of GRST courses, including:

GRST 100; Either GRST 225 (intermediate Greek) or GRST 245 (intermediate Latin); (Successful completion of GRST 125-126 or GRST 145-146 or appropriate prior language work in Greek or Latin is required to elect 225 or 245); Either GRST 216 or GRST 217 (Greek or Roman History); 3 units at the 300 level, excluding GRST 360-363; GRST 360 or 361-362 or 363 taken in the senior year. All majors must complete a senior project in their senior year. The senior project can be fulfilled either by the production of an independent thesis (360 or 361-362 for 1 unit) or by the completion of a senior project concurrently with another 300 level course elected in the senior year (363 for ½ unit);

4 additional units at least two of which must be above the 100 level. With approval of the major advisor, up to 2 units of relevant work from outside the department may be counted towards the 4 additional units. Requirements for a Correlate Sequence in GRST: 6 units of work in GRST at least 2 of which must be at the 300 level. Correlates should support or complement a student’s concentration(s).

**Recommendations:** All students are strongly advised to study either Greek or Latin language at the 300-level.

**Recommendations for graduate study:** Students considering

<sup>ab</sup> Absent on leave, first semester.



graduate work in Classics should at a minimum have at least 2 units of 300 level work in one ancient language and 1 unit of 300 level work in the other. Proficiency in at least one relevant modern foreign language (e.g. French, Italian, German) is also recommended.

**Departmental honors:** In addition to the senior project students must elect 300-level work in the department both semesters of their senior year to be considered for honors.

**Advisers:** The department.

## Courses in English Translation

Courses in English translation, numbered X00-X19 are taught entirely in English. No knowledge of Greek or Latin is required.

### I. Introductory

**100b. Then and Now: Reinterpreting Greece and Rome** (1)  
Here we are at the beginning of the 21st century, yet all around us we continue to see allusions to and creative engagements with Greek and Roman antiquity. From the bestseller list which features a novel claiming to reveal recently discovered books of the Odyssey to an HBO series that takes place in ancient Rome and comparisons of the post 9/11 United States to the Roman Empire in the news, the worlds of ancient Greece and Rome continue to be viscerally alive and compelling as sources for artistic and cultural production. Why is this so? In this course we examine the ways that the legacies of classical antiquity continue to be felt today and invite us to explore the cultures of Greece and Rome. The course serves as an interdisciplinary introduction to the study of Greek and Roman languages, literature, history, and archaeology and the interpretation of these cultures by subsequent civilizations. The course addresses both the complex political, social, intellectual, and cultural settings of the ancient world and the ways in which the study of antiquity can challenge and enrich our experience of the present. To pursue these questions we read ancient texts, examine material artifacts, study linguistic evidence, and engage with creative contemporary responses to antiquity and recent theoretical work on the study of the ancient world. In serving as an overview of the kinds of questions that contemporary culture inspires us to ask of and about antiquity and the materials and approaches that scholars use for their inquiries, the course prepares the student for further work in the department.

Ms. Friedman.

Two 75-minute periods.

**[101a. Civilization in Question]** (1)  
(Same as College Course 101)  
Not offered in 2011/12

**102a. Cleopatra** (1)  
A famous historian once wrote "The true history of Antony and Cleopatra will probably never be known; it is buried too deep beneath the version of the victors." This course examines the life and times of Egypt's most famous queen, who was both a Hellenistic monarch, last of a dynasty founded by a companion of Alexander the Great, and a goddess incarnate, Pharaoh of one of the world's oldest societies. However, the ways in which Cleopatra has been depicted over the centuries since her death are equally intriguing, and the course considers versions of Cleopatra from the Romans, who saw her as a foreign queen who tried to steal their empire, to Shakespeare, Shaw, film and television to explore how different societies have created their own image of this bewitching figure.  
Mr. Lott.

Two 75 minute meetings.

### II. Intermediate

**[201b. Ancient Warfare]** (1)  
This course examines the phenomenon of war in Greek and Roman antiquity. While not neglecting traditional military topics such as arms and armor, organization, tactics, and strategy, we seek a wider cultural understanding of war by exploring its social ideology, the role of women and other non-combatants, and its depiction in art

and literature. Wars for discussion include the fictional Trojan War as well as historical wars such as the Persian Wars, the Peloponnesian War, the Punic Wars, and the Roman Civil War. Readings in English translation are selected from Homer, Herodotus, Thucydides, Caesar, and others. Mr. Brown

Prerequisite: any 100-level course in Classics, Greek, or Latin, or the instructor's permission.

Not offered in 2011/12

**[202a. Myth]** (1)  
This course examines ancient myth from a variety of theoretical perspectives. It compares Greek and Roman myth with other mythic traditions and explores different versions of the same myth within Greek and Roman culture. We also consider transformations of ancient myths into modern versions. Literary, artistic, and archaeological evidence provide ways to understand the function of myth in ancient Greek and Roman society. Mr. Dozier.

Not offered in 2011/12

**[203a. Women in Antiquity]** (1)  
(Same as Women's Studies 203) Greek and Roman literary and historical accounts abound with vividly drawn women such as Helen, Antigone, Medea, Livia, and Agrippina, the mother of Nero. But how representative were such figures of the daily lives of women throughout Greek and Roman antiquity? This course investigates the images and realities of women in the ancient Greek and Roman world, from the Greek Late Bronze Age (c. 1200 BCE) to the Roman Empire (up to the III c. CE) by juxtaposing evidence from literature, historical sources, and archaeological material. Throughout, the course examines the complex ways in which ancient women interacted with the institutions of the state, the family, religion, and the arts.

Not offered in 2011/12

**[204a. Greek Archaeology]** (1)  
This course examines sites and monuments of the ancient Greek world from the Bronze Age to the Classical period. We introduce archaeological methods, examine the history and development of Greek archaeology from the origins of the field in the 1870's to the present, and trace the chronological development of Greek art and architecture across several major sites including Knossos, Mycenae, Olympia, Delphi, and Athens. Particular emphasis is placed on understanding and interpreting monuments in terms of their political, social, and economic contexts.

Ms. Olsen. Alternative years.

Not offered in 2011/12

**206a. Reading Antiquity** (1)  
From the great epics of Homer and Vergil to the intimate lyrics of Sappho and Catullus, the literature of Greece and Rome presents a vast array of forms, subject matter, and styles that played a formative role in the western literary tradition and continue to challenge the imagination. This course tackles the question of how to read classical literature, with an understanding of the cultural conditions and assumptions that went into its making. The topics focus on issues where a twenty-first century perspective may make it difficult for a reader to understand an ancient text. These include the roles of orality, literacy, tradition, and innovation in the composition of ancient literature; polytheism and the relationship of cult, ritual, and myth; ancient concepts of the community and its social constituents: the poet's persona and the literary construction of individuality. Readings in English translation are selected from a representative variety of Greek and Roman texts by such authors as Homer, Hesiod, Sappho, Euripides, Catullus, Vergil, Livy, and Ovid. Mr. Dozier.

Two 75 minute meetings.

**209b. From Homer to Omeros** (1)  
(Same as Africana Studies 209b) No poet since James Joyce has been as deeply and creatively engaged in a refashioning of Homer than Derek Walcott, the Caribbean poet and 1992 Nobel Laureate. He has authored both a stage version of the Odyssey and a modern epic,

Omeros, and in both of them he brings a decidedly post colonial and decidedly Caribbean idiom to Homer's ancient tales. In this course we devote ourselves to a close reading of these works alongside the appropriate sections of Homer's *Iliad* and *Odyssey*. Our aim is both to understand the complexities of Walcott's use of the Homeric models and to discover the new meanings that emerge in Homer when we read him through Walcott's eyes. Ms. Friedman.

Prerequisite: Any 100 level GRST course or 1 unit of related work or special permission.

Two 75 minute meetings.

**210a. Greek Art and Architecture** (1)  
(Same as Art 210a) Mr. Abbe.  
Alternate years.

**211a. Roman Art and Architecture** (1)  
(Same as Art 211a) Ms. D'Ambra.  
Not offered in 2011/12

**[216b. History of the Ancient Greeks]** (1)  
(Same as History 216b) This course examines the history and culture of the ancient Greeks from the emergence of the city-state in the eighth century BCE to the conquests of Alexander the Great in 335 BCE. In addition to an outline of the political and social history of the Greeks, the course examines several historical, cultural, and methodological topics in depth, including the emergence of writing, Greek colonialism and imperialism, ancient democracy, polytheism, the social structures of Athenian society, and the relationship between Greeks and other Mediterranean cultures. Students both read primary sources (for example, Sappho, Tyrtaios, Herodotus, Thucydides, Aristophanes, and Plato) and examine sites and artifacts recovered through archaeology; the development of students' critical abilities to evaluate and use these sources for the study of history is a primary goal of the class. Ms. Olsen.

Prerequisite: Classics 101, 102, 103, or 104, or 1 unit in History or special permission.

Not offered in 2011/12

**217b. History of the Ancient Romans** (1)  
(Same as History 217b) This course examines the history of the ancient Romans from the foundation of their city around the eighth century BCE to the collapse of their Mediterranean Empire in the fifth century CE. The course offers a broad historical outline of Roman history, but focuses on significant topics and moments in Roman history, including the Republican aristocracy, the civil and slave wars of the Late Republic, the foundation of the Empire by Caesar Augustus, urbanism, the place of public entertainments (gladiatorial combats, Roman hunts, chariot races, and theater) in society, the rise of Christianity, the processes of Romanization, and barbarization, and the political decline and fall of the Roman Empire. Students read primary sources such as Plautus, Cicero, Livy, Tacitus, and Suetonius, and secondary accounts dealing with important issues such as slavery, religious persecution and multiculturalism. Students also examine important archaeological sites and artifacts. The development of students' critical abilities to evaluate and use these sources for the study of history is a primary goal of the class. Mr. Lott.

Prerequisite: Classics 101, 102, or 103, or 1 unit in History or special permission.

Alternate years

### III. Advanced

**301a. Seminar in Classical Civilization** (1)  
Topic for 2011/12: *Art, Economics, and Society*. This course examines the connections between economy and culture in the ancient world from two different points of view: First it considers one particular kind of material artifact, coins stamped in bronze, silver and gold. We investigate coins from economic, political, historical, and artistic points of view, proceeding historically from Archaic Greece to Imperial Rome, but focusing on the transition from Roman Republic to Roman Empire. We use a collection of 1,500 coins in

the Frances Lehman Loeb Art Center as the basis for our work, and students learn to handle, identify and catalog coins as artifacts. Second, we will examine the economy of the ancient world from a theoretical perspective, examining from an economic standpoint specific topics, such as shipping trade, agricultural production, and role of non-industrial cities. Mr. Lott

**302b. The Blegen Seminar** (1)  
The course is offered by the Blegen Distinguished Visiting Research Professor or the Blegen Research Fellow in Classics, appointed annually to pursue research and lecture on his/her scholarly concerns in classical antiquity. We encourage students to take note of the fact that each Blegen Seminar is uniquely offered and will not be repeated. Since the topic changes every year, the course may be taken for credit more than once.  
Topic for 2011/12: TBA

**[310b. Seminar in Ancient Art]** (1)  
(Same as Art 310b) Ms. D'Ambra.  
Not offered in 2011/12.

**380b. Plays of Logos: Readings in Greek Poetry and Philosophy** (1)  
(Same as College Course 380b and Philosophy 380b) A cross-disciplinary study of Homer, Presocratics, Aeschylus, and Plato. Possible texts: *Iliad*, Heraclitus, Parmenides, Empedocles, *Oresteia*, Republic. Ms. Kitinger and Mr. Miller.

**381a. Urbanism in the Ancient Mediterranean World:** (1)  
**Pompeii, Akrotiri, Constantinople**  
(Same as Urban Studies 381) Daily life in the ancient Mediterranean world revolved around urbanism, as cities defined and delineated the geographic and ideological landscapes of Greece and Rome. Incorporating contemporary urban and anthropological theories of the preindustrial city, this course draws on a multidisciplinary approach using archaeology, art, historiography, and literary and documentary evidence to investigate forms and expressions of urbanism in three highly disparate cities from the ancient world: Aegean Akrotiri, Roman Pompeii, and Late Antique Constantinople. Pompeii, richly documented through documentary, epigraphic, and archaeological evidence, occupies the course's theoretical and practical center as a type-site for exploring ancient urbanism and the mechanisms of daily life. The course then addresses two other important cities and the unique methodological challenges they pose for ancient urban studies: Akrotiri, the 2nd millennium BCE port on the island of Santorini (Thera) was preserved by a 17th century BCE volcanic eruption and is now accessible only through study of its archaeological remains, and the Late Antique (4th-7th century CE) city of Constantinople which can be recovered now primarily through literary and documentary sources. Topics include city planning, politics and social organization, public and domestic space, infrastructure, religious practices, and trade and economic production. (All readings in English.) Ms. Olsen

### Courses in Greek Language and Literature

Courses numbered X20-X39 require appropriate reading ability in ancient Greek.

#### I. Introductory

**125a. Elementary Greek** (1)  
Introduction to the language. Readings in the New Testament and Plato. Ms. Friedman.  
Year long course 125-126.  
Open to all classes.  
Four 50-minute periods.

**126. Elementary Greek** (1)  
Introduction to the language. Readings in the New Testament and Plato. Ms. Friedman.  
Year long course 125-126.  
Open to all classes.

Four 50-minute periods.  
II. Intermediate

**225a. Fifth- and Fourth-Century Literature (1)**

Authors may include Sophokles, Euripides, Xenophon, Lysias, and Plato. In addition to consolidating knowledge of grammar, the selection of passages brings into focus important aspects of Athenian culture. Mr. Dozier

Prerequisite: Greek 105-106 or by permission of the instructor.

**226b. Athens at the End of the 5th Century, Two Views (1)**  
(Same as GRST 321b) Ms. Kitzenger

Topic for 2011/12: *Athens at the End of the 5th C. Two Views*. In this course we read Aristophanes' *Birds* and Plato's *Apology*. Both texts can be seen as responses to late-5th C. Athenian politics and the fear of a city-state in decline after years of war and political upheaval. The *Birds* is a fantasy of escape; the *Apology* is Socrates' attempt to speak the truth about his city, as he sees it. Throughout the course we will consider parallels to late 20th, early 21st C. America.

This course should be elected by students before electing any advanced Greek course in the department.

Prerequisite: Greek 225 or by permission of instructor.

**245a. Republican Literature (1)**

Selected readings from authors such as Plautus, Cicero, Catullus, Caesar, Sallust, and Virgil. The selection of readings is designed to consolidate knowledge of grammar, provide an introduction to the translation of continuous, unadapted Latin, and highlight interesting features of Roman culture in the last two centuries of the Republic. Mr. Lott.

Prerequisite: GRST 145-146 or permission of the instructor or chair

**246b. Literature of the Empire (1)**

Authors may include Horace, Livy, Ovid, Seneca, Petronius, Suetonius, and Virgil. Readings are selected to illustrate the diversity of literary forms that flourished in the early Empire and the interaction of literature with society, politics, and private life. TBA.

Prerequisite: GRST 245 or permission of the instructor

### III. Advanced

**321b. Topics in Greek Literature (1)**

This course involves close reading of texts from a single genre or author or texts which have a common thematic interest. Study of the texts and of secondary material allows us to explore various features of ancient society; for example, the course might take as its topic a genre such as Greek history or comedy, the oeuvre of a single author such as Pindar or Plato, or a theme such as the depiction of foreigners, the Greek sophists, or the tradition of the funeral oration. Since the topic changes every year, the course may be taken for credit more than once.

Topic for 2011/12: *Athens at the End of the 5th C. Two Views*. In this course we read Aristophanes' *Birds* and Plato's *Apology*. Both texts can be seen as responses to late-5th C. Athenian politics and the fear of a city-state in decline after years of war and political upheaval. The *Birds* is a fantasy of escape; the *Apology* is Socrates' attempt to speak the truth about his city, as he sees it. Throughout the course we will consider parallels to late 20th, early 21st C. America.

Prerequisite: 2 units in 200 level courses in the language or by permission of instructor.

**[322a. Greek Tragedy] (1)**

A reading of a play by Sophokles or Euripides. Careful study of the text helps us to understand the playwright's style. We also consider how the play examines and responds to the historical, social and political conditions of Athens in the fifth century BCE. Ms. Friedman.

Offered in Alternate years

Prerequisite: 2 units in 200 level courses in the language or by

permission of instructor.

Not offered in 2011/12

**323a. Homer (1)**

Extensive selections from the *Iliad*, *The Odyssey*, and/or *Homeric Hymns* with attention given to oral theory, thematic structure, and social issues raised by the poems. Ms. Friedman.

Prerequisite: 2 units in 200 level courses in the language or by permission of instructor.

### Courses in Latin Language and Literature

Courses numbered X40-X59 require appropriate reading ability in Latin.

#### I. Introductory

**145a. Elementary Latin (1)**

Introduction to the language. Readings in classical prose and poetry. Mr. Dozier.

Year long course 145-146.

Open to all classes.

Four 50-minute classes.

**146b. Elementary Latin (1)**

Introduction to the language. Readings in classical prose and poetry. Mr. Dozier.

Year long course 145-146.

Open to all classes.

Four 50-minute periods.

#### II. Intermediate

**245a. Republican Literature (1)**

Selected readings from authors such as Plautus, Cicero, Catullus, Caesar, Sallust, and Virgil. The selection of readings is designed to consolidate knowledge of grammar, provide an introduction to the translation of continuous, unadapted Latin, and highlight interesting features of Roman culture in the last two centuries of the Republic. Mr. Lott.

Prerequisite: GRST 145-146 or permission of the instructor or chair

**246b. Literature of the Empire (1)**

Authors may include Horace, Livy, Ovid, Seneca, Petronius, Suetonius, and Virgil. Readings are selected to illustrate the diversity of literary forms that flourished in the early Empire and the interaction of literature with society, politics, and private life. TBA.

Prerequisite: GRST 245 or permission of the instructor

#### III. Advanced

**341b. Topics in Latin Literature (1)**

Topic for 2011/12: *Ovid*. This course will survey the Roman poet Ovid's voluminous and miscellaneous work; we, of course, sample his familiar *Metamorphoses*, but the primary emphasis is on his elegiac works: the early *Amores*, and the late letters from exile. Topics to be investigated include the influence of rhetorical training on Ovid's style, ancient criticisms of that style, his creative reworking of earlier poetry, and his modernity, which accounts for much of the scholarly interest in Ovid in recent years. Mr. Dozier

**[342a. Virgil] (1)**

Selections from the *Eclogues*, *Georgics*, or *Aeneid*. Subjects of study include the artistry of the Virgilian hexameter, the relationship of Virgil's works to their Greek models, and general topics such as his conception of destiny, religion, and the human relation to nature. Mr. Brown

Offered every third year

Prerequisite: 246 or permission of instructor.

Not offered in 2011/12

**343a. Tacitus (1)**

Close readings from the works of the imperial historian and ethnographer Tacitus. In connection with further developing students' reading skills, the class focuses on particular literary, cultural, or historical issues. Mr. Lott.

Offered every third year.

Prerequisite: GRST 246 or permission of instructor.

**[344a. Roman Lyric and Elegy] (1)**

Poems of Horace, Tibullus, Propertius, Catullus and Ovid with attention given to poetic form, the influence of poets on each other, and the view they give us of Roman society in the first century BCE. Mr. Dozier.

Prerequisite: GRST 246 or permission of instructor.

Not offered in 2011/12

**Independent Work**

Independent work may be pursued in Greek, Latin, or English translation.

**II. Intermediate****290. Field Work (½ or 1)**

Special Permission

**297. Readings Greek & Roman Studies (½)****298. Independent Study (½ or 1)****III. Advanced****360. a or b Senior Thesis (1)**

One semester senior thesis. Seniors only

**361a. Senior Thesis (½)**

Full Year Thesis (1/2 unit per semester). Seniors Only.

**362b. Senior Thesis (½)**

Full Year Thesis (1/2 unit per semester). Seniors Only.

**363. a or b Senior Project (½)**

Extended writing or other project elected concurrently with a seminar in GRST. Seniors only.

Prerequisite: Permission of the instructor of the concurrent seminar

**399. Senior Independent Study (½ or 1)****Hispanic Studies Department**

**Professors:** Andrew Bush, Elizabeth Paravisini-Gebert; **Associate Professors:** Michael Aronna<sup>a</sup>, Mario Cesareo<sup>b</sup>, Mihai Grünfeld (Chair), Eva Woods Peiro; **Assistant Professor:** Nicolas Vivalda<sup>a</sup>; **Adjunct Assistant Professor:** Danny M. Barreto.

**Requirements for Concentration:** 10 units beyond the introductory level. These 10 units must include 3 units from the group Hispanic Studies 226, 227, 228, 229 and 3 units at the 300 level, including one Latin American Seminar (387) and one Peninsular Seminar (388). Two units must be elected in the senior year. After declaration of the major or correlate, all courses in the department must be taken for a letter grade. Courses taken in Spain or Latin America or during the summer may be substituted with department approval.

**Senior-Year Requirements:** Two units at the 300-level. Students who wish to be considered for departmental honors must complete a senior thesis (Hispanic Studies 300).

**Teaching Certification:** Students who wish to obtain Secondary Certification in Spanish must complete, in conjunction with the program of study outlined by the education department, 8 units of 200-level courses and above in Hispanic Studies.

**Correlate Sequence:** 6 units beyond the introductory level, 3 of which must be taken at Vassar, including at least one 300-level course.

**Study Away:** Majors are expected to study, usually during the junior year, in a Spanish-speaking country. The department sponsors the Vassar-Wesleyan Program in Madrid (academic year) study abroad program, open to all qualified students.

**Advisers:** The department.

**I. Introductory****105a. Elementary Spanish Language (1)**

Fundamentals of the grammar and structure of the Spanish language with emphasis on oral skills and reading. Mr. Cesareo.

Year long course 105-106.

Open to students with no previous instruction in Spanish.

Four 50-minute periods; one hour of drill.

**106b. Elementary Spanish Language (1)**

Fundamentals of the grammar and structure of the Spanish language with emphasis on oral skills and reading. Ms. Woods Peiró.

Year long course 105-106.

Open to students with no previous instruction in Spanish.

Four 50-minute periods; one hour of drill.

**109a or b. Basic Spanish Review (1)**

Fundamentals of the grammar and structure of the Spanish language with emphasis on oral skills and reading. Successful completion of this one-semester course fulfills the college language requirement.

Open to students with 1 or 2 years of high school Spanish.

Three 50-minute periods; one hour of drill.

Not offered 2011/12.

**II. Intermediate****205a or b. Intermediate Spanish (1)**

Intensive study and review of Spanish grammar at the second-year level with emphasis on oral practice and writing skills. Mr. Bush (a); Mr. Grünfeld (b), Ms. Paravisini-Gebert (b).

Prerequisite: Hispanic Studies 105-106 or 109, or three years of high school Spanish.

Three 50-minute periods.

**206a or b. Reading and Writing about Hispanic Culture (1)**

Reading, writing and speaking skills are developed through study of cultural and literary texts and audiovisual materials. Mr. Barreto (a), Mr. Grünfeld (a), Mr. Vivalda (b).

Prerequisite: Hispanic Studies 205 or four years of high school Spanish.

Two 75-minute periods plus one hour of oral practice.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

**216a or b. Methods in Interdisciplinary Analysis (1)**

This course develops a set of methodological and theoretical tools for the investigation of cultural practices such as literature, popular and mass culture, social movements and institutions in Spanish-speaking countries. Mr. Grünfeld (a), Mr. Cesareo (a), Mr. Aronna (b).

Prerequisite: Hispanic Studies 206 or permission.

Two 75-minute periods.

**[219b. Advanced Grammar and Composition] (1)**

This course offers an in-depth coverage of Spanish grammar with emphasis on reading and writing skills. A more traditional approach in grammar explanations is combined with the study of numerous examples and exercises based on everyday life. The objectives of this course are 1) to provide a thorough review of major topics of Spanish grammar—*ser* and *estar*, *por* and *para*, the preterit and the imperfect, sequence of tenses, conditional clauses, etc.; 2) to explore in-depth the different mechanics of writing in Spanish (punctuation, written accents, etc.); 3) to work on writing skills in Spanish through the use of various writing techniques and strategies—the art of writing narratives, dialogue, descriptions, letters, and reports; 4) to improve reading skills and knowledge of vocabulary and idiomatic expressions in Spanish; 5) to continue to increase cultural knowledge of the Spanish-speaking world. Through the use of the target language in class, this course also contributes to the general language acquisition process. Some translation work is required as well—contextualized passages in English translated into Spanish are used to illustrate a variety of grammatical principles.

Prerequisite: 216 or permission.

Two 75-minute periods.

Not offered 2011/12.

**[225b. Writing Workshop] (1)**

The workshop provides a space for the development of the student's ability as reader and writer of texts in Spanish. Reading and writing assignments include journals, poetry, prose fiction, autobiography, and the essay. The theoretical readings and practical exercises are designed to enrich the student's ability to give form, texture and voice to their writing projects.

Prerequisite: Hispanic Studies 216 or 219.

Two 75-minute periods.

Alternate years.

Not offered 2011/12.

**226b. Medieval and Early Modern Spain (1)**

Studies in Iberian literary and cultural production from the time of the Muslim conquest of the Peninsula to the end of the Hapsburg Empire.

Topic for 2011/12b: *Framing Poverty and Social Mobility: The Picaresque Novel in Spain and Latin America*. The emergence of the picaresque novel in Spain and its migration to the "New World" forms one of the most fascinating chapters in the history of the novel. The protagonist of these texts is a social underdog (Spanish *pícaro*) who experiences different adventures as he drifts from place to place and from one social milieu to another in his struggle to survive. His efforts to medrar or improve his social standing are presented against a social background that proves itself to be deceiving and highly volatile. The course examines a broad selection of texts—literary and filmic—, ranging from the picaresque genre's foundational Spanish texts to later Latin American works that recreate this tradition in the specific historical and cultural conditions of the Americas. Mr. Vivalda

Prerequisite: Hispanic Studies 216 or 219.

Two 75-minute periods.

**227a. Colonial Latin America (1)**

Studies in Latin American literary and cultural production from the European invasion to the crisis of the colonial system.

Topic for 2011/12a: *The Invention of America*. This course explores a variety of texts and genres that trace the process of the "invention" of the New World. We begin with the Mayan myth of creation in the *Popol Vuh* and examine a variety of forms of mythical, literary and historical fabrications in texts like Alvar Núñez Cabeza

de Vaca's *Naufragios*, Bartolomé de las Casas's *Brevísima Relación*, Clorinda Matto de Turner's *Aves sin nido* and Gertrudis Gómez de Avellaneda, *Sab*. In these and other texts we trace the invention and reinvention of Latin America in popular and scholarly imagination until the end of the nineteenth century. Mr. Grünfeld.

Prerequisite: Hispanic Studies 216 or 219.

Two 75-minute periods.

**228a. Modern Spain (1)**

Studies in Spanish literary and cultural production from the beginning of the Bourbon monarchy to the present.

Topic for 2011/12a: *Spain on the Verge: Shifting Gender and National Identities in Modern Spain*. Moments of radical political upheaval throughout Spain's modern history (the Glorious Revolution, the Disaster of '98, the Civil War and the Transition) have provoked crises of identity for the women and men who must redefine what it means to be—or not be—Spanish. When the nation has found itself on the verge of dissolution, alternative notions of gender, sexuality and nationality have been able to find expression in literary, intellectual and visual cultural production. Using a framework of gender and postcolonial theory, this course undertakes a cross-historical analysis of the interdependency of gendered, sexual and national discourses in the 19th-21st centuries within Spain, seen and read in its literature and film. Mr. Barreto.

Prerequisite: Hispanic Studies 216.

Two 75-minute periods.

**229b. Postcolonial Latin America (1)**

Studies in Latin American literary and cultural production from the emergence of the nation states to the present. Thematically structured, the course delves into the social, political, and institutional processes undergone by Latin America as a result of its uneven incorporation into world capitalist development.

Topic for 2011/12b: *Mexican Literature, Art, and Popular Culture*. Through the study of a variety of objects produced in Mexico since 1900—literary texts, films, paintings, illustrations, and other manifestations of popular culture—this course explores ways of constructing a hybrid Mexican identity. Topics for discussion include the Mexican Revolution, the Muralist Movement, the 1968 student movement and its repression, democracy, and Zapatismo. Readings may include texts by Mariano Azuela, Rosario Castellanos, Juan Rulfo, Carlos Fuentes, Octavio Paz, Elena Poniatowska, and Laura Esquivel. Mr. Grünfeld.

Prerequisite: Hispanic Studies 216 or 219.

Two 75-minute periods.

**290a or b. Field Work (½ or 1)**

Individual projects or internships. The department.

Special permission.

Prerequisite: 1 unit of Hispanic Studies 205 or above.

**298a or b. Independent Work (½ or 1.5)**

Prerequisite: 2 units of Hispanic Studies 226 or above. The department.

**III. Advanced****300b. Senior Thesis (1)**

The department.

**387a or b. Latin American Seminar (1)**

A seminar offering in-depth study of topics related to the literary and cultural history of Latin America. This course may be repeated for credit when the topic changes.

Topic for 2011/12a: *The World of Gabriel García Márquez*. The seminar explores the work of Colombian Nobel Prize winning author Gabriel García Márquez through salient examples of his fiction, journalism, and autobiographical writings. Our focus is on the understanding of García Márquez's work against the politics, history, and literary traditions of late twentieth-century Latin America. Readings include short stories, portions of his autobiography, novellas (*Crónica de una muerte anunciada*), and the work

considered by most to be his masterpiece, *Cien años de soledad*. Ms. Paravisini-Gebert.

Topic for 2011/12b: *Detective Fiction in Latin America*. This seminar examines the unique literary origins and development of detective fiction in Latin America in different national, political, and cultural contexts to inquire how specific genres of detective fiction and film correspond to particular issues of organized crime, class and ethnic difference, governability, corruption, quotidian violence, urbanization, and the media across Latin America. Mr. Aronna

One 2-hour period.

### 388a or b. Peninsular Seminar (1)

A seminar offering in-depth study of topics related to the literary and cultural history of Spain. This course may be repeated for credit when the topic changes.

Topic for 2011/12a: *New Cinema and Media in Spain, 1992-2002*. This course examines visual media, specifically digital cinema, television, and computer-based forms of media produced in Spain between 1992 and 2010. We consider these cultural productions in conjunction with readings on current events affecting Spain, social issues in the country, and theoretical considerations of Spanish media and film. The presentation of class material are organized according to the issues of co-productions, cross-over tendencies, transnational film and media productions, and new forms of representation (race, domestic abuse, immigration, prison dramas, war, and violence), generic dislocation, the overshadowing of cinema by television, and the principal user practices and applications of the computer interface. Ms. Woods Pieró.

Topic for 2011/12b: *Conversos, Witches and Bawds: Rounding Up the Usual Suspects*. The course centers on *La Celestina* (1499), a classic of Spanish literature of which Cervantes said “it would be divine were it not that it is so human.” The converso background of the author, the urban setting of the story, and the interrelated professions of the heroine—witch, go-between and madame of a brothel—allow for consideration of issues of sexuality and gender, commerce and modernization, and religious heterodoxy in the very moment of the Catholic unification of Spain and the dawning of the Age of Inquisition. Mr. Bush

One 2-hour period.

### 399a or b. Senior Independent Work (½ or 1)

## History Department

**Professors:** Nancy Bisaha<sup>b</sup>, Robert K. Brigham, Miriam Cohen, Rebecca B. Edwards, Maria Höhn, James Merrell; **Associate Professors:** Mita Choudhury, Lydia Murdoch, Leslie Scott Offutt (Chair), Michaela Pohl<sup>b</sup>, Ismail Rashid, Joshua Schreier; **Assistant Professors:** Julie E. Hughes, Quincy T. Mills, Hiraku Shimoda<sup>ab</sup>; **Adjunct Professor:** Michael Hanagan; **Adjunct Assistant Professor:** Paulina Bren.

**Requirements for Concentration:** 11 units, to include the following courses above the introductory level: 1 unit in European history; 1 unit in United States history; 1 unit in Asian, African, Latin American, or Middle Eastern history; 1 unit of pre-1800 history chosen from among History 215, 225, 230, 259, 262, 271, 274, 315, 316, 332, 366, 381, 382; 1 unit from either of the two previous categories (Asian, African, Latin American, or Middle Eastern history; or pre-1800 history); History 299 (Thesis Preparation) and History 300-301 (Thesis); in addition to the Thesis, two 300-level courses. No cross-listed courses originating in another department may be used for distribution requirements. No more than two cross-listed courses originating in another department can count toward the history minimum requirement of 11 units.

No single course can meet two different departmental requirements, except the 300-level course, which can double to fulfill the 300-level course requirement and a distribution requirement.

Senior-Year Requirements: History 299 (.5 unit, Thesis Preparation) and History 300-301 (total of 1.0 unit, Thesis) and at least one other 300-level course.

**Recommendations:** Reading knowledge of at least one foreign language. Students planning to go on to graduate school should find out which language examinations are required for advanced degrees.

**Advisers:** The department.

**Correlate Sequence in History Requirements:** No fewer than 6 units in history, normally taken at Vassar. These will include no more than one course at the introductory level, at least three at the intermediate level, and at least one course at the advanced level. AP credit will not be accepted for the correlate sequence. No more than one (1) history course counted toward the correlate may be taken NRO, or outside the department.

Students should apply to the Correlate Sequence Adviser in their sophomore or junior year after discussing their plans with their major advisers. No correlate sequence can be declared after the beginning of the senior year. The courses selected for the sequence should form a coherent course of study. The list of the courses proposed and a brief written proposal articulating the focus of the sequence must be submitted to the Correlate Sequence Adviser for approval prior to declaration.

## I. Introductory

**101a. Martin Luther King Jr. (1)**  
(Same as Africana Studies 101a) This course examines the life and work of Martin Luther King, Jr. We immediately rethink the image of King who liberals and conservatives construct as a dreamer of better race relations. We engage the complexities of an individual, who articulated a moral compass of the nation, to explore racial justice in post-World War II America. This course gives special attention to King's post-1965 radicalism when he called for a reordering of American society, an end to the war in Vietnam, and supported sanitation workers striking for better wages and working conditions. Topics include King's notion of the “beloved community”, the Social Gospel, liberalism, “socially conscious democracy”, militancy, the politics of martyrdom, poverty and racial justice, and compensatory treatment. Primary sources form the core of our readings. Mr. Mills.

Two 75-minute meetings.

Fulfills the Freshman Writing Seminar Requirement.

**103a. Hindus and Muslims in South Asia, 712-1857 (1)**  
(Same as Asian Studies 103a)

<sup>ab</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

Communalism is a strong identification with one's own religious community over society as a whole, accompanied by discrimination and violence against rival groups. In modern South Asia, it is sometimes viewed as an unprecedented break with a harmonious past or paradoxically, as the natural outcome of contact between Hindus and Muslims. To complicate these extremes, we explore the history of Hindu-Muslim relations from the first Arab conquest in 712, through the Rebellion of 1857. By introducing the historical repertoire commonly cited in modern communal disputes, we place controversial events, individuals, and trends in context to discover how they were understood in their own time. Ms. Hughes.

Two 75-minute periods.

### 116a. The Dark Ages (1)

(Same as Medieval and Renaissance Studies 116) Was early medieval Europe really Dark? In reality, this was a period of tremendous vitality and ferment, witnessing the transformation of late classical society, the growth of Germanic kingdoms, the high point of Byzantium, the rise of the papacy and monasticism, and the birth of Islam. This course examines a rich variety of sources that illuminate the first centuries of Christianity, the fall of the Roman Empire, and early medieval culture showing moments of both conflict and synthesis that redefined Europe and the Mediterranean. Ms. Bisaha.

Two 75-minute meetings.

### 120. Japan's American Revolution, 1945-52 (1)

Many Americans are unaware that Japan was ostensibly run by the US for nearly seven years after World War II. The US Occupation of Japan lasted longer than the war itself, and left indelible imprints upon modern Japanese history that remain visible today. As a grandly ambitious and idealistic project that forced people to be free, the Occupation was riddled with contradictory goals and visions. Democratization, demilitarization, the "Peace Constitution," and ideological reform are among its legacies. So, too, are authoritarianism, miscarriage of justice in the Tokyo Trial, conflicts over new social values, and Japan's unlikely transformation into "America's unsinkable aircraft carrier." We use John W. Dower's Pulitzer Prize winner *Embracing Defeat: Japan in the Wake of World War II* (Norton, 1999) as a historiographical springboard to discuss the art and science of writing history. Students focus not on learning Japanese or American history as much as developing historical thinking, critical analysis of textual evidence, and effective writing skills.

Two 75-minute meetings.

Fulfills the Freshman Writing Seminar Requirement.

### 121a. Readings in Modern European History (1)

This course explores key developments in European history from the French Revolution in 1789 to the collapse of communism two centuries later. While roughly chronological, the class is not a survey. Readings explore the impact of the French and Industrial revolutions, the rise of nation states, World War I and the Russian revolution, Nazi Germany and the Holocaust, and Europe's Cold War division and continuing, contested integration. The department.

### 122. Encounters in Modern East Asia (1)

(Same as Asian Studies 122) This course introduces the modern history of China, Japan, and Korea through various "encounters," not only with each other but also with the world beyond. We compare how each nation answered modernity's call by examining topics such as imperialism, colonialism, cultural exchange, popular protest and historical remembrance. The course begins in the nineteenth-century with challenges against the dynastic regime of each country, traces how modern nationhood emerges through war, revolution, and imperial expansion and considers some global issues facing the region today. Mr. Shimoda.

### 123a. Europe at the Crossroads, 1500-1789 (1)

Between 1492 and 1789, Europe faced a series of profound challenges and hard choices. Which was more important: individual conscience or religious unity, local or national allegiance, individual enrichment or the welfare of the community? This course explores the way the people of Europe, both rulers and ruled, men and women,

responded to the extraordinary changes and challenges of their times. Topics include Spanish unification and the Inquisition, European encounters with the Americas, the Protestant Reformation, the rise of absolutism and republicanism, and the discovery of a new relationship between the earth and the heavens. Ms. Choudhury.

### 124b. Europe 1945 (1)

On May 8, 1945 the Second World War ended in Europe. After six years of fighting, millions of soldiers and civilians had been killed. The Nazi genocide had led to the brutal murder of millions of Jews and other minorities. Some of Europe's most magnificent cities lay in ruins, while some twenty million refugees, expellees, or displaced persons wandered the highways in search of shelter and security. Readings explore the roots of the war, and how European countries dealt with the destruction, the questions of guilt, collaboration and resistance, and the challenge to create a peaceful Europe in the emerging Cold War order. Ms. Hoehn.

Two 75-minute periods.

### 132a. Globalization in Historical Perspective, 1850 to the Present (1)

Commentators tell us that we live in "a global age," but dramatic increases in worldwide contacts—economic and social, political and cultural—are not unique to our time. In the late nineteenth century, for example, steamships, telegraphs, railroads, and even movies fostered an increase of interaction across national boundaries and across oceans that was every bit as remarkable as today's. Using such sources as novels, maps, and picture postcards from the Aran Islands to Senegal, this course explores the modern roots and historical development of globalization. Mr. Hanagan.

### 141a. Tradition, History and the African Experience (1)

(Same as Africana Studies 141a) From ancient stone tools and monuments to oral narratives and colonial documents, the course examines how the African past has been recorded, preserved, and transmitted over the generations. It looks at the challenges faced by the historian in Africa and the multi-disciplinary techniques used to reconstruct and interpret African history. Various texts, artifacts, and oral narratives from ancient times to the present are analyzed to see how conceptions and interpretations of African past have changed over time. Mr. Rashid.

Fulfills the Freshmen Writing Seminar Requirement.

### 151b. British History: James I (1603) to the Great War (1)

This course explores the central developments in Britain from the age of Shakespeare to the age of total war. We study the political and scientific revolutions of the seventeenth century, the eighteenth-century rise of commercial society and the "British" nation, and the effects of industrialization on Britain's landscape, society, and politics. The course concludes by exploring how the First World War transformed British society. Ms. Murdoch.

### 160a or b. American Moments: Readings in U.S. History (1)

This course explores some of the pivotal moments in American history, from the late colonial era to the late twentieth century. While roughly chronological, the course is not a survey. Rather, it focuses on selected events, people, and texts that illuminate particularly crucial periods in America's past. Topics include the process of nation building, racial and ethnic relations, gender roles, protest movements and the growth of the regulatory state, the Cold War, and the paradox of class formation in a "classless" society. The department.

### 161a. History, Narrative, Fiction: Telling Stories on America's Frontier (1)

This course explores narrative strategies for telling about the past, including those used by contemporary participants, professional historians, popular non-fiction writers, and novelists. How do we plot historical events? Where do we mark beginnings and ends, and how does that shape our understanding of what happened? What attention do authors give to environment, setting, and character? Course participants read an array of narratives, conduct research,

and practice writing, as we explore key episodes in the history of the Western United States between the 1830s and the 1930s. Major emphasis is on cultural and military conflicts, land and natural resources, and environmental history. Ms. Edwards.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

### 162. Latin America: The Aftermath of Encounter (1)

This course adopts a thematic approach to the development of Latin American societies, treating such issues as cultural contact and the development of strategies of survival, the development and regional distribution of African slavery, the quest for national identity in the early nineteenth century, the impact of United States imperialism in Latin America, and the revolutionary struggles of the twentieth century. As an introductory course both to the discipline and to multidisciplinary studies, it draws, among other sources, on chronicles (both European and indigenous), travelers' accounts, testimonial literature, and literary treatments to provide the student a broad-based preparation for more advanced study of the region. Ms. Offutt.

### 163. The Kennedy Years (1)

This course explores U.S. domestic and foreign policy during John F. Kennedy's years in the White House. It also examines major cultural and social attitudes that helped shape one of America's most turbulent decades. Topics may include: the Berlin showdown, the Cuban Missile Crisis, civil rights, domestic reform, formation of the Peace Corps, the Test Ban Treaty, and the war in Vietnam. Mr. Brigham.

Two 75-minute meetings.

Fulfills the Freshman Writing Seminar Requirement.

### 174b. The Emergence of the Modern Middle East (1)

An exploration of the Middle East over the past three centuries. Beginning with economic and social transformations in the eighteenth century, we follow the transformation of various Ottoman provinces such as Egypt, Syria/Lebanon, and Algeria into modern states, paying careful attention to how European colonialism shaped their development. We then look at independence movements and the post-colonial societies that have emerged since the middle of the twentieth century, concluding with study of colonialism's lingering power—and the movements that confront it. Mr. Schreier.

### 178. America at Sea (1)

## II. Intermediate

### 203. Central Asia and the Caucasus (1)

(Same as International Studies 203) This class explores the region between Russia, China, and Persia with an emphasis on history, politics, and international relations. We focus on four broad time periods: the era of the Khanates (1100-1500s), becoming part of the Russian and Chinese empires (1620s-1917), the period of Communist rule, and the emergence of independent states in 1991. The last part of the course examines aspects of liberalism and tyranny, regional security issues, and the economies of Kazakhstan, Uzbekistan, and the Caucasus (Chechnya, Georgia). The course readings include sources from history and political science, travelers' accounts, literature and memoirs, as well as sociology and international studies.

### 208b. Human Rights and U.S. Foreign Policy Since 1945 (1)

This course examines U.S. National Security issues through the prism of human rights, weaving humanitarian concerns into the fabric of traditional security studies. We survey the most important literature and debates concerning the concepts of human rights and the U.S. national interest. We also use case studies to explore the intersection of human rights, economic aims, strategic concerns, and peace building. In addition, we will test the consistency of U.S. guiding principles, the influence of non-state actors on policy formation, and the strength of the international human rights regime. Mr. Brigham.

Two 75-minute meetings.

### 214a. The Roots of the Palestine-Israel Conflict (1)

(Same as Jewish Studies 214a) An examination of the deep historical sources of the Palestine-Israel conflict. The course begins some two centuries ago when changes in the world economy and emerging nationalist ideologies altered the political and economic landscapes of the region. It then traces the development of both Jewish and Arab nationalism in the late nineteenth and early twentieth centuries before exploring how the Arab and Jewish populations fought—and cooperated—on a variety of economic, political, and ideological fronts. It concludes by considering how this contest led to the development of two separate, hostile national identities. Mr. Schreier.

### [215. The High Middle Ages, c. 950-1300] (1)

This course examines medieval Europe at both its cultural and political height. Topics of study include: the first universities; government from feudal lordships to national monarchies; courtly and popular culture; manorial life and town life; the rise of papal monarchy; new religious orders and spirituality among the laity. Relations with religious outsiders are explored in topics on European Jewry, heretics, and the Crusades. Ms. Bisaha.

Not offered in 2011/12.

### 216b. History of the Ancient Greeks (1)

(Same as Greek and Roman Studies 216) Ms. Olsen.

### 217b. History of the Ancient Romans (1)

(Same as Greek and Roman Studies 217b) Mr. Lott.

### [220. Medieval/Renaissance Culture] (1)

(Same as Medieval Renaissance Studies and Women's Studies 220)

Two 75-minute meetings.

Not offered in 2011/12.

### 224. Modern Japan, 1868 - Present (1)

This course examines one of the most dramatic and unlikely national transformations in world history. In less than a century, an isolated, resource-poor country on the edge of East Asia was able to remake itself in the image of a Western nation-state. While Japan shared the experience of modernity with the Western world, its historical circumstances ensured that modern Japan would face distinctive tensions and complications. We examine this transformation not as a linear progression from "traditional" to "modern" but as a negotiation between competing perspectives and possibilities. Course materials include original sources in translation, autobiographies, oral history, film, and literature. Mr. Shimoda.

### [225. Renaissance Europe] (1)

This course examines the history of Europe in the years between 1300 and 1550. Emphasis is given to Italy, England, and France, but time is also devoted to Byzantium, the Ottoman Empire, Germany, and Spain. Intellectual, political, and religious topics are the dominant themes, with considerable attention given to cross-cultural, gender, and social history. Throughout the course, we question the meaning of the term "Renaissance": is it a distinct period, a cultural movement, or a problematic label that should be challenged and possibly discarded? Ms. Bisaha.

Not offered in 2011/12.

### 230a. From Tyranny to Terror: The Old Regime and the French Revolution (1)

Eighteenth-century France was a society in transition, a society in which social and cultural ideals and realities were increasingly at odds. The tensions within society and the state finally erupted into the cataclysmic French Revolution, which paved the way for modern political life. Using primary and secondary sources, this course focuses on topics such as the social structure of the Old Regime, the Enlightenment, and the volatile political climate preceding the revolution. We examine different interpretations of what caused



the French Revolution as well as the dynamics of the Revolution itself between 1789 and 1799. Ms. Choudhury.

**231b. France and its “Others” (1)**

Over the last two centuries, France has had a complicated relationship with difference. This course traces modern French history with a particular eye towards the place of various “others” in the nation. Of special interest are Jews, Muslims, women, and Africans. In addition to certain central texts, the course considers writing by French revolutionaries, feminists, colonialists, and racists to get a better idea of how various people have framed debates about difference. We conclude in recent times, using films, novels, and music to sketch the contours of multi-cultural France. Mr. Schreier.

**232b. France in the Nineteenth Century: An Age of War and Revolutions (1)**

France was the capital of revolutionary Europe between 1789 and 1914; four major revolutions swept the country. However, accelerated industrialization and rapid urbanization shaped France in a variety of ways, not all of them revolutionary. This course examines how the themes of war and revolutions influenced French artistic and intellectual life. Mr. Hanagan.

**236a. Germany, 1740-1918 (1)**

This course covers the history of the German lands from 1740 to the end of World War I. Aside from providing a chronological political narrative, assigned readings focus in greater detail on a number of themes to illuminate the specific character of German history. Topics include: the demise of the universalist idea of the Holy Roman Empire; the German Enlightenment and the legacy of enlightened absolutism on state/society relations; the impact of the Napoleonic revolution; the failures of 1848; the Prussian-led unification; the legacy of Bismarck’s domestic policies on German political culture and social life; German imperialism and World War I. Ms. Höehn.

**[237. Germany, 1918-1990] (1)**

This course covers German history from the end of World War I to the 1990 unification that ended the post-World War II split of German society into East and West. Aside from familiarizing you with a narrative of German political, social, and cultural history, the readings also explore some of the so-called “peculiarities” of German history. Did Bismarck’s unification from above and the pseudo-constitutional character of the Second Reich create a political culture that set the country on a Sonderweg (special path) of modernization ending in the catastrophe of Auschwitz? Why did Weimar, Germany’s first experiment with democracy, fail, and why is Bonn not Weimar? Finally, what road will the new Germany take within Europe and the world? Ms. Höhn.

Not offered in 2011/12.

**238a. Everyday Life Under Communism: Czechoslovakia, Poland, and Hungary (1)**

(Same as Jewish Studies 238a) This course examines everyday life behind the Iron Curtain. Our focus is on the former Eastern Bloc, particularly Czechoslovakia, Poland, and Hungary, from World War II to the present. The goal is to understand both what happened (communist takeovers, Stalinist show trials, the Hungarian Revolution, the Prague Spring, the Velvet Revolution, etc.), and how these events were experienced in everyday life. Political ideology was decided in the meeting halls of the communist party, but communism, as such, was played out in public streets, private homes, and elsewhere. To unravel the complexity of these multiple experiences, we use various texts, including memoirs, novels, plays, films, and dissident tracts. Some of the questions we pose are: How did World War II and the Holocaust shift political sympathies in the postwar era? How did communist regimes respond to religious and ethnic minorities, particularly Jews and Roma? What part did popular culture and leisure play under communism? Did consumerism win out over political ideology? And has post-communism turned out as expected? Ms. Bren.

**[242. The Russian Empire, 1552-1917] (1)**

This course introduces major events and issues in the history of the Russian empire from the conquest of Kazan to the February revolution, 1552-1917. What effect did expansion have on Russia and what role did non-Russians play in this multi-ethnic empire? Why did autocratic rule last so long in Russia and what led to its collapse? Using primary sources—including documents in translation and ethnographic accounts—and drawing on new ways of seeing the imperial experience, we explore not only sources of conflict, but points of contact, encounters, and intersections of state and social institutions. Ms. Pohl.

Not offered in 2011/12.

**[243. The Soviet Union and the Rebirth of Russia, 1917-Present] (1)**

This course examines the history of Russian and non-Russian peoples in the Soviet Union, focusing on the Bolshevik revolution, the Stalin period, and the difficulties of reforming the system under Khrushchev and Gorbachev. Using sources including oral history and ethnographic accounts, we explore how Soviet society was shaped by the imperial legacy, Communist ideology, modernization, and war. Special attention is paid to the collapse of the Soviet Union and to the nature of change in the post-Soviet era. Ms. Pohl.

Not offered in 2011/12.

**251. A History of American Foreign Relations (1)**

An historical analysis of the foreign relations of the United States, emphasizing the social, cultural, economic, and ideological forces involved in the formulation of foreign policy from 1789 to the present. Mr. Brigham.

**252b. Modern South Asian History (1)**

(Same as Asian Studies 252) Topic for 2011/12: Imagining India: Colonial Experience and the Pathway to India. This course introduces the major events and figures of modern South Asian history by exploring how Indian identity has been constituted and complicated in the colonial and post-colonial periods. Why have certain peoples, practices, and characteristics been included or excluded at different times? How have some tried to contest the terms of membership? Topics include nationalism, regionalism, gender, and Hindu-Muslim relations. Alongside select scholarship on colonialism, nationalism, and identity, we read original sources in translation including autobiographical and travel accounts, works of fiction, letters and petitions, government documents, and historic speeches. Ms. Hughes.

Two 75-minute periods.

**254a. Victorian Britain (1)**

(Same as Urban Studies 254a) This course examines some of the key transformations that Victorians experienced, including industrialization, the rise of a class-based society, political reform, and the women’s movement. We explore why people then, and historians since, have characterized the Victorian age as a time of progress and optimism as well as an era of anxiety and doubt. Ms. Murdoch.

**[255. The British Empire] (1)**

This course is an introduction to British imperialism from the mid-eighteenth century to the present, with particular attention to Britain’s involvement in Ireland, the Caribbean, India, and Africa. We examine British motives for imperialism, the transition from trade empires to more formal political control, and the late nineteenth-century “scramble for Africa.” Other main topics include responses to colonialism, the growth of nationalism, decolonization, and the effects of an increasingly multi-cultural domestic population on Britain. Throughout the course we explore the empire as a cultural exchange: the British influenced the lives of colonial subjects, but the empire also shaped British identity at home and abroad. Ms. Murdoch.

Not offered in 2011/12.

**259b. The History of the Family in Early Modern Europe** (1)  
(Same as Women's Studies 259b) This course examines the changing notions of family, marriage, and childhood between 1500 and 1800 and their ties to the larger early modern context. During this period, Europeans came to see the family less as a network of social and political relationships and more as a set of bonds based on intimacy and affection. Major topics include family and politics in the Italian city-state, the Reformation and witchcraft, absolutism, and paternal authority, and the increasing importance of the idea of the nuclear family. Ms. Choudhury.

**260. Women in the United States to 1890** (1)  
(Same as Women's Studies 260b) An examination of women's social, economic, and political roles in colonial America and the eighteenth and nineteenth century U.S. The course emphasizes varieties of experience based on race, ethnicity, class, and region. Major issues include the household and other workplaces, changes in society and family life, slavery and emancipation, and women's growing influence in public affairs from the Revolution to the Gilded Age. Ms. Edwards.

**261b. History of Women in the United States Since 1890** (1)  
(Same as Women's Studies 261b) Traces the changes in female employment patterns, how women combined work and family responsibilities, how changes in work and family affected women's leisure lives from the late nineteenth century through the development of postindustrial America. The course also explores the women's rights movements of the twentieth century, and how class, race, and ethnicity combined with gender to shape women's lives. Ms. Cohen.

**262. Early Latin America to 1750** (1)  
This course examines the pre-Columbian worlds of Mesoamerica and the Andean region, then turns to a treatment of the consequences of contact between those worlds and the European. Special emphasis is placed on the examination of mindsets and motives of colonizer and colonized and the quest for identity in the American context (both issues intimately related to questions of race and ethnicity), the struggle to balance concerns for social justice against the search for profits, the evolution of systems of labor appropriation, the expansion of the mining sector, and the changing nature of land exploitation and tenure. Ms. Offutt.

**263b. From Colony to Nation: Latin America in the Nineteenth Century** (1)  
This course treats the transition from colony to nation in Spanish and Portuguese America. In part a thematic course treating such topics as the Liberal/Conservative struggles of the early nineteenth century, the consequences of latifundism, the abolition of slavery, and the impact of foreign economic penetration and industrialization, it also adopts a national approach, examining the particular historical experiences of selected nations. Ms. Offutt.

**264a. The Revolutionary Option? Latin America in the Twentieth Century** (1)  
This course investigates why certain Latin American nations in the twentieth century opted for revolution and others adopted a more conservative course. It examines the efforts of selected Latin American nations (Mexico, Cuba, Chile, Nicaragua, Guatemala) to address the tremendous social and economic cleavages affecting them, with special attention paid to material, political, class, and cultural structures shaping their experiences. Ms. Offutt.

**265a. African American History to 1865** (1)  
(Same as Africana Studies 265a) This course provides an introduction to African American history from the Atlantic slave trade through the Civil War. African Americans had a profound effect on the historical development of the nation. The experiences of race and slavery dominate this history and it is the complexities and nuances of slavery that give this course its focus. This course examines key developments and regional differences in the making of race and slavery in North America, resistance movements among

slaves and free blacks (such as slave revolts and the abolitionist movement) as they struggled for freedom and citizenship, and the multiple ways race and gender affected the meanings of slavery and freedom. This course is designed to encourage and develop skills in the interpretation of primary and secondary sources. Mr. Mills.

**267b. African American History, 1865-Present** (1)  
(Same as Africana Studies 267b) This course examines some of the key issues in African American history from the end of the civil war to the present by explicating selected primary and secondary sources. Major issues and themes include: Reconstruction and the meaning of freedom, military participation and ideas of citizenship, racial segregation, migration, labor, cultural politics, and black resistance and protest movements. This course is designed to encourage and develop skills in the interpretation of primary sources, such as letters, memoirs, and similar documents. The course format, therefore, consists of close reading and interpretation of selected texts, both assigned readings and handouts. Course readings are supplemented with music and film. Mr. Mills.

**[271. Perspectives on the African Past: Africa Before 1800]** (1)  
(Same as Africana Studies 271) A thematic survey of African civilizations and societies to 1800. The course examines how demographic and technological changes, warfare, religion, trade, and external relations shaped the evolution of the Nile Valley civilizations, the East African city-states, the empires of the western Sudan, and the forest kingdoms of West Africa. Some attention is devoted to the consequences of the Atlantic slave trade, which developed from Europe's contact with Africa from the fifteenth century onwards. Mr. Rashid.  
Not offered in 2011/12.

**272b. Modern African History** (1)  
(Same as Africana Studies 272b) A study of the major political, economic, social, and intellectual developments in the unfolding of the African experience from the early nineteenth century to the present time. Attention is directed to the broad spectrum of contacts of Africa with the outside world in trade, diplomacy, etc., prior to the advent of full-scale European imperialism and colonialism in the late nineteenth century. The course focuses on the rise of the Pan-African movement, African nationalism, the decolonization process, the emergence of independent African states, and the dilemmas of postcolonialism: neocolonialism, development issues, and post-independence politics. Mr. Rashid.

**274a. Colonial America, 1500-1750** (1)  
The world colonial Americans—European, African, and Indian—fashioned for themselves and bequeathed to us: their migrations, their religions, their social values and social structures, their political culture, and their rebellions. Mr. Merrell.

**275b. Revolutionary America, 1750-1830** (1)  
The causes, course, and consequences of the American Revolution. Themes include how thirteen disparate colonies came to challenge, and defeat, Great Britain; the social effects of the War for Independence; the creation of republican governments; the search for stability at home and security abroad; the development of national identity; and the experience of those Americans excluded from the phrase "All Men are Created Equal." Mr. Merrell.

**276b. House Divided: The U.S., 1830-1890** (1)  
Beginning with regional economies and social changes in the antebellum years, this course examines the causes and conduct of the Civil War and the aftermath of that conflict in the Gilded Age. Special emphasis is given to slavery and post-Emancipation race relations, conquest of the American West, and the rise of an American industrial order. Ms. Edwards.

**277a. The Making of the "American Century": 1890-1945** (1)  
(Same as Urban Studies 277a) Focuses on major social, political, and cultural developments during the decades when the United

States emerged as the preeminent industrial power. The changes in the social and political institutions which emerged out of the crises of the 1890s, the Great Depression, and World War II. The growth of mass consumption and mass leisure in this very diverse society. Ms. Cohen.

**[278. Cold War America]** (1)  
Following the Second World War, many Americans expected the United States to create a better world abroad and a more equitable society at home. We examine those expectations along with the major social, political, cultural, and economic changes in the United States since 1945, including the dawn of the cold war, McCarthyism, suburbanization, high-mass consumption, civil rights, the Vietnam War, and the environmental movement. Mr. Brigham.  
Not offered in 2011/12.

**279a. The Viet Nam War** (1)  
An examination of the origins, course, and impact of America's involvement in Viet Nam, emphasizing the evolution of American diplomacy, the formulation of military strategy, the domestic impact of the war, and the perspective of Vietnamese revolutionaries. Mr. Brigham.

**285a. Pathways to Vassar: The Rise of Women's Higher Education in Historical Context** (1)  
(2011 A semester; 150th Anniversary Sesquicentennial Class) (Same as Women's Studies 285) This course traces the emergence of women's higher education, focusing primarily on the United States. We consider, first, how writers began to advance new arguments for women's education, inspired by the Enlightenment, the American Revolution, and evangelical religion. We explore domesticity, the role of literacy in bourgeois and working-class female identities, women's participation in reform and politics, and radical arguments for women's rights. We study the creation of Vassar College, amid the upheavals of the Civil War, and explore early students' experiences. We also draw comparisons with female students in other educational settings. The course ends by assessing the dilemmas and achievements of early female college graduates and the place of the "Vassar Girl" in American popular culture. Ms. Edwards and participating History faculty: Ms. Bisaha, Ms. Choudhury, Ms. Cohen, Mr. Merrell, Mr. Mills, Mr. Patkus.

**288. Memory and Media** (1)  
(Same as International Studies 288 and Jewish Studies 288) In this course, we explore the complex relationship between memory and media. Representations of the past encompass competing claims of truth and moral value because the very act of remembering is necessarily mediated—we have no direct access to the past. This makes the medium through which memory and its representations are generated all the more important. For example, it was the film Shoah that prompted the first serious excavation of Holocaust memories; today, in the former Soviet Bloc, multimedia kitsch museums about communism are popular tourist sites; and the violent 1990s Yugoslav Civil War appears to have been as much about its journalists' experiences as about its victims'. This course spotlights the European stage as a platform for discussing memory-making in relation to fascism, communism, and nationalism, but students are also encouraged to look further afield, as well as explore their own relations to memory. Through film, television, art, comic books, memorials, memoirs, and blogs—as well as student projects—students will examine memory as an active, value-laden process of reconstruction, and media as transmitter and shaper of multiple stories about the past, all contending for recognition, moral judgment, and emotional impact. Ms. Bren  
Prerequisites: none

**290a or b. Field Work** (½ or 1)  
Individual or group field projects, especially in local, state, or federal history. May be taken either semester or in summer. The department.  
Prerequisite or corequisite: an appropriate course in the department.

Permission required.

**297. Readings In History** (½ or 1)

**298a or b. Independent Work** (½ or 1)  
Permission required.

**299a. Thesis Preparation** (½)  
A graded 1/2 unit co-requisite of the Senior Thesis, taken in the first half of the fall semester in the senior year.

### III. Advanced

**300a. Senior Thesis** (½)  
A 1-unit thesis starting in the second half of the fall semester, with 1/2 unit graded provisionally in the fall, and 1/2 unit graded in the spring. The final grade awarded in the spring, shall replace the provisional grade in the fall. The department.  
Year long course 300-301.

**301b. Senior Thesis** (½)  
A 1-unit thesis starting in the second half of the fall semester, with 1/2 unit graded provisionally in the fall, and 1/2 unit graded in the spring. The final grade awarded in the spring, shall replace the provisional grade in the fall. The department.  
Year long course 300-301.

**302a or b. Senior Thesis** (1)  
A 1-unit thesis students may elect only in exceptional circumstances. Usually, students will adopt 300-301. The department.

**304. Approaching the Taj Mahal** (1)  
(Same as Asian Studies 304) What lies behind the legendary beauty and romance of the Taj Mahal? To understand the monument from its 17th century construction through modern times, we look beyond the building itself to the wider historical context. The Taj as a mausoleum embodies memory and mourning, so we compare it with other commemorative expressions in India. Its gardens were designed to be paradise on earth, so we learn about ideas of environmental perfection. Many see the Taj as a monument to love, so we investigate changing conceptions of love and gender relations. Finally, the royal site communicates majesty and power, so we consider the foundations of political legitimacy. We read primary sources including selections from travelogues, memoirs, and literature, and look at representative examples of the countless drawings, photographs, and paintings that this "Wonder of the Modern World" has inspired. Throughout, we ask how British colonialism and entrenched understandings of Western rationality and Eastern inferiority have influenced what we see when we look at the Taj Mahal. Ms. Hughes.

**305a. People and Animal Histories in Modern India** (1)  
(Same as Asia 305 and Environmental Studies 305) Topic for 2011/12: Confronting the Beast: India, Animals, and Colonialism. This course examines human interactions with animals in India from the colonial period through the present. How have various groups and important individuals defined the proper relationship between themselves and the animals around them? What challenges and advantages have animals and people met with as a result? As we explore how people have served their social, political, economic, national, and religious interests through animals, we learn how human values and beliefs about animals have in turn helped shape Indian environments. We read a variety of primary sources by Indians and Englishmen in South Asia, ranging from children's literature through the writings of bird fanciers, big game hunters, and early animal rights advocates. Ms. Hughes.  
One 2-hour meeting.

**[315. The World of the Crusades]** (1)  
The Crusades, conceived by Latin Christians as a military enterprise to conquer the Holy Land from its Muslim rulers, created a complex relationship between East and West. It brought Latins,

Greeks, Muslims, and Jews together in unprecedented ways, allowing for fruitful exchange and long periods of coexistence between periods of violence. This course examines holy war in the Near East, Spain, and the Ottoman Empire, but it also dwells on related issues including trade and travel, cultural attitudes and relations, religious interactions and conflicts between faiths, and literary and artistic developments. Ms. Bisaha.

Prerequisite: History 215 or 116 or by permission of instructor.

Not offered in 2011/12.

**316a. Constantinople/Istanbul: 1453** (1)  
This seminar examines a turning point in history—the end of the Byzantine Empire and the rise of the Ottoman Empire. The focus is the siege of Constantinople as seen in primary accounts and modern studies. The course also looks closely at culture and society in late Byzantium and the early Ottoman Empire. Specific topics include the post-1453 Greek refugee community, the transformation of Constantinople into Istanbul, and the role of Western European powers and the papacy as allies and antagonists of both empires. Ms. Bisaha.

**[317. The Printed Bible]** (1)  
(Same as Media Studies 317) The Bible has been one of the most influential texts in Western History. Yet there are great differences in how it has been produced, disseminated, read, and discussed across centuries, and across cultures. Drawing from the perspective of the history of the book (rather than theology), this seminar provides an opportunity to examine and consider key editions of the bible produced in Europe, England, and America, from the middle of the 15th Century to the present. Examples include the Gutenberg Bible, translations from Erasmus and Luther, the Geneva Bible, the King James Bible, the Eliot Indian Bible, The Woman's Bible, bibles of missionary societies, bibles of fine presses, family bibles, children's bibles, and recent translations. We discuss current scholarship relating to these and other editions, but our approach is largely empirical; by looking closely at bibles and considering all aspects of their makeup (such as binding and format, typography, illustrations, texts and translations, commentaries and paratexts), we try to gain an understanding of the social, economic, cultural and political factors behind their appearance, and also the nature of their influence in particular places. In order to “go to the source,” we rely heavily on examples from the Bible Collection in the Archives and Special Collections Library. Mr. Patkus.

Not offered in 2011/12.

**332. Dangerous Ideas: Challenging Authority in Eighteenth-Century France** (1)

In the years leading up to the French Revolution, authorities were obsessed with the spread of dangerous ideas that threatened church, state and traditional social values. Seeking to overhaul society completely, a diverse group of thinkers commonly associated with the Enlightenment examined all aspects of human existence, from religion, politics, and science to crime, sex, and art. This course emphasizes primary sources, ranging from *The Social Contract* to *Dangerous Liaisons*. We consider the impact of ideas and words by examining the spaces for discussion, the dissemination of books, and reader response. Ultimately, we ask the following: What was the legacy of the various critiques for the French Revolution and, more generally, the modern era? Ms. Choudhury.

**335. Fin-de-Siècle Vienna: The Making of Modernity** (1)  
A poet living in Vienna in 1900 called the city “the little world in which the big one holds its tryouts.” We examine this now famous contention: to what extent and why did fin-de-siècle Vienna, the capital of the Habsburg Empire, foreshadow the twentieth century and its calamities? Framed by the 1889 suicide of the Habsburg heir to the throne and the 1914 assassination of his successor (the act that precipitated World War I), we trace Vienna's intellectual and artistic luminaries and their impact on culture and politics. Writer Franz Kafka, psychoanalyst Sigmund Freud, painters Gustav Klimt and Egon Schiele, playwright Arthur Schnitzler, philosopher Ludwig Wittgenstein, and Vienna's muse Alma Mahler stand at the

center of our investigations into alienation, the modern psyche, modernism, imperial dissolution, nationalism, and anti-Semitism. Our sources include various histories and films depicting this place and time, as well as first-hand accounts in the form of memoirs, diaries, and letters. Ms. Bren.

**338b. America in Europe** (1)

This seminar explores the many ways in which Europeans envisioned, feared, and embraced America in the course of the twentieth century. We start our readings with WWI and its aftermath, when European society was confronted and, as some feared, overwhelmed, by an influx of American soldiers, expatriates, industry, and popular culture. For the period after WWII, when American influence in Europe became ever more pronounced, the German experience is highlighted. We study in depth the U.S. military occupation, and the more than sixty-year lasting military presence in Germany. Readings encourage a comparative approach across Western Europe, and pay particular attention to European encounters with African American culture, African American artists, and African American soldiers. Ms. Höhn.

**342a. Stalinism** (1)

This seminar explores the transformation of the USSR and its borderlands under Stalin, with special emphasis on the impact of terror, dislocations, and compressed economic change on specific national groups (Russians, Ukraine, Central Asia). Topics include Stalin's ideology and vision of the Soviet people, the impact of Stalinism on politics in Europe, collectivization and industrialization, the experiences of the “enemies of the people,” resistance and dissent, and achievements and legacies. The course concludes with an examination of post-Soviet public memory and discussions of the Stalinist past.

**343. Youth in Russia, 1880-Present** (1)

This seminar explores the history of youth culture in Russia. We examine how youth and teenagers were “discovered” and defined as an age group through ethnographies, sociological accounts, and memoirs, and explore the youth experience as depicted in films and documentaries. Topics include experiences of youth during periods of reform, youth legislation, youth institutions, youth and Stalinism, and the experience of girls. The course concludes with an exploration of contemporary Russian teen culture, focusing on music and its role in the 1980s and 1990s. Ms. Pohl.

**351a. Problems in U.S. Foreign Policy** (1)

Using historical case studies, this seminar examines some of the major foreign affairs dilemmas U.S. policy makers have faced since 1945. Major topics include: containment; modernization; nation building; limited war; détente; the use of soft power; humanitarian intervention; debt relief, and the war on terror. Mr. Brigham.

Prerequisite: History 251 or 279; or by permission of instructor.

**355b. Childhood and Children in Nineteenth-Century Britain** (1)

(Same as Women Studies 355b) This course examines both the social constructions of childhood and the experiences of children in Britain during the nineteenth century, a period of immense industrial and social change. We analyze the various understandings of childhood at the beginning of the century (including utilitarian, Romantic, and evangelical approaches to childhood) and explore how, by the end of the century, all social classes shared similar expectations of what it meant to be a child. Main topics include the relationships between children and parents, child labor, sexuality, education, health and welfare, abuse, delinquency, and children as imperial subjects. Ms. Murdoch.

**[357. The First World War]** (1)

For many, the First World War marks the beginning of the modern age. After examining the debate about the conflict's causes, this seminar takes the social and cultural history of the war as its subject. Topics include the methods of mechanized trench warfare, the

soldiers' experience, the effects of total war on the home front, and the memory of the Great War in film and literature. The primary focus is on European combatants, but we also explore the role of colonial troops and the impact of the war on European empires. Ms. Murdoch.

Not offered in 2011/12.

### 360b. Black Business and Social Movements in the Twentieth Century (1)

(Same as Africana Studies 360b) From movies to music, bleaching cream to baseball, black entrepreneurs and consumers have historically negotiated the profits and pleasures of a "black economy" to achieve economic independence as a meaning of freedom. This seminar examines the duality of black businesses as economic and social institutions alongside black consumers' ideas of economic freedom to offer new perspectives on social and political movements in the twentieth-century. We explore black business activity and consumer activism as historical processes of community formation and economic resistance, paying particular attention to black capitalism, consumer boycotts, and the economy of black culture in the age of segregation. Topics include the development of the black beauty industry; black urban film culture; the Negro Baseball League; Motown and the protest music of the 1960s and 1970s; the underground economy; and federal legislation affecting black entrepreneurship. Mr. Mills.

One 2-hour period.

### 361. Varieties of the Latin American Indian Experience (1)

This course treats the Indian world of Latin America as it responded to increased European penetration in the post-1500 period. Focusing primarily on Mesoamerica and the Andean region, it examines the variety of ways indigenous peoples dealt with cultural dislocation associated with the imposition of colonial systems and the introduction of the modern state. The course treats as well the Indian policies of the state, and how those policies reflected assumptions about the role of indigenous peoples in the larger society. Throughout, emphasis is placed on the process of negotiation of identity—what it meant to be Indian in an increasingly European society, and how the interpenetration of the two worlds, and the response of one to the other, reshaped each world. Ms. Offutt.

Prerequisite: 200-level Latin American history.

### 362b. The Cuban Revolutions (1)

Questions of sovereignty and issues of inequality have roiled the surface of the Cuban Republic since its founding in 1902; during the past century there were two major upheavals, the revolutions of 1933 and 1959. This course examines the context out of which those revolutions emerged and the manner in which post-revolutionary governments addressed (or failed to address) the concerns that prompted Cubans to choose the "revolutionary option." We pay particular attention to the relationship between Cuba and the United States, the legacies of slavery and racism, and the shaping of Cuban society after 1959. Ms. Offutt.

Prerequisite: History 264.

### 363. Revolution and Conflict in Twentieth-Century Latin America (1)

(Same as Latin American and Latino/a Studies 363) Revolution has been a dominant theme in the history of Latin America since 1910. This course examines the revolutionary experiences of three nations—Mexico, Cuba, and Nicaragua. It examines theories of revolution, then assesses the revolutions themselves—the conditions out of which each revolution developed, the conflicting ideologies at play, the nature of the struggles, and the postrevolutionary societies that emerged from the struggles. Ms. Offutt.

Prerequisite: History 264 or by permission of instructor.

### 365. Race and the History of Jim Crow Segregation (1)

(Same as Africana Studies 365) This seminar examines the rise of racial segregation sanctioned by law and racial custom from 1865 to 1965. Equally important, we explore the multiple ways African Americans negotiated and resisted segregation in the private and

public spheres. This course aims toward an understanding of the work that race does, with or without laws, to order society based on the intersection of race, class and gender. Topics include: disfranchisement, labor and domesticity, urbanization, public space, education, housing, history and memory, and the lasting effects of sanctioned segregation. We focus on historical methods of studying larger questions of politics, resistance, privilege and oppression. We also explore interdisciplinary methods of studying race and segregation, such as critical race theory. Music and film supplement classroom discussions. Mr. Mills.

### 366b. American Encounters (1)

Moving past Pocahontas and John Smith, Squanto and the Pilgrims, this course explores the native response to the invasion of North America, focusing on peoples living east of the Mississippi River prior to 1800. Topics include sources and methods for understanding the Indian experience, the cultural consequences of contact, the men and women trapped between two worlds, the diplomatic and military contest for the continent, and the beginning of the end of "Indian Country." Mr. Merrell

### 367b. Peoples and Environments in the American West (1)

(Same as Environmental Studies 367) This course explores the history of the trans-Mississippi West in the nineteenth century and its legacies in modern America. Themes include cultural conflict and accommodation; federal power and Western politics; and humans' negotiations with their environments. The course considers the history of the frontier as a process; the Western U.S. as a geographic place; and the legendary West and its functions in American mythology. Ms. Edwards.

### 368. American Portrait: The United States c.1830 (1)

The election of Andrew Jackson and the "age of the common man"; the deaths of the last Founding Fathers and the beginning of the first railroad; Cherokee Indian Removal and Nat Turner's slave rebellion; Alexis de Tocqueville's famous visit and the first magazine edited by a woman; radical abolition and the invention of Davy Crockett—the confluence of these and other events around 1830 makes that historical moment an important American watershed. This course examines the currents and cross-currents of that era. Ranging widely across the country and visiting some of its many inhabitants, we explore the paradoxes of this pivotal era, trying to make sense of how people then, and historians since, tried to understand its character. Mr. Merrell.

### [369. Themes in Twentieth Century Urban History: Social Reform and the Evolution of the Welfare State] (1)

(Same as Urban Studies 369) Examines the growth of labor reform, school reform, and social insurance, beginning with the Progressive Era through the New Deal, the war years after, to the Great Society and the present. Explores how the development of the welfare state affected Americans of different social, racial, ethnic backgrounds, and gender. Focuses on how these various groups acted to shape the evolution of the welfare state as well. Ms. Cohen.

Prerequisite: History 261 or 277 or 278; or by permission of instructor.

Not offered in 2011/12.

### 373b. Slavery and Abolition in Africa (1)

(Same as African Studies 373b) The Trans-Saharan and the Atlantic slave trade transformed African communities, social structures, and cultures. The seminar explores the development, abolition, and impact of slavery in Africa from the earliest times to the twentieth century. The major conceptual and historiographical themes include indigenous servitude, female enslavement, family strategies, slave resistance, abolition, and culture. The seminar uses specific case studies as well as a comparative framework to understand slavery in Africa. Mr. Rashid.

Prerequisite: standard department prerequisite or by permission of instructor.

**[374. The African Diaspora] (1)**

(Same as Africana Studies 374) This seminar investigates the social origins, philosophical and cultural ideas, and the political forms of Pan-Africanism from the late nineteenth century to the end of the twentieth century. It explores how disaffection and resistance against slavery, racism and colonial domination in the Americas, Caribbean, Europe, and Africa led to the development of a global movement for the emancipation of peoples of African descent from 1900 onwards. The seminar examines the different ideological, cultural, and organizational manifestations of Pan-Africanism as well as the scholarly debates on development of the movement. Readings include the ideas and works of Edward Blyden, Alexander Crummell, W. E. B. Dubois, Marcus Garvey, Amy Garvey, C.L.R. James, and Kwame Nkmmah. Mr. Rashid.

Special permission.

Not offered in 2011/12.

**[381a. Love and Death in Tokugawa Japan, 1603-1868] (1)**

We reconstruct life in early modern Japan by engaging primary sources in translation, including memoirs, autobiographies, thanatologies, satire, novels, plays, and treatises. Various social group—the samurai (the warrior elite), commoners, intellectuals, and women—are examined. We look at Japan's past as "lived experience" by focusing on everyday social practices and personal lives. This seminar does not presuppose familiarity with Japanese history but requires a keen and active historical mind. Mr. Shimoda.

Not offered in 2011/12.

**[382. Marie-Antoinette] (1)**

(Same as Women's Studies 382) More than 200 years after her death, Marie-Antoinette continues to be an object of fascination because of her supposed excesses and her death at the guillotine. For her contemporaries, Marie-Antoinette often symbolized all that was wrong in French body politic. Through the life of Marie-Antoinette, we investigate the changing political and cultural landscape of eighteenth-century France including the French Revolution. Topics include women and power, political scandal and public opinion, fashion and self-representation, motherhood and domesticity, and revolution and gender iconography. Throughout the course, we explore the changing nature of the biographical narrative. The course also considers the legacy of Marie Antoinette as martyr and fetish object in the nineteenth and twentieth centuries and her continuing relevance today. Ms. Choudhury.

Not offered in 2011/12.

**385a. Colonialism, Resistance, and Knowledge in Modern Middle Eastern History (1)**

This course examines the historiography of the modern Middle East. We begin with a number of older, foundational texts in an effort to understand and contextualize Orientalism as it emerged in the nineteenth-century, as well as its intellectual legacy in the United States. The course then turns to the substance and impact of post-colonialist interventions since the 1960s that have thrown many "givens" of the discipline into doubt. The bulk of the course focuses on recent scholarship, allowing us to explore how (or whether) historians of Islam and the Middle East have benefited from the new scholarly perspectives that emerged in the wake of anti-colonialist struggles. The meaning of "modernity" serves as a principal organizing question of the class. Mr. Schreier.

Prerequisite: History 174 or 214 or 255; or by permission of instructor.

**[386. The Russian Orient: Central Asia and the Caucasus] (1)**

(Same as International Studies 386) This seminar explores the Muslim regions of the Russian Empire and the Soviet Union during several important transitions: becoming part of the Russian Empire, under Soviet rule, and after independence in 1991. Topics include culture and spiritual life, politics and social transformation, and the challenges facing the transition societies of Central Asia and the Caucasus. The course readings include history and political science, travelers' accounts, ethnomusicology, and NGO resources, and focus on three distinct regions—the oases of Central Asia, the mountains

of the Caucasus, and the Eurasian steppe. Ms. Pohl.

Not offered in 2011/12.

**387. Remembering War in East Asia (1)**

(Same as Asian Studies 387b) More than a half-century after WWII, pitched battles continue to range throughout Asia—this time on the field of historical memory. Even as the war itself recedes into the distant past for countries such as China, Japan, and Korea, questions about how to remember their shared experience grown only more complex and politicized. Recent conflicts over war memory have brought down ministers of state, sparked mass protests, and engendered much diplomatic wrangling. How has this devastating tragedy been remembered, forgotten, and contested by all sides involved? This seminar takes a multidisciplinary approach—historical, political, literary, and visual—to examine topics including the Nanjing Massacre, "comfort women," atomic bombs, rehabilitative postwar literature, and cinematic representations of war. Mr. Shimoda.

**388. Studies in US/Asian Relations (1)****399a or b. Senior Independent Work (½ or 1)**

Permission required.

## Independent Program

The Independent Program Committee consists of five faculty members: the director and a representative of each of the four curricular divisions of the college.

The Independent Program is available to students who wish to elect an interdisciplinary field of concentration that is not provided by one of the regular departments, interdepartmental concentrations, or multidisciplinary programs of the college.

**Requirements for Concentration:** A minimum of 12 units, with the following distribution: no more than 2 units at the 100-level and at least 4 units at the 300-level (which must include a senior thesis or project, work from at least two departments, and a minimum of 2 units taken for a letter grade). Of the 12 units, none may be elected NRO and a maximum of 3 units may be ungraded. Units in excess of the minimum 12 may be taken at any level and may be ungraded or NRO work. Appropriate courses taken away from Vassar, either in an approved study abroad program or at another college or university in the U.S., may be included in the major. The choice of program and courses should be made in consultation with the Independent Program Committee as a part of the proposal procedure.

**Senior-Year Requirements:** A senior thesis or project (Independent 300-301 or 302) for 1 unit. This thesis may be taken for a letter grade or as ungraded work, and may be elected for the first semester, the second semester, or the entire year.

**Procedures for Admission to the Independent Program:** After identifying the proposed field of concentration and, when possible, consulting appropriate faculty, the student meets with the director of the Independent Program to discuss general guidelines. The student then submits a written program proposal which defines the major, lists all proposed courses (both for the major and outside the major) and fully describes and justifies the courses for the major. This initial proposal should also include the names of potential advisers for the major. The Independent Program Committee then evaluates the contents of the proposal and the relevance of the proposed courses; the committee may also propose alternate advisers. In consultation with the approved advisers, the student revises the proposal for resubmission to the committee. Only upon final approval by the committee is the student admitted to the Independent Program.

As is evident from the above description of the procedures, the process of declaring an independent major generally involves several consultations and revisions. Consequently, students should expect to begin the process in advance of the normal deadlines for declaration of the major. Students may apply for admission to the Independent Program after their first semester at Vassar. Students who plan to include courses taken abroad at an approved Study Away or exchange program should submit their initial proposal no later than the Friday following October break of their sophomore year. Students who plan to include courses taken at another U.S. institution should submit their initial proposals no later than the Friday of the first week of the spring semester of their sophomore year. All other students should submit their initial proposal by March 1 of their sophomore year.

### Course Offerings

298a or b. Independent Work (½ or 1)

300a. Thesis (½)

A thesis written in two semesters for one unit. May be taken for a letter grade or as ungraded work.

Year long course 300-301.

301b. Thesis (½)

A thesis written in two semesters for one unit. May be taken for a letter grade or as ungraded work.

Year long course 300-301.

302a or b. Thesis (1)

A thesis written in one semester for one unit. May be taken for a letter grade or as ungraded work.

399a or b. Senior Independent Work (½ or 1)  
Interdepartmental Courses

150a. EMT Training (½)

This course provides training as required for state certification as an emergency medical technician. The course is taught by state-certified instructors. Students must attend all sessions to qualify for a certificate. The course meets weekly through both semesters, with one or two Saturday sessions each semester. Observation times in the emergency department and with an ambulance are required. Upon completion of the Vassar EMT course, it is expected that the students will serve on the Vassar EMT squad.

Year long course 150-151.

151b. EMT Training (½)

This course provides training as required for state certification as an emergency medical technician. The course is taught by state-certified instructors. Students must attend all sessions to qualify for a certificate. The course meets weekly through both semesters, with one or two Saturday sessions each semester. Observation times in the emergency department and with an ambulance are required. Upon completion of the Vassar EMT course, it is expected that the students will serve on the Vassar EMT squad.

Year long course 150-151.

## International Studies Program

**Director:** Timothy Koechlin; **Professors:** Pinar Batur (Sociology), Robert K. Brigham (History), Andrew Davison (Political Science), Katherine Hite (Political Science), Martha Kaplan (Anthropology), David A. Kennett (Economics), Elizabeth Paravisini-Gebert (Hispanic Studies), Stephen R. Rock (Political Science), Yu Zhou (Earth Science and Geography); **Associate Professors:** Mark W. Andrews<sup>a</sup> (French and Francophone Studies), Stuart L. Belli (Chemistry), Christopher Bjork (Education), Patricia-Pia Célérier (French and Francophone Studies), Wenwei Du<sup>b</sup> (Chinese and Japanese), Himadeep Muppidi (Political Science), Leslie Scott Offutt (History), Michaela Pohl<sup>b</sup> (History), Ismail Rashid (History), Jeffrey Schneider<sup>a</sup> (German Studies), Joshua Schreier (History), David Tavárez (Anthropology), Silke von der Emde (German Studies), Eva Woods Peiro (Hispanic Studies); **Assistant Professors:** Candice M. Lowe Swift (Anthropology), Zachariah Cherian Mampilly (Political Science), Elliott Schreiber (German Studies), Fubing Su (Political Science), Vinay Swamy<sup>ab</sup> (French and Francophone Studies); **Adjunct Professor:** Michael Hanagan (History); **Senior Lecturer:** Timothy Koechlin (International Studies).

The multidisciplinary program in International Studies is designed to provide a solid and systematic grounding in the study of global interdependence while allowing students to develop strengths in at least two traditional departmental disciplines. A student's course of study for the major is designed in close consultation with the director and the Panel of Advisers. The objectives are to build a core of knowledge in the international social sciences and develop fluency in at least one language, while ensuring a multidisciplinary perspective by encouraging students to approach international issues from the viewpoints that interest them most. Consequently, approved programs of study may include upper-level work in the sciences, humanities, literature and arts as well as the social sciences and languages. In general, the advising process should be initiated early in the sophomore year, especially if a student is interested in study abroad in the first semester of the junior year. Additional information on the registration process is available from the program office.

### Requirements for the concentration:

1) 15 units, including International Studies 106, in a program of study that has been approved by the Panel of Advisers of the International Studies Program. These units must comprise a coherent and integrated program of study, and the rationale for the program must be given in a formal proposal. Credit to the program will not normally be given for courses at the 100-level except for International Studies 106, Political Science 160, or if the course is accepted as filling one of the program recommendations given below.

2) Competency in one foreign language through the third-year college level as demonstrated by completion of the relevant courses or special examination. The language studied should be directly relevant to the geographical area of emphasis.

3) 4 units of work at the 300-level: International Studies 305, a senior seminar of 1 unit; a senior thesis of 1 unit (normally International Studies 301-302); and at least 1 unit from each of two departments. The senior seminar and the thesis constitute the Senior-Year Requirement.

4) 1 unit of intermediate work directly relevant to international issues in each of three departments. One of these departments must be economics and the other two courses may be drawn from political science, history, and geography.

5) At least one unit of work dealing with issues of nationality, race, ethnicity, class, and/or gender in American society.

### Recommendations for the concentration:

1) At least one course concerning the history, politics, economics, geography, anthropology or sociology of Latin America, Asia, or Africa.

2) Familiarity with research methods appropriate to the student's concentration in the International Studies major. The following courses may satisfy this recommendation: Anthropology 245 (The Ethnographer's Craft); Economics 209 (Probability and

Statistics); Political Science 207 (Political Analysis); Psychology 209 (Research Methods in Social Psychology); or Sociology 254 (Research Methods).

3) Systematic inquiry into the area of ethics. This recommendation may be satisfied by any of the following courses: Philosophy 106 (Philosophy and Contemporary Issues), Philosophy 234 (Ethics), or another approved course.

4) A structured foreign area experience. This is especially recommended for students who have not lived or worked abroad. It may be satisfied by approved programs for Study Away, exchange living or study/travel.

## I. Introductory

### 106a and b. Perspectives in International Studies (1)

An introduction to the varied perspectives from which an interdependent world can be approached. Themes which the course may address are nationalism and the formation of national identity, state violence and war, immigration, religion, modernization, imperialism, colonialism and postcolonialism, indigenous groups, cultural relativism, and human rights. These themes are explored by examining the experiences of different geographic areas. This multidisciplinary course uses texts from the social sciences and the humanities.

The particular themes and geographic areas selected, and the disciplinary approaches employed, vary with the faculty teaching the course.

This course is required for all International Studies majors. Sophomores and freshmen should take this course if they are interested in pursuing an International Studies major. The department.

### [107. Perspectives/Internl Studies] (1)

This course explores global inequality from a variety of perspectives. What do we mean by "inequality" and how is it best measured? What are its causes and consequences? How does the increasing "globalization" of economics, politics and culture affect inequality, variously understood? Specific topics may include: colonialism and imperialism; migration; race, gender and inequality; war and peace; global warming; food, water and oil; and human rights (topics will vary from semester to semester). These questions/issues will be addressed in a variety of ways — from analysis of economic data to literature and films. Mr. Koechlin.

Not offered in 2011/12.

### 110b. International Study Travel (1)

Normally the study trip takes place in the spring semester break. Enrollment for the trip is made early in the first semester. The course, which is taught in conjunction with the study trip, provides a systematic multidisciplinary introduction to the social, cultural, religious, historical, geographic, political and economic aspects of the place of travel. The precise disciplinary foci of the trip varies depending on the faculty leading the trip and teaching the course. Language instruction is required when appropriate. The department.

## II. Intermediate

### 203. Central Asia and the Caucasus (1)

(Same as History 203) This class explores the region between Russia, China, and Persia with an emphasis on history, politics, and international relations. We focus on four broad time periods: the era of the Khanates (1100-1500s), becoming part of the Russian and Chinese empires (1620s-1917), the period of Communist rule, and the emergence of independent states in 1991. The last part of the course examines aspects of liberalism and tyranny, regional security issues, and the economies of Kazakhstan, Uzbekistan, and the Caucasus (Chechnya, Georgia). The course readings include sources from history and political science, travelers' accounts, literature and memoirs, as well as sociology and international studies.

### 205b. International Relations of the Third World: Bandung to 9/11 (1)

(Same as Political Science 205b) Whether referred to as the "Third World," or other variants such as the "Global South," the

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.



"Developing World," the "G-77," the "Non-Aligned Movement," or the "Post-colonial World," a certain unity has long been assumed for the multitude of countries ranging from Central and South America, across Africa to much of Asia. Is it valid to speak of a Third World? What were/are the connections between countries of the Third World? What were/are the high and low points of Third World solidarity? And what is the relationship between the First and Third Worlds? Drawing on academic and journalistic writings, personal narratives, music, and film, this course explores the concept of the Third World from economic, political and cultural perspectives. Beginning shortly after the end of colonialism, we examine the trajectory of the Third World in global political debates through the end of the Cold War and start of the War on Terror. Mr. Mampilly.

**222b. Urban Political Economy** (1)  
(Same as Urban Studies 222b) This course employs the multidisciplinary lens of political economy to analyze economic development, social inequality, and political conflict in contemporary cities. Why do people and resources tend to concentrate in cities? How does the urban landscape promote and constrain political conflict and distribute economic and social rewards? The course develops an analytical framework to make sense of a variety of urban complexities, including poverty, segregation, suburban sprawl, the provision of affordable housing, global migration, and the effects of neoliberalism on rich and poor cities throughout the world. Mr. Koechlin.

**[238. 238a. China: National Identity and Global Impact]** (1)  
(Same as Geography 238a. and Asian Studies 238a)  
Not offered in 2011/12.

**[250b. Language and Early/Late Globalizations]** (1)  
How have early global (colonial) and late global (post- or neo-colonial) states formulated language policies, and to what degree have their subjects conformed to or resisted these attempts? How does language use relate to the notion of belonging to globalized colonial, national, and local domains? This course offers a survey of anthropological, historical, and linguistic approaches to these questions through a consideration of language contact in colonial and neo-colonial situations, a comparison of linguistic policies upheld by empires, nation-states and transnational processes, and the conflict between language policy and local linguistic ideologies. The course addresses case studies from the Americas, Europe, the Middle East, and Asia that cover the range between institutional language reform and individual strategies of accommodation and resistance as they relate to early and contemporary forms of global expansion from the 16th century onwards. Mr. Tavárez.

Two 75 minute sessions.  
Not offered in 2011/12.

**251a. Global Feminism** (1)  
(Same as Women's Studies 251a) The course focuses on several different forms of work that women, mostly in Third World countries, do in order to earn their livelihood within the circuits of the contemporary global economy. The types of work we examine include factory work, home-based work, sex work, office work, care work, informal sector work and agricultural labor. We consider how these forms of work both benefit and burden women, and how women's work interacts with gender roles, reinforcing or transforming them. We also consider some of the general aspects of economic globalization and how it affects poor working women; migration within and across national borders, urbanization, the spread of a culture of consumption, and ecological devastation. Ms. Narayan.

Two 75-minute sessions.

**255b. Global Political Economy** (1)  
This course explores competing visions of economic globalization, and uses these distinct frameworks to analyze the meaning, causes, extent, and consequences of globalization, with a particular focus on the relationships among global, national and local economic phenomena. What do we mean by globalization? What are the effects globalization on growth, inequality, and the environment? How

might international economic policy and the particular form(s) of globalization that it promotes help to explain the pace and form of urbanization? Who benefits from globalization, and who might be hurt? Why do economists and others disagree about the answers to these and related questions? This course explores some of the ways that interdisciplinary analysis might enrich our understanding of economic globalization. Mr. Koechlin.

Two 75-minute meetings.

**256. Race/Ethnicity/Nationalism** (1)  
(Same as Africana Studies 256 and Political Science 256) Mr. Mampilly.

**260b. International Relations of the Third World: Bangdung to 9/11** (1)

(Same as Africana Studies 260b. and Political Science 260b) Whether referred to as the "Third World," or other variants such as the "Global South," the "Developing World," the "G-77," the "Non-Aligned Movement," or the "Post-colonial World," a certain unity has long been assumed for the multitude of countries ranging from Central and South America, across Africa to much of Asia. Is it valid to speak of a Third World? What were/are the connections between countries of the Third World? What were/are the high and low points of Third World solidarity? And what is the relationship between the First and Third Worlds? Drawing on academic and journalistic writings, personal narratives, music, and film, this course explores the concept of the Third World from economic, political and cultural perspectives. Beginning shortly after the end of colonialism, we examine the trajectory of the Third World in global political debates through the end of the Cold War and start of the War on Terror. Mr. Mampilly.

**261a. The Nuclear Cage** (1)  
(Same as Environmental Science 261 and Sociology 261) The central aim of this course is to explore debates about the interaction between beings, including humans, animals, plants, and the earth within the context of advanced capitalism by concentrating on the production, distribution, consumption, and disposal of nuclear power. The first question concerning the class is how does Environmental Theory approach nuclear power and its impact on the environment. The second question deals with how this construction interacts with other forms of debate regarding nuclear power, especially concentrating on the relation between science, market and the state in dealing with nature, and how citizens formulate and articulate their understanding of nuclear power through social movements. Ms. Batur.

**262. War and Peace and the Struggle** (1)  
(Same as Sociology 262) The Bishop of Hereford told Henry VIII, "The surest way to peace is constant preparation for war." This class focuses on war and peace in the classical debates and in critical theory. We examine whether it is necessary to prepare for war in order to achieve peace; can "Peace" be conceptualized independent of "War;" and whether there is a need to conceptualize the relationships between them in order to reach a synthesis to define a new set of terms for global coexistence. In the first half of the course we concentrate on the theoretical discourse on war, and in the second half of the class we explore alternative theoretical paradigms, especially peace in its various manifestations. Ms. Batur.

**266b. Population, Environment and Sustainable Development** (1)

(Same as Geography 266b) Concerns about human population are integral to debates about matters of political stability, socio-economic equity, ecological sustainability, and human wellbeing. This course engages these debates via an examination of environmental change, power and inequality, and technology and development. Case studies include: water supplies, fishing and agriculture and the production of foodstuffs. Being a geography course, it highlights human-"nature" relations, spatial distribution and difference, and the dynamic connections between places and regions. Mr. Nevins

Two 75-minute periods.

**275b. Comparative Education (1)**

(Same as Asian Studies 275b, Education 275b) This course provides an overview of comparative education theory, practice, and research methodology. We examine educational issues and systems in a variety of cultural contexts. Particular attention is paid to educational practices in Asia and Europe, as compared to the United States. The course focuses on educational concerns that transcend national boundaries. Among the topics explored are international development, democratization, social stratification, the cultural transmission of knowledge, and the place of education in the global economy. These issues are examined from multiple disciplinary vantage points. Mr. Bjork.

Prerequisite: Education 235 or permission of instructor.  
Two 75-minute periods.

**276b. Spaces in Global Capitalism (1)**

(Same as Geography 276b). The spatial patterns and dynamics of the world economy are examined in diverse industrial and regional settings. The focus is on the spatial distribution of economic activities, the use of resources, and development of regional economics. Topics may include the global shift of manufacturing activities, the spatial organization of post-Fordist production, the spread and impact of agribusiness, globalization of services, foreign direct investment and multi-national corporations, and the interdependency between developed and developing economies. Ms. Zhou.

Two 75-minute periods.

**288. Memory and Media (1)**

(Same as History 288 and Jewish Studies 288) In this course, we explore the complex relationship between memory and media. Representations of the past encompass competing claims of truth and moral value because the very act of remembering is necessarily mediated—we have no direct access to the past. This makes the medium through which memory and its representations are generated all the more important. For example, it was the film *Shoah* that prompted the first serious excavation of Holocaust memories; today, in the former Soviet Bloc, multimedia kitsch museums about communism are popular tourist sites; and the violent 1990s Yugoslav Civil War appears to have been as much about its journalists' experiences as about its victims'. This course spotlights the European stage as a platform for discussing memory-making in relation to fascism, communism, and nationalism, but students are also encouraged to look further afield, as well as explore their own relations to memory. Through film, television, art, comic books, memorials, memoirs, and blogs—as well as student projects—students will examine memory as an active, value-laden process of reconstruction, and media as transmitter and shaper of multiple stories about the past, all contending for recognition, moral judgment, and emotional impact. Ms. Bren.

**289b. Islam in History: Major Themes from the Early Muslim State and Society (570-1517) (1)**

(Same as Africana Studies 289b). Ms. Bren.

**290a or b. Field Work (½ or 1)****298a or b. Independent Work (½ or 1)****III. Advanced****300a or b. Senior Thesis (1)**

A 1-unit thesis written in the fall or spring semester. Students may elect to write their theses in one semester only in exceptional circumstances. Usually students will adopt International Studies 301-302.

**301a. Senior Thesis (½)**

A 1-unit thesis written in two semesters.  
Year long course 301-302.

**302b. Senior Thesis (½)**

A 1-unit thesis written in two semesters.  
Year long course 301-302.

**305a. Senior Seminar (1)**

An examination of selected global topics in a multidisciplinary framework. Topics vary from year to year. Ms. Batur.

**[360b. Problems in Cultural Analysis] (1)**

(Same as Anthropology 360)

Not offered in 2011/12.

**363. Nations, Globalization, and Post-Coloniality (1)**

(Same as Anthropology 363) How do conditions of globalization and dilemmas of post-coloniality challenge the nation-state? Do they also reinforce and reinvent it? This course engages three related topics and literatures; recent anthropology of the nation-state; the anthropology of colonial and post-colonial societies; and the anthropology of global institutions and global flows. Ms. Kaplan.

Prerequisite: Previous coursework in Anthropology or by permission of instructor.

**365a. Civil Wars and Rebel Movements (1)**

(Same as Political Science 365a) Since World War II, civil wars have vastly outnumbered interstate wars, and have killed, conservatively, five times as many people as interstate wars. This seminar explores contemporary civil wars from a variety of different angles and approaches drawn primarily from political science, but also other disciplines. In addition, we consider personal accounts, journalistic coverage, and films that illustrate the reality of contemporary warfare. The course is divided into three sections, each of which emphasizes the transnational nature of contemporary civil wars. First, we read a selection of differing perspectives on the causes and consequences of civil conflicts. Next, we explore literature on the organization and behavior of rebel organizations by rebel theorists and academics. And finally, we consider different case studies from different parts of the world. Mr. Mampilly.

**372. Topics in Human Geography (1)**

This seminar focuses on advanced debates in the socio-spatial organization of the modern world. The specific topic of inquiry varies from year to year. Students may repeat the course for credit if the topic changes. Previous seminar themes include the urban-industrial transition, the urban frontier, urban poverty, cities of the Americas, segregation in the city, global migration, and reading globalization.

One three-hour period.

**[380b. Global Interdependency] (1)**

This seminar employs interdisciplinary analysis to investigate the meaning and consequences of "global interdependency." How are the people, nations, markets, and regions of the world linked? Interdependency takes many forms: trade and investment; migration; the exchange of ideas and images; our "shared interests" in natural resources (including water and the physical environment), and much more. How does this (apparently) growing interdependency affect our economics, politics, culture, and personal lives? In this course, we will attempt to address these questions in a variety of ways — from economic data to personal narratives and films. Students will be invited to help shape the course to reflect their particular interests and concerns. Mr. Koechlin

Not offered in 2011/12.

**[382. Terrorism] (1)**

No other issue generates as much discussion and controversy as the contemporary debate over 'terrorism.' But what is this phenomenon? And how should we respond to it? This course examines 'terrorism' with a critical eye, looking at the different ways that the subject is framed by various disciplines and authors. Drawing on political science, anthropological and historical accounts, as well as arguments made by scholars from economics, Women's studies and area studies, we discuss the ways in which terrorism has been presented, debated and analyzed. We also draw from the fictional universe through an examination of films and novels that depict the inner struggles of 'terrorists' and those affected by their actions. Mr. Mampilly.

Not offered in 2011/12.

**[384. Transnational Queer: Genders, Sexualities, Identities]** (1)

(Same as College Course 384 and Women's Studies 384) What does it mean to be Queer? This seminar examines, critiques, and interrogates queer identities and constructions in France and North America. In what ways do diverse cultures engage with discourses on gender and sexuality? Can or should our understanding of queerness change depending on cultural contexts? Through guest lectures and discussion seminars, the course examines a broad range of queer cultural production, from fiction to cinema and performance. Topics include such diverse issues as queer bodies, national citizenship, sexual politics, legal discourse, and aesthetic representation. All lectures, readings, and discussions are in English. Mr. Swamy.

Not offered in 2011/12.

**[386. The Russian Orient: Central Asia and the Caucasus]** (1)

(Same as History 386) This seminar explores the Muslim regions of the Russian Empire and the Soviet Union during several important transitions: becoming part of the Russian Empire, under Soviet rule, and after independence in 1991. Topics include culture and spiritual life, politics and social transformation, and the challenges facing the transition societies of Central Asia and the Caucasus. The course readings include history and political science, travelers' accounts, ethnomusicology, and NGO resources. It focuses on three distinct regions—the oases of Central Asia, the mountains of the Caucasus, and the Eurasian steppe. Ms. Pohl.

Not offered in 2011/12.

**399a or b. Senior Independent Work** (½ or 1)

The program faculty.

## Italian Department

**Professor:** John Ahern, **Associate Professors:** Roberta Antognini<sup>b</sup>, Rodica Diaconescu Blumenfeld<sup>b</sup>, Eugenio L. Giusti (Chair), **Assistant Professor:** Simona Bondavalli.

Courses are conducted in Italian, except for Italian 175, 237, 238, 242, 250, 255, Medieval and Renaissance Studies 220.

**Requirements for Concentration:** 10 units including Italian 220, 222, or equivalent, 301. (One course, such as Anthropology 150, or Italian 250/255, may be counted in the required 10 units.)

**Senior-Year Requirements:** Italian 301 and 2 units of 300-level courses. Students who wish to be considered for departmental honors must also complete a Senior Project (Italian 300).

**Recommendations:** The department strongly recommends that students interested in the Junior Year in Italy begin the study of Italian in their freshman year. Majors in their junior year are encouraged to participate in Italy in the Eastern College Consortium in Bologna (ECCO).

**Advisers:** The department.

**Correlate Sequence in Italian:** Students majoring in other programs may elect a correlate sequence in Italian.

**Requirements:** 6 units chosen from the following: Italian 205, 206, 207, 217, 218, 220, 222, 260, 265, 301, 330, 331, 337, 338, 342, 380, 385, 386, 389. At least one course must be taken at the 300-level. All courses must be taken for the letter grade. Courses taken in Italy or during the summer may be substituted with department approval.

### I. Introductory

**105a. Elementary Italian** (1)

Introduction to the essential structures of the language with emphasis on oral skills and reading. Reading and performance of a play by a contemporary author in the second semester. Supplementary material from "Andiamo in Italia", a web-based trip to Italy. The department.

Year long course 105-106.

Open to all classes; four 50-minute periods; one hour of drill and one hour of aural-oral practice. Electronic versions of required materials are not accepted.

**106b. Elementary Italian** (1)

Introduction to the essential structures of the language with emphasis on oral skills and reading. Reading and performance of a play by a contemporary author in the second semester. Supplementary material from "Andiamo in Italia", a web-based trip to Italy. The department.

Year long course 105-106.

Open to all classes; four 50-minute periods; one hour of drill and one hour of aural-oral practice. Electronic versions of required materials are not accepted.

**107a and b. Intensive Elementary Italian (2)**

A single-semester equivalent of Italian 105-106. Ms. Blumenfeld (a). Mr. Giusti (b).

Open to all classes; four 75-minute periods; one hour of drill and one hour of aural-oral practice. Supplementary material from Andiamo in Italia, a web-based trip to Italy. Electronic versions of required materials are not accepted.

Permission of the Instructor

**175a. The Italian Renaissance in English Translation** (1)

A survey of the masterworks: Petrarch's Canzoniere and Letters, Boccaccio's Decameron, poems and letters by women humanists, Machiavelli's Prince and La Mandragola, Castiglione's Book of the Courtier, Gaspara Stampa's and Veronica Franco's poems, and Tullia d'Aragona's Dialogue. Mr. Giusti.

May not be counted towards the Italian major. Satisfies college requirement for a Freshman Writing Seminar.

<sup>b</sup> Absent on leave, second semester.

**[177. Freshman Writing Course: Italy and the Modern (1)  
Self: Malady, Masks and Madness]**

This course analyzes different definitions of illness, or malady, indifference, and madness in the works of Italian authors of the early twentieth century. Frequently employed as metaphors for the condition of the artist and intellectual in modern society, these ideas contribute to redefine the notion of self in a country increasingly concerned with progress and modernization while still looking to the past in search of a national identity. Masquerading and acting easily become analogies for a divided self and for the loss of certainties characterizing the human condition in the context of modernity. Readings by Luigi Pirandello, Italo Svevo, Alberto Moravia and others. Ms. Bondavalli.

Not offered in 2011/12.

**II. Intermediate****205a and b. Intermediate Italian I (1)**

Narration in popular culture, literature, and film. Analysis of folktales, short stories, and a contemporary feature film. Strong emphasis on effective oral expression. Formal study of grammar. Successful completion of this course provides a suitable background for other 200-level courses. The department.

Two 75-minute periods and one hour of conversation. Electronic versions of required materials are not accepted.

Prerequisite: Italian 105-106, 107 or permission of the instructor.

**206b. Intermediate Italian II (1)**

Advanced formal study of grammar, with strong emphasis on expansion of vocabulary, complex linguistic structures, the use of dialect. Through analysis and discussion of strategies of representation in a contemporary novel and a film, students develop writing skills and effective oral expression. Ms. Bondavalli.

Two 75-minute periods and one hour of conversation.

Prerequisite: Italian 205 or permission of the instructor. Electronic versions of required materials are not accepted.

**207. Intensive Intermediate Italian (2)**

This course is designed to reinforce and refine spoken and written language skills through a review of grammar, and the use of colloquial and literary styles taken from sources like newspaper articles, advertising, songs, and movie clips. The course workload includes compositions, quizzes, and linguistic and thematic analysis of texts. In order to improve their fluency in Italian, students are involved in frequent class debates regarding issues of contemporary Italian society and culture. Students are also encouraged to practice their language skills through outside-the classroom activities.

**Summer Program.****217a. Advanced Composition and Oral Expression (1)**

Development of oral and written skills through extensive conversation and essay writing. The course makes use of a variety of "texts" available in traditional formats (books, magazines, journals, films), as well as web-based materials. The topics covered are in the area of contemporary issues, with emphasis on cultural and socio-political phenomena.

Topic for 2011/12a: *The Making of Contemporary Italy*. Designed for students at the upper-intermediate and advanced levels who wish to improve their oral and written expression skills, this course offers an overview of Italian society as it has been the Resistance, the economic boom, 1968, the end of the Cold War, immigration, and the changes in race and gender relations throughout the century. Parallel readings of historical, literary and cinematic texts are the sources for class discussion, extensive writing practice and student presentations. Review of advanced grammar will be conducted in context. Ms. Bondavalli.

Two 75-minute meetings.

Prerequisite: Italian 206 or special permission.

**218a. Giorgio Bassani's Garden of the Finzi-Contini (1)**

Bassani's novel is the story of the decadence of a Jewish family, from the proclamation of the Mussolini's Racial Laws in 1938, to the deportation of Italian Jews to Nazi death-camps in 1943, to the present of the narrator some 15 years later. Through social, historical, intellectual contextualizations, we engage in extensive linguistic, literary, and aesthetic analysis. Particular attention is devoted to the development of oral and written skills. Individual and group multi-media projects. Ms. Blumenfeld.

Prerequisite: Italian 206, 207, 217 or special permission.

**220b. Italian Civilization: Interpreting the Texts (1)**

From the origin of the Italian language to the masterpieces of the Renaissance. Selected texts from the "Dolce stil nuovo" and Dante's *Vita nuova*; Petrarch's *Canzoniere* and Italian Humanism; Boccaccio's *Decameron* and the "novella" tradition; Ariosto, and the Italian epic; Machiavelli, Castiglione, Bembo on politics and ideology; Michelangelo, Stampa, Franco on gender in literature. Mr. Giusti.

Prerequisite: Italian 217, 218 or permission of the instructor.

**[222. Nineteenth and Twentieth Century Italian Culture] (1)**

Italian Cinema and Society: Contemporary Italy. An analysis of the transformation of Italian society in the second half of the twentieth century through its cinematic representation: the impact of capitalism and American culture, political protest, terrorism, the crisis of Communism, the influence of TV culture, and the question of national identity. The viewing and discussion of films is accompanied by critical readings. Movies by Moretti, Capuano, Garrone, Bellocchio, Giordana, and others. The course is taught in Italian. Films in Italian with English subtitles. Ms. Bondavalli.

Prerequisite: Italian 217, 218 or permission of the instructor.

Not offered in 2011/12.

**237. Dante's Divine Comedy in Translation (1)**

A close reading of the entire *Comedy* in its historical, philosophical, theological, and literary contexts. Conducted in English. Mr. Ahern.

Open to all classes. Italian majors see Italian 337.

**238. Dante's Divine Comedy in Translation (1)****241. Modern & Postmodern Italy (1)****242. Boccaccio's Decameron in Translation: The "Novella" as Microcosm (1)**

A close reading of the one hundred tales with emphasis on social, cultural, and gender issues of the later Middle Ages. Reference is made to classical sources (Ovid, Petronius, Apuleius), the French *Fabliaux*, and *Courtly Literature*. The course also analyzes contemporary rewritings of the text in different genres and media. Conducted in English. Mr. Giusti.

Open to all classes. Italian majors see Italian 342.

Two 75-minute meetings.

**250. Italian Cinema in English (1)**

Cultural, ideological, and aesthetic issues in the history of Italian cinema from neo-realism to contemporary auteurs. Ms. Blumenfeld.

Open to sophomores, juniors, and seniors. May be counted towards the Italian major.

One 3-hour meeting and one film screening.

**255. Four Italian Filmmakers (in English) (1)**

Close analysis of the narrative and visual styles of Michelangelo Antonioni, Bernardo Bertolucci, Lina Wertmüller, Gabriele Salvatores and Nanni Moretti, in the context of post war Italian cinema and culture. Theoretical literature on these directors and on approaches to the interpretation of cinematic works aid us in addressing questions of style and of political and social significance. Ms. Blumenfeld.

No prerequisites.

Open to sophomores, juniors, and seniors. May be counted

towards the Italian major.

Two 75-minute meetings and two film screenings.

290a or b. Field Work (½ or 1)

297. Reading Course (½)

297.01. Reading Course. Topics in Seventeenth Century. (½)

297.02. Reading Course. Topics in Eighteenth Century. (½)

297.03. Reading Course. Topics in Nineteenth Century. (½)

The department.

298a or b. Independent Work (½ or 1)

### III. Advanced

301b. Senior Seminar (1)

An examination of selected topics in recent Italian culture or of a single topic across several centuries. May be taken more than once for credit when topic changes. Required of all senior majors.

Topic for 2011/12b: *Fictions of Youth: Youth Culture in 20th Century Italian Literature*. The course examines the relationship between youth and literature in post-WWII Italy from two perspectives: young people as a literary subject, as protagonists of fiction and essays, and as authors. The two aspects intersect in various ways and are deeply connected to the increased visibility of young people on the political and cultural scene in what was defined “the century of youth”. Using the Bildungsroman as a narrative model for the representation of youth in modern fiction, we examine the different ways in which European and American coming-of-age novels influence 20th century Italian literature. The significance of youth in Italian society, the construction of a generational identity through media and popular culture, the creation of a new literary language are some of the topics we will address. Readings by Pasolini, Moravia, Tondelli, Brizzi, Santacroce, and others. Ms. Bondavalli.

One 2-hr period.

302a. Senior Project (½)

Year-long course (302-303). The department.

303b. Senior Project (½)

Year-long course (302-303). The department.

331. **The Italian Renaissance: The Italian Epic Tradition** (1)  
from 1300 - 1600

A study of the epic tradition from the early Carolingian cantari and Arthurian romances of the twelfth and thirteenth centuries to the leading Italian epics of the sixteenth century written at the Ferrara Renaissance court and their great influence on later literature, music, and paintings. Readings include selections from the *Chanson de Roland* and the *Roman de Tristan*, Pulci's *Morgante*, Bolardo's *Orlando Innamorato*, Ariosto's *Orlando furioso*, Torquato Tasso's *Gerusalemme liberata*, and Italo Calvino's parody *Il cavaliere inesistente*, as a contemporary reference to the traditional epic poetry. This book, epitomizing Calvino's long interest in the epic poem, provides a good basis for analyzing the archetypal character of Roland, his stoic and ascetic demeanor, and his transformation through the centuries until he becomes indeed “nonexistent.” Ms. Antognini

Prerequisite: Italian 220, 222 or 218 with the permission of the instructor.

338. **Dante's Divine Comedy** (1)

A close reading of the entire *Comedy* in its historical, philosophical, theological, and literary contexts. Designed for Italian majors in their senior year. Conducted in Italian. Mr. Ahern.

Prerequisite: Italian 220, 222 or 218 with the permission of

the instructor.

342a. **Giovanni Boccaccio's Decameron: The “Novella” as a Microcosm** (1)

Designed for Italian majors and correlates in their junior and senior year. Students in this course attend the same lectures as in Italian 242, but do the readings in the original, attend a separate discussion class, and take separate exams. Mr. Giusti.

Prerequisite: Italian 220, 222 or 218 with the permission of the instructor.

380. **Modernity in Italy. Il Primo Novecento** (1)

The notion of modernity in Italian literature and culture, with particular attention to its manifestation in the twentieth century. We focus on the first half of the century and consider the impact of urban life, war, Fascism, and economic growth on literary creation and its aesthetic and social function. We read poetry, fiction, drama, and theoretical texts and analyze how the ideas of newness, progress, change, revolution, and avant-garde, are defined, expressed and questioned in works by Marinetti, Gozzano, Palazzeschi, Pirandello, Svevo, Vittorini and others. Ms. Bondavalli.

Prerequisite: Italian 220, 222 or 218 with the permission of the instructor.

381. **Gender Effects: Women in Italian Cinema** (1)

Through analysis of various filmic portrayals of the female body, narratives of female subjectivity, articulations of female desire, and experiments with female and feminist agency, we raise questions about female characters in Italian cinema, and the gendering significance of formal cinematic features. We study such films as Pier Paolo Pasolini's *Mamma Roma*, Federico Fellini's *City of Women*, Lina Wertmüller's *Love and Anarchy*, Bernardo Bertolucci's *Besieged*, Pappi Corsicato's *Libera*. Readings of pertinent works from feminist film theory in English and Italian. Ms. Blumenfeld.

Prerequisite: Italian 220, 222 or 218 with the permission of the instructor.

385. **Three Contemporary Women Writers:** (1)

**Dacia Maraini, Rossana Campo, Liana Borghi**

This course explores new literary styles that reflect the new freedoms of contemporary Italian women and women writers. We study the texts of these writers from the 1970s to 1990s, from the early days of feminist activism, to recent transformations in literature and politics, asking whether postmodernism leads to the de-ideologization of feminism. Ms. Blumenfeld.

Prerequisite: Italian 220, 222 or 218 with the permission of the instructor.

387. **The 20th Century Italian Novel** (1)

[389. **The Impossible Task of Translating: An Introduction (1) of Literary Translation from Italian to English]**

Whether translation between two languages is at all possible is a question as old as translating itself, but no matter how many answers have been given, the truth of the matter remains that we have always translated and we will continue to do so. Translation studies have flourished in the last few years and literary translation is more and more considered a creative undertaking rather than an unoriginal and quite tedious activity. Given the intrinsic bilingualism of the foreign literature classroom, translation is particularly intertwined with teaching and learning and becomes an integral part of the course. As a result, many students choose to complete their B.A. in Italian with a literary translation. Translating is above all a decision process—careful interpretation and intelligent notation—and as such it requires passion, accuracy, careful attention to details, together with a knowledge and understanding of both the source and the target language and culture. This course aims to give students of Italian some insight into the field—historical and theoretical—as well as a solid grasp of the tools required to be a literary translator. While analyzing different translation strategies and doing practical exercises, such as contrasting and comparing different versions of the same source text, students will devote

time to studying not only Italian grammar but also English. By the end of the semester, they will produce a final original translation, accompanied by a “translation diary,” a metatextual description of the problems encountered during their work. Our theoretical background will be Umberto Eco’s considerations on translating, both as a writer and as a translator.

Ms. Antognini.

Prerequisite: Italian 220, 222 or 218 with the permission of the instructor.

Not offered in 2011/12.

**399a or b. Senior Independent Work** (½ or 1)

## Jewish Studies Program

**Steering Committee:** Peter Antelyes (English), Paulina Bren (History), Andrew Bush (Hispanic Studies), Natalie Joy Friedman (English), Rachel D. Friedman (Greek and Roman Studies), Judith L. Goldstein (Anthropology), Lynn R. LiDonnici (Religion), Jannay Morrow<sup>ab</sup> (Psychology), Elliott Schreiber (German Studies), Joshua Schreier (History), Tova Weitzman (Religion), Debra Zeifman<sup>ab</sup> (Psychology); **Participating Faculty:** Peter Antelyes (English), Andrew Bush (Hispanic Studies), Natalie Joy Friedman (English), Rachel D. Friedman (Greek and Roman Studies), Judith L. Goldstein (Anthropology), Lynn R. LiDonnici (Religion), Jannay Morrow<sup>ab</sup> (Psychology), Elliott Schreiber (German Studies), Joshua Schreier (History), Tova Weitzman (Religion), Debra Zeifman<sup>ab</sup> (Psychology).

Jewish Studies is a multidisciplinary approach to the diversity of Jewish experience. This approach involves studying the creation and reproduction of Jewish culture in multi-ethnic societies in the ancient, medieval, modern, and contemporary world as well as such theoretical concerns as Diaspora, Zionism, religion and the construction of Jewish identity.

**Requirements for Concentration:** 12 units, including: 1) Jewish Studies 201 and 301; 2) 2 units of college-level Hebrew or Yiddish or its equivalent; 3) two additional courses at the 300-level drawn from either Jewish Studies offerings or the list of Approved Courses; 4) six remaining units drawn from Jewish Studies offerings and Approved Courses.

Students are encouraged to explore complementary courses in a variety of disciplines. After consulting with the director, students choosing a concentration are encouraged to explore language, literature, texts, religious traditions, history, society, and culture.

Jewish Studies strongly recommends that students pursue a Junior Year Abroad experience whenever possible. Many different options exist, and students are encouraged to begin discussions about this with the Program director and their professors as soon as declaration of concentration is made. No more than 3 units per semester from study away can be counted toward the concentration.

After declaring a concentration, no required courses may be elected NRO.

No more than 4 units of Hebrew, Yiddish or other study in Jewish languages may be applied toward the concentration. Hebrew 305 may be counted as one of the three 300-level courses required of majors.

**Senior-Year Requirements:** Jewish Studies 301, if not taken earlier. The Senior Thesis or Project (Jewish Studies 300) is optional, but must be elected by students to be considered for Honors in the Program. If elected, the thesis is taken in addition to the three 300 level courses required. The thesis or project should reflect the multidisciplinary orientation of the Program. It will be graded Distinction, Satisfactory, or Unsatisfactory.

**Requirements for Correlate Sequence:** 6 units, including Jewish Studies 201, one 300-level course, and four other courses, only one of which can be a field work credit (Jewish Studies 290). Students electing the correlate sequence are encouraged but not required to take 301, as well as two units of college-level Hebrew or Yiddish or the equivalent. Hebrew 305 may be counted as one of the 300-level courses required for the correlate sequence. After consulting with the director, students should choose a correlate sequence program that complements concentration requirements. No more than 2 units from study abroad can be counted toward the correlate sequence.

### I. Introductory

**101a. Jewish Identities and Jewish Politics** (1)  
The course examines the political dimensions of Jewish thought, approaching questions of power and powerlessness through the concept of authority. Drawing on classical Jewish understandings of law and story, this multidisciplinary study takes up a wide range of texts, from Biblical narratives and classical rabbinics, to the modern novel and contemporary critical theory. Mr. Bush.

<sup>ab</sup> Absent on leave for the year.

**125b. The Hebrew Bible** (1)  
(Same as Religion 125b) The Bible is one of the most important foundational documents of Western civilization. This course surveys the literature of the Hebrew Bible (Christian 'Old Testament') within the historical, religious and literary context of ancient Israel and its neighbors. What social and religious forces created these books, and how did they shape the lives of the ancient Israelites, their descendants, and all those they influenced for three thousand years? All texts are read in English translation. Ms. LiDonnici.

**127a. The New Testament and Early Christianity** (1)  
(Same as Religion 127a) This course examines the conflicts, social movements, theologies, texts and individuals that shaped early Christianity during its formative period, from the first through the fifth centuries CE. How did the ecstatic mysticism of a small, obscure minority group become the official religion of the Roman Empire? How did this "success" affect the way Christianity developed afterward, and its attitude toward difference, heresy, and authority?. Ms LiDonnici

**150a. Judaism, Christianity, and Islam** (1)  
(Same as Religion 150a) An historical comparative study of Judaism, Christianity, and Islam. The course focuses on such themes as origins, development, sacred literature, ritual, legal, mystical, and philosophical traditions, and interactions between the three religions. This course will fulfill the freshmen writing seminar requirements. Ms. LiDonnici.

Two 75-minute meetings.

## II. Intermediate

**201b. Jewish Textuality: Sources and Subversions** (1)  
This course addresses characteristic forms of Jewish texts and related theoretical issues concerning transmission and interpretation. On the one hand, canonical texts—Bible, Midrash, Talmud—will be considered, including some modern (and postmodern) reactivations of these classical modes. On the other hand, special attention will be given to modern problems of transmission in a post-canonical world. Prerequisites: Jewish Studies 101 or by permission. Mr. Bush.

Prerequisites: Jewish Studies 101 or by permission.

**[205. Topics in Social Psychology]** (1)  
(Same as Psychology 205 and Women's Studies 205) Prejudice and Persuasion. This course introduces students to the discipline of social psychology via the in-depth exploration of two areas of inquiry: prejudice and persuasion. A central goal of this course is to advance your understanding of the processes underlying social perception interaction and influence. To this end, we shall examine classic modern, and implicit forms of sexism, racism, classism, heterosexism, and antisemitism, as well as explore ways of reducing prejudice and discrimination. We shall examine the mechanisms underlying effective persuasion techniques by using examples from advertising, propaganda, political interest groups, and hate-groups to illustrate research findings. In addition to exposing you to the relevant research and theories, this course should help you to develop ways of conceptualizing some of the social psychological phenomena you and others confront every day. Finally, this course should increase your appreciation of the central role that empirical research plays in psychological explanations of human social behavior. Ms. Morrow.

Prerequisites: Psychology 105 or 106.

Not offered in 2011/12.

**214a. Root Palestine-Israel Conflict** (1)  
(Same as History 214a) An examination of the deep historical sources of the Palestine-Israel conflict. The course begins some two centuries ago when changes in the world economy and emerging nationalist ideologies altered the political and economic landscapes of the region. It then traces the development of both Jewish and Arab nationalism in the late nineteenth and early twentieth centuries before exploring how the Arab and Jewish populations fought—and cooperated—on a variety of economic, political, and

ideological fronts. It concludes by considering how this contest led to the development of two separate, hostile national identities. Mr. Schreier.

**[215a. Jews and Material Culture]** (1)  
Not offered in 2010/11.

**217b. Film, Fiction and the Construction of Identity — Israeli and Palestinian Voices** (1)  
(Same as Hebrew 217b and Religion 217b) This course explores the emergence and consolidation of collective identities in modern Israel and Palestine. Through a close examination of Israeli and Palestinian literary texts in translation and select movies students are introduced to an array of competing and complementing narratives that Israelis and Palestinians have relied on to understand themselves and their relationship to the other. Special attention is given to issues related to class, gender, ethnicity, religion and ideology. Ms. Weitzman.

**220b. Texts and Traditions** (1)  
(Same as Religion 220b) Topic for 2011/12b: *The Historical Jesus*. There may be no other figure in Western history who has consumed the minds, hearts and imaginations of so many as Jesus - fascinating believers and unbelievers alike. Christian communities have always differed greatly from each other in their theologies of Christ, but today historians attempt to side-step theology and discover the Jesus of first-century Palestine. Can history tell us what the historical Jesus was actually like? Was he an itinerant, charismatic teacher, a healer and a miracle-worker, or a social revolutionary? In this course, we will examine the techniques and claims of the modern "Quests for the Historical Jesus" and try to determine what can and can't be known about him, given the limits of the evidence that survives. Ms. LiDonnici.

Prerequisite: Religion 127, 225, 227, or permission of the instructor.

Two 75-minute meetings.

**221. Voices from Modern Israel** (1)  
(Same as Hebrew 221 and Religion 221) An examination of modern and postmodern Hebrew literature in English translation. The course focuses on Israeli voices of men, women, Jews, Arabs, Ashkenazim and Mizrahim to investigate such topics as memory, identity, alienation, community, exile. Authors may include Yizhar, Yehoshua, Oz, Grossman, Kanafani, Almog, Katzir, Liebrecht, Ravikovitch, Zeld, Zach, Amichai, Darwish and el-Kassim. Ms. Weitzman.

**222. Psychological Perspectives on the Holocaust** (1)  
(Same as Psychology 222) The Holocaust has spawned several now classic programs of psychological research. This course considers topics such as: anti-Semitism and stereotypes of Jews; the authoritarian and altruistic personalities; conformity, obedience, and dissent; humanistic and existential psychology; and individual differences in stress, coping and resiliency. The broader implications of Holocaust-inspired research is explored in terms of traditional debates within psychology such as those on the role of the individual versus the situation in producing behavior and the essence of human nature. The ethical and logical constraints involved in translating human experiences and historical events into measurable/quantifiable scientific terms are also considered. Ms. Zeifman.

Prerequisites: Psychology 105 or 106.

**238. Everyday Life Under Communism** (1)  
(Same as History 238a) This course examines everyday life behind the Iron Curtain. Our focus is on the former Eastern Bloc, particularly Czechoslovakia, Poland, and Hungary, from World War II to the present. The goal is to understand both what happened (communist takeovers, Stalinist show trials, the Hungarian Revolution, the Prague Spring, the Velvet Revolution, etc.), and how these events were experienced in everyday life. Political ideology was decided in the meeting halls of the communist party, but communism, as such, was played out in public streets, private homes, and elsewhere. To unravel the complexity of these multiple experiences,

we use various texts, including memoirs, novels, plays, films, and dissident tracts. Some of the questions we pose are: How did World War II and the Holocaust shift political sympathies in the postwar era? How did communist regimes respond to religious and ethnic minorities, particularly Jews and Roma? What part did popular culture and leisure play under communism? Did consumerism win out over political ideology? And has post-communism turned out as expected? Ms. Bren.

**[240a. The World of The Rabbis]** (1)  
(Same as Religion 240)

Pre-requisites: Jewish Studies 101, 201, Religion 150, or consent of the instructor.

Not offered in 2011/12.

**[276b. Diasporas]** (1)

(Same as Russian 276) As far back as antiquity, Jews have formed alliances, and sometimes rivalries, amongst themselves that have crossed boundaries of hegemonic powers: long-distance legal consultations and commercial relations, shared reading lists and life practices, and mass population movements through exile and immigration. This course maps correspondences, both literal and figurative, between Jews otherwise separated by political geography, and so enables a critical examination of the commonalities and differences that constitute the alternative understandings of Jewish “peoplehood” and Jewish “community.”

Not offered in 2011/12.

**288. Memory and Media** (1)

(Same as History 288 and International Studies 288) In this course, we explore the complex relationship between memory and media. Representations of the past encompass competing claims of truth and moral value because the very act of remembering is necessarily mediated—we have no direct access to the past. This makes the medium through which memory and its representations are generated all the more important. For example, it was the film Shoah that prompted the first serious excavation of Holocaust memories; today, in the former Soviet Bloc, multimedia kitsch museums about communism are popular tourist sites; and the violent 1990s Yugoslav Civil War appears to have been as much about its journalists’ experiences as about its victims’. This course spotlights the European stage as a platform for discussing memory-making in relation to fascism, communism, and nationalism, but students are also encouraged to look further afield, as well as explore their own relations to memory. Through film, television, art, comic books, memorials, memoirs, and blogs—as well as student projects—students will examine memory as an active, value-laden process of reconstruction, and media as transmitter and shaper of multiple stories about the past, all contending for recognition, moral judgment, and emotional impact. Ms. Bren

Prerequisites: none

**290a or b. Field Work** (½ or 1)

**298a or b. Independent Work** (½ or 1)

**III. Advanced**

**300a or b. Senior Thesis or Project** (1)

Optional for students concentrating in the program. Must be elected for student to be considered for Honors in the program.

Permission required.

**[301b. Special Topics in Jewish Studies]** (1)

Advanced study in selected aspects of Jewish Studies, emphasizing the multidisciplinary nature of the field. The seminar gives students the opportunity to develop their own scholarly work built around the common core of the topic for that year.

Not offered in 2010/11.

**315b. Jews, Jewish Identity, and the Arts** (1)

This course examines the relationship of Jews with the arts from ancient times through the postmodern period.

Topic for 2011/12: *Jews and American Popular Culture*. An exploration of the ways in which Jews have shaped American popular culture, and the ways they have been shaped by it. Our approaches will be historical, thematic, and theoretical, and our primary texts will be drawn from a variety of media. For example: films and the film industry (*The Jazz Singer* to *Crossfire*), television (*The Goldbergs* to *Seinfeld*), comics (*Betty Boop* and *Superman* to *The X-Men* and *Maus*), music (popular song from Irving Berlin to Abel Meeropol to Socalled; klezmer from Mickey Katz to Don Byron), theater (*Fiddler on the Roof*, from its inception in Sholem Aleichem stories to its Broadway version; *The Diary of Anne Frank*, from diary to stage play), fashion (Yiddish fashion manuals to postmodern immigrant wear), and dolls (Barbie, of course). Among the issues we will consider: Jewish ethnic masquerade from blackface to redface to Jewface; the links between popular media, models of citizenship, and consumerist practices; diasporic identity and the transformative properties of media culture; the relation between outlaw and in-law cultures; and Jews, gender, and the American body. Mr. Antelyes

**320a. Studies in Sacred Texts** (1)

(Same as Religion 320a)

**[340b. Women in the Classical Jewish Tradition]** (1)

Pre-requisites: Jewish Studies 101, 201, Religion 150, or consent of the instructor.

Not offered in 2011/12.

**350b. Confronting Modernity** (1)

(Same as Anthropology 350)

Topic for 2011/12: *Memoirs and Modernities: Middle Eastern Jewish Autobiographical Narratives in Context*. This course explores the lived worlds of Jewish communities in the Middle East from the nineteenth century to the present through autobiographical narratives, supported by a number of other genres including oral and written histories, ethnographies, and material and visual sources. We study how individual and community identities have been formed and transformed in various locales in the modern period, examining contact with foreign travelers, educators and colonizers; the rise of nationalism; and the development of the mass media. The course concludes with memoirs and ethnographic studies of post-revolutionary Iran. Ms. Goldstein.

**399a or b. Advanced Independent Work** (½ or 1)

Prerequisite for all 300-level courses unless otherwise specified: 1 unit at the 200-level or permission of instructor.

**Hebrew Language and Literature**

**I. Introductory**

**105a. Elementary Hebrew** (1)

Introduction to the language. Basic phonics and grammatical structures. Stress on development of reading comprehension, simple composition, and conversational skills. For Hebrew 105, no background in the language is assumed; admission to Hebrew 106 is possible with the demonstration of previous work equivalent to Hebrew 105. Ms. Weitzman.

Year long course 105-106.

Open to all students.

**106b. Elementary Hebrew** (1)

Introduction to the language. Basic phonics and grammatical structures. Stress on development of reading comprehension, simple composition, and conversational skills. For Hebrew 105, no background in the language is assumed; admission to Hebrew 106 is possible with the demonstration of previous work equivalent to Hebrew 105. Ms. Weitzman.

Year long course 105-106.

Open to all students.



## II. Intermediate

**205a. Intermediate Hebrew I** (1)  
Formal study of Hebrew language with emphasis on oral practice and writing skills. Ms. Weitzman.

Prerequisite: Hebrew 105-106, or equivalent of two years in high school.

**206b. Intermediate Hebrew II** (1)  
Formal study of Hebrew language with emphasis on oral practice and writing skills. Ms. Weitzman.

Prerequisite: Hebrew 205 or equivalent of three years in high school.

**217. Film, Fiction and the Construction of Identity—Israeli and Palestinian Voices** (1)

**221. Voices from Modern Israel** (1)  
(Same as Jewish Studies 221 and Religion 221)

Prerequisite: One 100-level course in Jewish Studies or permission of instructor.

**290. Field Work** (½ or 1)

**298a or b. Independent Work** (½ or 1)

## III. Advanced

**305a. Advanced Readings in Hebrew: Genres and Themes** (1)  
Expansion of language proficiency through intensified study of culture and literary texts and examination of different Israeli media. Readings are arranged according to thematic topics and course may be repeated for credit if topic changes. Ms. Weitzman.

**399a. Independent Work** (½ or 1)  
Note: A self-instructional introductory course in Yiddish language exists. See Self-Instructional Language Program (SILP).

### Approved Courses

American Culture 275	Ethnicity and Race in America	(1)
Classics 103	Crosscurrents: History and Culture of the Ancient Mediterranean	(1)
English 326	Challenging Ethnicity	(1)
Hebrew 105-106	Elementary Hebrew	(1)
Hebrew 205	Continuing Hebrew	(1)
Hebrew 298	Independent Work in Hebrew	(1)
Hebrew 305	Advanced Hebrew	(1)
History 214	The Roots of the Palestine-Israel Conflict	(1)
History 231	France and its "Others"	(1)
History 237	Germany, 1918-1990	(1)
History 337	The Rise and Fall of Nazi Germany	(1)
History 369	Social Reform and the Evolution of the Welfare State	(1)
Religion 266	Religion in America	(1)

## Latin American and Latino/a Studies Program

**Participating Faculty:** Carlos Alamo-Pastrana (Sociology), Michael Aronna<sup>a</sup> (Hispanic Studies), Light Carruyo<sup>b</sup> (Sociology), Colleen Ballerino Cohen (Anthropology), Brian J. Godfrey (Earth Science and Geography), Mihai Grünfeld (Hispanic Studies), Katherine Hite (Political Science), Tracey Holland (Education), Timothy Koechlin (International Studies), Joseph Nevins (Earth Science and Geography), Leslie Scott Offutt (History), Lizabeth Paravisini-Gebert (Hispanic Studies), Eréndira Rueda (Sociology), David Tavárez<sup>a</sup> (Anthropology), Eva Woods Peiro (Hispanic Studies).

The Latin American and Latino/a Studies Program provides a multidisciplinary approach to the study of Latin America and the Latino/a populations of the Americas. The program allows students to explore the multiplicity of cultures and societies of Latin and Latino/a America in ways that acknowledge the permeability, or absence, of borders. The program emphasizes knowledge of global politics, economies, cultures, and nations as theorized, imagined, and practiced through Latin/Latino/a America.

**Requirements for Concentration:** 12 units, including Latin American and Latino/a Studies (LALS) 105, work above the introductory level in at least three departments, and a competency in Spanish or Portuguese through the third-year level (at least one course beyond Hispanic Studies 216, or Portuguese 310-311, or the equivalent). Maximum of 4 units of language instruction may count toward the concentration, not including intermediate- and advanced-level literature courses. To fulfill the "methods" course requirement for the major, students are required to take one of the following: Hispanic Studies 207 or Political Science 273. Students are required to take at least 1 course that focuses on the period prior to 1900, chosen from among the following: Anthropology 240, Hispanic Studies 227, History 262, History 263. In addition, students must take at least one course in Latino studies such as English 230, Geography 248, LALS 249 or Sociology 253. In the senior year, students may write a multidisciplinary thesis under the co-direction of two thesis advisers, one of whom must be a participating program faculty member. Students may also conduct a community-based senior project, again under the co-direction of two project advisers, one of whom must be a participating program faculty member. The senior project must go well beyond a fieldwork experience, and it will require a well-defined written component. If a student chooses not to write a thesis or conduct a senior project, which is required for honors upon graduation, he/she may replace it with a 300-level course with program approval. In fulfillment of the major, each student should elect 12 units from the LALS approved and/or cross listed courses according to these guidelines: no more than 2 units at the 100-level; and at least 3 units at the 300-level, which may include a 1-unit graded senior thesis, the Latin American and Latino/a Studies Program senior seminar, and a seminar by an instructor other than the one responsible for the senior seminar. After the declaration of the major, no courses counting for the major may be elected NRO. Students interested in Latin American and Latino/a Studies should consult with the director or a participating faculty member as early as possible to discuss their program of study. The Latin American and Latino/a Studies Program strongly recommends a structured academic experience beyond Vassar relevant to the student's program during the junior year, either in Latin America or at an appropriate domestic institution.

**Requirements for the Correlate Sequence:** 6 units, including Latin American and Latino/a Studies 105, (1) either History 262, 263, or 264; (2) a minimum of four other courses in at least three different departments. At least two courses at the 300-level, including the Latin American and Latino/a Studies senior seminar and a seminar taught by an instructor other than the one responsible for the senior seminar, are required; these must be taken at Vassar. A maximum of 2 units of ungraded work done in a structured academic experience beyond Vassar may be counted toward the major. One year of college-level study or the equivalent in either Spanish or

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

Portuguese must be demonstrated. Students should prepare a proposal for the correlate sequence in Latin American and Latino/a Studies after consulting the courses listed in the catalogue and discussing the sequence with an adviser in the program, as there may be other appropriate courses that are not currently listed. All proposals should include some discussion of the focus of the coursework. That focus may be thematic (for example, Latino Studies, environmental concerns, migration, globalization, human rights) or regional (for example, Caribbean Studies, Brazilian Studies). One course may be "double counted" for a major and a correlate sequence. All proposals must be approved by the program.

For descriptions and timing of the courses offered, please consult the department listings in this catalogue and an updated Schedule of Classes. Additional courses may be approved for the major upon petition to program faculty.

In addition to the Program and cross-listed courses listed above, there are approved courses given in other departments and programs that can count toward a Latin American Latino/a Studies (LALS) major or correlate. Look under the respective departments for course descriptions and semester or year offered. An updated list of approved courses is available in the LALS program office and on-line on the LALS Program web site before preregistration. Students are also urged to consult the additional course offerings of LALS Program faculty members listed under their home departments. While these courses may not focus specifically on Latin America and Latino/a America, they often include case studies or materials related to the regions. In addition, LALS faculty approaches and methodologies in such courses may be beneficial to the major and therefore LALS-approved.

## I. Introductory

### 103a. Conceptualizing Latin and Latino/a America (½)

An introduction to the basic concepts, theories, and methodologies necessary for the multidisciplinary study of Latin American and Latino communities. The focus of the course varies from year to year according to the topic selected by the instructor. Students interested in majoring in Latin American and Latino/a Studies must take LALS 103 and LALS 104, as the two courses together represent the introductory course for 2011-2012. Topic for 2011/12: The Colonial Balance Sheet: Environment and Colonial Exploitation. The course traces the devastating cost of conquest and colonization in Latin America and the U.S. Southwest. We use the environmental impact of the encounter and European colonization to trace the most salient moments in the history of Latin American nations and cultures. Ms. Paravisini.

### 104a. Conceptualizing Latin and Latino/a America (½)

An introduction to the basic concepts, theories, and methodologies necessary for the multidisciplinary study of Latin American and Latino communities. The focus of the course varies from year to year according to the topic selected by the instructor. Students interested in majoring in Latin American and Latino/a Studies must take LALS 103 and LALS 104, as the two courses together represent the introductory course for 2011-2012.

Topic for 2011/12a: *Resistance and Struggle in Latino/a America*. Latin and Latino/a America offer rich sites of popular struggle, from indigenous and peasant-based movements over land and cultural rights, to working class struggles for better conditions, to struggles for gender rights, to reformist and revolutionary movements for political and social equality and national sovereignty. Latin American movements have also transcended national borders, and there are now several transnational fronts of struggle regarding citizenship rights, workers rights, environmental rights, and human rights in the broadest of senses. This course provides an introductory lens on contemporary struggles for change in Latin America and in US Latino America from the post-World War II period to the present. The underlying theme of the course involves the construction and meaning of distinct forms of political activism and political leadership, as Latin America models politics for a host of global actors and movements. Ms. Hite.

### [105. Conceptualizing Latin and Latino/a America] (1)

An introduction to the basic concepts, theories, and methodologies necessary for the multidisciplinary study of Latin American and Latino communities. The focus of the course varies from year to year according to the topic selected by the instructor.

Not offered in 2011/12.

## II. Intermediate

### 226b. Framing Poverty and Social Mobility: the Picaresque Novel in Spain and Latin America (1)

(Same as Hispanic Studies 226) The emergence of the picaresque novel in Spain and its migration to the "New World" forms one of the most fascinating chapters in the history of the novel. The protagonist of these texts is a social underdog (Spanish "pícaro") who experiences different adventures as he drifts from place to place and from one social milieu to another in his struggle to survive. His efforts to "medrar" or improve his social standing are presented against a social background that proves itself to be deceiving and highly volatile. The course examines a broad selection of texts -literary and filmic-, ranging from the picaresque genre's foundational Spanish texts to later Latin American works that recreate this tradition in the specific historical and cultural conditions of the Americas. Mr. Vivalda

Prerequisite: Hispanic Studies 216 or 219.

### 230b. Latina and Latino Literature (1)

(Same as English 230b). This literature engages a history of conflict, resistance, and mestizaje. For some understanding of this embattled context, we examine transnational migration, exile, assimilation, bilingualism, and political and economic oppression as these variously affect the means and modes of the texts under consideration. At the same time, we emphasize the invented and hybrid nature of Latina and Latino literary and cultural traditions, and investigate the place of those inventions in the larger framework of American intellectual and literary traditions, on the one hand, and pan-Latinidad, on the other. Authors studied may include Americo Paredes, Piri Thomas, Cherrie Moraga, Richard Rodriguez, Michelle Serros, Cristina Garcia, Ana Castillo, and Junot Diaz. Mr. Perez.

### 240b. Cultural Localities: Andean Worlds (1)

Detailed study of the cultures of people living in a particular area of the world, including their politics, economy, worldview, religion, expressive practices, and historical transformations. Included is a critical assessment of different approaches to the study of culture. Areas covered vary from year to year and may include Europe, Africa, North America, and India.

May be repeated for credit if the topic has changed.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

(Same as Anthropology 240) Topic for 2011/12b: *Andean Worlds*. This course proposes an intensive survey of the culture, history, languages, art, and sociopolitical organization of indigenous societies in the Andes. After a consideration of the various urban and sociopolitical reforms introduced by the Inca state, we focus on indigenous adaptations to Spanish colonial rule, and the persistence of Andean cosmologies and modes of organization. The course then examines the often conflictive relations between indigenous communities and the emerging nation-states of Colombia, Ecuador, Peru, Bolivia, and Chile, and investigates the renegotiation of civil and legal rights, the impact of indigenous movements on national and global politics, and the links among environmental policies, globalization, and Andean culture after the failure of neoliberalism. Mr. Tavárez.

### 242b. Brazil: Society, Culture, and Environment in Portuguese America (1)

(Same as Geography 242b. and Africana Studies 242b) Brazil, long Latin America's largest and most populous country, has become an industrial and agricultural powerhouse with increasing political-economic clout in global affairs. This course examines Brazil's contemporary evolution in light of the country's historical

geography, the distinctive cultural and environmental features of Portuguese America, and the political-economic linkages with the outside world. Specific topics for study include: the legacies of colonial Brazil; race relations, Afro-Brazilian culture, and ethnic identities; issues of gender, youth, violence, and poverty; processes of urban-industrial growth; regionalism and national integration; environmental conservation and sustainability; continuing controversies surrounding the occupation of Amazonia; and long-run prospects for democracy and equitable development in Brazil. Mr. Godfrey.

Two 75-minute periods.

**[248b. The U.S.-Mexico Border]** (1)

(Same as Geography 248b) The United States-Mexico border region is the site of the only land boundary uniting and dividing the so-called First and Third worlds from one another. Barely older than 150 years, the border has become a highly significant bi-national region in terms of economic development, demographic growth, and ethno-cultural exchange. It has also evolved from an area of relatively low importance in the national imagination of the United States (and, to a lesser extent, of Mexico) to one of great significance. Yet, the making and the regulating of the international boundary and the territorial conquest and dispossession it involved have long been central to nation-state-making in both countries, as well as to the production of various social categories—especially race, ethnicity, citizenship, and nationality, but also class, gender, and sexual orientation. This course investigates these developments, while illustrating that the boundary has profound effects on people's lives throughout North America as it embodies a set of processes and practices that help define, unite and divide people and places. Mr. Nevins.

Not offered in 2011/12.

**249b. Latino/a Formations** (1)

(Same as Africana Studies 249b. and Sociology 249b) This course focuses on the concepts, methodologies and theoretical approaches for understanding the lives of those people who (im)migrated from or who share real or imagined links with Latin America and the Spanish-Speaking Caribbean. As such this course considers the following questions: Who is a Latino/a? What is the impact of U.S. political and economic policy on immigration? What is assimilation? What does U.S. citizenship actually mean and entail? How are ideas about Blackness, or race more generally, organized and understood among Latino/as? What role do heterogeneous identities play in the construction of space and place among Latino/a and Chicano/a communities? This course introduces students to the multiple ways in which space, race, ethnicity, class and gendered identities are imagined/formed in Latin America and conversely affirmed and/or redefined in the United States. Conversely, this course examines the ways in which U.S. Latina/o populations provide both economic and cultural remittances to their countries of origin that also help to challenge and rearticulate Latin American social and economic relationships. Mr. Alamo.

**[251. Development and Social Change in Latin America]** (1)

(Same as Sociology 251) This course examines the ways in which Latin American and Caribbean nations have defined and pursued development and struggled for social change in the post World-War II era. We use country studies and development theories (including Modernization, Dependency, World-Systems, Feminist and Post-Structuralist) to analyze the extent to which development has been shaped by the tensions between local, national, and international political and economic interests. Within this structural context we focus on people and their relationships to each other and to a variety of issues including work, land, reproductive rights, basic needs, and revolution. Integrating structural analysis with an analysis of lived practice and meaning making allows us to understand development as a process that shapes, but is also shaped by, local actors. Ms. Carruyo.

Not offered in 2011/12.

**[253. Children of Immigration]** (1)

(Same as Sociolgy 253) Immigration to the U.S. since the 1970s has been characterized by a marked and unprecedented increase in the diversity of new immigrants. Unlike the great migrations from Europe in the late 1800s and early 1900s, most of the immigrants who have arrived in the U.S. in the last four decades have come from Latin America, Asia, and the Caribbean. New immigration patterns have had a significant impact on the racial and ethnic composition and stratification of the American population, as well as the meaning of American identity itself. Immigrants and their families are also being transformed in the process, as they come into contact with various institutional contexts that can facilitate, block, and challenge the process of incorporation into the U.S. This course examines the impact of these new immigration patterns by focusing on the 16.4 million children in the U.S. who have at least one immigrant parent. Since 1990, children of immigrants - those born in the U.S. as well as those who are immigrants themselves - have doubled and have come to represent 23% of the population of minors in the U.S. In this course we study how children of immigrants are reshaping America, and how America is reshaping them, by examining key topics such as the impact of immigration on family structures, gender roles, language maintenance, academic achievement, and identity, as well as the impact that immigration reforms have had on access to higher education, employment, and political participation. This course provides an overview of the experiences of a population that is now a significant proportion of the U.S. population, yet one that is filled with contradictions, tensions and fissures and defies simple generalizations. Ms. Rueda.

Not offered in 2011/12.

**282b. US-Mexico Border: Nation, God, & Human Rights** (1)  
**in AZ-Sonora**

(Same as Geography 282b. and American Culture 282b) Born in large part of violence, conquest and dispossession, the United States-Mexico border region has evolved over the last 150 years into a site of intense economic growth and trade, demographic expansion, and ethno-cultural interaction. It has also become a focus of intense political debate and conflict—especially over the last decade or so. This course focuses on these processes as they relate to the US-Mexico boundary, with an emphasis on contemporary socio-political struggles and movements and their historical-geographical roots. In doing so, it examines the dynamic intersection of different ideologies, social identities, and ethical and political commitments as they relate to nationalism, religion, and human rights in the Arizona-Sonora, Mexico region. Course participants visit the region during Spring break. Applications to determine enrollment for the course are reviewed by the instructors in the Fall. Mr. Nevins, Mr. Simpson.

**290a or b. Field Work** (½ or 1)

By special permission.

**297a or b. Reading Course** (½)

**297.02. Indigenous Mexico** (½)

**297.03. Chronicles of the Conquest** (½)

**297.04. Latino Writings** (½)

**297.05. Socio-Political Thought in Latin America** (½)

**297.06. Latin American Cinema** (½)

**297.08. Syncretic Religions of the Caribbean and Latin American** (½)

**297.09. The Legacy of the Plantation in Caribbean and Latin American** (½)

**297.10. Cultures of the Amazon** (½)

**297.11. Native Peoples of the Andes** (½)  
By special permission.

**298a or b. Independent Research** (½ or 1)  
By special permission.

### III. Advanced

**300a. Senior Thesis** (½)  
Year long course 300-301.

**301b. Senior Thesis** (½)  
Year long course 300-301.

**302. Thesis** (1)

**303. Senior Project** (½)  
US Latino/a studies programs have their origins in the joining of university students with grassroots organizers to create multidisciplinary curricula and initiatives recognizing the contributions of Latino communities. A senior project reflects that spirit. In conjunction with two faculty members, one of whom must come from the LALS steering committee, students formulate a project topic based on continuing community-based work they have done during their Vassar years. The project might be rooted in the local Latino/a community, or from sustained work in Latin America. Students submit a proposal and bibliography, develop a work plan, and follow the same schedule as thesis writers. The senior project must go beyond a fieldwork experience, and requires a well-defined written analytical component.

**304. Senior Project** (½)

**[340. Advanced Urban/Regional Studies]** (1)  
Not offered in 2011/12.

**[351. Indigenous Literatures of the Americas]** (1)  
(Same as Anthropology 351) This seminar provides the advanced student with an intensive investigation of theoretical and practical problems in specific areas of research that relate language and linguistics to expressive activity. Although emphasizing linguistic modes of analysis and argumentation, the course is situated at the intersection of important intellectual crosscurrents in the arts, humanities, and social sciences that focus on how culture is produced and projected through not only verbal, but also musical, material, kinaesthetic, and dramatic arts. Each topic culminates in independent research projects. Mr. Tavares.

May be repeated for credit if the topic has changed.

Prerequisite: previous coursework in linguistics or by permission of instructor.

Not offered in 2011/12.

**[360. Amerindian Religions and Resistance]** (1)  
(Same as Anthropology 360). Mr. Tavárez.  
Not offered in 2011/12.

**[363. Revolution & Conflict Lat Amer]** (1)  
(Same as History 363) Revolution has been a dominant theme in the history of Latin America since 1910. This course examines the revolutionary experiences of three nations—Mexico, Cuba, and Nicaragua. It examines theories of revolution, then assesses the revolutions themselves—the conditions out of which each revolution developed, the conflicting ideologies at play, the nature of the struggles, and the postrevolutionary societies that emerged from the struggles. Ms. Offutt.

Prerequisite: History 264 or by permission of instructor.

Not offered in 2011/12.

**[382. Latin America and the Media]** (1)  
(Same as Media Studies 382) This course explores how media production and theory in Latin America has, in contrast to Anglo-American-European media theory, required a theorization

located in the conditions of Postcoloniality, Subalterity, Diaspora, and Transnationalism. We approach the cultural, economic and political dimensions of mass media through the works of media analysts such as: Jesús Martín Barbero (Colombia), Néstor García Canclini (Argentina and Mexico), Beatriz Sarlo (Argentina), Ariel Dorfman (Chile), Jorge González (Mexico), Nelly Richard (Chile), Renato Ortiz (Brazil) Carlos Monsivais (Mexico) and Guillermo Gómez Peña (Mexico), Manuel Castells (Spain) among others. The course couples the exploration of Latin American media theory with analysis of media producers and phenomena as seen in local/global Television and Internet exchanges, media performance groups (for example, Yuyachkani), the Telenovela and B-movie industry, Third Cinema, pre-Colombian texts, graphics and comics, and urban-mediascapes. Questions we ask are: What are the forms of autochthonous media that have arisen out of the Latin American social reality? How do we theorize local and global media convergence, transmedia interactivity, and remediation in the context of the Hispanic Transatlantic. Ms. Woods.

Not offered in 2011/12.

**383a. Nation, Race and Gender in Latin America and the Caribbean- Senior Seminar** (1)  
(Same as Sociology 383a) With a focus on Latin America and the Spanish-speaking Caribbean this course traces and analyzes the ways in which the project of nation building creates and draws upon narratives about race and gender. While our focus is on Latin America, our study considers racial and gender formations within the context of the world-system. We are interested in how a complicated history of colonization, independence, post-coloniality, and “globalization” has intersected with national economies, politics, communities, and identities. In order to get at these intersections we examine a range of texts dealing with policy, national literatures, common sense, and political struggle. Specific issues addressed include the relationship between socio-biological theories of race and Latin American notions of mestizaje, discursive and material “whitening,” the myth of racial democracy, sexuality and morality, and border politics. Ms. Carruyo.

**384. Amerindian Religion/Resistance** (1)  
(Same as Anthropology 384) The conquest of the Americas was accompanied by various intellectual and sociopolitical projects devised to translate, implant, or impose Christian beliefs in Amerindian societies. This course examines modes of resistance and accommodation, among other indigenous responses, to the introduction of Christianity as part of larger colonial projects. Through a succession of case studies from North America, Mesoamerica, the Caribbean, the Andes, and Paraguay, we analyze the impact of Christian colonial and postcolonial evangelization projects on indigenous languages, religious practices, literary genres, social organization and gender roles, and examine contemporary indigenous religious practices. Mr. Tavares.

Prerequisite: prior coursework in Anthropology or Latin American Latino/a Studies or permission of the instructor.

One 2-hour meeting.

**[385. Women, Culture and Development]** (1)  
(Same as Sociology and Women's Studies 385) This course examines the ongoing debates within development studies about how integration into the global economy is experienced by women around the world. Drawing on gender studies, cultural studies, and global political economy, we explore the multiple ways in which women struggle to secure well-being, challenge injustice, and live meaningful lives. Ms. Carruyo.

Not offered in 2011/12.

**399a or b. Senior Independent Research** (½ or 1)  
By special permission.

### Approved Courses

In addition to the Program and cross-listed courses listed above, there are approved courses given in other departments and programs

that can count toward a Latin American Latino/a Studies (LALS) major or correlate. Look under the respective departments for course descriptions and semester or year offered. An updated list of approved courses is available in the LALS program office and on-line on the LALS Program web site before preregistration. Students are also urged to consult the additional course offerings of LALS Program faculty members listed under their home departments. While these courses may not focus specifically on Latin America and Latino/a America, they often include case studies or materials related to the regions. In addition, LALS faculty approaches and methodologies in such courses may be beneficial to the major and therefore LALS-approved.

Africana Studies 105	Issues In Africana Studies	(1)	Music 136	Introduction to World Music	(1)
Africana Studies 211	Religions of the Oppressed and Third World Liberation Movements	(1)	Music 212	Advanced Topics in World Musics	(1)
Africana Studies 230	Creole Religions of the Caribbean	(1)	Political Science 207	Political Analysis	(1)
Africana Studies 256	Environment and Culture in the Caribbean	(1)	Political Science 252	Politics of Modern Social Movements	(1)
Africana Studies 262	Literature/Caribbean Diaspora	(1)	Political Science 255	Subaltern Politics	(1)
Africana Studies 275	Caribbean Discourse	(1)	Political Science 258	Latin American Politics	(1)
American Culture 250	America and the World	(1)	Political Science 259	Human Rights and Politics	(1)
Anthropology 241	The Caribbean	(1)	Political Science 263	Critical International Relations	(1)
Anthropology 245	The Ethnographer's Craft	(1)	Political Science 268	Politics of Globalization	(1)
Economics 248	International Trade and the World Financial System	(1)	Political Science 273	Interpreting Politics	(1)
Economics 273	Development Economics	(1)	Political Science 352	Seminar on Multiculturalism in Comparative Perspective	(1)
Education 235	Issues in Contemporary Education	(1)	Political Science 355	Seminar on Violence	(1)
Education 367	Urban Education Reform	(1)	Political Science 358	Comparative Political Economy	(1)
Geography 250	Urban Geography: Built Environment, Social Space, and Sustainability	(1)	Political Science 363	Decolonizing and International Relations	(1)
Geography 266	Population, Environment, and Sustainable Development	(1)	Portuguese a and b	First, Second and Third Year of Spoken Language (Self-Instructional Language Program)	(1)
Geography 272	Geographies of Mass Violence	(1)	Religion 211	Religions of the Oppressed and Third-World Liberation Movements	(1)
Geography 372	Human Geography: Political Ecology	(1)	Sociology 321	Feminism/Praxis Knowledge	(1)
Hispanic-Studies 105-106	Elementary Spanish Language	(1)	Sociology 254	Research Methods	(1)
Hispanic Studies 109	Basic Spanish Review	(1)	Sociology 269	Constructing School and Street Kids	(1)
Hispanic Studies 126	Medieval Muslim Control – Border Zone	(1)	Sociology 381	Race and Popular Culture	(1)
Hispanic-Studies 205	Intermediate Spanish	(1)	Sociology 388	Preparing Citizens/Producing Workers	(1)
Hispanic Studies 206	Reading and Writing about Hispanic Culture	(1)	Women's Studies 282	Women of Color in the U.S.	(1)
Hispanic Studies 216	Methods in Interdisciplinary Analysis	(1)	Women's Studies 388	Latina Feminisms	(1)
Hispanic Studies 227	Colonial Latin America	(1)			
Hispanic Studies 229	Postcolonial Latin America	(1)			
Hispanic Studies 387	Latin America Seminar	(1)			
History 162	Latin America: The Aftermath of Encounter	(1)			
History 251	A History of American Foreign Relations	(1)			
History 262	Early Latin America to 1750	(1)			
History 263	From Colony to Nation: Latin America in the Nineteenth Century	(1)			
History 264	The Revolutionary Option? Latin America in the Twentieth Century	(1)			
History 361	Varieties of the Latin American Indian Experience	(1)			
History 362	The Cuban Revolution	(1)			
History 363	Revolution and Conflict in Twentieth-Century Latin America	(1)			
International Studies 222	Urban Political Economy	(1)			
International Studies 286	Global Political Economy	(1)			
International Studies 380	Global Interdependency	(1)			

## Mathematics Department

**Professors:** John A. Feroe (and Assistant to the President), Benjamin Lotto (and Dean of Freshmen), John McCleary (Chair), Peter Pappas<sup>ab</sup>, Charles Steinhorn; **Associate Professor:** Natalie Priebe Frank; **Assistant Professors:** Ming-Wen An, Kariane Calta, Jan Cameron<sup>b</sup>; **Visiting Assistant Professor:** Matthew S. Miller.

**Requirements for Concentration:** 9 and 1/2 units above the 100-level after completion of Mathematics 121/122 or its equivalent (125 or advance placement). The 9 and 1/2 units must include Mathematics 220, 221, 301, 321, 361, and two other units at the 300-level.

Mathematics 361 must be completed by the end of the junior year. It is recommended that a student complete a course in which methods of proof are introduced and developed (one of Mathematics 231, 261, 263, 324, or 364) before enrolling in Mathematics 321 or 361. Reading courses and other independent work may be counted among the required units only with prior approval of the chair. Work used to satisfy major requirements may not be taken NRO after declaration of the major and only one course taken NRO may count toward the major. No work at the 300-level for the major may be taken NRO.

**Recommendations:** Majors are urged to elect at least 2 units in fields such as the Natural Sciences, Computer Science, or Economics, where applications of mathematics play a key role, and to consider taking Math 228, and /or Math 241/341. A reading knowledge of French, German, or Russian is advised for those contemplating graduate study.

**Sequence of Courses for Concentration:** Incoming students will normally elect Mathematics 121/122, 125, or 220/221, but freshman eligible for advanced course placement should confer with the department. Election of advanced courses should be made in consultation with a departmental adviser. Prospective majors in mathematics should complete Mathematics 121/122 or 125 by the end of the freshman year and Mathematics 220 and 221 by the end of the sophomore year.

**Requirements for the Correlate Sequence:** Mathematics 121/122 (or 125 or permission of the department to enroll in 220), 4 graded units above the 100-level (that is, these units may not be taken NRO). The units must include Mathematics 220/221 and one unit at the 300-level.

**AP:** Students receiving 1 unit of AP credit based on either the AB or BC Mathematics AP Examination or the calculus credit examination administered by the Department of Mathematics may not be granted credit for Mathematics 101 or 121. Students receiving one unit of AP credit based on the Statistics AP Examination may not be granted credit for Mathematics 141.

**Advanced Course Placement:** The department recommends that students who have earned a 4 or 5 on the BC examination enroll in Mathematics 220. Students with a 5 on the AB examination or a 3 on the BC examination generally are advised to elect Mathematics 220 also, after conferring with the department. Students with a 4 on the AB examination ordinarily are advised to enroll in Mathematics 125, but should consult with the department.

### I. Introductory

#### 100b. Pre-Calculus (½)

This sequence, 100-101, is designed for students who wish to take Mathematics 101, Introduction to Calculus, but whose mathematical background is deficient. Students with three years of high school mathematics should begin with Mathematics 101. Topics of Mathematics 100 include the algebra of polynomials, operations with fractions, solving equations and inequalities, exponents and radicals, elements of coordinate geometry, functions and their graphs, logarithms and elements of trigonometry.

Year long course 100-101. On the satisfactory completion of Mathematics 101, the student receives 1/2 unit of credit for Mathematics 100.

Not open to students with AP credit in mathematics or students who have completed Mathematics 101 or 121.

Prerequisite: high school mathematics. Advice of the department should be sought before registering for this course.

#### 101a. Introduction to Calculus (1)

A course intended for students not majoring in mathematics or the physical sciences who need a working knowledge of calculus. The course emphasizes techniques and applications with relatively little attention to the rigorous foundations. The department.

Not open to students with AP credit in mathematics or students who have completed Mathematics 121 or its equivalent.

Does not generally serve as a prerequisite for Mathematics 122, 125, or 200-level mathematics courses, consult with the department for more information.

Prerequisite: at least three years of high school mathematics.

Three 50-minute periods.

#### 102b. Topics in Calculus (1)

A continuation of Mathematics 101. Topics may include: matrix methods, use of differentiation and integration, differential equations, and partial differentiation. Emphasis is on techniques and applications. The department.

Not open to those who have had Mathematics 122.

Does not serve as a prerequisite for 200-level mathematics courses.

Prerequisite: Mathematics 101 or equivalent.

#### 121a. Single Variable Calculus (1)

The calculus of one variable and its applications are discussed. Topics include: limits, continuity, derivatives, applications of derivatives, transcendental functions, the definite integral, applications of definite integrals, approximation methods, differential equations, sequences, and series. The department.

Year long course 121/122.

Mathematics 121 is not open to students with AP credit in mathematics or students who have completed Mathematics 101 or its equivalent.

Prerequisite: a minimum of three years of high school mathematics, preferably including trigonometry.

Three 50-minute periods.

#### 122b. Single Variable Calculus (1)

The calculus of one variable and its applications are discussed. Topics include: limits, continuity, derivatives, applications of derivatives, transcendental functions, the definite integral, applications of definite integrals, approximation methods, differential equations, sequences, and series. The department.

Year long course 121/122.

Prerequisite: a minimum of three years of high school mathematics, preferably including trigonometry.

Three 50-minute periods.

#### 125a. Topics in Single Variable Calculus (1)

Material from Mathematics 121/122 presented in one semester for students with previous experience with calculus. Topics in second semester calculus are fully developed and topics in first semester calculus are reviewed. The department.

Three 50-minute periods.

#### 131a. Numbers, Shape, Chance, and Change (1)

What is the stuff of mathematics? What do mathematicians do? Fundamental concepts from arithmetic, geometry, probability, and the calculus are explored, emphasizing the relations among these diverse areas, their internal logic, their beauty, and how they come together to form a unified discipline. As a counterpoint, we also discuss the "unreasonable effectiveness" of mathematics in describing a stunning range of phenomena from the natural and social worlds. The department.

Prerequisites: at least three years of high school mathematics.

Two 50-minute lectures and one 50-minute discussion per week.

<sup>ab</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

**132a. Mathematics and Narrative (1)**

To most, mathematics and narrative live in opposition—narrative is ubiquitous while mathematics is perceived as inscrutably esoteric and obscure. In fact, narrative is a fundamental part of mathematics. Mathematical proofs, problems and solutions, textbooks, and journal articles tell some sort of story. Conversely, many literary works (*Arcadia*, *Proof*, and *Uncle Petros and the Goldbach Conjecture*) use mathematics as an integral part of their narrative. Movie and television narratives such as *Good Will Hunting* and *Numb3rs* are also mathematically based. Nonfiction works about mathematics and mathematical biographies like *Chaos*, *Fermat's Enigma*, and *A Beautiful Mind* provide further examples of the connection between mathematics and narrative. We use this course to explore this connection by reading and writing a variety of mathematical narratives. Mr. Lotto.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

**141a or b. Introduction to Statistics (1)**

(Same as Biology 141) The purpose of this course is to develop an appreciation and understanding of the exploration and interpretation of data. Topics include display and summary of data, introductory probability, fundamental issues of study design, and inferential methods including confidence interval estimation and hypothesis testing. Applications and examples are drawn from a wide variety of disciplines. When cross-listed with biology, examples will be drawn primarily from biology.

Not open to students with AP credit in statistics or students who have completed Economics 209 or Psychology 200.

Prerequisite: three years of high school mathematics.

**142a or b. Statistical Sleuthing: Personal and Public Policy Decision-Making in a World of Numbers (1)**

The world inundates us with numbers and pictures intended to persuade us towards certain beliefs about our health, public policy, or even which brand of product to buy. How can we make informed decisions in this context? The goal of this course is for us to become statistical sleuths who critically read and summarize a piece of statistical evidence. We read articles from a variety of sources, while using basic statistical principles to guide us. Course format: mixture of discussion and lecture, with regular reading and writing assignments. The department.

**II. Intermediate****220a. and b. Multivariable Calculus (1)**

This course extends differential and integral calculus to functions of several variables. Topics include: partial derivatives, gradients, extreme value problems, Lagrange multipliers, multiple integrals, line and surface integrals, the theorems of Green and Gauss.

Prerequisite: Math 122 or 125 or equivalent.

**221a and b. Linear Algebra (1)**

The theory of higher dimensional space. Topics include: geometric properties of  $n$ -space, matrices and linear equations, vector spaces, linear mappings, determinants. The department.

Prerequisite for all intermediate courses: Mathematics 122, 125, or permission of the department, unless otherwise indicated.

**228a or b. Methods of Applied Mathematics (1)**

Survey of techniques used in the physical sciences. Topics include: ordinary and partial differential equations, series representation of functions, integral transforms, Fourier series and integrals. The department.

Prerequisite for all intermediate courses: Mathematics 122, 125, or permission of the department, unless otherwise indicated.

**231a or b. Topics in Geometry (1)**

Topics to be chosen from: conic sections, transformational geometry, Euclidean geometry, affine geometry, projective geometry, inversive geometry, relativistic geometry, non-Euclidean geometry, spherical

geometry, convexity, fractal geometry, solid geometry, foundations of geometry. The department. With departmental permission, course may be repeated for credit when the topic changes.

Prerequisite for all intermediate courses: Mathematics 122, 125, or permission of the department, unless otherwise indicated.

**241a. Probability Models (1)**

This course in introductory probability theory covers topics including combinatorics, discrete and continuous random variables, distribution functions, joint distributions, independence, properties of expectations, and basic limit theorems. The department.

Prerequisite for all intermediate courses: Mathematics 122, 125, or permission of the department, unless otherwise indicated.

**261a. Introduction to Number Theory (1)**

Topics include: divisibility, congruence, modular arithmetic, diophantine equations, number-theoretic functions, distribution of the prime numbers. The department.

Prerequisite for all intermediate courses: Mathematics 122, 125, or permission of the department, unless otherwise indicated.

**263b. Discrete Mathematics (1)**

Mathematical induction, elements of set theory and logic, permutations and combinations, relations, topics in graph theory, generating functions, recurrence relations, Boolean algebras. The department.

Prerequisite for all intermediate courses: Mathematics 122, 125, or permission of the department, unless otherwise indicated.

**268b. Protecting Information: Applications of Abstract Algebra (1)**

In today's information age, it is vital to secure messages against eavesdropping or corruption by noise. Our study begins by surveying some historical techniques and proceeds to examining some of the most important codes currently being used to protect information. These include various public key cryptographic schemes (RSA and its variants) that are used to safeguard sensitive internet communications, as well as linear codes, mathematically elegant and computationally practical means of correcting transmissions errors. The department.

Prerequisite for all intermediate courses: Mathematics 122, 125, or permission of the department, unless otherwise indicated.

**290a or b. Field Work (½ or 1)****297a. Topics in Mathematics (½)**  
Reading Course

Prerequisite: Mathematics 221 or equivalent, and permission of instructor.

**298a or b. Independent Work (½ or 1)**

Election should be made in consultation with a department adviser.

**III. Advanced****301b. Senior Seminar (½ or 1)**

Areas of study and units of credit vary from year to year. The department.

Open only to seniors who have a declared major in mathematics. It is strongly recommended that Mathematics 361 be completed before enrolling in Mathematics 301.

**321a. Real Analysis (1)**

A rigorous treatment of topics in the classical theory of functions of a real variable from the point of view of metric space topology including limits, continuity, sequences and series of functions, and the Riemann-Stieltjes integral. The department.

Prerequisite for all advanced courses: Mathematics 220 and 221, unless otherwise indicated.

**324a or b. Complex Analysis (1)**

Integration and differentiation in the complex plane. Topics include: holomorphic (differentiable) functions, power series as holomorphic functions, Taylor and Laurent series, singularities and residues, complex integration and, in particular, Cauchy's Theorem and its consequences. The department.

Prerequisite for all advanced courses: Mathematics 220 and 221, unless otherwise indicated.

**327b. Advanced Topics in Real Analysis (1)**

Continuation of Mathematics 321. Measure theory, the Lebesgue integral, Banach spaces of measurable functions. The department.

Prerequisite: Mathematics 321.

**328b. Theory of Differential Equations and Dynamical Systems (1)**

Existence and uniqueness theorems for ordinary differential equations; general theory and eigenvalue methods for first order linear systems. The department.

Prerequisite: Mathematics 321 or permission of instructor.

**335a or b. Differential Geometry (1)**

The geometry of curves and surfaces in 3-dimensional space and an introduction to manifolds. The department.

Prerequisite: Mathematics 321.

**336a or b. Algebraic Geometry (1)**

An introduction to the study of algebraic geometry. Topics may include: projective space, homogeneous coordinates, plane curves, Bezout's theorem, elliptic curves, affine and projective varieties, the Zariski topology, coordinate rings, functions on varieties. The department.

Prerequisite: Mathematics 361.

**339a or b. Topology (1)**

Introductory point-set and algebraic topology; topological spaces, metric spaces, continuous mappings, connectedness, compactness and separation properties; the fundamental group; simplicial homology. The department.

Prerequisite: Mathematics 321 or 361.

**341b. Mathematical Statistics (1)**

An introduction to statistical theory through the mathematical development of topics including resampling methods, sampling distributions, likelihood, interval and point estimation, and introduction to statistical inferential methods. The department. Prerequisite: Mathematics 220 and 241.

**351a. Mathematical Logic (1)**

An introduction to mathematical logic. Topics are drawn from computability theory, model theory, and set theory. Mathematical and philosophical implications also are discussed. The department.

Prerequisite: Mathematics 321 or 361.

**361b. Modern Algebra (1)**

The theory of groups and an introduction to ring theory. Topics in group theory include: isomorphism theorems, generators and relations, group actions, Sylow theorems, fundamental theorem of finite abelian groups. The department.

Prerequisite for all advanced courses: Mathematics 220 and 221, unless otherwise indicated.

**364a or b. Advanced Linear Algebra (1)**

Further study in the theory of vector spaces and linear maps. Topics may include: scalar products and dual space; symmetric, hermitian and unitary operators; eigenvectors and eigenvalues; spectral theorems; canonical forms. The department.

Prerequisite for all advanced courses: Mathematics 220 and 221, unless otherwise indicated.

**367a. Advanced Topics in Modern Algebra (1)**

Continuation of Mathematics 361. Rings and fields, with a particular emphasis on Galois theory. The department.

Prerequisite: Mathematics 361.

**380a or b. Topics in Advanced Mathematics (1)**

Advanced study in an area of mathematics. The department.

Alternate years.

**399a or b. Senior Independent Work (½ or 1)**

Election requires the approval of a departmental adviser and of the instructor who supervises the work.



## Media Studies Program

**Director:** Eva Woods Peiro; **Steering Committee:** Lisa C. Brawley (Urban Studies), Heesok Chang<sup>a</sup> (English), Colleen Ballerino Cohen (Anthropology), Robert DeMaria (English), Wenwei Du<sup>b</sup> (Chinese and Japanese), Thomas Ellman (Computer Science), Tarik Ahmed Elseewi (Film), Dara N. Greenwood<sup>b</sup> (Psychology), William Hoynes (Sociology), M. Mark (English), Molly Nesbit (Art), Tom Porcello (Anthropology), Jeffrey Schneider<sup>a</sup> (German Studies), Cindy Schwarz (Physics and Astronomy), Eva Woods Peiro (Hispanic Studies); **Participating Faculty:** David Bradley<sup>b</sup> (Physics and Astronomy), Paulina Bren (History), Heesok Chang<sup>a</sup> (English), Lisa Gail Collins (Art), Hiromi Tsuchiya Dollase (Chinese and Japanese), Eve Dunbar<sup>b</sup> (English), Tarik Ahmed Elseewi (Film), Dara N. Greenwood<sup>b</sup> (Psychology), Hua Hsu<sup>b</sup> (English), Michael Joyce (English), Dorothy Kim (English), Sarah R. Kozloff<sup>ab</sup> (Film), Amitava Kumar<sup>b</sup> (English), Margaret Leeming (Religion), Judith Linn (Art), Kathleen J. Man (Film), Brian R. Mann<sup>b</sup> (Music), Mia Mask<sup>ab</sup> (Film), Saúl Mercado (Anthropology), Leonard Nevarez<sup>ab</sup> (Sociology), Ronald Patkus (and Director of Archives and Special Collections), Hiram Perez<sup>a</sup> (English), Michael Pisani (Music), Peipei Qiu (Chinese and Japanese), Karen Robertson (English), Harry Roseman<sup>ab</sup> (Art), Andrew Tallon (Art), David Tavárez<sup>a</sup> (Anthropology), Adelaide Villmoare (Political Science), Silke von der Emde (German Studies).

The Media Studies Program encourages the understanding and critical evaluation of new and old media technologies, the centrality of media in global and local culture, social life, politics and economics, and the contemporary and historical impact of media on individuals and societies. As defined by the Program, “media” includes all forms of representational media (oral/aural, written, visual), mass media (print, television, radio, film), new media (digital multimedia, the Internet, networked media), their associated technologies, and the social and cultural institutions that enable them and are defined by them.

The Program emphasizes several interrelated approaches to the study of media: multidisciplinary perspectives derived from the arts, humanities, social and natural sciences; the historical study of various forms of communication and the representation of knowledge; theoretical and critical investigation of how media shape our understandings of reality, and the dynamic interrelationship of media industries, cultural texts, communication technologies, policies, and publics; examination of global, as well as non-Western, indigenous, and oppositional media forms and practices; and practical work in media production and the use of media technologies.

Because the Media Studies concentration incorporates courses originating within the program as well as a wide range of courses from other programs and departments, students wishing to concentrate in Media Studies should consult with the Program Director as early as possible to design their course of study in consultation with a faculty adviser who will be drawn from the Program Steering Committee. Prospective majors will submit a “focus statement” outlining their interests, objectives, the proposed course of study, and a tentative senior project. The proposed course of study should be rigorous, well-integrated, and feasible in the context of the College curriculum. Focus statements should identify specific courses and provide a narrative explaining the linkages across departments/programs and curricular levels among the proposed courses, as well as their relevance for the proposed senior project. Focus statements will be evaluated by the Program Director, in consultation with the Program Steering Committee.

As the Steering Committee occasionally requests revisions of focus statements in consultation with the prospective major adviser and the program director, students who plan to spend one or both semesters of their Junior year studying abroad should submit their focus statement no later than the Friday following October break of their sophomore year. Students who intend to take courses at another domestic institution during their junior year should submit their focus statements no later than the Friday of the first week of classes of the spring semester of their sophomore year. All other

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

students should submit their focus statements no later than March 1 of their sophomore year.

**Requirements for the Concentration:** 13½ units, including Media Studies 160, 250, 260, 300, 301 and 310. The additional 8 courses will ordinarily be selected from courses cross-listed with Media Studies and the list of Media Studies Approved Courses, which is available from the Media Studies office, New England 105.

Students wishing to apply other courses toward the Media Studies concentration should consult with their adviser before petitioning the Program. All petitions must be approved by the Program Director. The additional courses must be distributed as follows:

200-level course work from a minimum of three different departments or multidisciplinary programs; a minimum of two 300-level courses, from more than one department or program, and which must reflect the intellectual path set by previous coursework; a minimum of one course on multicultural media practices or issues. Students should consult with their faculty advisers to identify appropriate courses from the list of Approved Courses; one practice-based course. If the course is not selected from the list of Approved Courses, a Junior Year Away or Field Work course may satisfy the requirement upon approval of the Program Director. While students are encouraged to pursue further practice-based coursework or internships, a maximum of two such units may be applied toward the concentration. After declaration of the concentration, no courses applied toward the concentration may be elected NRO.

**Senior-Year Requirements:** Media Studies 310, Senior Seminar; Media Studies 300 and 301, a senior project under the supervision of 2 members of the program faculty, 1 of whom should be a member of the steering committee.

**Advisers:** Students will consult with the program director to select an adviser from the steering committee or participating faculty.

### I. Introductory

**110b. Science of Sound** (1)  
(Same as Physics 110b)

**160a and b. Approaches to Media Studies** (1)

This course explores concepts and issues in the study of media, attentive to but not limited by the question of the “new” posed by new media technologies. Our survey of key critical approaches to media is anchored in specific case studies drawn from a diverse archive of media artifacts, industries, and technologies: from phonograph to photography, cinema to networked hypermedia, from typewriter to digital code. We examine the historical and material specificity of different media technologies and the forms of social life they enable, engage critical debates about media, culture and power, and consider problems of reading posed by specific media objects and processes, new and old. We take the multi-valence of “media”—a term designating text and apparatus of textual transmission, content and conduit—as a central problem of knowledge for the class. Our goal throughout is to develop the research tools, modes of reading, and forms of critical practice that help us aptly to describe and thereby begin to understand the increasingly mediated world in which we live. Ms. Woods Peiró. and TBA.

### II. Intermediate

**[222b. Narratives of Japan: Fiction and Film]** (1)  
(Same as Asian Studies and Japanese 222b) Ms. Qiu.  
Not offered in 2011/12.

**250a and b. Medium Specificity** (1)

Medium specificity is a consideration of what makes a medium a medium. The emergence of so-called new media has called attention to the ways in which new forms borrow upon or “remediate” older forms. By asking what aspects a particular medium can surrender to another without losing its particularity, we can form provisional representations of the essential aspects of a given medium, new or old, which differentiate it from others. The course considers old and new media including literature, photography, film, television,

computer games, immersive computer environments, new media art, and digital image manipulation, sometimes viewing them comparatively in order to isolate those cultural, economic, and ideological structures which have led to the construction, identification, and conservation of a specific medium.

Topic for 2011/12b: *History of the Book*. A study of the rise of print technology in the west and its impact on the development of the book. Insofar as possible, the method of the class is empirical; class meets in the special collections seminar room where printed books of all sorts are available for inspection. There are also field trips to other rare books libraries. In addition to studying the book as object, the course treats questions concerning the sociology of texts, the influence of books on the nature of reading, the relations between form and content in printed books, and the effects of publishers and printers on the construction of literature. Mr. DeMaria and Mr. Patkus

Topic for 2011/12b: *Serious Play: Computer Games in Contemporary Culture*. This course explores the medium of computer and video games, as a form of play and entertainment, as an important economic and cultural force, and in relation to other narrative forms, such as fiction and film. Questions raised in the course focus on how games work, what kinds of games are being produced (and not produced); why people play video games, who plays them, and how video games affect behavior; the economic structure of the gaming industry and tie-ins to other industries such as entertainment and military; the representational content of games and the broader and differential impacts of games on culture and society. Students address these questions by playing, observing and critically evaluating popular video games, as well as games of their own creation, in the context of theoretical and critical readings on the gaming phenomenon. Mr. Ellman

May be repeated for credit if the topic has changed.

Prerequisite: Media Studies 160 or by permission of instructor.

**260b. Media Theory** (1)  
This course aims to ramify our understanding of “mediality”—that is, the visible and invisible, audible and silent contexts in which physical messages stake their ghostly meanings. The claims of media theory extend beyond models of communication: media do not simply transport preexisting ideas, nor do they merely shape ideas in transit. Attending to the complex network of functions that make up media ecologies (modes of inscription, transmission, storage, circulation, and retrieval) demonstrates the role media play not only in the molding of ideas and opinions, but also in the constitution of subjectivities, social spheres, and non-human circuits of exchange (images, information, capital). Texts and topics vary from year to year, but readings are drawn from a broad spectrum of classical and contemporary sources. Mr. Chang.

Prerequisite: Media Studies 160 or by permission of instructor.

**263. Anthropology Goes to the Movies: Film, Video, and Ethnography** (1)  
(Same as Anthropology 263) Ms. Cohen.

**264a. The Avant-Gardes, 1889-1929** (1)  
(Same as Art 264a) Ms. Nesbit.

**265b. Modern Art and Mass Media, 1929-1968** (1)  
(Same as Art 265b) Ms. Nesbit.

**266b. Indigenous and Oppositional Media** (1)  
(Same as Anthropology 266b) Ms. Cohen.

**268b. The Times: 1968-now** (1)  
(Same as Art 268b) Ms. Nesbit.

**286a. TV History and Criticism** (1)  
(Same as Film 286a) Film 210 and permission from the instructor.

Two 75-minute periods plus outside screenings.

**290a or b. Field Work** (½ or 1)  
Permission of the director required.

**298a or b. Independent Study** (½ or 1)  
Permission of the director required.

### III. Advanced

**300a or b. Senior Project Preparation** (½)

The Senior Project may be a full-length thesis or a (multi)media project. During the fall semester, students carry out the following independent work under the supervision of the Program Director and participating faculty: formulating a project topic; identifying suitable faculty advisors; writing a project proposal and bibliography; presenting the proposal at a poster event; and developing a work plan. Ms. Woods.

**301b. Senior Project** (1)

Students carry out the Senior Project during the spring semester, under the supervision of their two project advisors. All students present their projects at a public symposium at the end of the semester. The projects become part of a permanent Media-Studies archive. The program faculty.

**[302b. Adaptations]** (1)

(Same as College Course and English 302) If works of art continue each other, as Virginia Woolf suggested, then cultural history accumulates when generations of artists think and talk together across time. What happens when one of those artists radically changes the terms of the conversation by switching to another language, another genre, another mode or medium? What constitutes a faithful adaptation? In this course we briefly consider the biological model and then explore analogies across a wide range of media. We begin with Metamorphoses, Ovid's free adaptations of classical myths, and follow Medea and Orpheus through two thousand years of theater (from Euripides to Anouilh, Williams, and Durang); paintings (Greek vases and Pompeian walls to Dürer, Rubens, Poussin, Denis, and Klee); film and television (Pasolini, von Trier, Cocteau, Camus); dance (Graham, Balanchine, Noguchi, Bausch); music (Cavalli, Charpentier, Milhaud, Barber, Stravinsky, Birtwistle, Glass); narratives and graphic narratives (Woolf, Moraga, Pynchon, Gaiman); verse (Rilke, Auden, Milosz); and computer games (*Mutants and Masterminds*, *Fate/stay night*). We may also analyze narratives and graphic narratives by Clowes, Collins, Ishiguro, Groening, Joyce, Lahiri, Malcolm X, Mann, Millhauser, Nabokov, Pekar, Shakespeare, Spiegelman, Swift, Tanizaki, and Wilde; films by Bharadwaj, Berman/Pucini, Camus, Dangarembga, Ichikawa, Ivory, Kubrick, Kurosawa, Lee, Lyne, Mendes, Nair, Sembene, Visconti, and Zwigoff-, remixes by DJ Spooky and Danger Mouse; sampling; cover bands, tribute bands; Wikipedia, wikicomedy, wikiality; and of course Adaptation, Charlie and Donald Kaufman's screenplay for Spike Jonze's film, based very very loosely on Susan Orlean's *Orchid Thief*. Ms. Mark.

By special permission.  
Not offered in 2011/12.

**310a. Senior Seminar** (1)

Special topics course for all senior Media Studies majors, providing a capstone experience for the cohort. This course is taught in the fall semester each year. Ms. Mark.

Prerequisite: Media Studies 250 or Media Studies 260.

**[317. The Printed Bible]** (1)

(Same as History 317)  
Not offered in 2011/12.

350. New York City as Social Lab (1)

351. Language and Expressive Culture (1)

352b. **The City in Fragments** (1)  
(Same as Urban Studies 352). Ms. Brawley, Mr. Chang.

356a. **Culture, Commerce, and the Public Sphere** (1)  
(Same as Sociology 356) Mr. Hoynes.

[379b. **Computer Animation: Art, Sciences and Criticism**] (1)  
(Same as Art 379b. and Computer Science 379b) An interdisciplinary course in Computer Animation aimed at students with previous experience in Computer Science, Studio Art, or Media Studies. The course introduces students to mathematical and computational principles and techniques for describing the shape, motion and shading of three-dimensional figures in Computer Animation. It introduces students to artistic principles and techniques used in drawing, painting and sculpture, as they are translated into the context of Computer Animation. It also encourages students to critically examine Computer Animation as a medium of communication. Finally, the course exposes students to issues that arise when people from different scholarly cultures attempt to collaborate on a project of mutual interest. The course is structured as a series of animation projects interleaved with screenings and classroom discussions. Mr. Ellman, Mr. Roseman.

Prerequisite: Art 102-103, or by special permission of instructors.

Two 2-hour periods.

Not offered in 2011/12.

380a. **Special Topics in Media Studies** (1)  
Prerequisite: Media Studies 160 or permission of instructor. Topic and Instructor TBA.

[382a. **Latin America and the Media**] (1)  
(Same as Latin American Latino/a Studies 382a) Ms. Woods.  
Not offered in 2011/12.

385b. **Media and War** (1)  
Senator Hiram Johnson's 1917 remark "The first casualty when war comes is truth" is often repeated. But the processes through which (mis)information and images circulate in wartime are less well known. This course explores the role of popular media in the production and circulation of knowledge about war. Drawing on both news and entertainment media, we examine how war is represented and remembered in various media, including newspapers, photographs, radio, television, film, and online. Through a series of historical and contemporary case studies, we explore topics such as the practices of the war correspondent, strategies of news management by military planners, the relationship between media images and public attitudes toward war, media as a propaganda tool, and the role of popular media in constructing and contesting national myths and memories of war. Mr. Hoynes.

Prerequisites: Media Studies 160 or by permission of instructor.

399. **Senior Independent Work** (½ or 1)

## Medieval and Renaissance Studies Program

**Steering Committee:** John Ahern (Italian), Mark C. Amodio<sup>ab</sup> (English), Nancy Bisaha<sup>b</sup> (History), Mita Choudhury (History), Eve D'Ambra (Art), Leslie C. Dunn (English), Don Foster (English), Margaret Leeming (Religion), J. Bert Lott (Greek and Roman Studies), Christine Reno (French and Francophone Studies), Karen Robertson (English); **Participating Faculty:** Roberta Antognini<sup>b</sup> (Italian), Robert D. Brown<sup>ab</sup> (Greek and Roman Studies), Robert DeMaria (English), Eugenio L. Giusti (Italian), Susan Donahue Kuretsky<sup>b</sup> (Art), Lynn R. LiDonnici (Religion), Brian R. Mann<sup>b</sup> (Music), Zoltán Márkus (English), Mitchell Miller<sup>a</sup> (Philosophy), Karen Robertson (English), Andrew Tallon (Art).

The interdepartmental program in Medieval and Renaissance Studies is designed to provide the student with a coherent course of study in the arts, history, literature, and thought of European civilization from the fall of Rome to the seventeenth century.

**Requirements for Concentration:** 12 units, including Medieval/Renaissance Culture 220, and the senior thesis. Three units, one of which is the senior thesis, must be at the 300-level. Distribution and language requirements, listed below, must also be satisfied.

**Distribution Requirement:** In addition to Medieval/Renaissance Culture 220 and the thesis, students should take 10 units. Two courses must be chosen from each of three groups of disciplines: Art and Music; History, Philosophy, Religion; Language and Literature. 300-level work is required in at least two departments. To determine which courses satisfy concentration and correlate requirements, students must consult with the coordinator. A partial list of approved courses is appended below; a full list appears on the program's webpage.

**Language Requirement:** The major requires demonstration of competence in Latin or in at least one vernacular language besides Middle English. Competency is demonstrated by completion of at least two courses at the 200-level. Languages may include French, German, Hebrew, Italian, Latin, Old English, and Spanish.

**Recommendations:** Since Latin is a core skill for medieval studies, all students are strongly urged to take at least one year of Latin. Students expecting to concentrate on the Renaissance should also study Italian.

Certain courses help form a foundation for this major. A selection from these 100-level courses may be applied toward the major in consultation with the coordinator: Art 105, Classics 102, Classics/College Course 101, Italian 175, History 123, Religion 150, Philosophy 101 or 102. No more than two 100-level courses may be offered toward the major.

**Correlate Sequence in Medieval and Renaissance Studies:** 6 graded units are required, including Medieval and Renaissance Studies 220 or History 215 or History 225; Art 220 or 235 or the equivalent; and an intermediate level course in English or in a foreign language. These courses should be taken early in a student's career. 100-level work cannot be included in the sequence and at least 1 unit must be at the 300-level. The courses selected for the sequence must form a unified course of study and a written proposal articulating the focus of the sequence must be submitted to the correlate sequence adviser for approval prior to declaration.

Below is a partial list of approved courses. For current offerings and a full list of courses, please visit the Medieval and Renaissance Studies webpage on the Vassar website.

### I. Introductory

116a. **The Dark Ages** (1)  
(Same as History 116) Was early medieval Europe really Dark? In reality, this was a period of tremendous vitality and ferment, witnessing the transformation of late classical society, the growth of Germanic kingdoms, the high point of Byzantium, the rise of the papacy and monasticism, and the birth of Islam. This course examines a rich variety of sources that illuminate the first centuries of Christianity, the fall of the Roman Empire, and early medieval

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

culture showing moments of both conflict and synthesis that redefined Europe and the Mediterranean. Ms. Bisaha.

Two 75-minute meetings.

## II. Intermediate

### 202a. Thesis Preparation (½)

#### [220. Medieval/Renaissance Culture] (1)

(Same as History 220)

Two 75-minute meetings.

Not offered in 2011/12.

### 246a. Music and Ideas I: Medieval and Early Modern (1)

**Europe: The Power of Church and Court**

(Same as Music 246a) Mr. Mann.

### 290. Field Work (½ or 1)

### 298. Independent Work (½ or 1)

## III. Advanced

### 300a. Senior Thesis (½)

An interdisciplinary study written over two semesters under the supervision of two advisors from two different disciplines.

Year long course 300-301.

### 301b. Senior Thesis (½)

An interdisciplinary study written over two semesters under the supervision of two advisors from two different disciplines.

Year long course 300-301.

### 302a or b. Senior Thesis (1)

An interdisciplinary study written during one semester under the supervision of two advisors from two different disciplines.

### 339a. Shakespeare in Production (1)

(Same as Drama 339a. and English 339a) Students in the course study the physical circumstances of Elizabethan public and private theaters at the beginning of the semester. The remainder of the semester is spent in critical examination of the plays of Shakespeare and several of his contemporaries using original staging practices of the early modern theater. The course emphasizes the conditions under which the plays were written and performed and uses practice as an experiential tool to critically analyze the texts as performance scripts. Ms. Walen.

Enrollment limited to Juniors and Seniors

One 3-hour period.

### 399. Senior Independent Work (½ or 1)

## Approved Courses

Art 220	Medieval Architecture	(1)
Art 235	Art in Early Renaissance Italy	(1)
English 236	Beowulf	(1)
English 240	Shakespeare	(1)
History 225	Renaissance Europe	(1)
History 315	The World of the Crusades	(1)
Italian 237	Dante's Divine Comedy in Translation	(1)
Latin 301	Topics in Latin Literature	(1)
Medieval and Renaissance Studies 220	Before Feminism	(1)
Religion 227	The Kingdom of God and the Empire of Rome	(1)

## Courses Accepted for Credit Towards Medieval and Renaissance Studies Major and Correlate

### Art and Music

Art 105 Introduction to the History of Art  
 Art 210 Greek Art and Architecture  
 Art 211 Roman Art and Architecture  
 Art 220 Medieval Architecture  
 Art 221 The Sacred Arts of the Middle Ages  
 Art 230 Northern Renaissance Painting  
 Art 231 Dutch and Flemish Painting in the 17th c.  
 Art 235 Art in Early Renaissance Italy  
 Art 236 Art in the Age of Leonardo, Raphael, and Michelangelo  
 Art 242 17th c. Painting and Sculpture in Italy and France  
 Art 243 Art and Ideas of the Golden Age in Spain  
 Art 270 Renaissance Architecture  
 Art 310 Seminar in Ancient Art  
 Art 320 Seminar in Medieval Art  
 Art 331 Seminar in Northern Art  
 Art 332 Seminar in Italian Renaissance Art  
 Music 246 Music and Ideas I; x-list with MRST  
 Music 323 (When Topic is Music of the Renaissance)

### History, Philosophy, Religion

Greek and Roman Studies 103 Crosscurrents  
 Greek and Roman Studies 104 Introduction to Greek Archaeology  
 Greek and Roman Studies 216 History of the Ancient Greeks; x-listed with History  
 Greek and Roman Studies 217 History of the Ancient Romans; x-listed with History  
 Greek and Roman Studies 283 Women in Antiquity  
 Greek and Roman Studies 301 Seminar in Classical Civilization  
 Greek and Roman Studies 302 Blegen Seminar  
 History 116 Dark Ages; x-listed with MRST 116  
 History 123 Europe at the Crossroads  
 History 215 High Middle Ages, c. 950-1300  
 History 225 Renaissance Europe  
 History 315 World of the Crusades  
 History 316 Constantinople/Istanbul: 1453  
 Philosophy 101 and 102  
 Religion 150 Western Religious Traditions  
 Religion 215 Religion and the Arts  
 Religion 225 The Hebrew Bible  
 Religion 227 Revolution, Heresy, and Messianism: The Earliest Christians  
 Religion 243 Islamic Traditions  
 Religion 255 Western Mystical Traditions  
 Religion 250 Across Religious Boundaries (Depending on the Topic)  
 Religion 320 Studies in Sacred Texts (Depending on the Topic)  
 Religion 350 Comparative Studies in Religion (Depending on the Topic)

### Language and Literature

Greek and Roman Studies 102 Reading Antiquity  
 Greek and Roman Studies 202 Myth  
 Greek and Roman Studies 214 Male and Female in Greek and Roman Literature and Myth  
 Greek and Roman Studies 287 Ancient Warfare  
 Latin 105-106 Elementary Latin  
 Latin 215 Republican Literature  
 Latin 220 Literature of the Empire  
 Latin 301 Topics in Latin Literature  
 Latin 302 Virgil  
 Latin 303 Tacitus  
 Latin 304 Roman Lyric and Elegy  
 \*\*Greek courses may also count for MRST credit in consultation with the program director  
 English 215 Pre-modern Drama (Depending on Topic)  
 English 222, 223 Founding of English Literature

English 235 Old English  
 English 236 Beowulf  
 English 237 Chaucer  
 English 238 Middle English Literature  
 English 240 Shakespeare  
 English 241-242 Shakespeare  
 English 340 Studies in Medieval Literature  
 English 341 Studies in the Renaissance  
 English 342 Studies in Shakespeare  
 English 345 Milton  
 French 230 Medieval and Early Modern Times  
 French 332 Literature and Society in Pre-Revolutionary France  
 Hispanic Studies 226 Medieval and Early Modern Spain  
 Italian 175 Italian Renaissance in English Translation  
 Italian 220 Italian Civilization: Interpreting the Texts  
 Italian 237 Dante's Divine Comedy in Translation  
 Italian 242 Boccaccio's Decameron  
 Italian 330 The Italian Renaissance: Epic Tradition  
 Italian 331 The Italian Renaissance: Poetry, Theater, etc.  
 Italian 338 Dante's Divine Comedy  
 Italian 342 Boccaccio's Decameron  
 Italian 388 Petrarch's Letters

## Music Department

**Professors:** Jonathan Chenette (and Dean of the Faculty), Todd Crow, Michael Pisani, Richard Wilson<sup>b</sup>, **Associate Professors:** Kathryn Libin (Chair), Brian R. Mann<sup>b</sup>; **Assistant Professor:** Christine Howlett; **Lecturers:** Drew Minter, Eduardo Navega, **Adjunct Assistant Professor:** Harold Meltzer; **Adjunct Instructor:** Peter McCulloch; **Adjunct Artists:** Gail Archer, Paul Bellino, Cheryl Bishkoff, Frank Cassara, Terry Champlin, Miriam Charney, Larry Guy, Betty Jean Hagen, Bridget Kibbey, Daniel Mortensen, Mary Nessinger, James Osborn, Robert Osborne, Louis Pappas, Anna Polonsky, Linda Quan, Peter Reit, Elisabeth Romano, Rachel Rosales, James Ruff, Thomas Sauer, Sophie Shao, John Solum, Peter Tomlinson, Ed Xiques.

**Requirements for Concentration:** 13 units of graded work, including Music 105/106, 205, 206/207/208, 246/247/248; one of the following: Music 210, 211; one of the following: Music 320, 321, 322, 323; 2 additional units from history and theory courses which may include not more than one of the following: Music 202, 212, 213, 214, 231, 238; and 1.5 units of performance in the same instrument.

**Senior-Year Requirements:** 2 units at the 300-level, at least one of them in history or theory. After declaration of major, no work taken NRO may be used to fulfill requirements for concentration.

**Recommendations:** A reading knowledge of at least one of the following foreign languages: German, French, Italian. German is strongly recommended. Students planning to concentrate in music will normally elect Music 105/106 and 206 in the freshman year, and 246/247/248 in the sophomore year, continuing into the first semester of the junior year. Majors are encouraged to audition for membership in one of the choral or instrumental ensembles sponsored by the department.

**Correlate Sequence in Music History:** 7 units including Music 105/106 (Harmony), 246/247/248 (Music History); 2 units of the following: Music 320, 321, 322, 323 (Seminars), or 399 (Independent Work for 1 unit).

**Correlate Sequence in Music Theory:** 7 units including Music 105/106 (Harmony), Music 205 (Advanced Harmony), Music 215 (Composition), Music 210, 211 (Modal and Tonal Counterpoint), and Music 322 (Seminar) or 399 (Independent Work for 1 unit).

**Correlate Sequence in Music Composition:** 7 units including Music 105/106 (Harmony), Music 215/216 (Composition I), Music 219/220 (Electronic Music), Music 315 (Composition II).

**Correlate Sequence in Music and Culture:** 7 units including either Music 136, 140 or 141, and either Music 101 or 105; 4 units of the following: Music 201 (Opera), Music 202 (Black Music), Music 212 (Advanced Topics in World Music), Music 213 (American Music), Music 214 (History of Jazz), Music 217 (Studies in Popular Music), Music 231 (Women Making Music), Music 238 (Music in Film), Anthropology/Music 259 (Soundscapes: Anthropology of Music); and Music 399 (Independent Work for 1 unit).

**Advisers:** The department.

### I. Introductory

#### 101a and b. Fundamentals of Music (1)

A beginning study of the elements of music including notation, rhythm and meter, scales and modes, intervals, melody, chord progression, musical terms, and instruments. To facilitate reading skills, class exercises in ear training and sight singing are included. May not be counted in the requirements for concentration. Mr. Meltzer, Mr. Pisani.

Open to all classes. Previous musical training unnecessary.

#### 105a. Harmony (1)

A study of tonal harmony as found in the music of the eighteenth and nineteenth centuries. Primary emphasis is on writing, including harmonization of bass lines and melodies; analysis of representative examples and ear training. Mr. Wilson, Ms. Libin.

Year long course 105/106.

Open to all classes.

Prerequisite: each student must demonstrate to the instructor

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

a familiarity with treble and bass clef notation, scales, and basic rhythmic notation.

**106b. Harmony** (1)

A study of tonal harmony as found in the music of the eighteenth and nineteenth centuries. Primary emphasis is on writing, including harmonization of bass lines and melodies; analysis of representative examples and ear training. Ms. Libin, Mr. Pisani.

Year long course 105/106.

Open to all classes.

Prerequisite: Music 105, or successful completion of departmental advanced placement exam at beginning of fall semester.

**[136a. Introduction to World Music]** (1)

This course examines musical styles in diverse locales around the world from an ethnomusicological perspective. The major themes covered are: music and social identity/values, music and political movements (especially nationalism), and music and spirituality. We explore these general issues through case studies from Latin America, Africa, and Asia. This course is open to students with or without musical training.

Not offered in 2011/12.

**[140a or b. Introduction to Western Art Music]** (1)

A study of selected topics in the history of Western music.

Open to all classes. Previous musical training not required. May not be counted in the requirements for concentration. Music 140 is not required for Music 141, therefore these two courses may be taken in any order.

Two 75-minute periods.

Not offered in 2011/12.

**[141b. Introduction to Western Art Music]** (1)

A study of selected topics in the history of Western music.

Open to all classes. Previous musical training not required. May not be counted in the requirements for concentration. Music 140 is not required for Music 141, therefore these two courses may be taken in any order.

Two 75-minute periods.

Not offered in 2011/12.

## II. Intermediate

**[201a. Opera]** (1)

A study of the history, style, drama, and music in selected operatic masterworks from 1600 to the present. Mr. Pisani.

Prerequisite: 1 unit in one of the following: art; drama; Italian, French, German, or English literatures; music; or by permission. May not be counted in the requirements for concentration.

Alternate years: Not offered in 2011/12.

**202a. Black Music** (1)

(Same as Africana Studies 202a) An analytical exploration of the music of certain African and European cultures and their adaptive influences in North America. The course examines traditional African and European views of music performance practices while exploring their influences in shaping the music of African Americans from the spiritual to modern. Mr. Reid.

**205b. Advanced Harmony** (1)

A continuation of Music 105/106, using more complex harmonic resources and analyzing more extended works. Mr. Meltzer.

Prerequisite: Music 105/106 or by permission.

**206b. Musicianship Skills I** (½)

An aural-skills class based on diatonic melody and harmony. Class exercises include sight singing, ear training, clef reading, keyboard skills and basic conducting patterns.

Prerequisite: Music 105 or by permission.

**207a. Musicianship Skills II** (½)

A continuation of Music 206 adding chromatic melody and harmony with intermediate keyboard skills such as figured bass realization, improvised accompaniment, and score reading.

Prerequisite: Music 206.

**208b. Musicianship Skills III** (½)

A continuation of Music 207, developing aural, keyboard, and clef-reading skills to a higher degree of proficiency. Mr. Navega.

Prerequisite: Music 207.

**210a. Modal Counterpoint** (1)

A study, through analysis and written exercises, of contrapuntal techniques of the sixteenth century. Mr. Wilson.

Alternate Years: Offered in 2011/12.

Prerequisite: Music 105/106 or by permission of instructor.

**[211a. Tonal Counterpoint]** (1)

A study, through analysis and written exercises, of contrapuntal techniques of the eighteenth century. Mr. Wilson.

Alternate Years: Not offered in 2011/12.

Prerequisite: Music 105/106 or by permission of instructor.

**212b. Advanced Topics in World Music** (1)

(Same as Anthropology 212b)

Not offered in 2011/12.

Prerequisite: Music 136, or by permission of instructor.

**[213b. American Music]** (1)

The study of folk, popular, and art musics in American life from 1600 to the present and their relationship to other facets of America's historical development and cultural growth. Mr. Pisani.

Prerequisite: 1 unit in one of the following: music; studies in American history, art, or literature; or by permission of instructor.

Alternate years: Not offered in 2011/12.

**214a. History of American Jazz** (1)

An investigation of the whole range of jazz history, from its beginning around the turn of the century to the present day. Among the figures to be examined are: Scott Joplin, "Jelly Roll" Morton, Louis Armstrong, Bessie Smith, Duke Ellington, Fletcher Henderson, Count Basie, Thomas "Fats" Waller, Charlie Parker, Dizzy Gillespie, Thelonious Monk, Charles Mingus, and Miles Davis. Mr. Mann.

Prerequisite: 1 unit in one of the following: music, studies in American history, art, or literature; or by permission of instructor.

Alternate years: Offered in 2011/12.

**215a. Composition I** (1)

Creative work in various contemporary idioms. Analysis of selected works; study of instrumental resources. Mr. Meltzer.

Year long course 215/216.

Prerequisite: Music 105/106 or by permission of instructor.

If a senior project in composition is planned, the student should elect Music 215/216 in the sophomore year and Music 315 in the junior year.

**216b. Composition I** (1)

Creative work in various contemporary idioms. Analysis of selected works; study of instrumental resources. Mr. Meltzer.

Year long course 215/216.

Prerequisite: Music 105/106 or by permission of instructor.

If a senior project in composition is planned, the student should elect Music 215/216 in the sophomore year and Music 315 in the junior year.

**[217b. Studies in Popular Music]** (1)

Prerequisite: recommended 1 unit in either music or sociology.

Not offered in 2011/12.

**219a. Electronic Music** (1)

A practical exploration of electronic music, composition, and production techniques. Compositional and creative aspects are

emphasized with extensive lab time provided for student projects. No prior knowledge of computer music or programming is required. Mr. McCulloch.

Year long course 219/220.

Prerequisite: by permission of instructor.

### 220b. Electronic Music (1)

A practical exploration of electronic music, composition, and production techniques. Compositional and creative aspects are emphasized with extensive lab time provided for student projects. No prior knowledge of computer music or programming is required. Mr. McCulloch.

Year long course 219/220.

Prerequisite: by permission of instructor.

### [231b. Women Making Music] (1)

(Same as Women's Studies 231b) A study of women's involvement in Western and non-Western musical cultures. Drawing on recent work in feminist musicology and ethnomusicology, the course studies a wide range of music created by women, both past and present. It explores such topics as musical instruments and gender, voice and embodiment, access to training and performance opportunities, and representations of women musicians in art and literature. Ms. Libin.

Prerequisite: one unit in music, or women's studies, or by permission of instructor.

Not offered in 2011/12

### 238a. Music in Film (1)

(Same as Film 238) A study of music in sound cinema from the 1920s to the present. The course focuses on the expressive, formal, and semiotic function that film music serves, either as sound experienced by the protagonists, or as another layer of commentary to be heard only by the viewer, or some mixture of the two. Composers studied include Max Steiner, Bernard Herrmann, Jerry Goldsmith, Danny Elfman, and others, as well as film scores that rely upon a range of musical styles, including classical, popular, and non-Western. Specific topics to be considered this semester include music in film noir and the movie musical. Mr. Pisani.

Alternate years: Offered in 2011/12.

Prerequisite: one course in music (not performance) or film.

Two 2-hour classes a week, plus outside screening.

### 246a. Music and Ideas I — Medieval and Early Modern Europe: The Power of Church and Court (1)

(Same as Medieval and Renaissance Studies 246a) This course introduces major historical and intellectual ideas of music from the Ancient world through 1660. The focus is on essential repertoire as well as the cultures that fostered principal genres of sacred and secular music during the Middle Ages, Renaissance, and early Baroque. Mr. Mann.

Includes an additional listening/discussion section.

Prerequisites: Music 105/106 or by permission of instructor.

### 247b. Music and Ideas II — Enlightenment and the Influence of Rationalism (1)

A study of musical genres and trends over the course of the "long eighteenth century" from 1660 to 1830. The course explores significant shifts in musical language from the high Baroque through the age of revolution and early Romanticism, as revealed in great works from Purcell through Beethoven. Ms. Libin.

Includes an additional listening/discussion section.

Prerequisites: Music 105/106 or by permission of instructor.

### 248a. Music and Ideas III — Modernism and its Challenges (1)

This course begins with progressive composers Berlioz, Liszt, and Wagner and traces the development of their schools of thought through the late nineteenth century. The rising importance of popular song and jazz in the twentieth century along with major composers who have found new expression within classical traditions, and "postmoderns" who have worked to bridge genres. Mr. Pisani.

Prerequisites: Music 105/106 or by permission of instructor.

### [259a. Soundscapes: Anthropology of Music] (1)

(Same as Anthropology 259a) This course investigates a series of questions about the relationship between music and the individuals and societies that perform and listen to it. In other words, music is examined and appreciated as a form of human expression existing within and across specific cultural contexts. The course takes an interdisciplinary approach to the social life of music, addressing historical themes and debates within multiple academic fields via readings, recordings, and films.

Not offered in 2011/12.

### 290a or b. Field Work (1/2 or 1)

### 298a or b. Independent Work (1/2 or 1)

Special projects in theory, history, or performance that supplement the curriculum.

Open to qualified students with permission of department. Proposals for a project must first have the approval of a faculty advisor and then be submitted for departmental approval by the end of the previous semester.

## III. Advanced

### 302a or b. Senior Project (½)

A paper, composition, or recital. Proposals for a project must first have the approval of an appropriate faculty adviser and then be submitted for departmental approval by the end of the junior year.

### 315a. Composition II (1)

Further work in original composition; analysis of examples illustrating current practice. Mr. Wilson.

Year long course 315/316. Music 315 may be taken twice for credit.

Permission of the instructor required; qualification to be determined by submission in advance of original work.

Prerequisites: Music 105/106 and 215/216 or equivalent.

### [316b. Composition II] (1)

Further work in original composition; analysis of examples illustrating current practice.

Year long course 315/316.

Permission of the instructor required; qualification to be determined by submission in advance of original work.

Prerequisites: Music 105/106 and 215/216 or equivalent.

Not offered in 2011/12.

### 320b. Advanced Studies in Musical Genres (1)

Mr. Pisani.

Prerequisites: Music 105/106, 205; 247/248; or by permission of instructor.

### [321b. Composer in Focus] (1)

Mr. Mann.

Prerequisites: Music 105/106, 205, 246/247, or by permission of instructor.

Not offered in 2011/12.

### [322b. Advanced Studies in Theory] (1)

Prerequisites: Music 105/105;205;246/247/248; or by permission of the instructor.

Not offered in 2011/12.

### 323a. Intersections in Music and Literature (1)

Topic for 2011/12: *The Italian Madrigal, Music and Poetry in the Renaissance*. This course examines the history of the sixteenth- and early seventeenth-century Italian madrigal and related secular forms, with close attention to the varieties of Italian poetry that composers set to music throughout the madrigal's lengthy history. In particular, we consider the madrigalists' responses to Petrarch's *Canzoniere*, Tasso's *Gerusalemme liberata*, and Guarini's *Il Pastor Fido*. The course also examines the role of less exalted poetry ("poesia per musica") in the genre's history. Mr. Mann.

Prerequisites: Music 105/106; 205; 246/247, or by permission of instructor.

Offered in 2011/12.

### 399a or b. Senior Independent Work (½ or 1)

Special projects in theory, history, or performance that supplement the curriculum.

Open to qualified students with permission of department. Proposals for a project must first have the approval of a faculty adviser and then be submitted for departmental approval by the end of the previous semester.

## Performance

Auditions are required for both credited and uncredited study and are arranged at the beginning of each semester for students who register for the desired course. Each course in performance includes a program of literature suited to the individual student, and requires a reasonable improvement in technical proficiency and interpretative understanding for continuation.

Corequisite courses in music theory or history (see Individual Instruction below) should begin as early as possible, but no later than the third semester of credited study. All students who take lessons for credit are required to take two courses in theory or history, preferably before their senior year.

Enrollment is limited in each area of instruction, especially voice. Music majors and students studying for credit are given preference. Beginners are accepted as schedules permit.

Fees: See section on fees. Scholarships to cover charges are made available through the Office of Financial Aid and are granted only for credited study. Individual instruction is given as follows:

Other Instruments (037, 137, 237, 337)

Jazz Piano (042, 142, 242, 342): Mr. Tomlinson.

Saxophone (Music 043, 143, 243, 343): Mr. Xiques.

Piano (Music 060, 160, 260, 360): Mr. Crow, Ms. Polonsky, Mr. Sauer.

Organ (Music 061, 161, 261, 361): Ms. Archer.

Harpichord (Music 062, 162, 262, 362): Ms. Archer.

Voice (Music 063, 163, 263, 363): Mr. Minter, Ms. Nessinger, Mr. Osborne, Ms. Rosales, Mr. Ruff.

Violin (Music 064, 164, 264, 364): Ms. Hagen, Ms. Quan.

Viola (Music 065, 165, 265, 365): Mr. Carbone.

Violoncello (Music 066, 166, 266, 366): Ms. Shao.

Double Bass (Music 067, 167, 267, 367): Mr. Pappas.

Classical Guitar (Music 068, 168, 268, 368): Mr. Champlin.

Harp (Music 069, 169, 269, 369): Ms. Kibbey.

Flute (Music 070, 170, 270, 370): Mr. Solum.

Oboe (Music 071, 171, 271, 371): Ms. Bishkoff.

Clarinet (Music 072, 172, 272, 372): Mr. Guy.

Bassoon (Music 073, 173, 273, 373): Ms. Romano.

French Horn (Music 074, 174, 274, 374): Mr. Reit.

Trumpet (Music 075, 175, 275, 375): Mr. Osborn.

Trombone (Music 076, 176, 276, 376): Mr. Bellino.

Tuba (Music 077, 177, 277, 377)

Percussion (Music 078, 178, 278, 378): Mr. Cassara.

Electric Bass (Music 079, 179, 279, 379): Mr. Mortenson.

Note: Performance levels are described under numbers Music 000, 100, 200, 300. Credited instruction in piano, for example, should be elected as Music 160; whereas uncredited study should be elected as Music 060.

The department will attempt to arrange instruction in certain instruments not listed above. Students wishing such instruction should consult with the chair of the department. Auditions are usually required.

### 135a. The International Phonetic Alphabet (½)

An introduction to the International Phonetic Alphabet (IPA). Geared toward students of voice, choir, and choral conducting. Ms. Howlett.

Alternate years: offered in 2010/11.

## Individual Instruction

### 000a, b. Performance

Uncredited lessons.

Open to all classes by audition.

One 50-minute period. Unscheduled.

### 100a, b. Performance (½)

Open to all students who have passed the audition or upon recommendation of the instructor.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. Music 101, 105, 140, or 141 are strongly recommended.

One 50-minute period. Unscheduled.

### 200a, b. Performance (½)

Prerequisite: two semesters of credited study in this instrument.

Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

One 50-minute period. Unscheduled.

### 300a, b. Performance (½)

Prerequisite: four semesters of credited study in this instrument.

One 50-minute period. Unscheduled.

### 380a, b. Performance (½)

Prerequisite: six semesters of credited study in this instrument.

One 50-minute period. Unscheduled.

## Ensembles

In the following six large ensembles (Wind Ensemble, Jazz Ensemble, Orchestra, Choir, Women's Chorus, and Madrigal Singers) the first semester is an uncredited prerequisite for the second: credited study is offered only in the second semester. Students wishing to enroll for credit in the second semester must register for the uncredited prerequisite in the first semester. No student should exceed 2 units of this credit in his or her four years at Vassar. Membership is open to all classes and assumes a full year commitment. Admission is by audition.

### 038/039. Jazz Combo (0 or ½)

The study and performance of jazz improvisation. Mr. Osborn.

Two sections.

Open to qualified students with permission of the instructor.

### 044a, 045b, 145b. Chamber Music (0 or ½)

The study and performance of selected works from the ensemble repertoire of instrumental or vocal mediums or their combinations. Mr. Navega.

Open to qualified students with the permission of the instructor. Students may register for credit each semester, but no student may exceed 2 units of this credit in his or her four years at Vassar. One 50-minute period. Unscheduled.

### 048a, 049b, 149b. Wind Ensemble (0 or ½)

The fifty-member ensemble of students and community players performs works of the wind and band repertoire. Open to all woodwind, brass, and percussion players. Mr. Osborn.

Open to all students by audition.

One meeting per week plus sectional rehearsals.

### 050a, 051b, 151b. Jazz Ensemble (0 or ½)

The jazz ensemble performs literature ranging from the Big Band Era to jazz-rock fusion. Improvisation and ensemble playing in a jazz style are featured. Mr. Osborn.

Open to all students by audition.

One meeting per week.

### 052a, 053b, 153b. Orchestra (0 or ½)

The 60-member orchestra performs masterworks of the symphonic literature. Mr. Navega.

Open to all students by audition.



Two meetings per week.

**054a, 055b, 155b. Women's Chorus** (0 or ½)

The Women's Chorus is an ensemble of 30-50 women that studies and performs repertoire from the medieval period to the present. The choir performs on campus and occasionally makes concert tours. Ms. Howlett.

Open to all students by audition.

Three meetings per week.

**056a, 057b, 157b. Choir** (0 or ½)

The choir is a mixed ensemble of between 40 and 60 voices that studies and performs choral/orchestral and a cappella literature for a larger chorus from the Renaissance through the present. The choir performs on campus and occasionally makes concert tours. Ms. Howlett.

Open to all students by audition.

Three meetings per week.

**058a, 059b, 159b. Madrigal Singers** (0 or ½)

The Madrigal Singers is a select mixed ensemble of between 10 and 20 voices that studies and performs literature for solo and chamber vocal ensemble. Mr. Minter.

Two meetings per week.

**254b. Opera Workshop** (½)

The study and performance of selected operatic repertoire. Open to qualified students by audition. Mr. Minter.

No student may exceed 2 units of this credit in his or her four years at Vassar.

## Neuroscience and Behavior Program

**Participating Faculty:** Abigail A. Baird<sup>a</sup> (Psychology), N. Jay Bean (Psychology), Carol A. Christensen (Psychology), John Mark Cleaveland (Psychology), Jeremy Davis (Biology), Janet Gray (Psychology), Kevin Holloway (Psychology), John H. Long, Jr. (Biology), Jodi Schwarz<sup>a</sup> (Biology), Kathleen M. Susman<sup>a</sup> (Biology), Susan Trumbetta (Psychology).

Neuroscience and Behavior is an interdisciplinary program which applies the perspectives and techniques of both biology and psychology to the study of the brain and behavior. Neuroscientists are interested in how the interactions of brain, body, and environment contribute to animal (including human) behavior. Neuroscientists study the structure and function of the nervous system, the development and evolution of neural and behavioral systems, and interactions among behavior, environment, physiology, and heredity.

This program is ideal for those students with interests in the biological and psychological sciences. A concentration in Neuroscience and Behavior can prepare students for graduate study in biology, psychology, or the neurosciences.

**Requirements for Concentration:** 13 units; all students must take:

Biology 105 Introduction to Biological Processes	(1)
Biology 106 Introduction to Biological Investigation	(1)
Psychology 105 or 106 Introduction to Psychology	(1)
Psychology 200 Statistics and Experimental Design	(1)
Psychology 241 or 243 Physiological Psychology or Neuropsychology	(1)
Psychology 229 or 249 Research Methods in Learning and Behavior or Research Methods in Physiological Psychology	(1)
Neuroscience and Behavior 201 Neuroscience and Behavior	(1)
Neuroscience and Behavior 301 Seminar in Neuroscience and Behavior	(1)

After consultation with the major adviser, five other courses not taken as Required Courses (see list above) should be chosen from the following list. Two of these courses should be at the 200-level, one of these from the biology department and one from the psychology department. Only one of Biology 281 and Biology 226 may count towards the major. Three of the five courses should be at the 300-level. Of these three courses at the 300-level, at least one should be from the biology department and one from the psychology department. No course beyond the 100-level taken NRO can be counted toward the requirements of the major.

**Recommendations:** Students are strongly recommended to complete Chemistry 108-109 and 244-245 and would benefit greatly from coursework in mathematics, physics, and computer science. Students are advised to take in their freshman year: Biology 105, Biology 106, and Psychology 105 or 106.

### Course Offerings

**201a. and b. Neuroscience and Behavior** (1)

A multidisciplinary approach to the methods, issues, empirical findings and neuroscience and behavior literature. The course explores selected topics from a variety of theoretical and empirical models, from behavioral, evolutionary, social/environmental, physiological and cellular/molecular levels of analysis. The ways in which the different methods of analysis inform each other are a focus of the course. Neuroscience and Behavior faculty.

Prerequisites: Biology 105, Biology 106, Psychology 105 or 106, and Psychology 241 or 243.

**290a or b. Field Work** (½ or 1)

By permission of the adviser and the instructor who supervises the work.

**298a or b. Independent Work** (½ or 1)

Library, field or laboratory projects.

By permission of the Neuroscience and Behavior faculty.

<sup>a</sup> Absent on leave, first semester.

**301a. Seminar in Neuroscience and Behavior (1)**

Explorations in the primary literature of topics to be selected annually. Neuroscience and Behavior faculty.

Prerequisite: by permission of instructor.

**399a or b. Senior Independent Work (1/2 or 1)**

Library, field, or laboratory projects.

By permission of the Neuroscience and Behavior faculty.

**Approved Courses****Intermediate**

Psychology 211 Perception and Action	(1)
Psychology 213 Language	(1)
Psychology 215 Knowledge and Cognition	(1)
Psychology 221 Learning and Behavior	(1)
Psychology 223 Comparative Psychology	(1)
Psychology 229 Research Methods in Learning and Behavior	(1)
Psychology 249 Research Methods in Physiological Psychology	(1)
Psychology 262 Abnormal Psychology	(1)
Psychology 264 Behavioral Genetics	(1)
Biology 218 Cellular Structure and Function	(1)
Biology 226 Animal Structure and Diversity	(1)
Biology 228 Animal Physiology	(1)
Biology 232 Developmental Biology	(1)
Biology 238 Principles of Genetics	(1)
Biology 244 Genomics	(1)
Biology 260 Comparative and Functional Vertebrate Anatomy	(1)
Biology 272 Biochemistry	(1)

**Advanced**

Entry into particular 300-level courses may be constrained by prerequisites: see course descriptions for the individual courses listed under Biology and Psychology.

Psychology 300 Advanced Methods of Statistical Analysis	(1)
Psychology 321 Seminar in Animal Learning and Behavior	(1)
Psychology 323 Seminar in Comparative Psychology	(1)
Psychology 341 Seminar in Physiological Psychology	(1)
Psychology 343 Seminar on States of Consciousness	(1)
Psychology 362 Seminar in Psychopathology	(1)
Psychology 387 Things in Context	(1)
Biology 316 Neurobiology	(1)
Biology 323 Advanced Topics in Cell Biology	(1)
Biology 324 Molecular Biology	(1)
Biology 340 Animal Behavior	(1)
Biology 350 Evolutionary Biology	(1)
Biology 353 Bioinformatics	(1)
Biology 382 The Life of Aquatic Vertebrates	(1)

**Philosophy Department**

**Professors:** Giovanna Borradori<sup>b</sup>, Jennifer Church<sup>a</sup>, Mitchell Miller<sup>a</sup>, Michael Murray, Uma Narayan<sup>b</sup>, Bryan Van Norden (Chair); **Associate Professors:** Jeffrey Seidman, Douglas Winblad; **Assistant Professors:** Jamie Kelly<sup>b</sup>, Barry Lam<sup>b</sup>.

Philosophy as a discipline reflects both speculatively and critically on the world, our actions, and our claims to knowledge. The Department of Philosophy offers a variety of courses of study that not only introduce students to the great philosophical achievements of the past and present but also aim to teach them how to think, write, and speak philosophically themselves.

**Requirements for Concentration:** The Philosophy major requires a total of 12 units.

100-level: Majors must take two 100 level courses one of which must be Philosophy 101 (History of Western Philosophy: Ancient) or Philosophy 102 (History of Western Philosophy: Modern)

200-level: Majors must take Philosophy 230 (Logic) and also one course from each of the following:

Cluster 1: Philosophy 220 (Metaphysics), 222 (Philosophy of Language), 224 (Philosophy of Mind), 226 (Philosophy of Science) and 228 (Epistemology).

Cluster 2: Philosophy 205 (Nineteenth Century Philosophy), 215 (Phenomenology and Existential Thought), 240 (Philosophy of Art and Aesthetics), 242 (Philosophy of Music) and 260 (Philosophy and the Arts).

Cluster 3: Philosophy 210 (Neo-Confucianism and Chinese Buddhism), 234 (Ethics), 238 (Social and Political Philosophy), 250 (Feminist Theory) and 270 (Queer Theory).

300-level: Three 300-level seminars, two of which must be differently numbered. The department will not entertain any requests to count a seminar under a number different from the one it is assigned in the curriculum.

300-301 (Senior Thesis) is optional. Majors will consult with their faculty advisor about opting to write a senior thesis. Students who choose not to do a senior thesis will take an upper-level course instead.

**NRO Policy:** After the declaration of major, no required philosophy courses may be elected NRO.

**Advisors:** The Faculty

**Recommendations:** Individual programs should be designed, in consultation with a faculty advisor, to give the student a representative acquaintance with major traditions in philosophy, competence in the skills of philosophic investigation and argument, and opportunities for exploration in areas of special interest. Students considering a concentration in philosophy are advised to take Philosophy 101 or 102 early in their careers. German, French, and Greek are languages of particular importance in Western philosophy; Chinese will be of special interest to those taking Philosophy 110, 210, or 350.

**Correlate Sequences in Philosophy:** The philosophy department offers six different correlate sequences. In each sequence a total of 6 units is required. The required 300-level seminar may be taken twice if the topics differ; students may also petition to count an appropriate Philosophy 280 as equivalent to a 300-level seminar.

**Correlate Sequence in Aesthetics and Philosophy of Art:** Philosophy 101 or 102; Philosophy 240, 242, 260; one of 205, 215 or an appropriate 280; two appropriate 300-level seminars. Advisers: Ms. Borradori, Mr. Murray and Ms. Church

**Correlate Sequence in Comparative Philosophy:** Philosophy 110 and one of 101 or 102; Philosophy 210 and 234; two appropriate 300-level seminars, including Philosophy 350. Adviser: Mr. Van Norden

**Correlate Sequence in Ethics and Social and Political Philosophy:** 1 unit at the introductory level, selected from Philosophy 101, 105, 106 or 110; 3 units at the intermediate level, selected from 234, 238, 250 or 270; two appropriate 300-level seminars, including Philosophy 330. Advisers: Ms. Narayan and Mr. Seidman and Mr. Kelly

**Correlate Sequence in Continental Philosophy:** Philosophy 101 or 102; 205, 215, and one of Philosophy 240 or 260; two ap-

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

appropriate 300-level seminars, including Philosophy 340. Advisers: Ms. Borradori and Mr. Murray

**Correlate Sequence in the History of Western Philosophy:** Philosophy 101 and 102; Philosophy 205 and 215; two appropriate 300-level seminars, including Philosophy 320. Adviser: Mr. Miller

**Correlate Sequence in Analytic Philosophy:** Philosophy 230 and either 102 or 105; 2 units from Philosophy 220, 222, 224, 226, 228; two appropriate 300-level seminars, including Philosophy 310. Advisers: Ms. Church, Mr. Lam and Mr. Winblad

Correlate sequences may also be designed for certain other subfields in philosophy (such as philosophy and gender, philosophy of science, and classical philosophy). However, students must obtain approval from the department for any alternative correlate sequences prior to the beginning of their senior year.

## I. Introductory

### 101a. History of Western Philosophy: Ancient (1)

101-01: This course studies philosophy from its Greek origins in the Pre-Socratics such as Heraclitus and Parmenides through classical thought in Plato and Aristotle, and in the medieval period thinkers such as Augustine, Aquinas, and Eckhart. Mr. Murray.

101-02: The course will concentrate on the ethical and meta-physical thought of Plato and Aristotle. We will consider their answers to two questions that both see as intimately connected: What is a good life for a human being? And: what is it for something to exist? Mr. Seidman.

### 102b. History of Western Philosophy: Modern (1)

102-51: Descartes inaugurated modern philosophy by turning philosophical attention away from questions about what the world is like and directing it onto the question: how is it possible for us to know what the world is like? He made this question urgent by offering arguments that suggest that we cannot know what the world is like – arguments suggesting that there is an unbridgeable “gap” between the mind and the material world. We will carefully examine the ways in which Descartes himself, Hume, and, finally, Kant, seek to answer these arguments and bridge the “gap” that Descartes’ arguments open up. We will see how their various approaches to this task shape and are shaped by their conceptions of the human mind, the material world, the relation of the mind to the human body, and the nature of the ‘self.’ Mr. Seidman.

102-52: This course studies the main currents of modern philosophy, from the Continental rationalism of Descartes, Leibniz, and Spinoza to the British empiricism of Locke, Berkeley, and Hume, to the critical-transcendental philosophy of Kant. Mr. Murray.

### 105a and b. Problems of Philosophy (1)

105a: What is philosophy? This course will introduce you to philosophy as the assimilation of human experiences—perceptual, imaginative, moral, and emotional—with the power and limitations of human reason. We will look at how philosophers apply reason and argumentation to perceptual experiences in their search for knowledge and rationality. We will investigate the issues of personal identity, and the existence of unperceivable things, to see how philosophers use reason to make sense of our imaginative experiences. Finally we will look at the application of reason to moral and emotional experiences in the search for the right account of moral good, freedom, and moral responsibility. Students will leave the course with an appreciation for the breadth and scope of philosophical thinking. Mr. Lam.

105b: This course is an introduction to some of the issues, methods and classic texts of philosophy. Among the topics we will address are the following: Is ethics purely subjective? Can we know anything? Can we trust our senses (sight, hearing, etc.)? Do humans only act out of self-interest? Do the ends justify the means? What makes life worth living? Readings include classic texts by Aquinas, Descartes, Hume and Kant, as well as some contemporary essays. There will be some lectures in this class, but also much discussion, and several written assignments. Regular attendance and at least some class participation is required. There is a final exam but no

midterm. Mr. Van Norden.

### 106a and b. Philosophy and Contemporary Issues (1)

106a.-01: This course introduces students to the philosophical study of moral issues, focusing upon topics such as war, terrorism, our food choices, abortion, and euthanasia. Emphasis throughout will be placed upon argumentative rigor, clarity, and precision. Mr. Kelly.

106a.-02: The course is aimed at exposing students to a number of social, ethical, and political questions that define our age. Topics studied will include child soldiers, terrorism, global migrants, the environment, and ecological injustice. Emphasis throughout will be placed upon argumentative rigor and the development of critical skills, in both oral and written communication. Ms. Borradori.

106b: Philosophic investigation of a range of positions on current issues such as freedom of speech, abortion, animal rights, pornography, affirmative action, gay rights and distributive justice. Instructor to be announced.

### 110a. Early Chinese Philosophy (1)

An introduction to Chinese philosophy in the period between (roughly) 500 and 221 B.C., covering Confucians, Taoists and others. Among the topics discussed by these philosophers are human nature, methods of ethical education and self-cultivation, virtues and vices, and the role of conventions and institutions in human life. Mr. Van Norden.

### 150b. The Limits of the Universe and the Limits of Understanding (1)

(Same as Physics 150). This course allows students to combine their interests in physics and in philosophy, recognizing common concerns and actively engaging in joint difficulties. The guiding questions of this course can be formulated as follows: In what ways, and to what extent, do recent developments in physics (e.g. the notion of space that is both infinite and bounded because curved) either solve or bypass traditional philosophical paradoxes concerning space and time, causality, and objectivity? In what ways, and to what extent, do traditional philosophical worries (e.g. worries about incoherence, worries about theories that cannot be falsified, or worries about concepts whose application cannot be imagined) cast doubt on the accuracy or the methodology of current physics? Readings are from physics and philosophy. Ms. Church, Ms. Schwarz.

Two 75-minute meetings

## II. Intermediate

### 205b. Nineteenth Century Philosophy (1)

Philosophy in the nineteenth century has as its point of departure Hegel’s attempt to articulate a rational comprehension of the whole of reality. The very precision with which he is able to subordinate religious and secular social life within his dialectical vision of the whole of Spirit helps to light the way for his principal critics, the Christian existential thinker, Kierkegaard, and the social revolutionary, Marx. Their challenges raise a host of fundamental issues, including, for example, the rationality of reality and the reach of philosophy, the (ir)reducibility of the religious, the relation of the social whole and the individual, the historicity of ideas, and the implications for the human condition of the emergence of mass culture and the industrial division of labor. At the same time, it is first possible for Hegel, Kierkegaard, and Marx to have such deep disagreements because they are agreed in looking to or contesting specifically dialectical reason in facing the question of the intelligibility of existence. It is Nietzsche, above all, who seeks to break with this agreement. The course will trace and rethink the movements of this self-expanding and self-undermining conversation. Mr. Miller.

Prerequisite: 1 unit of philosophy or permission of instructor.

### 210b. Neo-Confucianism and Chinese Buddhism (1)

Introduction to Neo-Confucianism, one of the most influential intellectual movements in China and all of East Asia. Neo-Confucianism combines a profound metaphysics with a subtle theory of ethical

cultivation. There will also be some discussion of Theravada and Mahayana Buddhism whose views of the self and ethics are the primary targets of the Neo-Confucian critique. No familiarity with Chinese culture is assumed, but a previous 100-level course in philosophy is a prerequisite because this course assumes students have the ability to tackle subtle issues in metaphysics, personal identity, and ethics. Mr. Van Norden.

#### 215a. Phenomenology and Existential Thought (1)

Since the ancient Greeks, philosophy has interpreted the drama of human life in terms of knowledge rather than will, truth rather than passion. During the 20th century, phenomenology and existentialism offer the most radical critique of this "intellectualist" view of both philosophy and the self. A new cognitive value is attributed to moods, beliefs, and states of consciousness as well as to some spheres of human interaction such as authenticity, temporality, and intentionality. In this course, we shall explore the great arch of existential and phenomenological thought as developed by such figures as Kierkegaard, Nietzsche, Heidegger, Sartre, Merleau-Ponty, and Levinas. Ms. Borradori.

Prerequisite: 1 unit of philosophy or permission of instructor.

#### 220a. Metaphysics (1)

A study of the nature of reality, including the nature of existence, essence, identity, and persistence of things. Mr. Winblad.

Prerequisite: 1 unit of philosophy or permission of instructor.

#### 222b. Philosophy of Language (1)

An examination of truth, meaning, reference, intentions, conventions, speech acts, metaphors, and the relation between language and thought. Mr. Winblad.

#### 224b. Philosophy of Mind (1)

An exploration of competing theories of the mind—including theories that equate the mind with the brain, theories that regard the mind as a social construction, and theories that define the mind by reference to its characteristic functions. The strengths and weaknesses of each of these theories are compared—especially with respect to their understandings of consciousness, self-knowledge, emotion and moral responsibility. Ms. Church.

#### [226. Philosophy of Science] (1)

(Same as Science, Technology and Society 226)

Not offered 2011/12.

#### [228. Epistemology] (1)

Not offered 2011/12.

#### 230a and b. Symbolic Logic (1)

A study of the concepts and methods of formal logic. Topics include truth functional and quantificational validity, soundness, and completeness. Mr. Winblad.

#### 234a. Ethics (1)

Why be moral? What does morality ask of us? What is the relation between morality and self-interest? What is happiness? What is the relation between a happy life and a meaningful life? Are there objective answers to ethical questions? or are whatever answers we give no more than the expressions of our subjective attitudes? These are some of the questions this course seeks to address. We proceed by reading seminal texts in the Western moral philosophical tradition alongside writings by contemporary moral philosophers. Mr. Seidman.

#### 238a. Social and Political Philosophy (1)

This course introduces students to both the history of political philosophy and to contemporary debates within it. Our focus is upon the relationship between justice and equality. Mr. Kelly.

#### [240. Philosophy of Art and Aesthetics] (1)

Not offered in 2011/12.

#### [242. Philosophy of Music] (1)

Not offered in 2011/12.

#### 250a. Feminist Theory (1)

(Same as Women's Studies 250a) The central purpose of the course is to understand a variety of theoretical perspectives in feminism - including liberal, radical, socialist, psychoanalytic and postmodern perspectives. We explore how each of these feminist perspectives is indebted to more 'mainstream' theoretical frameworks (for example, to liberal political theory, Marxism, and psychoanalysis). We also examine the ways in which each version of feminist theory raises new questions and challenges for these 'mainstream' theories. We attempt to understand the theoretical resources that each of these perspectives provides the projects of feminism, how they highlight different aspects of women's oppression and offer a variety of different solutions. We look at the ways in which issues of race, class and sexuality figure in various theoretical feminist perspectives and consider the divergent takes that different theoretical perspectives offer on issues such as domestic violence, pornography, housework and childcare, economic equality, and respect for cultural differences. Ms. Narayan.

Prerequisite: 1 unit of philosophy or women's studies.

#### 260a. Philosophy and the Arts: Censorship in the Arts (1)

Acts of censorship—political, religious, social—base themselves upon certain truth claims and are reactions to rival truth claims made by the arts. This course examines the role that censorship and truth play in the arts, with cases drawn chiefly from twentieth century literature, painting, and photography. Mr. Murray.

#### 270b. Queer Theory: Choreographies of Sex and Gender (1)

This course examines contemporary theoretical work on the meaning of gender and sexuality with special reference to gay and lesbian studies. We consider questions such as the identity and multiplication of gender and sexes, forms of erotic desire, the performativity of gender norms, styles of life, marriage, and their relationship to medical, psychiatric, legal and criminological discourses. Mr. Murray.

#### 290a and b. Field Work (½ or 1)

Supervised by the department faculty.

#### 298a and b. Independent Work (½ or 1)

Supervised by the department faculty.

### III. Advanced

#### 300a. Senior Thesis (½)

Year-long development of an extended philosophical essay in consultation with a faculty adviser. Students must register for 300 for (a) term and 301 for (b) term. Full year course. Advisors: All Faculty

#### 301b. Senior Thesis (½)

Year-long development of an extended philosophical essay in consultation with a faculty adviser. Students must register for 300 for (a) term and 301 for (b) term. Full year course. Advisors: All Faculty

#### 302a or b. Senior Thesis (1)

By special permission only. This one semester course may be substituted for 300a-301b after consultation with your advisor.

#### 310a and b. Seminar In Analytic Philosophy (1)

310a: Linguistic and Philosophical Semantics. Linguistic semantics is the study of the meaning of natural language expressions. Philosophical semantics is the study of the meaning of natural language expressions for the purpose of shedding light on metaphysical and epistemological issues. In this course, we will study the linguistic semantics of a range of very specific constructions of natural language. We will study (1) indexical and context-sensitive expressions, expressions that seem to shift their references in different contexts of use like "you," "now," "here," (2) expressions of

personal taste that do not seem to admit of objective extensions like “tasty” and “fun,” (3) vague expressions, expressions that seem to have indeterminate references and borderline cases like “heap,” “pile,” or “pornographic,” (3) generic expressions that appear to make reference neither to individuals, groups, nor specific quantities of individuals like “The tiger” in “The tiger migrated from Southern to Northern Asia” or “Mosquitoes” in “Mosquitoes carry the West Nile Virus,” and (4) spatial location expressions like “on top of,” “across from,” “through” and so forth. From these linguistic semantic studies, we will investigate philosophical issues concerning objectivity, ontology, the law of excluded middle, and the nature of knowledge, as well as issues in the philosophy of mind about the nature and structure of inferential generalizations and spatial cognition. Mr. Lam

Prerequisites: Philosophy 230, Symbolic Logic, and another relevant course, such as Philosophy 222, Philosophy of Language. Students should contact the instructor if they are interested in enrollment for approved prerequisites.

310b: The Possibilities of Perception. Perception provides us with an especially rich and immediate sort of knowledge. This course will consider different philosophical understandings of that richness and that immediacy, and it will explore the possibility of perceiving (as opposed to figuring out) such things as: the cause of an event, the solution to a problem, the mental state of another person, and the right thing to do. The risks as well as the advantages of perceptual knowledge will be considered. Ms. Church.

Prerequisite: Upper level Philosophy courses or by permission of the instructor.

**320a. Seminar in the History of Philosophy: Wittgenstein (1)**  
A study of the philosophy of Ludwig Wittgenstein, with attention to recent interpretive and critical responses to his work. Mr. Winblad.

Prerequisite: Upper level Philosophy courses or by permission of the instructor.

**330a and b. Seminar: Ethics & Theory of Value (1)**

330a: Capitalism, Globalization, Economic Justice and Human Rights. This seminar focuses on questions about capitalism, globalization, and economic justice. We address debates on private property and the division of labor, and examine the functions of states, markets, corporations, international institutions like the IMF and WTO, and development agencies in economic globalization and their roles in securing or undermining human rights. Ms. Narayan.

330b. An exploration of topics in contemporary ethical theory. Mr. Seidman.

**340a and b. Seminar in Continental Philosophy (1)**

340a: Derrida and His Umbrella. This advanced seminar seeks to explore the philosophy of Jacques Derrida and his deconstructive exchanges with thinkers past and present, including Kant, Heidegger, Blanchot, Bataille, Marx, Levinas, and Habermas. The focus of the course will be Derrida’s ethical and political writings. Special emphasis will be given to the cluster of issues that occupied Derrida after the end of the Cold War: these include democracy, hospitality, witnessing and the politics of memory, religion, terrorism, the human and the animal. Ms. Borradori.

340b: Heidegger . A critical examination of Heidegger’s most influential work, *Being and Time* (1927) with emphasis on three aspects: the revisionary ontology of human existence that leads to the existential phenomenology of Sartre and Merleau-Ponty; the foundational conception of hermeneutics as practice of interpretative understanding that is developed by Gadamer, and the project of a deconstruction of metaphysics that is advanced by Derrida and Lacoue-Labarthe . Some attention will be given to Heidegger’s writings in the Nazi period and to the post-war texts, *Letter on Humanism*(1947) and *Question of Technology* (1954). Mr. Murray.

**350a. Seminar: Chinese Philosophy: Comparative Methodology (1)**

(Same as Chinese and Japanese 350) This course explores some of the methodical issues raised by the prospect of one culture understanding and making judgments about another. The effort to understand another culture raises fundamental issues about the nature of rationality, ethics, and truth. Consequently, this course is structured around the three major approaches to these issues in the contemporary world: Modernism, Postmodernism and Hermeneutics. Very roughly, these three approaches argue over whether rationality, truth, and ethics are universal (Modernism), incommensurable (Postmodernism) or historical and dialogical (Hermeneutics). Requirements include regular class participation that shows familiarity with the readings and many brief essays. Mr. Van Norden.

**380b. Plays of Logos: Readings in Greek Poetry and Philosophy (1)**

(Same as College Course 380b. and Greek and Roman Studies 380b) A cross-disciplinary study of Homer, Presocratics, Aeschylus, and Plato. Possible texts: Iliad, Heraclitus, Parmenides, Empedocles, Oresteia, Republic. Mr. Miller, Ms. Kitzinger.

**[382. Seminar in Analytic/Continental Philosophy] (1)**  
Not offered in 2011/12.

**[383. Seminar in Philosophy and the Arts] (1)**  
Not offered in 2011/12.

**399a or b. Senior Independent Work (½ or 1)**  
The department.

## Physics and Astronomy Department

**Professors:** Frederick R. Chromey, Jr.<sup>a</sup>, Debra M. Elmegreen<sup>ab</sup>, Cindy Schwarz (Chair); **Assistant Professors:** David Bradley<sup>b</sup>, Brian Daly, Jenny Magnes; **Lecturer:** David R. Rishell.

### Physics

**Faculty:** See Physics and Astronomy.

**Requirements for the major:** 9 units above the introductory level, including the six core courses 200, 201, 210, 240, 245 and 320 and 3 additional 300-level units, at least 2 of which must be chosen from Physics 310, 341, and 375. The third unit can be any 300-level course, including the three listed above that has a sufficient emphasis on a physics related topic, as approved by the department. Physics/Astronomy double majors may count both Astronomy 320 and 340 towards these 3 additional 300-level units, and must choose the third unit from Physics 310, 341, and 375. In addition to these nine units, students must complete Mathematics 221, 222. Additional recommended Mathematics courses: Mathematics 228, 241, and 324. Physics 200, 201 and 210 should be taken prior to the beginning of the junior year. Physics 240 and 320 should be taken prior to the beginning of the senior year.

After the declaration of a physics major, no physics courses or courses counted towards the major may be elected NRO. Prospective majors should consult the department as soon as possible and are strongly advised to elect physics and mathematics as freshmen. Those majors planning on graduate work in physics are strongly advised to complete Physics 310 and Physics 341 and are encouraged to consult with the department concerning other courses in the natural sciences which may supplement the physics major.

**Physics Teaching Certification:** Physics majors who wish to obtain Secondary Certification in physics must complete, in conjunction with the program of study outlined by the education department, three additional units beyond the 6 core units. These 3 units must include one chosen from 310, 341, and 375, one as a thesis or independent project (Physics 300 or 301) and 1/2 unit each of lab development (Physics 298) and lab apprenticeship (Physics 298). Consult Ms. Schwarz.

**Advisers:** Mr. Bradley, Mr. Daly, Ms. Magnes, Ms. Schwarz.

**Correlate Sequence in Physics:** Students majoring in other programs may elect a correlate sequence in physics. The requirements for the correlate sequence consist of 4 units of physics above the introductory level (Physics 113/114 or equivalent), one of which must be at the 300 level. The NRO option may be used for at most one course to be included in the physics correlate sequence. All physics correlate sequences must be approved by the correlate advisor.

### I. Introductory

#### [100b. Physics in Motion] (1)

Motion is much of what physics is about and motion can be seen all around us. Recent technological advances in digital video and computers allow many motions to be filmed, analyzed and studied. We begin by filming a variety of objects in motion and uncover the physics inside. In the second half of the semester groups focus on topics (of their choice) of interest to K-12 students. Each group produces a DVD, incorporating video, text, and other media into the project to help explain the physics behind the scenes. The DVD project is presented in local K-12 schools as a final exercise. Ms. Schwarz.

Not open to students who have taken Physics 113, or received AP credit for Physics 113.

Not offered in 2011/12.

#### [110b. Science of Sound] (1)

(Same as Media Studies 110b). An exploration of the basic nature of sound, including the transmission and reception of sound, pitch, quality (timbre), loudness, musical intervals, musical instruments, building acoustics, and modern research in sound and acoustics.

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

These topics are covered through a combination of lecture, group discussion, and hands-on investigation. There are no science pre-requisites for this course, except a willingness to explore physics fundamentals through the lens of acoustics. Mr. Bradley.

Not offered in 2011/12.

#### 113a. Fundamentals of Physics I (0 or 1)

An introduction to the basic concepts of physics with emphasis on mechanics, wave motion, and thermodynamics. Recommended for potential majors in physics and other physical sciences. The department.

Corequisite: Mathematics 121 or equivalent.

Three 50-minute periods; one 3-hour laboratory.

#### 114b. Fundamentals of Physics II (0 or 1)

Fundamentals of electricity, magnetism, and optics, with an introduction to atomic, nuclear, and particle physics. Recommended for potential majors in physics and other physical sciences. The department.

Prerequisite: Physics 113, AP Physics C credit, or equivalent college level course and Mathematics 121 or equivalent.

Three 50-minute periods; one 3-hour laboratory.

#### 115a. Topics in Classical Physics (½)

This six-week course covers topics typically left out of the physics AP curriculum and reinforce the use of calculus in mechanics and electricity and magnetism. Mr. Daly.

Only open to freshman and sophomores with AP B credit or AP C credit for Mechanics and Electricity and Magnetism or special permission.

0.5 units upon completion of Physics 116.

#### 116a. Topics in Applied Physics (½)

In this six-week course, each week is an introduction to current research and applications of physics. Topics include, nanotechnology, lasers, materials science, particle and nuclear physics in medicine, biophysics, geophysics, environmental physics and astrophysics. Not all topics are taught in a specific year. Mr. Daly/the department.

Prerequisites: Physics 114 or 115, calculus or special permission.

#### 150b. The Limits of the Universe and the Limits of Understanding (1)

(Same as Philosophy 150b) This course allows students to combine their interests in physics and in philosophy, recognizing common concerns and actively engaging in joint difficulties. The guiding questions of this course can be formulated as follows: In what ways, and to what extent, do recent developments in physics (e.g. the notion of space that is both infinite and bounded because curved) either solve or bypass traditional philosophical paradoxes concerning space and time, causality, and objectivity? In what ways, and to what extent, do traditional philosophical worries (e.g. worries about incoherence, worries about theories that cannot be falsified, or worries about concepts whose application cannot be imagined) cast doubt on the accuracy or the methodology of current physics? Readings are from physics and philosophy. Ms. Church, Ms. Schwarz.

Two 75-minute meetings.

#### [168a. A Tour of the Subatomic Zoo] (½)

This course is designed for non-physics majors who want to know more about the constituents of matter including quarks, gluons, and neutrinos. The particle discoveries and the implications of the discoveries are discussed in an historical context. Additional topics discussed: matter vs. antimatter, the wave, and particle nature of light. Ms. Schwarz.

May not count towards a physics concentration.

Not offered in 2011/12.

**II. Intermediate****200a. Modern Physics (1)**

An introduction to the two subjects at the core of contemporary physics: Einstein's theory of special relativity, and quantum mechanics. Topics include paradoxes in special relativity; the Lorentz transformation; four-vectors and invariants; relativistic dynamics; the wave-particle duality; the Heisenberg uncertainty principle, and simple cases of the Schrodinger wave equation. Ms. Magnes.

Prerequisites: Physics 114 or Physics 116, Mathematics 125 or Mathematics 121/122, or permission of instructor.

**201b. Methods of Experimental Physics (1)**

An introduction to the tools and techniques of modern experimental physics. Students replicate classic historical experiments (e.g., photoelectric effect, Michelson interferometer, muon lifetime). Emphasis is placed on the use of computers for capturing and analyzing data, and on effective oral and written presentation of experimental results. Mr. Daly, Ms. Magnes.

Prerequisites: Physics 114 or Physics 116, Mathematics 125 or Mathematics 121/122.

Recommended: Physics 200.

**210b. Classical Mechanics (1)**

A study of the motion of objects using Newtonian theory. Topics include oscillator systems, central forces, noninertial systems, and rigid bodies. An introduction to the Lagrangian formulation. The department.

Prerequisite: Physics 113, Math 220 or permission of the instructor.

**240a. Electromagnetism I (1)**

A study of electromagnetic forces and fields. Topics include electrostatics of conductors and dielectrics, electric currents, magnetic fields, and the classical theories and phenomena that led to Maxwell's formulation of electromagnetism. Mr. Bradley.

Prerequisites: Physics 114 or Physics 116, Mathematics 222.

Recommended: Mathematics 228.

**245b. Introduction to Statistical Mechanics and Thermodynamics (1)**

Probability distributions, statistical ensembles, thermodynamic laws, statistical calculations of thermodynamic quantities, absolute temperature, heat, entropy, equations of state, kinetic theory of dilute gases, phase equilibrium, quantum statistics of ideal gases. Mr. Daly.

Prerequisites: Physics 200 and one 200-level mathematics course.

**[260b. Contemporary Optics] (½)**

This course samples topics in modern optics research and optics applications. Study of cross-disciplinary research and applications in fields like biology, chemistry, medicine etc. is an essential part of this course. Hands-on demonstrations and laboratory exercises are included. Ms. Magnes.

Prerequisites: 2 units of any science at Vassar, calculus or special permission.

Not offered in 2011/12.

**[270b. Computational Methods in the Sciences] (½)**

(Same as Chemistry 270b) This course introduces students to computational techniques which are helpful in the physical sciences. No previous experience with computer programming is required. Topics include sorting algorithms, numerical integration, differential equations, series, linear algebra, root findings and the basics of fortran programming. Mr. Opazo-Castillo.

One 75-minute period.

Prerequisites: Mathematics 125 or Mathematics 121/122, or permission of instructor.

Not offered in 2011/12.

**290. Field Work (½ or 1.5)****298a or b. Independent Work (½ or 1)****III. Advanced****300a. Independent Project or Thesis (½ or 1)****301b. Independent Project or Thesis (½ or 1)****[310a. Advanced Mechanics] (1)**

A study of the dynamics of simple and complex mechanical systems using the variational methods of Lagrange and Hamilton. Topics include the variational calculus, the Euler-Lagrange equations, Hamilton's equations, canonical transformations, and the Hamilton-Jacobi equation. The department.

Prerequisites: Physics 210, Mathematics 221, 222.

Recommended: Mathematics 228.

Not offered in 2011/12.

**320a. Quantum Mechanics I (1)**

An introduction to the formalism of nonrelativistic quantum mechanics and its physical interpretation, with emphasis on solutions of the Schrodinger wave equation. Topics covered include the operator formalism, uncertainty relations, one-dimensional potentials, bound states, tunneling, central field problems in three dimensions, the hydrogen atom, the harmonic oscillator, and quantum statistics. Mr. Daly.

Prerequisites: Physics 200, 210, Mathematics 221.

Recommended: Mathematics 222, or 228.

**341b. Electromagnetism II (1)**

A study of the electromagnetic field. Starting with Maxwell's equations, topics covered include the propagation of waves, waveguides, the radiation field, retarded potentials, and the relativistic formulation of electromagnetic theory. Ms. Magnes.

Prerequisites: Physics 240, Mathematics 222 or by permission.

Recommended: Mathematics 228.

**375b. Advanced Topics in Physics (½ or 1)**

Course topics vary from year to year. May be taken more than once for different topics. Prerequisites vary depending on the topic. Ms. Magnes.

**399a or b. Senior Independent Work (½ or 1)**

## Political Science Department

**Professors:** Richard J. Born, Andrew Davison (Chair), Leah Haus, Katherine Hite, Sidney Plotkin, Stephen R. Rock, Mary L. Shanley<sup>a</sup>, Peter G. Stillman<sup>b</sup>, Adelaide Villmoare; **Associate Professors:** Luke C. Harris<sup>b</sup>, Himadeep Muppidi; **Assistant Professors:** Sarita McCoy Gregory, Zachariah Cherian Mampilly, Fubing Su; **Adjunct Professor:** Richard Reitano.

**Requirements for Concentration:** 10 units, including 1 unit at the 100-level in Political Science; 1 unit at the 100- or 200-level in each of the four major fields of political science, i.e., American Politics, Comparative Politics, International Politics, Political Theory; 2 units of graded 300-level work including one 300-level seminar (i.e. a course with a number in the 340s, 350s, 360s, 370s or 380s). Students are required to take 1 unit at the 100-level in political science, and are allowed to count up to 2 units in different subfields at the 100-level in political science toward the major. No more than 1 unit of field work may be counted toward the major. After declaring a major, no course in political science may be elected NRO.

Transfer students and students taking academic leaves of absence: A minimum of 6 graded units in the political science major must be taken at Vassar.

**Senior-Year Requirement:** One 300-level seminar (i.e. a course with a number in the 340s, 350s, 360s, 370s or 380s)

Recommendation: Political Analysis (207) is highly recommended to all majors because it deals specifically with a basic methodology of political science.

**Sequence of Courses:** The department recommends that students take Modern Political Thought (270) before electing subsequent 200- and 300-level political theory courses. There is no requirement to specialize in one of the four fields, although specialization is permitted.

**Advisers:** The department.

### Correlate Sequences in Political Science

Four correlate sequences are available in political science: one each in American Politics, Comparative Politics, International Politics, and Political Theory. 6 political science units are required to complete each sequence. With the approval of the sequence adviser, up to 2 units of political science credit transferred from outside Vassar may count toward the completion of the sequence. With the approval of the sequence adviser, a maximum of 1 unit of fieldwork may count toward completion of the sequence. Up to 1 unit of work elected NRO, taken before declaring a correlate sequence, may count toward completion of the sequence. After declaring a correlate sequence, no course elected NRO may count toward completion of the sequence.

**Correlate Sequence in American Politics:** Political Science 140; three courses at the 200-level in the subfield of American politics; one additional related 200-level course (to be determined by the correlate sequence adviser and the student); and a 300-level graded course in the subfield of American politics. Sequence Advisers: Mr. Born, Mr. Harris, Mr. Plotkin, Ms. Villmoare.

**Correlate Sequence in Comparative Politics:** Political Science 150; three courses at the 200-level in the subfield of comparative politics; one additional related 200-level course (to be determined by the correlate sequence adviser and the student); and a 300-level graded course in the subfield of comparative politics. Sequence Advisers: Ms. Hite, Mr. Longman, Mr. Su.

**Correlate Sequence in International Politics:** Political Science 160; three courses at the 200-level in the subfield of international politics; one additional related 200-level course (to be determined by the correlate sequence adviser and the student); and a 300-level graded course in the subfield of international politics. Sequence Advisers: Ms. Haus, Mr. Mampilly, Mr. Muppidi, Mr. Rock.

**Correlate Sequence in Political Theory:** Political Science 170; three courses at the 200-level in the subfield of political theory; one additional related 200-level course (to be determined by the correlate sequence adviser and the student); and a 300-level graded

course in the subfield of political theory. Sequence Advisers: Mr. Davison, Ms. Gregory, Ms. Shanley, Mr. Stillman.

**110a. Gender, Social Problems and Social Change (1)**  
(Same as Women's Studies 110a. and Sociology 110a) This course introduces students to a variety of social problems using insights from political science, sociology, and gender studies. We begin with an exploration of the sociological perspective, and how social problems are defined as such. We then examine the general issues of inequalities based on economic and employment status, racial and ethnic identity, and gender and sexual orientation. We apply these categories of analysis to problems facing the educational system and the criminal justice system. As we examine specific issues, we discuss political processes, social movements, and individual actions that people have used to address these problems. Ms. Leonard.

Permission of instructor.

One 3-hour meeting.

**112. Family, Law and Social Policy (1)**  
(Same as Sociology and Women's Studies 112) This course explores the ways laws and social policies intertwine with the rapid changes affecting US families in the 21st century. We focus on ways in which public policies both respond to and try to influence changes in family composition and structure. The topics we explore may include marriage (including same-sex and polygamous marriage); the nuclear family and alternative family forms; domestic violence and the law; incarcerated parents and their children; juvenile justice and families; transnational families; and reproductive technologies. Although focusing on contemporary law and social policy, we place these issues in historical and comparative perspective. By permission of the instructor. Ms. Leonard, Ms. Shanley.

One 3-hour meeting.

### I. Introductory

The courses listed below are introductions to the discipline of political science: American Politics, Comparative Politics, International Politics, and Political Theory. One introductory course is required of majors. No more than two introductory courses in different subfields may be counted towards the major. Except where otherwise noted, enrollment of juniors and seniors for 100-level courses by permission of the instructor only.

**140a or b. American Politics (1)**  
American Politics. An analysis of the American political system and the structures and processes by which public policies are formulated and implemented. Attention is focused upon decision making in institutions of American national government, such as Congress, the Presidency, and the Supreme Court, and upon political behavior—public opinion, voting, and other forms of political activity. Attention is also given to evaluation of selected public policies and contemporary issues, and questions of political change. Mr. Born.

**American Politics: a Multiracial and Multicultural Approach to U.S. Politics.** This course represents a multiracial and multicultural approach to the study of American Politics. It examines American social history, political ideologies, and governmental institutions. It covers a broad range of topics including the Constitution, federalism, Congress, the judiciary, and the politics of difference in the United States. The thematic core of the class engages the evolution of the ideas of "equality" and "citizenship" in American society. Mr. Harris.

**American Politics: Conflict and Power.** An analysis of US politics as an example of the uses of conflict to uphold and/or to change established relationships of power and public policy. A main focus is on alternative theories and strategies of conflict, especially as reflected in such institutions as the constitution, court, party system, interest groups, the media, and presidency. A major focus is on the conflict implications of business as a system of power, its relation to the warfare state and the US international project. Materials may be drawn from comparisons with other political systems. Mr. Plotkin.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.



American Politics: Democracy and Citizenship. This course examines tensions and conflicts surrounding contemporary US democracy within the context of a global, post 9/11 world. Issues of citizenship and immigration, liberty, security, class, race, ethnicity, and gender inform a consideration of federal government institutions and processes. Specific topics vary according to changing political events and circumstances. Ms. Villmoare.

### 150a or b. Comparative Politics (1)

An examination of political systems across the world chosen to illustrate different types of political regimes, states, and societies. The political system is seen to include formal institutions of government, such as parliaments and bureaucracies; political parties and other forms of group life; those aspects of the history and social and economic structure of a society that are relevant to politics; and political beliefs, values, and ideologies. Special attention is given to the question of political change and development, whether through revolutionary or constitutional process.

Comparative Politics: Analyzing Politics in the World. This course introduces how comparativists analyze politics within states in the world. Topics include state formation, democracy and dictatorship, political economy, social movements, revolution, ethnicity, and political culture. The course draws from both theoretical work and country and regional case studies that may include the US, Chile, China, India, Cuba, Great Britain, Iran, the Middle East, South Africa and East Asia. The course uses cases to analyze and compare basic concepts and patterns of the political process. Students should come away from the course with both an understanding of the diversity of the world's political systems, as well as an appreciation of the questions and concepts that inform the work of political scientists. Ms. Hite, Mr. Su.

Comparative Politics: States and Societies. The study of relations between states and their societies serves as an introduction to the field of comparative politics. Using a case study approach and sources ranging from autobiographies and poetry to traditional political science texts, the course examines domestic political processes in China, Chile, Great Britain, and South Africa. Issues studied include the impacts of history and culture on politics, the balance between coercion and legitimacy, struggles over human rights and democracy, conflicts over racial, religious, gender, and sexual orientation identities, and efforts to obtain economic opportunity and growth and how these involve and affect people in their daily lives. The central concern of the course is how people in various countries both seek to influence and are affected by their political systems. Mr. Longman.

### 160a or b. International Politics (1)

An examination of major issues in international politics, including national and international security and production and distribution of wealth, along with selected global issues such as human rights, ethnic nationalism and ethnic conflict, migration and refugees, environmental degradation and protection, and the impact of developments in communication and information technologies. Attention is also given to the origins, evolution, and the future of the contemporary international system, as well as to competing theoretical perspectives on world politics. Ms. Haus, Mr. Mampilly, Mr. Rock, Mr. Muppidi.

### 170a or b. Political Theory (1)

Political Theory. An introduction to the nature, types, and problems of political theory. The core of the readings consists of selections from what are considered classic works in the field. The course emphasizes the relevance of these ideas to current political developments and scholarship. Mr. Davison, Ms. Shanley.

Political Theory: Voting, Democracy, and Engaging Theory. This course explores a new way of engaging theory, by putting ideas to work. The first part of the class introduces critical theories of inclusion and access in the United States. The second part of the class involves participation in inclusion awareness workshops and Board of Elections inspector training. The capstone experience will be to serve as poll workers (or assistants) on Election day. After the general election, we meet again as a class to evaluate experiences

and complete a final debriefing. Topics for study include the intellectual history of the right to vote, voter fraud and suppression, felon disenfranchisement and other barriers to voting, youth participation, issues of election reform in New York, HAVA and inclusive design, and comparative methods of election administration. Readings will include classical and contemporary theories from Rousseau, Mill, Iris Young, and Martha Nussbaum. Ms. Gregory.

Political Theory: Central Political Concepts and Practices. An examination of central political concepts and practices with reading from the history of political philosophy and contemporary thinkers. The course treats concepts and practices such as freedom, citizenship, equality, the state, revolution, the Socratic question of how best to lead one's life, conservatism, and anarchism, using readings by thinkers such as Aristotle, Machiavelli, Locke, Mill, Ghandi, Arendt, Foucault, and current authors. Mr. Stillman.

### 177b. Environmental Political Thought (½)

(Same as Environmental Studies 177b) The emerging awareness of ecological problems in the past half-century has led to a questioning and rethinking of some important political ideas. What theories can describe an ecologically-sound human relation to nature; what policies derive from those theories; and how do they value nature? What is the appropriate size of political units? What model of citizenship best addresses environmental issues? This course will address selected issues through readings in past political thinkers like Locke and Marx and in contemporary political and environmental theorists. Mr. Stillman.

### 178a. Political Theory, Environmental Justice: The Case of New Orleans After Katrina (½)

(Same as Environmental Studies 178a) Hurricane Katrina flooded much of New Orleans, causing intense social and political problems within the city and testing the ability of citizens and governments to respond to the crisis. The course aims to interpret and evaluate those responses by reading past political theorists, such as Aristotle, Hobbes, and DuBois, and current evaluations, such as those based in concerns for environmental justice. Mr. Stillman.

## II. Intermediate

Prerequisite: Freshmen may take a 200-level course only with the permission of the instructor, which usually requires satisfactory completion of an introductory course. For sophomores, juniors, and seniors, an introductory course is recommended but not required.

### 207. Political Analysis (1)

A study of the methods for collecting quantitative and qualitative data in political science. In addition to exploring the logic of scientific inquiry and methods of analysis, normative questions are raised concerning the potential biases and limitations of particular modes of inquiry. Research examples emphasize the special problems in cross-cultural validation. Mr. Born.

## A. American Politics

### 234. Media and Politics (1)

This course explores various forms of media, including newspapers and journals, television, film, radio, and the internet as well as politics in the contemporary United States. Among the topics examined are the relationships between media and 1) electoral politics; 2) governance at the national level; 3) crime and law and order; 4) politics of race, class and gender. Ms. Villmoare.

### 238b. Power and Public Policy (1)

An examination of the policy consequences of power in the United States, including the role of the corporation as a policy making institution and the influence of citizens and social movements on public policy. The emphasis is on theories of power, relationships between economic and political power, and the impact of power on ideology and the structuring of policy alternatives, policy making, and policy implementation. Case studies may include policy areas such as health, environment, tobacco, technology, and mass media. Mr. Plotkin.

**240. The American Presidency (1)**

An analysis of the American presidency, with emphasis on recent presidents. Topics include presidential nominations and elections; the nature and use of presidential power; the institutionalized presidency; policy making in the White House; the relationship between presidents and other key political factors, e.g., the Congress, the bureaucracy, the media, and public opinion; and the role of presidential personality and style. Mr. Born.

**241. Congress (1)**

An analysis of the contemporary and evolving U.S. Congress, its organization, functions, and politics. Topics include congressional elections and representation; the internal life and norms of the House and Senate; the structure of power in Congress; interest groups and lobbying; presidential-congressional relations; the congressional response to selected public problems; and political change and the future of Congress. Mr. Born.

**242b. Law, Justice, and Politics (1)**

An analysis of the interrelationships between law and politics in civil and criminal spheres in the United States, focusing on the role of the police, courtroom participants, and prison officials. Special emphasis is given to decision making in criminal law at the local level—e.g., pretrial negotiations, bail, and sentencing. Ms. Villmoare.

**243. Constitutional Law (1)**

Leading decisions of the Supreme Court interpreting the Constitution of the United States, with special reference to the powers of government and the rights of individuals. Mr. Harris.

**244a. Political Parties and Public Opinion (1)**

An examination of the nature and roles of public opinion and political parties in American politics, with emphasis on democratic means of political participation and influence in contemporary America. Special attention is paid to mass and elite political attitudes and behavior, techniques of public opinion polling, the impact of public opinion on policy making, recent national elections, campaign techniques and strategies, and the changing party system. Mr. Born.

**245a. Ideologies and Black Politics in the Age of Obama (1)**

(Same as Africana Studies 245a) This course provides an introduction to the ideologies and political experiences of African Americans. There will be an overview of the black political experience in the U.S. primarily, with particular emphasis on issues of blackness, citizenship, voting, culture, urban and state politics, and the intersection of gender, class, and sexual identity in black political thought. The course concludes with an emphasis on contemporary African American politics with the election of President Barack Obama and beyond. The course considers the impact of Obama's election on future research and African American political opinion. W.E.B. DuBois, Frederick Douglass, Ida B. Wells, Shirley Chisholm, Jesse Jackson, Martin Luther King, Jr., Malcolm X, Ella Baker, Barack Obama, Michael Dawson, Patricia Hill Collins and Melissa Harris-Lacewell will be among the black theorists considered. Ms. Gregory.

**246. Civil Rights (1)**

This survey course examines the causal and remedial relationship of law to racial discrimination. Following a brief historical overview of the law's engagement with race, the course considers the development of civil rights claims in a number of areas such as education, housing and employment. Competing visions of racial equality embedded in civil rights legislation, in case law and in legal discourse and theory will be evaluated as well as critiques of traditional models of anti-discrimination law. Throughout the class we will seek to assess how the legal system has accommodated racism and racial subordination as well as the extent to which racial progress is both enabled and delimited within the legal frame. Mr. Harris.

**247a. The Politics of Difference (1)**

(Same as Africana Studies 247a)

This course relates to the meanings of various group experiences in American politics. It explicitly explores, for example, issues of race, class, gender, disability, and sexual orientation. Among other things, this course addresses the contributions of the Critical Legal Studies Movement, the Feminist Jurisprudence Movement, the Critical Race Movement, and Queer Studies to the legal academy. Mr. Harris.

**249. The Politics of City, Suburb, and Neighborhood (1)**

(Same as Urban Studies 249b) An examination of the development, organization, and practice of the varied forms of politics in metropolitan areas. Main themes include struggles between machine and reform politicians in cities; fiscal politics and urban pre-occupations with economic growth, racial and class politics; changes in federal urban policies; neighborhood politics and alternative forms of community organization; suburban politics and race/class. Mr. Plotkin.

**B. Comparative Politics****252. The Politics of Modern Social Movements (1)**

This course examines continuities and transformations in both the study and practice of modern political and social movements. The course explores why movements emerge, how they develop, and what they accomplish. We study several dimensions of collective action, including their organization, leadership, ideology or programmatic content, and objectives. Our case studies are rich and diverse, spanning actors and geographic regions, yet we consciously draw comparisons across the cases concerning movements' origins, the context of power relations and political positioning within society. We also seek to understand the sometimes powerful, sometimes subtle influences of social movements on the nature of socioeconomic, gender, racial, ethnic, national and transnational relations today. Ms. Hite.

**253a. Transitions In Europe (1)**

This course addresses change in Europe, with a focus on the former Soviet Union, particularly Russia, and the European Union. The course analyzes changes in politics and political economy that have taken place in both of these spaces in recent decades. Subjects may include the collapse of authoritarianism; democratic consolidation; the unraveling of democracy; deepening of the market; ethnicity, nationalism and post-nationalism; education and collective identity formation; historical legacies and comparative politics. Ms. Haus.

**254a. Chinese Politics and Economy (1)**

(Same as Asian Studies 254a) This course offers a historical and thematic survey of Chinese politics, with an emphasis on the patterns and dynamics of political development and reforms since the Communist takeover in 1949. In the historical segment, we examine major political events leading up to the reform era, including China's imperial political system, the collapse of dynasties, the civil war, the Communist Party's rise to power, the land reform, the Great Leap Forward, the Cultural Revolution, and the initiation of the reform. The thematic part deals with some general issues of governance, economic reform, democratization, globalization and China's relations with Hong Kong, Taiwan and the United States. This course is designed to help students understand China's contemporary issues from a historical perspective. For students who are interested in other regions of the world, China offers a rich comparative case on some important topics such as modernization, democratization, social movement, economic development, reform and rule of law. Mr. Su.

**255. Subaltern Politics (1)**

(Same as Asian Studies 255a) What does it mean to understand issues of governance and politics from the perspective of non-elite, or subaltern, groups? How do subalterns respond to, participate in, and/or resist the historically powerful forces of modernity, nationalism, religious mobilization, and politico-economic development in

postcolonial spaces? What are the theoretical frameworks most appropriate for analyzing politics from the perspective of the subaltern? This course engages such questions by drawing on the flourishing field of subaltern studies in South Asia. While its primary focus is on materials from South Asia, particularly India, it also seeks to relate the findings from this area to broadly comparable issues in Latin America and Africa. Mr. Muppili.

**256. Race, Ethnicity and Nationalism** (1)  
(Same as Africana Studies 256 International Studies 256) Conflicts over racial, ethnic and / or national identity continue to dominate headlines in diverse corners of the world. Whether referring to ethnic violence in Bosnia or Sri Lanka, racialized political tensions in Sudan and Fiji, the treatment of Roma (Gypsies) and Muslims in Europe, or the charged debates about immigration policy in the United States, cultural identities remain at the center of politics globally. Drawing upon multiple theoretical approaches, this course explores the related concepts of race, ethnicity and nationalism from a comparative perspective using case studies drawn from around the world and across different time periods. Mr. Mampilly.

Two 75-minute meetings.

**257. Legacies of Violence** (1)  
A comparative analysis of the legacies of political violence for both democratic and democratizing regimes. Legacies expressed through “formal” political institutions (i.e., constitutions, laws, political parties), and through more “informal”, or cultural, expressions of authoritarianism (i.e., collective memories, symbolic acts and phenomena, day-to-day social relations) which together influence the scope and depth of democracy in post-authoritarian politics. Case studies include Italy, Germany, Spain, Argentina, Brazil, Chile, the former Yugoslavia, and the Czech Republic. Ms. Hite.

**258. Latin American Politics** (1)  
An examination of major political issues and challenges facing contemporary Latin America, from ongoing processes of democratization and economic liberalization, to new efforts at regional integration and peace-keeping. The course also explores movements for socially sustainable development and citizenship rights on the part of non-governmental organizations and networks. The course uses country cases from throughout the region, including the Southern Cone, the Andes, Central America, and Mexico. Ms. Hite.

**259a. Human Rights and Politics** (1)  
(Same as Africana Studies 259a) This course examines the growing international influence of human rights principles, documents, and organizations on politics. We study how human rights discourse has emerged as a major factor in modern politics and review the documents that serve as a basis for modern human rights. We look at examples drawn from Africa and the United States to explore issues such as universality versus cultural relativity in human rights discourses; civil and political rights versus cultural versus economic, social, and cultural rights; individual versus group rights; the crime of genocide; efforts to expand human rights law to include rights for children, women, gays, and lesbians and others, and the activities of national and international human rights organizations. Mr. Longman.

## C. International Politics

**260b. International Relations of the Third World: Bandung to 9/11** (1)

(Same as Africana Studies 260b and International Studies 260b) Whether referred to as the “Third World,” or other variants such as the “Global South,” the “Developing World,” the “G-77,” the “Non-Aligned Movement,” or the “Post-colonial World,” a certain unity has long been assumed for the multitude of countries ranging from Central and South America, across Africa to much of Asia. Is it valid to speak of a Third World? What were/are the connections between countries of the Third World? What were/are the high and low points of Third World solidarity? And what is the relationship between the First and Third Worlds? Drawing on academic

and journalistic writings, personal narratives, music, and film, this course explores the concept of the Third World from economic, political and cultural perspectives. Beginning shortly after the end of colonialism, we examine the trajectory of the Third World in global political debates through the end of the Cold War and start of the War on Terror. Mr. Mampilly.

**261. Theories of War and Peace** (1)  
An inquiry into the causes of war and peace among states. Explanations at various levels—human, societal, governmental, international—are considered. The course aims at an understanding of those factors which lead individual states into conflict with one another as well as those which incline the broader international system toward stability or instability. Mr. Rock.

**262a. India, China and the State of Postcoloniality** (1)  
(Same as Asian Studies 262) As India and China integrate themselves deeply into the global economy, they raise issues of crucial importance to international politics. As nation-states that were shaped by an historical struggle against colonialism, how do they see their re-insertion into an international system still dominated by the West? What understandings of the nation and economy, of power and purpose, of politics and sovereignty, shape their efforts to join the global order? How should we re-think the nature of the state in the context? Are there radical and significant differences between colonial states, capitalist states and postcolonial ones? What are some of the implications for international politics of these differences? Drawing on contemporary debates in the fields of international relations and postcolonial theory, this course explores some of the changes underway in India and China and the implications of these changes for our current understandings of the international system. Mr. Muppili.

**263. Critical International Relations** (1)  
(Same as Asian Studies 263) The study of world politics is marked by a rich debate between realist and critical approaches. While realist approaches typically encompass realist/neo-realist and liberal/neo-liberal theories, critical approaches include social constructivist, historical materialist, post-structural and post-colonial theories of world politics. This course is a focused examination of some of the more prominent critical theories of international relations. It aims to a) familiarize students with the core concepts and conceptual relations implicit in these theories and b) acquaint them with the ways in which these theories can be applied to generate fresh insights into the traditional concerns (such as war, anarchy, nationalism, sovereignty, global order, economic integration) and security dilemmas of world politics. Mr. Muppili.

**264b. The Foreign Policy of the United States** (1)  
Key factors which shape the formulation and execution of American foreign policy are identified, primarily through a series of case studies drawn from post-World War II experience in world affairs. Normative issues concerning the decision-making process and foreign policy goals and means are also discussed. Mr. Rock.

**265a. International Political Economy** (1)  
This course addresses the relationship between power and wealth in the international arena. The interaction between politics and economics is explored in historical and contemporary subjects that may include the rise and decline of empires; economic sanctions; international institutions such as the IMF; regional integration in the European Union; globalization and its discontents; mercenaries and military corporations; education and internationalization. Ms. Haus.

**266b. Defense Policy and Arms Control** (1)  
An examination of American defense and arms control policy since 1945. Particular attention is given to the theory and practice of conventional and nuclear deterrence, and to the analysis of such contemporary issues as proliferation, the role of women and gays in the military, and the problem of economic conversion. Mr. Rock.

**268a. The Politics of Globalization (1)**

Globalization is increasingly seen as a new and powerful force in world politics, but there is intense debate over what this new force is and what its effects are. This course introduces students to some of the more prominent ways of theorizing globalization and explaining the politics underlying the economic, social and cultural effects it generates. Mr. Muppidi.

**269b. National Model United Nations (1)**

Prepares students to participate in the National Model United Nations in New York City. Students represent a country, research its history, its political, economic and social systems, and its foreign policy. There is also a comprehensive evaluation of the UN system, and the role of states and non-state actors, such as NGOs. Participation in the Model UN simulation occurs in the spring. Mr. Reitano.

Prerequisite: by permission of instructor. Application is required early in the a-term.

One 4-hour period.

**D. Political Theory****222. Bioethics/Human Reproduction (1)**

(Same as Science, Technology and Society 222) Scientific and technological advances are revolutionizing the ways in which human beings can procreate. This has given rise to debates over the ethical use of these methods, and over whether and how law and public policy should regulate these procedures and recognize the family relationships created by their use. This course examines topics such as fertility treatments, the commodification of gametes and embryos, contraceptive development and use, genetic screening and genetic modification of embryos, genetic testing in establishing family rights and responsibilities, and human cloning. We examine issues surrounding the ethical use of these methods, and consider whether and how law and public policy should regulate these procedures and recognize the family relationships created by their use. Ms. Pokrywka, Ms. Shanley.

**270a. Modern Political Thought (1)**

A study of selected modern political theorists, such as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Arendt. Among the themes stressed are theories of sovereignty, the development and varieties of liberalism and individualism, different theories of community, the relationships between politics and economics, and the relationship between the individual and the state. Mr. Stillman.

**271. Race, Gender, and Class in American Political Thought (1)**

Studies of American political theory, particularly issues surrounding the meanings of democracy, political obligation, and equality. Readings include works about the government of Native American peoples, Spanish and English colonial rule, the U.S. Constitution, the post-Civil War amendments, women's suffrage and women's rights, and the political and constitutional challenges posed by a pluralistic or multicultural society. Ms. Gregory, Mr. Stillman, Ms. Shanley.

**272b. Improvising Politics (1)**

This course examines the idea and meaning of "improvisation" in the realm of political theory. Attention is given to ways that jazz improvisers are "political," looking at "jazz ambassadors" for democracy and musicians as citizen activists. Using the case studies of New Orleans and Paris in 2005, we also explore ways that the realm of democratic politics incorporates improvisation, through political participation and the politics of recognition. The primary readings for the course will be interdisciplinary, including jazz biographies, ethnographies, jazz novels, and contemporary studies on jazz and politics. Music listening is incorporated into the classroom experience and discussions. Selected readings from: Dostoevsky, Adorno, Ralph Ellison, Toni Morrison, Cornel West, Ingrid Monson, Robin D.G. Kelley, Penny Von Eschen, Eric Porter, and Farah Griffith, among others. Ms. Gregory.

**273a. Interpreting Politics (1)**

A detailed study of the philosophical underpinnings of various modes of interpreting politics: empiricism/positivism; interpretive/hermeneutic inquiry, critical theory, rational choice theory, realism, and discourse analysis. Aim is to understand the central concepts and goals of each approach, the kinds of explanations they seek to offer, and the views they posit regarding the relationship between politics and theory, on the one hand, and politics and the political analyst, on the other. Mr. Davison.

**274a. Political Ideology (1)**

(Same as Asian Studies 274a) This course examines the insights and limits of an ideological orientation to political life. Various understandings of ideology are discussed, selected contemporary ideologies are studied (e.g., liberalism, conservatism, Marxism, fascism, Nazism, corporatism, Islamism), and the limits of ideology are explored in relation to other forms of political expression and understanding. Selected ideologies and contexts for consideration are drawn from sites of contemporary global political significance. Mr. Davison

**275. Terrorism and Political Philosophy (1)**

An exploration of how the resources of political philosophy can be used to analyze and evaluate terrorism. How can terrorism be defined—what are the major definitions, what are the major definitional issues, and what counts as a terrorist act? Are there tendencies in Western political thought and practice that produce a climate conducive to the discourse of terror? What are the arguments of those who advocate or justify terror and those who denounce or criticize it? How can we interpret and evaluate the use of terror by states and by non-state groups? Readings range from the seventeenth century to the present and include Hobbes, Robespierre, Arendt, Fanon, and Qutb. Mr. Stillman.

**276b. Democratic Theory (1)**

This course acquaints upper-level students with some important recent and classic work on selected problems in democratic theory. The course explores the ambivalence about the idea of democracy, examining theories that argue for the connection between self-government and the attainment of freedom and autonomy and those theories that worry that democracy may indeed be unsustainable or against the realization of liberty and freedom. Readings may include de Tocqueville, Mill, Rousseau, Dahl, Benhabib, Pateman, Putnam, Young, and Wolin, among others. Ms. Gregory.

**277. Post-Orientalist Hermeneutics (1)**

(Same as Asian Studies 277b) This course examines the possibility of a Post-Orientalist hermeneutical approach to the study of "the Middle East." Emphasis is placed on an examination of selected, classical and contemporary theoretical literature in hermeneutics, Orientalism, and Post-Orientalism, including readings from main contributors to these discussions like Hans-Georg Gadamer, Edward Said, and Hamid Dabashi. In addition, the difference that Post-Orientalist hermeneutics may make in understanding are explored in several selected contexts of consideration drawn from issues of contemporary political significance and the instructor's own research on politics in Turkey. Mr. Davison.

**278b. Sex and Justice (1)**

(Same as Women's Studies 278b) This course explores both theories and policy issues related to gender difference and sexuality in the US context. We examine the development of feminist theory after 1960, with emphasis on how issues of race, class, and sexual orientation (including queer theory) have affected analyses of gender. The course looks at the dynamic relationship between different theoretical perspectives on the one hand, and a variety of public policy issues and law on the other. Among the issues we may examine are affirmative action, family and workplace, pornography and sex work, reproductive justice (including use of reproductive technologies), same-sex marriage and welfare reform. Ms. Shanley.

**279. Utopian Political Thought (1)**

A study of major Western utopias from Thomas More's to the present, including proposed "good societies," dystopias such as Brave New World, and existing communities that are utopian or can be analyzed through utopian principles. Central themes the role and value of utopias in understanding and criticizing the present and in imagining possibilities for the future; the use of utopias to explore important political concepts and different ways of living; and the relations among utopias, dystopias, and existing utopian experiments. Mr. Stillman.

**E. Other****290a or b. Field Work (½ or 1)**

Individual or group field projects or internships with prior approval of the adviser. Students are expected to do substantial directed reading in theoretical material specifically related to the field placement prior to or in conjunction with the field experience; to develop in consultation with a faculty supervisor a set of questions based on the theoretical reading to guide the field observations; to submit a written report relating the theoretical reading to the field observations or, in lieu of a report and at the option of the department, to take a final oral examination administered by two faculty members. No more than 1 unit of field work (290) may be counted toward fulfilling the requirements of the minimum major. The department.

**298a or b. Independent Work (½ or 1)**

Independent work is normally based on a student's desire to study with an instructor a specialized aspect of a course taken with that instructor. One unit normally entails substantial directed reading and/or the writing of a long paper and biweekly conferences with the instructor. In no case shall independent work satisfy the subfield distribution requirement. The department.

Special permission.

**III. Advanced**

Courses numbered 310-319 are advanced courses that meet twice a week and are limited to nineteen students. These courses do not require permission of the instructor for sophomores, juniors, and seniors who have taken at least one previous political science course. These courses can meet the requirement for two graded 300-level courses but do not meet the requirement of one 300-level seminar during the senior year. Seminars in the 340s, 350s, 360s, and 370s are generally limited to twelve students and require permission of the instructor. Students taking seminars are expected to have taken relevant course-work at a lower level. The content of seminars can vary from year to year depending upon interests of students and instructors. Seminars might focus on topics too specialized to receive exhaustive treatment in lower-level courses; they might explore particular approaches to the discipline or particular methods of research; they might be concerned with especially difficult problems in political life, or be oriented toward a research project of the instructor. The thesis (300, 301, 302) and senior independent work (399) require permission of the instructor.

**A. Optional Senior Thesis****300a. Senior Thesis (1)**

A 1-unit thesis, written in the fall semester.  
Special permission.

**301a. Senior Thesis (½ or 1)**

A 1-unit thesis written in two semesters.  
Year long course 301-302.  
Special permission.

**302b. Senior Thesis (½ or 1)**

A 1-unit thesis written in two semesters.  
Year long course 301-302.  
Special permission.

**B. Advanced Courses****311b. The Politics of Capitalism (1)**

An examination of theories of the relationship between capitalism, politics and the state. Central concerns include tendencies toward fiscal crisis, war, and waste; the impact of capital on political power and the sabotage of democracy; ideology, class consciousness and the potential for resistance from below. Authors to be considered include, among others, Thorstein Veblen, Karl Marx, Max Weber, Franz Neumann, C. Wright Mills, and Sheldon Wolin. Mr. Plotkin.

Two 75-minute periods.

**312b. Studies in Environmental Political Thought (1)**

(Same as Environmental Studies 312b) An advanced course that studies topics at the intersection of environmental issues and political thought. Topics change yearly and may include Green Utopias; Justice and Democracy in New Orleans after Katrina; and Economic Growth and the Equitable Distribution of Water in the American Southwest. Mr. Stillman.

Two 75-minute periods.

**313b. Politics in Africa: Case Studies (1)**

(Same as Africana Studies 313b) This advanced intermediate course offers an intensive study of the politics of a selected African country. The course analyzes the political history of the country and its formal state structures before focusing on the most salient contemporary political issues, such as democratization, corruption, and political stability, human rights and transitional justice, gender, race, ethnicity and other aspects of identity politics, and economic development and inequality. The concentrated focus on a single case allows students to explore how the diverse themes and methodologies of comparative politics are applied in a real world setting. The country of focus varies annually. Mr. Longman.

Two 75-minute periods.

**315. Democratic Engagement (1)**

What is democracy? How healthy is democracy in the United States and/or abroad? What counts as engagement? Is talking enough? Should citizens do more than vote? What types of activism count as engagement? This course addresses these fundamental questions in addition to those raised during our interaction over the semester. Democratic Engagement offers a community-based experience focused on observing, participating in, and documenting several different approaches to political engagement in the greater Poughkeepsie metro area. The class combines theory and practice in two ways. First, the class offers a theoretical exploration of concepts such as democracy, participation, deliberation, activism, and power through an examination of texts, articles, and films. Secondly, students employ their own gazes to evaluate engagement in action through off-campus visits, guest lectures, and participation in local politics. Students work in small teams with a local organization on a public policy issue designed by the organization for in-depth research on an advocacy project. Students complete a final report to be turned in to the organization at the end of the semester. The class also makes an end-of-the-semester presentations with community organizers and the Vassar community. Ms. Gregory.

Two 75-minute periods

**C. American Politics Seminars****341b. Seminar in Congressional Politics (1)**

This seminar focuses on the theme of congress people and their constituents—a subject that has become quite popular among congressional scholars. While the theme is broadly construed, most of our attention is focused on congressional elections. Here we study reapportionment and redistricting, campaign finance reform, the too-often ignored subject of recruitment of congressional candidates, the role of national party organizations in congressional campaigns, the emergence of sophisticated campaign techniques, how the Republicans managed to "nationalize" the 1994 midterms and win their landslide victory, why divided party control of government has been so pervasive in the U.S., and how congress people continually cultivate the support of constituents over their entire term of office

through casework and project assistance. Mr. Born.

Prerequisite: by permission of instructor.

One 2-hour period.

### 343a. Seminar in Constitutional Theory (1)

This seminar focuses on some core problems pertaining to constitutional interpretation, examining questions of constitutional theory and interpretation as they relate to issues of equality and full citizenship. The course discusses the nature and function of the Constitution, explores theories about how the Constitution should be interpreted, and examines the methods that interpreters use to decipher the meanings of constitutional provisions. These concerns are addressed by focusing on various dimensions of constitutional theories and decisions pertaining to questions related to anti-discrimination law. Some of the issues covered include standards of judicial review, Supreme Court interpretations of equal protection, the constitutional protection of groups as well as individuals, and the appropriateness of constitutional protections rooted in color-blind and gender-blind principles. Mr. Harris.

Prerequisite: by permission of instructor.

One 2-hour period.

### 346b. Seminar in American Politics (1)

Rights claims and court decisions have often been at the center of political conflict in the US. This seminar examines meanings of rights politics that look to litigation as a key strategy for political and social change. There is a consideration of legal culture in everyday life, ways in which rights get politically articulated, the role of lawyers in this politics, the impact of court decisions, and benefits and limits of litigation for such politics. Ms. Villmoare.

Prerequisite: by permission of instructor, normally an intermediate-level course in American politics.

One 2-hour period.

### 348. Seminar in Democracy and Power in America (1)

An examination of tensions and adjustments between democratic ideals and the structures and practices of political and economic power in the United States. Mr. Plotkin.

Prerequisite: by permission of instructor, normally an intermediate-level course in American Politics.

One 2-hour period.

D. Comparative Politics Seminars

### 352. Seminar on Multiculturalism in Comparative Perspective (1)

(Same as Africana Studies 352) This seminar explores the political significance of cultural diversity. Based on the comparative analysis of the United States and other multicultural states, the course examines how and why racial, ethnic, linguistic, and religious identities become grounds for political action. The course examines the formation of identity groups and considers the origins of prejudice, racism, and discrimination. The course also considers peaceful means that governments can use to accommodate cultural diversity. In addition to the United States, countries studied may include South Africa, Rwanda, India, and Yugoslavia. Mr. Longman.

Prerequisite: by permission of instructor.

One 2-hour period.

### 355a. Seminar on Violence (1)

This seminar explores the many manifestations of political violence. Drawing from cases around the world, we examine: 1) a range of theoretical explanations of violence; 2) how governments and societies address systematic violations of human rights of their pasts; 3) organized insurgency and counterinsurgency response; and 4) extremely high levels of violence as an every day social phenomenon. The seminar attempts to address the influences, linkages, and implications of past and present violence for these societies; present and future politics and culture. Case studies come from Latin America, Africa, Southeast Asia, and the United States. Ms. Hite.

Prerequisite: by permission of instructor.

One 2-hour period.

### 358b. Comparative Political Economy (1)

This course surveys some classic writings in the study of political economy and examines a variety of choices countries have made in different time periods and in different regions of the world, including Europe, North America, Latin America, Asia, the Middle East, and Africa. The primary objective of the course is to explore how politics and economics have interacted in the real world. By the end of the course students should also have gained familiarity with some analytical tools in the field of political economy. Mr. Su.

Prerequisite: by permission of instructor.

One 2-hour period.

### 381. Politics of Memory: Latin America/Comparative Perspective (1)

(Same as Latin American and Latino/a Studies 381) This seminar analyzes theoretical debates and political processes around what has become known as the politics of memory, or "coming to terms with" violent political pasts. Readings come from a range of disciplines and explore distinct political mechanisms, symbolic acts, and day-to-day social and cultural relations that influence the construction or reconstruction, as well as the fragmentation and/or absence of political community. Case studies are primarily from Latin America but also draw from other regions. Ms. Hite.

Prerequisite: by permission of instructor.

One 2-hour period.

## E. International Politics Seminars

### 360a. The Ethics of War and Peace (1)

This course considers the moral rights and obligations of states, political and military leaders, soldiers, and ordinary citizens with respect to war and peace. Taking just war theory as our point of departure, we concentrate on three major questions: (1) When, if ever, is the use of military force permissible? (2) How may military force be used? (3) Who is responsible for ensuring that force is used only at a permissible time and in a permissible manner? Students are encouraged to develop positions on these matters and to apply them to recent and contemporary cases involving the use or potential use of force. Mr. Rock.

Prerequisite: by permission of instructor.

One 2-hour period.

### 362a. Seminar in International Politics: Migration and Citizenship (1)

This seminar considers the causes and consequences of migration from economically developing countries such as China, Mexico, Turkey, Morocco, Algeria, Pakistan, and India to post-industrial countries, with a focus on the United States, France, and Britain. The seminar first addresses different explanations for why people move across state borders, such as the role of economic forces, transnational social networks, and the legacies of colonialism. The seminar then addresses immigrant incorporation and reactions to immigration in post-industrial countries; and engages in a comparative analysis of managing 'difference'. Questions addressed include why do many people in France hold such different views from many people in the United States towards multiculturalism and assimilation as alternative modes of incorporation; integration of Muslims in Western Europe; whether immigrants are replacing or displacing African-American workers; the politics of education policy in regard to the incorporation of (grand) children of immigrants; the radical right in Western Europe; and citizenship policy in Britain and the United States.

Ms. Haus.

Prerequisite: by permission of instructor.

One 2-hour period.

### 363. Decolonizing International Relations (1)

(Same as Asian Studies 363b) Colonial frameworks are deeply constitutive of mainstream international relations. Issues of global security, economy, and politics continue to be analyzed through perspectives that either silence or are impervious to the voices and agencies of global majorities. This seminar challenges students

to enter into, reconstruct, and critically evaluate the differently imagined worlds of ordinary, subaltern peoples and political groups. We draw upon postcolonial theories to explore alternatives to the historically dominant explanations of international relations. Mr. Muppidi.

Prerequisite: by permission of instructor.  
One 2-hour period.

**365a. Civil Wars and Rebel Movements (1)**  
(Same as International Studies 365a) Since World War II, civil wars have vastly outnumbered interstate wars, and have killed, conservatively, five times as many people as interstate wars. This seminar explores contemporary civil wars from a variety of different angles and approaches drawn primarily from political science, but also other disciplines. In addition, we consider personal accounts, journalistic coverage, and films that illustrate the reality of contemporary warfare. The course is divided into three sections, each of which emphasizes the transnational nature of contemporary civil wars. First, we read a selection of differing perspectives on the causes and consequences of civil conflicts. Next, we explore literature on the organization and behavior of rebel organizations by rebel theorists and academics. And finally, we consider different case studies from different parts of the world. Mr. Mampilly.

Prerequisite: by permission of instructor.  
One 2-hour period.

**366b. Worlding International Relations (1)**  
This seminar is a writing intensive course where we explore how prominent thinkers/scholars of international relations have engaged the task of writing alternative worlds into the field of politics. Though located in the periphery, how have various thinkers imagined, articulated and taken up the challenge of crossing multiple colonial borders? While we read various authors, our focus is primarily on the act and practice of writing itself. We closely consider how those we read write, and we write and study each other's works in order to collectively think through, critique and help ourselves imagine and write into existence variously silenced aspects of international relations. Mr. Muppidi.

Prerequisite: by permission of instructor.  
One 2-hour period.

**383. Global Political Thought (1)**  
Conventional international relations theory derives its core concepts primarily from Western political thought. Political relations in most of the world, however, are based on ways of imagining and acting that are constituted through different and multiple languages of political, economic and social thought. Classics such as *The Shahnameh*, *The Ramayana*, *The Mahabharata*, *The Adventures of Amir Hamza*, *The Arthashastra*, *The Rayavacakamu* offer textured understandings of worlds shaped by imaginations of order, justice, governance, power, authority and sovereignty. This seminar introduces students to some of these ways of thinking world politics through a careful reading of classic texts such as *Popol Vuh*, *Sundiata*, *Muqaddimah*, *Ain-e-Akbari*, *The Tibetan Book of the Dead*, *The Tale of Genji*, and *Journey to the West*. The idea is to read these classics as global texts rather than as the essences of specific cultures or civilizations. The focus is therefore on analyzing how certain classic texts have traveled, been translated, understood, or appropriated across various historical groupings. Mr. Muppidi.

Prerequisite: by permission of instructor.  
One 2-hour period.

## F. Political Theory Seminars

**373. Seminar in Political Philosophy (1)**  
A study of a major theorist, school, or problem in political philosophy. Mr. Stillman.

Prerequisite: by permission of instructor.

**375a. Democratic Engagement (1)**  
(Same as Urban Studies 375a) What is democracy? How healthy is democracy in the United States and/or abroad? What counts as

engagement? Is talking enough? Should citizens do more than vote? What types of activism count as engagement? This course addresses these fundamental questions in addition to those raised during our interaction over the semester. Democratic Engagement offers a community-based experience focused on observing, participating in, and documenting several different approaches to political engagement in the greater Poughkeepsie metro area. The class combines theory and practice in two ways. First, the class offers a theoretical exploration of concepts such as democracy, participation, deliberation, activism, and power through an examination of texts, articles, and films. Secondly, students employ their own gazes to evaluate engagement in action through off-campus visits, guest lectures, and participation in local politics. Students work in small teams with a local organization on a public policy issue designed by the organization for in-depth research on an advocacy project. Students complete a final report to be turned in to the organization at the end of the semester. The class also makes an end-of-the-semester presentations with community organizers and the Vassar community. Ms. Gregory.

Prerequisite: by permission of instructor.  
One 2-hour period.

**376b. Families, Politics, and Law (1)**

(Same as Women Studies 376b) This seminar examines ethical, legal, and political issues concerning state regulation of families and intimate association. We analyze both popular and legal debates over public policy concerning marriage, having and raising children, access to reproductive technologies, and adoption and foster parenting; we examine how these debates have been significantly influenced by considerations of race, national origin, class, and gender. We also analyze disputes over whether or not the state has a responsibility to support families actively through welfare, child allowances, or basic income programs. We focus primarily on the US but give some attention to family policy in other countries, and to international dimensions of issues like recognition of marriage, the families of undocumented immigrants, transnational adoption, and "fertility tourism." We draw on works of popular culture, political theory, court decisions and legislative initiatives both in the US and abroad in exploring these issues. Ms. Shanley.

Prerequisite: by permission of instructor.  
One 2-hour period.

**380. Hermeneutics and the Comparative Study of Politics (1)**

Considered by some to be a "new philosophy of science," hermeneutics has become in recent years an increasingly established approach to social and political inquiry. This seminar seeks to explicate and critically examine hermeneutical principles in the context of the comparative study of politics. What are hermeneutical approaches to understanding institutional power relations, political practices, and the character and composition of cultures and societies? And what contributions, if any, might hermeneutics make to political explanation? This seminar focuses on these questions. Illustrative studies are drawn from the instructor's familiarity with politics in the area widely characterized as "The Middle East." Significant, original, and semester-long research projects are developed out of the empirical curiosities of the participants. Mr. Davison.

Prerequisite: by permission of instructor.  
One 2-hour period.

**384b. Seminar in Political Theory (1)**

An examination of selected theorists and problems in contemporary political theory. Mr. Davison.

Prerequisite: by permission of instructor.  
One 2-hour period.

## G. Other

**399a or b. Senior Independent Work (½ or 1)**

Independent work is normally based on a student's desire to study with an instructor a specialized aspect of a course taken with that instructor. Normally 1 unit entails substantial directed reading, the writing of a long paper, and biweekly conferences with the instructor.

tor. This course cannot be used to satisfy the requirement of 2 units of 300-level work in the major. In no case shall independent work satisfy the subfield distribution requirement. The department. Special permission.

## Psychology Department

**Professors:** N. Jay Bean, Gwen J. Broude, Carol A. Christensen, Randolph R. Cornelius, Janet Gray, Kevin Holloway (Chair), Kenneth R. Livingston, Susan Trumbetta; **Associate Professors:** Janet K. Andrews<sup>a</sup>, Abigail A. Baird<sup>a</sup>, Jannay Morrow<sup>ab</sup>, Carolyn F. Palmer, Debra Zeifman<sup>ab</sup>; **Assistant Professors:** John Mark Cleaveland, Allan D. Clifton<sup>b</sup>, Dara N. Greenwood<sup>b</sup>, Michele Tugade; **Lecturers:** Nicholas A. de Leeuw, Julie A. Riess (and Director of Wimpfheimer Nursery School); **Visiting Assistant Professor:** Patricia McGrath.

**Requirements for Concentration:** 11 units in Psychology including Psychology 105 or 106, and 200; one unit from at least four of the basic content areas of the discipline; one research methods course to be taken by the end of the junior year; two units at the 300-level, at least one of which must be a seminar. The content areas of the discipline and their associated courses are: social psychology (Psychology 201, 205), cognitive psychology (Cognitive Science 100), learning and comparative psychology (Psychology 221, 223), developmental psychology (Psychology 231) physiological psychology (Psychology 241, 243), individual differences and personality (Psychology 253).

A minimum of 9 graded units is required for the major. For junior transfer students, at least 6 units must be graded. Neuroscience and Behavior 201 and Cognitive Science 311 may be counted towards the major. Upon departmental approval, 1 unit of appropriate coursework in other departments may be applied towards the required 11.

**NRO:** Students may not elect the NRO in any psychology course after they have declared their major. Any psychology course taken under the NRO before the major was declared may not be counted toward the 11 units required for the major although it may be used to satisfy a requirement that a specific course be taken.

**Senior-Year Requirement:** Two units at the 300-level taken for a letter grade, at least one of which must be a seminar. One unit of Cognitive Science 311 may be counted toward this requirement. No more than one Advanced Special Studies course may be taken to meet this requirement. Psychology 395 and 399, as ungraded courses, cannot be used to satisfy this requirement. Seminar registration is by department lottery.

**Recommendation:** Students planning to concentrate in psychology are encouraged to consult a department adviser as soon as possible to plan appropriate sequences of courses.

**Advisers:** The department.

### I. Introductory

#### 105a and b. Introduction to Psychology: A Survey (1)

This course is designed to introduce the student to fundamental psychological processes, their nature and development, and contemporary methods for their study through a survey of the major research areas in the field. Areas covered include the biological and evolutionary bases of thought and behavior, motivation and emotion, learning, memory, thinking, personality, developmental, and social psychology. Significant work in the course is devoted to developing skills in quantitative analysis. Students are expected to participate in three hours of psychological research during the semester. Students may not take both 105 and 106. The department.

Open to all classes. Enrollment limited.

AP credit is not accepted as a substitute for this course in Psychology.

#### 106a. and b. Introduction to Psychology: Special Topics (1)

This course is designed to introduce the student to the science of psychology by exploration in depth of a specific research area. Regardless of the special topic, all sections include exposure to core concepts in the biological and evolutionary foundations of thought and behavior, learning, cognition, and social processes. Significant work in the course is devoted to developing skills in quantitative analysis. Students are expected to participate in three hours of psychological research during the semester. Students may not take

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.



both Psychology 105 and 106. The department.

Open to all classes. Enrollment limited.

AP credit is not accepted as a substitute for this course in Psychology.

**110a. The Science and Fiction of Mind** (1)  
(Same as Cognitive Science 110b) Our understanding of what minds are, and of how they work, has exploded dramatically in the last half century. As in other areas of science, the more we know, the harder it becomes to convey the richness and complexity of that knowledge to non-specialists. This Freshman Writing Seminar explores two different styles of writing for explaining new findings about the nature of mind to a general audience. The most direct of these styles is journalistic and explanatory, and is well represented by the work of people like Steven Pinker, Bruce Bower, Stephen J. Gould, and Ray Kurzweil. The second style is fictional. At its best, science fiction not only entertains, it stretches the reader's mind to a view of implications and possibilities beyond what is currently known. Isaac Asimov, Arthur C. Clarke, Greg Bear, and Richard Powers all provide excellent models of this kind of writing. During the semester we explore two or three areas of new research about how the mind works, and practice the skills of translating that knowledge into both readable description and entertaining narrative. Mr. Livingston.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

## II. Intermediate

**200a and b. Statistics and Experimental Design** (1)  
An overview of principles of statistical analysis and research design applicable to psychology and related fields. Topics include descriptive statistics and inferential statistics, concepts of reliability and validity, and basic concepts of sampling and probability theory. Students learn when and how to apply such statistical procedures as chi-square, z-tests, t-tests, Pearson product-moment correlations, regression analysis, and analysis of variance. The goal of the course is to develop a basic understanding of research design, data collection and analysis, interpretation of results, and the appropriate use of statistical software for performing complex analyses. Ms. Andrews, Mr. Clifton, Ms. Trumbetta.

Prerequisite: Psychology 105 or 106.

**201a and b. Principles of Social Psychology** (1)  
The study of the individual under social influences, including such topics as attitude formation and change, prosocial behavior, aggression, social influence processes, group dynamics, attribution theory, and interpersonal communication processes. Psychology 201 may NOT be taken if Psychology 205 has already been taken. Mr. Cornelius, Ms. Greenwood, Ms. Morrow, Ms. Tugade.

Prerequisite: Psychology 105 or 106.

**205. Topics in Social Psychology** (1)  
(Same as Jewish Studies 205 and Women's Studies 205) Prejudice and Persuasion: This course introduces students to the discipline of social psychology via the in-depth exploration of two areas of inquiry: prejudice and persuasion. A central goal of this course is to advance your understanding of the processes underlying social perception interaction and influence. To this end, we shall examine classic modern, and implicit forms of sexism, racism, classism, heterosexism, and antisemitism, as well as explore ways of reducing prejudice and discrimination. We shall examine the mechanisms underlying effective persuasion techniques by using examples from advertising, propaganda, political interest groups, and hate-groups to illustrate research findings. In addition to exposing you to the relevant research and theories, this course should help you to develop ways of conceptualizing some of the social psychological phenomena you and others confront every day. Finally, this course should increase your appreciation of the central role that empirical research plays in psychological explanations of human social behavior. Ms. Morrow.

Psychology 205 may NOT be taken if Psychology 201 has

already been taken.

Prerequisite: Psychology 105 or 106.

**209a and b. Research Methods in Social Psychology** (1)  
A survey of research methods in social psychology. Every stage of the research process is considered including hypothesis generation, operationalization of variables, data collection and analysis, and communication of results. Observational, questionnaire, and experimental approaches are considered. The focus is on the development of skills necessary for evaluating, designing, and conducting research. Mr. Cornelius, Ms. Greenwood, Ms. Morrow, Ms. Tugade.

Prerequisites: Psychology 200 and Psychology 201 or 205.

Regular laboratory work.

Enrollment limited.

**211b. Perception and Action** (1)  
(Same as Cognitive Science 211b)

Prerequisite: Cognitive Science 100.

**213b. Language** (1)

(Same as Cognitive Science 213b)

Prerequisite: Cognitive Science 100.

**215a. Knowledge and Cognition** (1)  
(Same as Cognitive Science 215a)

Prerequisite: Cognitive Science 100.

**219b. Research Methods in Cognitive Science** (1)  
(Same as Cognitive Science 219b)

Prerequisites: Psychology 200, and either Cognitive Science 211, 213, or 215.

Regular laboratory work.

Enrollment limited.

**221b. Learning and Behavior** (1)

A survey of major principles that determine the acquisition and modification of behavior. Topics include the relation of learning and evolution, habituation and sensitization, classical and operant conditioning, reinforcement and punishment, stimulus control, choice behavior, animal cognition, concept formation, perceptual learning, language, reasoning, and self-control. Mr. Cleaveland, Mr. Holloway, Ms. McGrath.

Prerequisite: Psychology 105 or 106.

**222. Psychological Perspectives on the Holocaust** (1)

(Same as Jewish Studies 222) The holocaust has spawned several now classic programs of psychological research. This course considers topics such as: anti-Semitism and stereotypes of Jews; the authoritarian and altruistic personalities; conformity, obedience, and dissent; humanistic and existential psychology; and individual differences in stress, coping and resiliency. The broader implications of Holocaust-inspired research is explored in terms of traditional debates within psychology such as those on the role of the individual versus the situation in producing behavior and the essence of human nature. The ethical and logical constraints involved in translating human experiences and historical events into measurable/quantifiable scientific terms are also considered. Ms. Zeifman.

Prerequisite: Psychology 105 or 106.

**223a. Comparative Psychology** (1)

The study of evolutionary theory, with attention to how it informs the developmental, ecological, genetic, and physiological explanations of behavior. Ms. Broude, Mr. Cleaveland, Mr. Holloway, Ms. McGrath.

Prerequisite: Psychology 105 or 106.

**229b. Research Methods in Learning and Behavior** (1)

An introduction to experimental and observational methods in animal learning and behavior. Laboratory experiences have included audio recording and quantitative analysis of animal sounds (bat echolocation and birdsong), operant conditioning, census taking, determining dominance hierarchies, and human visual and auditory

psychophysics. Mr. Cleaveland, Mr. Holloway.  
Prerequisites: Psychology 200 and Psychology 221 or 223.  
Regular laboratory work.  
Enrollment limited.

### 231a and b. Principles of Development (1)

The study of principles and processes in developmental psychology, surveying changes in physical, cognitive, and social-emotional development during the life span. Major theoretical orientations to the growing person are illustrated by empirical material and supplemented by periodic observations of children in natural settings. Ms. Baird, Ms. Broude, Mr. deLeeuw, Mr. Livingston, Ms. Palmer, Ms. Zeifman.

Prerequisite: Psychology 105 or 106.

### 237b. Early Childhood Education: Theory and Practice (1)

(Same as Education 237b) What is the connection between a textbook description of preschool development and what teachers do every day in the preschool classroom? This course examines curriculum development based on contemporary theory and research in early childhood. The emphasis is on implementing developmental and educational research to create optimal learning environments for young children. Major theories of cognitive development are considered and specific attention is given to the literatures on memory development; concepts and categories; cognitive strategies; peer teaching; early reading, math, and scientific literacy; and technology in early childhood classrooms. Ms. Riess.

Prerequisites: Psychology 231 and permission of instructor.  
One 2-hour period; 4 hours of laboratory participation.

### 239a and b. Research Methods in Developmental Psychology (1)

Problems and procedures in developmental research are examined. The course considers issues in the design of developmental research, basic observational and experimental techniques, and reliability and validity of developmental data. Students may work with children of different ages in both laboratory and naturalistic settings. Ms. Baird, Mr. deLeeuw, Mr. Livingston, Ms. Palmer, Ms. Zeifman.

Prerequisites: Psychology 200 and 231.  
Regular laboratory work.  
Enrollment limited.

### 241a and b. Principles of Physiological Psychology (1)

The role of physiological systems, especially the brain, in the regulation of behavior. In addition to basic topics in neuroscience (neuroanatomy, neurophysiology, neurochemistry and pharmacology), topics may include: sensory mechanisms, motivational systems (e.g., sleep, eating, reproductive behaviors), emotion, learning and memory, language, stress and psychopathology. Mr. Bean, Ms. Christensen, Ms. Gray, Mr. Holloway.

Psychology 241 may NOT be taken if Psychology 243 has already been taken.

Prerequisite: Psychology 105 or 106.

### 243b. Neuropsychology (1)

The study of the functions of particular brain structures and their relation to behavior and mental activity. In addition to basic topics in neuroscience the course focuses on such topics as: perception, attention, memory, language, emotion, control of action, and consciousness. Neural alterations related to learning disabilities, neurological and psychiatric disorders may be examined as well. Ms. Christensen.

Psychology 243 may NOT be taken if Psychology 241 has already been taken.

Prerequisite: Psychology 105 or 106.

### 249a and b. Research Methods in Physiological Psychology (1)

The study of experimental methods in physiological psychology. In addition to exploring issues related to the ethics, design, measurement, analysis and reporting of research, laboratory topics may include: neuroanatomy, behavioral responses to pharmacological and/or surgical interventions, electrophysiology, neuropsychology,

neurochemistry and histology. Mr. Bean, Mr. Holloway.  
Prerequisites: Psychology 200, and 241 or 243.  
Regular laboratory work.  
Enrollment limited.

### 253a. Individual Differences and Personality (1)

An introduction to contemporary approaches to understanding personality. The focus of the course is on evaluating recent theories and research that attempt to uncover the underlying dimensions that distinguish one person from another. Emphasis is placed on understanding behavior in interactions with others; the development of personality over time; and people's intuitive theories about personality, including their own. Mr. Clifton, Mr. Cornelius, Ms. Morrow, Ms. Trumbetta, Ms. Tugade.

Prerequisite: Psychology 105 or 106.

### 255b. The Psychology of Sport (1)

(Same as Physical Education 255b) This course assesses the factors that influence behaviors related to participation in sports. The relationships of individual differences, attention, arousal, anxiety, and motivation, team cohesion, leadership, and audience effects on sports performance may be addressed. Mr. Bean.

Prerequisite: Psychology 105 or 106.

### 259b. Research Methods in Personality and Individual Differences (1)

The study of research methods in personality and individual differences. Every stage of research is considered: the generation of hypotheses; the operationalization of variables; the collection, analysis, and evaluation of data; and the communication of results. The focus is on the development of skills necessary for evaluating, designing, and conducting research. Mr. Clifton, Ms. Morrow, Ms. Trumbetta, Ms. Tugade.

Prerequisites: Psychology 200 and 253.  
Regular laboratory work.  
Enrollment limited.

### 262a and b. Abnormal Psychology (1)

A survey of research and theory concerning the nature, origins, and treatment of major psychological disorders. The course considers behavioral, biological, cognitive and psychodynamic approaches to understanding psychopathology. Topics may include schizophrenia, mood disorders, anxiety disorders, childhood disorders, and personality disorders. Mr. Clifton, Ms. Morrow, Ms. Trumbetta.

Prerequisite: Psychology 105 or 106.

### 264b. Behavior Genetics (1)

This course explores genetic contributions to complex behavioral phenotypes. Its primary focus is on genetic contributions to human behavior with some attention to comparative and evolutionary genetics. Quantitative methods are emphasized. Ms. Trumbetta.

Prerequisite: Psychology 105 or 106.

### 290a and b. Field Work (½ or 2)

Individuals or group field projects or internships, with prior approval of the adviser and the instructor who supervises the work. May be elected during the college year or during the summer. The department.

### 298a and b. Independent Work (½ or 1)

Individual or group studies with prior approval of the adviser and of the instructor who supervises the work. May be elected during the college year or during the summer. The department.

## III. Advanced

Open to seniors. For majors, satisfactory completion of a research methods course (Psychology 209, 219, 229, 239, 249, 259) is a prerequisite for these courses. Seminar seats are assigned according to a department lottery system. Please contact department office for lottery information. Non-majors and juniors should consult the instructor.

**301a and b. Seminar in Social Psychology (1)**

An intensive study of selected topics in social psychology. Emphasis is placed on current theories, issues, and research areas. Mr. Cornelius, Ms. Greenwood, Ms. Morrow, Ms. Tugade.

Prerequisite: Psychology 201 or 205.

**321b. Seminar in Animal Learning and Behavior (1)**

An in-depth analysis of selected mechanisms of learning and behavior. Topics can vary from year to year, but may include animal cognition, language and communication, behavioral ecology, and recent advances in the theory and neurophysiology of learning and behavior. Mr. Cleaveland, Mr. Holloway.

Prerequisite: Psychology 221 or 223.

**323a. Seminar in Comparative Psychology (1)**

Applications of comparative psychology to a specific topic. Topics can vary from year to year, and have in the past included altruism, sex differences, aggression, language, etc. The focus is how theory and data from other species inform questions about human functioning. Ms. Broude, Mr. Cleaveland.

Prerequisite: Psychology 221 or 223 or Biology 340.

**331a and b. Seminar in Developmental Psychology (1)**

Seminar in current issues, research, and theory in developmental psychology. Topics vary and may include laboratory work. Ms. Baird, Ms. Broude, Mr. deLeeuw, Mr. Livingston, Ms. Palmer, Ms. Zeifman.

Prerequisite: Psychology 231.

**336a. Childhood Development: Observation and Research Application (1)**

(Same as Education 336a) What differentiates the behavior of one young child from that of another? What characteristics do young children have in common? This course provides students with direct experience in applying contemporary theory and research to the understanding of an individual child. Topics include attachment; temperament; parent, sibling and peer relationships; language and humor development; perspective taking; and the social-emotional connection to learning. Each student selects an individual child in a classroom setting and collects data about the child from multiple sources (direct observation, teacher interviews, parent-teacher conferences, archival records). During class periods, students discuss the primary topic literature, incorporating and comparing observations across children to understand broader developmental trends and individual differences. Synthesis of this information with critical analysis of primary sources in the early childhood and developmental literature culminates in comprehensive written and oral presentations. Ms. Riess.

Prerequisites: Psychology 231 and permission of the instructor. For Psychology Majors: completion of a research methods course. 4 hours of laboratory observation work.

**341. Seminar in Physiological Psychology (1)**

Analysis of selected topics in physiological psychology. Topics vary from year to year but may include learning, memory, human neuropsychology, neuropharmacology, psychopharmacology, sensory processes, emotion, and motivation. Mr. Bean, Ms. Christensen, Ms. Gray, Mr. Holloway.

Prerequisite: Psychology 241 or 243.

**343a. Seminar on States of Consciousness (1)**

A consideration of conditions giving rise to disruptions of awareness and implications for behavioral integration. Topics serving as areas of discussion may include: sleep and dreaming; hypnosis and hypnagogic phenomena; drug behavior and biochemistry; cerebral damage; dissociations of consciousness such as blindsight; psychopathologic states. Mr. Bean, Ms. Christensen.

Prerequisite: Psychology 241 or 243.

**353a. Seminar in Individual Differences and Personality (1)**

Intensive study of selected topics in personality and individual differences. Theory and empirical research form the core of required

readings. Topics studied reflect the interests of both the instructor and the students. Mr. Clifton, Ms. Morrow, Ms. Trumbetta, Ms. Tugade.

Prerequisite: 253.

**362a and b. Seminar in Psychopathology (1)**

An intensive study of research and theory concerning the nature, origins, and treatment of major psychological disorders. Topics vary but may include schizophrenia, mood disorders, anxiety disorders, childhood disorders, and personality disorders. Mr. Clifton, Ms. Morrow, Ms. Trumbetta.

Prerequisite: Psychology 262.

**384. Naturalizing Moral Systems (1)**

An abiding question among academics and laypersons has to do with the origins of ideas about morality. This course explores the hypothesis that human moral systems have a biological/evolutionary grounding and can, therefore, be naturalized. In an effort to examine this thesis, the course surveys arguments and evidence from a variety of frameworks, among them philosophical, evolutionary, primatological, neuroeconomic, developmental, and cross-cultural theory and data. We examine classic works as represented by Larry Arnhart, Richard Dawkins, Robert Trivers, R. D. Alexander, Matt Ridley, Frans de Waal as well as new models of morality, for instance, from Paul Churchland's connectionist model of mind and Chris Boehm's theory of motives behind the egalitarian ethic based in the hunter-gatherer way of life. Ms. Broude.

Prerequisites: Psych 105 or 106 or Cognitive Science 100 and a Research Methods course.

**387b. Things in Context (1)**

This course explores the role of context as it relates to the functioning of biological organisms (and other agents too). Context here refers to various kinds of proposed 'environmental' influences, for instance, selection pressures if we are highlighting evolution, extracellular milieu if we are focusing on prenatal development, populations of neurons if we are concentrating on brain representations, situational cues if learning is the topic, priming cues in the case of recall, other people where social interaction is concerned, culture in the case of norms, and so on. The goal of the course is to examine the proposition that context is crucial to the cognition, emotion, and behavior of organisms, whether we are looking at phylogeny, ontogeny, or moment-to-moment living and whether we are looking at memory, meaning, morality, socialization practices, personality, or interpersonal understanding. The course, then, explores the role of context at multiple levels and across multiple phenomena. And we ask what happens when we take things out of context. Ms. Broude.

Prerequisite: Cognitive Science 100 or one 200-level Psychology course.

**390b. Senior Research (1)**

Graded independent research. A student wishing to take this course must first gain the support of a member of the psychology faculty, who supervises the student as they design and carry out an empirical investigation of some psychological phenomenon. In addition to a final paper and regular meetings with their faculty sponsor, students also attend weekly meetings organized by the course instructor. Both the course instructor and the supervising faculty member participate in the planning of the research and in final evaluation. The Department.

Prerequisite: Psychology 298.

**395. a and/or b. Senior Thesis (½ or 1)**

Open to seniors by invitation of instructor.

Prerequisite: 298, 300, or 399.

**399. a and/or b. Senior Independent Work (½ or 1)**

Individual or group studies with prior approval of the adviser and of the instructor who supervises the work. May be elected during the college year or during the summer. The department.

## Religion Department

**Professors:** Marc Epstein, Lawrence H. Mamiya, **Associate Professors:** E.H. Rick Jarow, Lynn R. LiDonnici, Michael Walsh (Chair), **Assistant Professors:** Jonathon S. Kahn<sup>ab</sup>, Christopher White, **Adjunct Instructor:** Margaret Leeming, **Senior Lecturer:** Tova Weitzman.

**Requirements for the Concentration:** A minimum of 11 units, including Religion 200. Three seminars are required (two 300-level courses and the Senior Seminar, Religion 300). Students are required to take Religion 200 by the end of their junior year and it is highly recommended that they take these courses in their sophomore year. Students are expected to pursue a program of study marked by both breadth and depth. Of the 11 units required for the concentration, normally no more than two may be at the 100-level. However, students may petition for an additional 100-level course to be counted toward the concentration. No more than 1 unit of fieldwork and/or independent study courses may count toward the concentration. After declaring a concentration in Religion, no courses taken under the Non-Recorded Option serve to fulfill the requirements.

**Senior-year Requirements:** All Seniors are required to take Religion 300, the Senior Seminar, in the Fall semester of their senior year.

**Thesis Option:** If a senior elects to do a thesis and has departmental approval they can do so by completing Religion 301. The thesis option is a year-long undertaking and should develop the work begun in the Senior Seminar. Students who complete a thesis are eligible for departmental honors. The Senior Seminar receives a letter grade. The Senior Thesis is graded Distinction, Satisfactory, or Unsatisfactory. Petitions for exemption from these requirements, granted only in special circumstances, must be submitted to the chair in writing by the first day of classes in the A semester of the senior year.

**Requirements for the Correlate Sequence:** The Religion Department offers a correlate sequence in the study of religion which allows students to pursue study in an area of significant interest outside of their field of concentration. The sequence requires 6 units, 1 unit at the 100-level, 3 at the 200-level and two seminars at the 300-level. After declaring a correlate sequence in Religion, no courses taken under the Non-Recorded Option serve to fulfill the requirements.

### I. Introductory

**100a. Religion, Media & American Popular Culture (1)**  
How does the mass media change religious values and behaviors? How might we understand the relationship between American Christians and American culture? Has sports, television or entertainment replaced religion? Is popular culture hostile to faith or is it religious in wholly new and unexpected ways? In this course we explore these questions by looking in detail at American television, film, popular literature and the internet. We also examine how specific religions and religious symbols are expressed in popular culture, what happens when traditional religions borrow pop cultural forms or ideals, and how the American media is abetting a trend towards religious eclecticism and hybridity. Mr. White.

Two 75-minute meetings.

**101. An Examined Life: Religious Approaches to Enduring Questions (1)**

What is a good life? How do we understand dying and death? Does God exist? Is there evil? Why do we suffer? How do we love? What's the proper way to treat one's neighbor? This class will explore the variety of ways that religious thinkers have responded to these ancient, persistent, and troubling questions about the nature of human existence. Our focus will be on philosophical texts, however we will also consider filmic representations of these problems. Mr. Kahn.

**125b. The Hebrew Bible (1)**  
(Same as Jewish Studies 125b) The Bible is one of the most important foundational documents of Western civilization. This course surveys

the literature of the Hebrew Bible (Christian 'Old Testament') within the historical, religious and literary context of ancient Israel and its neighbors. What social and religious forces created these books, and how did they shape the lives of the ancient Israelites, their descendants, and all those they influenced for three thousand years? All texts are read in English translation. Ms. LiDonnici.

**127a. The New Testament and Early Christianity (1)**  
(Same as Jewish Studies 127a) This course examines the conflicts, social movements, theologies, texts and individuals that shaped early Christianity during its formative period, from the first through the fifth centuries CE. How did the ecstatic mysticism of a small, obscure minority group become the official religion of the Roman Empire? How did this "success" affect the way Christianity developed afterward, and its attitude toward difference, heresy, and authority?. Ms LiDonnici

**150a. Judaism, Christianity, and Islam (1)**  
(Same as Jewish Studies 150a) An historical comparative study of Judaism, Christianity, and Islam. The course focuses on such themes as origins, development, sacred literature, ritual, legal, mystical, and philosophical traditions, and interactions between the three religions. Ms. Leeming.

Two 75-minute meetings.

**152a and b. Religions of Asia (1)**  
(Same as Asian Studies 152) This course is an introduction to the religions of Asia (Buddhism, Confucianism, Hinduism, Zen, Shinto, etc.) through a study of practices, sites, sensibilities, and doctrines. The focus is comparative as the course explores numerous themes, including creation (cosmology), myth, ritual, action, fate and destiny, human freedom, and ultimate values. Mr. Jarow, Mr. Walsh.

Open to all students except seniors.

**187a. Touching the Sacred: Religion and Visual Culture (1)**  
Both religion and visual culture share a preoccupation with the transcendent and the inexpressible and also with the quotidian and down-to-earth. We explore various aspects, spiritual and political, of the interdependence of art and religious culture from the dawn of human consciousness through postmodernity. We discuss the representation (and the prohibition of the representation) of divinity; points of contact between religion, gender and art; artworks that "come to life;" a variety of queer and marginal worlds; cultures on the edge; divine sexuality in pre-modern art and in modern oblivion; ways in which aspects of visual and material culture can be read as "texts;" and the re-orientation of traditional forms in modern and postmodern contexts. Our aim will be to learn new ways of seeing art and new ways of thinking about religion and religious culture. Mr. Epstein.

Two 75-minute meetings.

Fulfills the College Requirement for a Freshman Writing Seminar.

### II. Intermediate

**200b. Regarding Religion (1)**  
To study religion is to study culture and society, as well as to critically engage and participate in the humanities and social sciences. In this course we compare and critique different approaches to the study of religion and think about the category of religion in relation to other topics and social concerns. Mr. Walsh Required for all majors.

Prerequisite: permission of the instructor is required.

**204b. Islam in America (1)**  
(Same as Africana Studies 204b) Islam in America This course examines the historical and social development of Islam in the U.S. from enslaved African Muslims to the present. Topics include: African Muslims, rice cultivation in the South, and slave rebellions; the rise of proto-Islamic movements such as the Nation of Islam; the growth and influence of African American and immigrant Muslims; Islam and Women; Islam in Prisons; Islam and Architecture and

<sup>ab</sup> Absent on leave for the year.

the American war on terror. Ms. Leeming.

Prerequisite: unit in religion or by permission of instructor

**205. Religion and Its Critics (1)**

Some say it is impossible to be both a modern and a religious person. What are the assumptions behind this claim? The course explores how religion has been understood and challenged in the context of Western intellectual thought from the Enlightenment to the present. Kant, Hegel, Kierkegaard, Nietzsche, Freud, and Buber are some of the thinkers whom we study. Mr. Kahn.

**206b. Social Change in the Black and Latino Communities (1)**

(Same as Africana Studies and Sociology 206b) An examination of social issues in the Black and Latino communities: poverty and welfare, segregated housing, drug addiction, unemployment and underemployment, immigration problems and the prison system. Social change strategies from community organization techniques and poor people's protest movements to more radical urban responses are analyzed. Attention is given to religious resources in social change. This course is taught to Vassar students and incarcerated men at the Otisville Correctional Facility. Mr. Mamiya.

**210. Secularism and Its Discontents (1)**

Is there a distinct realm called the secular, which is free of and from the religious? As sons and daughters of the Enlightenment, we've come to think that there is. What sort of philosophical and historical moments have led to the public insistence on a non-religious space? What projects in ethics, politics, and identity have the insistence on the secular authorized? This class both analyzes and contests modern assumptions about secularism and the religious, and asks whether the ideals of secularism have materialized. Is it possible or even desirable to create realms scrubbed free of the religious, in our politics, in our public institutions, or in ourselves? Mr. Kahn.

**211. Religions of the Oppressed and Third-World Liberation Movements (1)**

(Same as Africana Studies 211b) A comparative socio-historical analysis of the dialectical relationship between religion and the conditions of oppressed people. The role of religion in both suppression and liberation is considered. Case studies include the cult of Jonestown (Guyana), Central America, the Iranian revolution, South Africa, slave religion, and aspects of feminist theology. Mr. Mamiya.

**212a. Western Esotericism: The Celestial Sphere: Astrology and Mythopoeics (½)**

This six week course critically examines one of the major languages of Western Esotericism, Astrology. Beginning with its historical evolution, it investigates the archetypes, folklore, psychology, and esoteric practices associated with the traditions of the planets, signs, and houses: an excellent preparation for the Spring seminar: Dreams, Myths, and Visions. Mr. Jarow.

Prerequisite: One 100-level course in Religion.

**213b. The Experience of Freedom (½)**

(Same as Asian Studies 213) This six week course looks at the four paths of freedom that have emerged from Hindu, Buddhist, Taoist, and Confucian thought: karma: the yoga of action, jnana, the yoga of knowledge, bhakti, the yoga of love, and tantra: the yoga of imminent awareness. The focus of this course is on practice in a contemporary context. Mr. Jarow.

Prerequisite: Religion 152.

**215b. Religion, Art and Politics (1)**

Nowadays, we accept the idea that religion, like so much else, is political. It makes sense, then, that visual culture, which can be used, situated, manipulated and exploited in the service of religion can serve to affirm and in some cases to subvert the political messages of religion. This class will explore examples of the collusions of religion, art and politics, as well as their collisions in the productions of majority and minority culture in Judaism, Christianity and Islam in the West, from antiquity to postmodernity. Mr. Epstein.

Prerequisite: Any 100 or 200-level course in Art or Religion.

Two 75-minute meetings.

**216. Religion and the Civil Rights Movement (1)**

(Same as Africana Studies 216) This course examines the ways in which religious beliefs, practices, and institutions helped to shape the modern Civil Rights Movement. Topics include theologies of non-violent resistance, spirituals and freedom songs, religion and gender in the movement, critiques of religious motivated activism, and of non-violent resistance. Mr. Mamiya.

**217b. Film, Fiction and the Construction of Identity — Israeli and Palestinian Voices (1)**

(Same as Jewish Studies 217b and Hebrew 217b) This course explores the emergence and consolidation of collective identities in modern Israel and Palestine. Through a close examination of Israeli and Palestinian films and literary texts in translation students are introduced to an array of competing and complementing narratives that Israelis and Palestinians have relied on to understand themselves and their relationship to the other. Special attention is given to issues related to class, gender, ethnicity, religion and ideology. Ms. Weitzman.

**218b. Spiritual Seekers in American History & Culture 1880-2008 (1)**

This course examines the last 120 years of spiritual seeking in America. It looks in particular at the rise of unchurched believers, how these believers have relocated "the religious" in different parts of culture, what it means to be "spiritual but not religious" today, and the different ways that Americans borrow from or embrace religions such as Islam, Buddhism and Hinduism. We focus in particular on unexpected places of religious enchantment or "wonder" in our culture, including how science and technology are providing new metaphors for God and spirit. Mr. White.

**219b. New and Alternative Religious Movements in the United States (1)**

All religions, new and old, have a beginning, and all religions change over time. Even the most established and popular religions today, like Islam and Christianity, began as small, marginalized sects. In this class, we think carefully about how religions develop and change by examining closely religious movements in one of the most vibrant religious nations in world history, modern America. We study radical prophets, doomsday preachers, modern messiahs, social reformers and new spiritual gurus and we talk about how their new religious movements developed and interacted with more mainstream religious currents in nineteenth- and twentieth-century America. This course proceeds in a roughly chronological fashion, beginning with new and alternative religions in the nineteenth century and moving on to more recent groups. Some of the questions we consider as we proceed are: Why do new religions begin? Why do people join them? How do they both challenge and conform to wider American norms and values? How should the American legal system respond to them? How do more mainstream believers respond to them? Mr. White.

**220a and b. Text and Traditions (1)**

Study of selected oral and written texts and their place in various religious traditions. May be taken more than once for credit when content changes.

Topic for 2011/12a: *Religion and Culture of Ancient Egypt*. Ancient Egyptian religion is an organic growth out of the life of the people along the Nile, impossible to discuss in isolation from it. This course is an integrated survey of daily and religious life in ancient Egypt in from Pharaonic times through Late Antiquity, focusing equally on royal and on individual forms of religious expression. We will make extensive use of preserved Egyptian texts, an enormous body of literature that expresses a unique outlook upon the world, on human life, on the nature of divinities, and on the meaning of death. Ms. LiDonnici

Topic for 2011/12b: *The Historical Jesus*. (Same as Jewish Studies 220) There may be no other figure in Western history who has

consumed the minds, hearts and imaginations of so many as Jesus -fascinating believers and unbelievers alike. Christian communities have always differed greatly from each other in their theologies of Christ, but today historians attempt to side-step theology and discover the Jesus of first-century Palestine. Can history tell us what the historical Jesus was actually like? Was he an itinerant, charismatic teacher, a healer and a miracle-worker, or a social revolutionary? In this course, we will examine the techniques and claims of the modern "Quests for the Historical Jesus" and try to determine what can and can't be known about him, given the limits of the evidence that survives. Ms. LiDonnici.

Prerequisite: Religion 127, 225, 227, or permission of the instructor.

Two 75-minute meetings.

**221. Voices from Modern Israel** (1)  
(Same as Jewish Studies 221 and Hebrew 221) An examination of modern and postmodern Hebrew literature in English translation. The course focuses on Israeli voices of men, women, Jews, Arabs, Ashkenazim and Sephardim, to investigate such topics as memory, identity, alienation, the "other," community, and exile. Authors may include Yizhar, Yehoshua, Oz, Grossman, Kanafani, Almog, Katzir, Liebrecht, Ravikovitch, Zeld, Zach, Amichai, Darish and el-Kassim. Ms. Weitzman.

**230. Creole Religions of the Caribbean** (1)  
(Same as Africana Studies 230b.) The Africa-derived religions of the Caribbean region—Haitian Voodoo, Cuban Santeria, Jamaican Obeah, Rastafarianism, and others—are foundational elements in the cultural development of the islands of the region. This course examines their histories, systems of belief, liturgical practices, and pantheons of spirits, as well as their impact on the history, literature, and music of the region. Ms. Paravisini-Gebert.

**231b. Hindu Traditions** (1)  
(Same as Asian Studies 231b) An introduction to the history, practices, myths, ideas and core values that inform Hindu traditions. Beginning with the pre-Vedic period, the course traces major religious practices and developments up to and including the contemporary period. Among topics examined are yoga and upanishadic mysticism, the spiritual paths (marga) of action (karma) knowledge (jnana) and love (bhakti), the worship of (and ideologies surrounding) gods and goddesses, and issues of gender, caste, and ethnicity in both pre- and postmodern times. Mr. Jarow.

Prerequisite: Religion 152 or by permission of instructor.

**233a. Buddhist Cultures** (1)  
(Same as Asian Studies 233a) An introduction to Buddhist traditions, beginning with the major themes that emerged in the first centuries after the historical Buddha and tracing the development of Buddhist thought and practice throughout Asia. The course examines how Buddhist sensibilities have expressed themselves through culturally diverse societies, and how specific Buddhist ideas about human attainment have been (and continue to be) expressed through meditation, the arts, political engagement, and social relations. Various schools of Buddhist thought and practice are examined including Theravada, Mahayana, Tantra, Tibetan, East Asian, and Zen. Mr. Walsh.

Prerequisite: Religion 152 or by permission of instructor.

**235. Religion in China** (1)  
(Same as Asian Studies 235) An exploration of Chinese religiosity within historical context. We study the seen and unseen worlds of Buddhists, Daoists, and literati, and encounter ghosts, ancestors, ancient oracle bones, gods, demons, buddhas, dragons, imperial politics, the social, and more, all entwined in what became the cultures of China. Some of the questions we will try to answer include: how was the universe imagined in traditional and modern China? What did it mean to be human in China? What is the relationship between religion and culture? What do we mean by 'Chinese religions'? How should Chinese culture be represented? Mr. Walsh.

**240. The World of the Rabbis** (1)  
(Same as Jewish Studies 240)

**243. Islamic Traditions** (1)  
An exploration of Islamic history, with special attention to issues of prophecy, religious leadership, mythology and sacred scriptures. Among the topics examined are Islamic law, theology and philosophy, as well as the varied expressions of Islamic religious values and ritual, especially Shi'ism, Sufism, and orthodox Sunnism. Particular attention is given to women in Islam and to Islamic architecture. Ms. Leeming.

Prerequisite: Religion 150, 152, or by permission of instructor.

**250a and b. Across Religious Boundaries: Understanding Differences** (1)

The study of a selected topic or theme in religious studies that cuts across the boundaries of particular religions, allowing opportunities for comparison as well as contrast of religious traditions, beliefs, values and practices. May be taken more than once for credit when the content changes.

Topic for Fall 2011/12a: *Yoga and the West: Asian Spiritual Traditions/Post-Modernity*. This course begins by exploring the historical movement of Asian religious traditions into the West and goes on to focus on the encounter between Hindu and Buddhist ideas and practices with post-modern paradigms in the Sciences and Humanities. The following issues are considered: The guru in America, the adaptation of Hindu goddess worship by neo-pagans in America, Buddhism and the Beat Generation, the influence of Buddhist sensibilities upon issues of social and environmental justice, the interfacing of the "dharma" with the teachings of major Western religions and philosophies, the emergence of "Hindu rock" and other hybrid art forms, and the adaptation of Asian teachings and practices to Western societies. Mr. Jarow. Prerequisites: Religion 231, 232, 233, 235, or instructor permission.

Topic for 2011/12b: *Dangerous Scriptures: Radical Interpretation in the Western Tradition*. Scriptural interpretation is often viewed as a conservative enterprise designed to arrive at predetermined conclusions that support existing structures of religious hierarchy. But for centuries, Jews and Christians have been interpreting scripture in ways that dcentered the expected narrative, re-working scripture to serve various unconventional and unexpected purposes. From prophetic literature to midrash to kabbalah to Hassidism; from early Christianity's reading of the Hebrew Bible, to the visions of Christian saints and mystics, we will explore the quirky, individualistic and often transformative world of radical scriptural interpretation. Mr. Epstein

**255a. Western Mystical Traditions** (1)  
Textual, phenomenological and theological studies in the religious mysticism of Judaism, Christianity and Islam. May be taken more than once for credit when content changes.

Topic for 2011/12a: *Kabbalah: Jewish Mysticism*. An exploration of esoteric trends in Judaism, from antiquity through the 21st century, with an emphasis on mystical exegesis of scripture, meditation techniques, theosophical practices and metaphysical visionary encounters with divinity and its agents, as well as magical practices and techniques, both theoretical and practical. All texts in translation. Mr. Epstein.

Prerequisite: one 100-level course or by permission of instructor.

**266b. Religion in America** (1)  
What are the major cultural and intellectual forces shaping religions in America? How have religious Americans encountered people of other faiths and nationalities? Why have they seen America as both a promised land and a place of bondage, conflict or secularization? What are the main ways that religious Americans think about faith, spirituality, religious diversity and church and state? How might we understand the complexity of these and other issues in a country of so many different religious groups—Protestant, Jewish, Catholic, Buddhist, Hindu, Muslim? Mr. White.

Prerequisite: 1 unit in religion, or by permission of instructor.

**267. Religion, Culture and Society** (1)  
(Same as Sociology 267) An examination of the interaction between religion, society, and culture in the work of classical theorists such as Freud, Marx, Durkheim and Weber, and in the writings of modern theorists like Berger, Luckman, Bellah, and Geertz. Students learn to apply theoretical concepts to the data of new religious movements in American society. Mr. Mamiya.

Prerequisite: 1 unit at the 100-level in religion, 1 unit at the 100-level in anthropology or sociology, or by permission of instructor.

**268a. Sociology of Black Religion** (1)  
(Same as Africana Studies 268a. and Sociology 268a) Mr. Mamiya.

**290a or b. Field Work** (½ or 1)  
Supervised field work in the community in cooperation with the field work office. The department.

By permission, with any unit in religion as prerequisite and work in other social sciences recommended.

**298a or b. Independent Work** (½ or 1)  
The department.

Prerequisite: One semester of appropriate intermediate work in the field of study proposed.

Permission of instructor required.

### III. Advanced

**300a. Senior Seminar** (1)  
An exploration of critical issues in the study of Religion. Mr. Walsh.

Senior Religion majors only.  
One 2-hour meeting.

**301b. Senior Thesis** (½)  
Written under the supervision of a member of the department; taken in the  
Spring semester.  
Permission required.

**310b. Politics and Religion: Tradition and Modernization** (1)  
**in the Third World**  
(Same as Africana Studies 310b) An examination of the central problem facing all Third-World and developing countries, the confrontation between the process of modernization and religious tradition and custom. Along with social, economic, and political aspects, the course focuses on the problems of cultural identity and crises of meaning raised by the modernization process. Selected case studies are drawn from Africa and Asia. Mr. Mamiya.

Prerequisite: Sociology/Religion 261 or Africana Studies 268, or 2 units in Religion or Africana Studies at the 200-level, or by permission of instructor.

**315. Religion and American Culture** (1)  
Advanced study in selected aspects of the history of religions in the United States. May be taken more than once for credit when the content changes.

**320a. Studies in Sacred Texts** (1)  
Examination of selected themes and texts in sacred literature. May be taken more than once when content changes.

Topic for 2011/12a: *The Great Flood* (Same as Jewish Studies 320) Ideas about a world-encompassing flood occur in the religious literature of several societies, as cautionary tales about human sin, as accounts of the origin of evil, and sometimes as a metaphor for perfect lives that can never be again. In this course we will study the sources of the biblical account of the flood and its transformations through early Jewish and Christian interpretation, along with myths of Atlantis and other world flood traditions. We will focus both upon the ancient texts and on their role in contemporary debates about

the teaching of modern scientific archaeology, biology and geology, creation science, and intelligent design. Ms. LiDonnici.

Prerequisites: 1 unit at the 200 level or permission by the instructor.

**330. Religion, Critical Thought and Politics** (1)  
Advanced study in selected aspects of religion and contemporary philosophical and political theory. May be taken more than once for credit when content changes.

**340. Women in the Classical Jewish Tradition** (1)

**345. Violent Frontiers: Colonialism and Religion in the Nineteenth Century** (1)

(Same as Asian Studies 345) What is the relationship between religion and colonialism and how has this relationship shaped the contemporary world? During the nineteenth century the category of religion was imagined and applied in different ways around the globe. When colonialists undertook to 'civilize' a people, specific understandings of religion were at the core of their undertakings. By the mid-nineteenth century, Europe's territorial energy was focused on Asia and Africa. Themes for discussion include various nineteenth-century interpretations of religion, the relationship between empire and culture, the notion of frontier religion, and the imagination and production of society. Mr. Walsh.

**346. Studies in Jewish Thought and History** (1)  
(Same as Jewish Studies 346) Advanced study in selected aspects of Jewish thought and history. May be taken more than once for credit when the content changes.

Prerequisites: 1 unit at the 200 level or permission of instructor.

**350a and b. Comparative Studies in Religion** (1)  
An examination of selected themes, issues, or approaches used in illuminating the religious dimensions and dynamics within particular cultures and societies, with attention to the benefits and limits of the comparative method. Past seminars have focused on such topics as myth, ritual, mysticism, and iconography. May be taken more than once for credit when content changes.

Topic for 2011/12a: *Science, Religion and Mysticism: A History of Anglo-American Speculation about Infinity, the Fourth Dimension and Alternate Universes, 1850-2009*. This course examines the cultural history of American and British speculations about infinity, other dimensions and the physical and metaphysical energies that undergird the universe. We examine the history of math and physics, how American and British religious thinkers appropriate this scientific literature, and how ideas about infinite spatial dimensions are taken up in popular novels, science fiction and fantasy. There are no prerequisites for this course. Mr. White.

Topic for 2011/12a: *Foundational Islamic Texts: Qur'an, Hadith and Tafsir*. Without assuming prior knowledge of the Islamic textual and interpretive traditions, this course begins with an introduction to the Qur'an as an historical, literary, and devotional text in Islam. With this firm grounding, the course spends the remainder of the semester exploring interpretive traditions of the Qur'an beginning with the prophet Muhammad's own explanations of the revelation and moving through examples of medieval and modern tafsir or interpretation of the Qur'an (including traditional, Islamist, Sufi and feminist exegesis). The final portion of the class traces some of the results of these exegetical traditions in the production of fiqh or Islamic jurisprudence. While this course does not require its participants to have a background in Islam, some knowledge of Islam or another religious textual tradition would be helpful. Ms. Leeming.

Topic for 2011/12b: *Dreams, Myths, and Visions in the Religious Imagination*. This seminar focuses on the understanding and utilization of dreams and myths in Eastern and Western religious traditions. It will explore dream and visionary passages in Jewish, Christian, and Islamic works as well as traditional interpretations of dreams, and their attendant myths in India and Tibet. In addition to working with traditional commentaries and interpretations, the course will

consider contemporary theoretical approaches from structuralist and post-structuralist sources, depth psychology, and cognitive science. Readings include passages from the Hebrew Scriptures, the Book of Revelation, the Qur'an, the Bhagvata-Purana, and the Tibetan Book of the Dead. Critical materials include the works of Tsong Kha Pa, Freud, Jung, Laberge, and others. Mr. Jarow.

Topic for 2011/12b: *Western Esotericism*. Westerners have tended to look east in their quest for enlightenment, often ignoring substantial Western mystical and esoteric traditions of long standing and with claims of venerable pedigree, including astrology, tarot, magic, alchemy, Christian Qabala and Masonry from the late Middle Ages and the Renaissance and into the New Age. We will explore these and other paths, situating them within the spectrum of esotericism in general, examining their claims of connection with ancient Greece and Egypt, biblical and medieval Judaism and earliest Christianity, exploring their influence on literature and the arts, and evaluating their structure, their phenomenology and their abiding attraction. Mr. Epstein.

### 355. The Politics of Sacred Space (1)

This course examines the relationship between notions of spatial and temporal orientation and connects these to the fundamental importance of sacrality in human action and existence. Some of our questions include: what is sacred space? What is a sacred center? How are places made sacred through human action? To what extent is sacrality a matter of emplacement? What role does sacred space play in local and global environments? Mr. Walsh.

### 380. American Prophets, Radicals and Religious Revolutionaries (1)

This course introduces students to American prophets, utopian reformers and religious revolutionaries who have shaped modern American history. We explore how these American reformers draw on religious symbols to justify violence, buttress visions of revolution or critique dominant American values. Under what circumstances is violence permissible? Can revolution be morally or religiously justified? Does religion make society (and democracy in particular) more or less stable? Do religious visions promote or prevent violence? What kinds of personal qualities (virtues) must Americans cultivate in order to hold together a society where the people rule? This class looks at a spectrum of reformers, from religious feminists and environmentalists on the left to Christian Fundamentalists and others on the right. Mr. White.

### 385. Asian Healing Traditions (1)

(Same as Asian Studies 385) This seminar offers a comprehensive view of the traditional medical systems and healing modalities of India and China and examines the cultural values they participate in and propound. It also includes a "laboratory" in which hands-on disciplines (such as yoga and qi-gong) are practiced and understood within their traditional contexts. From a study of classical Ayur Vedic texts, Daoist alchemical manuals, shamanic processes and their diverse structural systems, the seminar explores the relationship between healing systems, religious teachings, and social realities. It looks at ways in which the value and practices of traditional medical and healing systems continue in Asia and the West. Mr. Jarow.

Prerequisites: Religion 231 or permission of instructor.

### 386. Exodus and Revolution: Violence and Religious Narrative (1)

(Same as Africana Studies 386) This seminar will explore the way a single biblical story, the story of the Israelite exodus from Egypt, has influenced politics, literature, and identity formation. Central to the class will be political philosopher Michael Walzer's claim that the Exodus provides a paradigm of social democratic politics. We will interrogate Walzer's claim by examining the story's in an array of contexts. We will consider the role that Exodus played in the construction of American political identity and Latin American liberation theology. Particular attention will be paid to the role of Exodus in African American political and religious traditions. Finally, the class will broach more theoretical questions about the role of violence and religion in creating conceptions of nation and

peoplehood. Does the demand for a paradigm, particularly a paradigm like Exodus with its emphasis on chosenness and messianism, produce distasteful politics in the process? Mr. Kahn.

### 388. The Spiritual Gifts of Modern India (1)

(Same as Asian Studies 388) Since Swami Vivekananda brought the message of "raja yoga" to the Parliament of World Religions on the shores of Lake Michigan in 1893, a number of spiritual teachers from India have achieved notoriety on the world stage and have had a major impact in the formulation of a world and secular "spirituality" in our time. Through phenomenological and historical studies, as well as through close reading and study of primary texts, this course considers the works of these major figures, including Sri Aurobindo, Ramana Maharshi, Ananda Mayi Ma, and Bhagavan Sri Osho Rajneesh. Mr. Jarow.

Prerequisites: Religion 152 and/or 231, or permission of instructor.

### 399. Senior Independent Work (½ or 1)



## Russian Studies Department

**Professors:** Alexis Klimoff<sup>a</sup>, Dan Ungurianu, **Associate Professor:** Nikolai Firtich<sup>b</sup>, **Visiting Assistant Professor:** Elena Boudovskaia.

**Requirements for Concentration:** 10 units beyond introductory language; including Russian Studies 331/332 or equivalent, Russian Studies 135/235, 152/252, plus 3 units in literature or culture at the 300-level.

**Senior-Year Requirements:** 2 units of advanced course work. Senior thesis (Russian Studies 300) is required of students who are candidates for departmental honors.

**Recommendations:** Study of the language is best started in the freshman year. Study Away in Russian through the Vassar Program in St. Petersburg is strongly recommended.

**Advisers:** The department.

**Correlate Sequence in Russian Studies:** Four semesters of the Russian language (or equivalent) and three additional units in culture, literature and/or language, one of which must be at the 300-level. Entering students with advanced proficiency in Russian are required to take five units in literature and/or culture, at least two of which are at the 300-level.

### I. Introductory

#### 105. Elementary Russian (1.5)

The essentials of grammar with emphasis on the development of oral-aural proficiency. The department.

Year long course 105-106.

Open to all classes.

Five 50-minute periods plus two hours of oral practice.

#### 106. Elementary Russian (1.5)

The essentials of grammar with emphasis on the development of oral-aural proficiency. The department.

Year long course 105-106.

Open to all classes.

Five 50-minute periods plus two hours of oral practice.

#### 107. Intensive Introductory Russian (2)

Single-semester equivalent of Russian 105-106. Intensive training in fundamental language skills. Designed for beginning students who wish to accelerate their learning of Russian. The department.

Open to all classes.

Five 75-minute periods, plus four 30-minute drill and conversation sessions.

#### [131. Russian Screen and Stage (in English) (1)

Aspects of Russian film, drama, and performing arts.

Open to all classes. Readings and lectures in English. Russian majors see Russian Studies 231b.

Two 75-minute periods.

Not offered 2011/12.

#### 135. The Russian Classics: The Great Realists of the Nineteenth Century (in English) (1)

The great tradition of Russian literature with its emphasis on ultimate existential and moral questions. Selected works by such nineteenth-century masters as Pushkin, Gogol, Turgenev, Tolstoy, and Dostoevsky. Mr. Firtich.

Open to all classes. Readings and lectures in English. Russian majors see Russian Studies 235a.

Two 75-minute periods.

#### [141. Tolstoy in Battle (in English) (1)

The representation of war in Tolstoy's fiction, centered on a detailed analysis of War and Peace, with this classic novel considered in the context of the writer's earlier and later war narratives, including Sebastopol Tales and "Hadji Murat." Tolstoy is also viewed as a "combatant" in the sense of one who tirelessly challenged accepted notions in aesthetics, ethics, religion, philosophy, history, and

politics. Mr. Firtich.

All readings and discussions in English.

Open to all classes.

Two 75-minute periods.

Not offered 2011/12.

#### 142. Dostoevsky and Psychology (in English) (1)

Fyodor Dostoevsky was an avid student of the human mind, with particular interest in aberrant and self-destructive behavior. He was steeped in the medical literature of his day, and drew on this knowledge as well as on his four-year-long prison experience to endow his characters with fascinating psychological depth. And after Dostoevsky's death, his works have been cited by Freud and some other psychologists to support theories of their own. This course focuses on a number of works in which Dostoevsky's depiction of psychological issues is particularly crucial to the central message he attempts to convey. Readings include three of the major novels (*Crime and Punishment*, *The Devils*, and *The Brothers Karamazov*) as well as a number of Dostoevsky's shorter works. A detailed examination of the texts is accompanied by a discussion of the nineteenth century psychological literature which was admired by Dostoevsky, as well as that which was later produced under his influence. Mr. Klimoff.

All readings and discussion in English.

Two 75-minute periods plus a 50-minute discussion session.

#### 152. The Russian Modernists (in English) (1)

Outstanding works of major twentieth-century Russian writers, with emphasis on those who broke with the realist tradition of the nineteenth century. Mr. Ungurianu.

Open to all classes. Readings and lectures in English. Russian majors see 252b.

Two 75-minute periods.

#### [165. From Fairy-Tales to Revolution: Russian Culture through the End of Imperial Period (in English) (1)

A survey of the most striking features of the prerevolutionary cultural tradition within a historical framework. Topics explored include folklore, the religious world of medieval Russia with special emphasis on art and architecture the challenges of Westernization, and the emergence of national traditions in literature, art, and music, Russian historiography, ideology of radicalism and the revolutionary movement. Mr. Ungurianu.

Open to all classes. All readings and discussion in English.

Two 75-minute periods plus occasional film screenings.

Not offered in 2011/12.

#### 169. The Great Utopia: Ideals and Realities of the Russian Revolution (in English) (1)

The Russian Revolution of 1917 and the ensuing "Soviet Experiment" had major implications for the global political and ideological landscape of the twentieth century. The revolutionary era also saw an explosive proliferation of bold futuristic visions and utopian projects. The course explores reflections of the Revolution in literature, theatre, film, painting and other arts against a broad historical background. Topics include apocalyptic premonitions of the fin-de-siècle, Russian Cosmism and dreams of earthly immortality, competition among revolutionary ideologies, the art of avant-garde, Agitprop and Proletkult, Constructivism, Socialist Realism, the creation of the New Man, Stalin's "Empire Style" and return of traditionalism, and a new – and final – wave of revolutionary aspirations during Khrushchev's "Thaw." Mr. Ungurianu. Mr. Ungurianu.

Open to all classes. All readings and discussions are in English.

Two 75-minute periods, plus occasional film screenings.

#### 171. Russia and the Short Story (in English) (1)

In this course we read and discuss a number of classic short stories by such Russian masters of the genre as Gogol, Turgenev, Chekhov, Babel, and Olesha. Mr. Klimoff.

Satisfies college requirement for a Freshman Writing Seminar.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

Two 75-minute periods.

**173. Focus on Literature (in English)** (1)  
Aspects of the Russian literary tradition—including authors, genres, and thematic emphases—and the place of this tradition in world literature.

Topic for 2011/12a: *Nabokov Before “Lolita”: The Making of a Genius in the Era of Jazz and Surrealism* (in English). This course considers the novels and short stories of Vladimir Nabokov written during the 1920s and 1930s in a broad cultural context of the period. Nabokov became an international celebrity with the publication of “Lolita” (1955). The scandal and sensationalism aside, the book earned him the reputation as one of the most accomplished stylists in the English language. But in the decades before producing “Lolita,” Nabokov had had a brilliant literary career as a Russian emigre writer in Europe. This course approaches Nabokov’s pre-Lolita works through a comparisons with the writings of Franz Kafka, Konstantin Vaginov, Evelyn Waugh, Nathaniel West, and certain Surrealists. The goal of the course is to understand the cultural atmosphere that helped shape Nabokov as we know him. Mr. Firtich.

All readings and discussion in English.

**179. Incantations, Spells, Charms** (1)

This course surveys the rich world of Slavic folklore with an emphasis on mythological and anthropological patterns whose influence persists in the mentality of Russians and other Slavic peoples. We begin with traditional oral genres and their role in peoples’ life, and trace their development up to the contemporary city folklore, touching upon folklore motives in literature and film. In our discussion of Slavic demonology, we also compare the mythical creatures of Slavic folklore with their West European counterparts. Ms. Boudovskaia.

Open to all classes.

All lectures and readings in English.

## II. Intermediate

**210. Intermediate Russian** (1)

Review of the basics of grammar and analysis of more complex grammatical phenomena through the study of literary, historical, and newspaper texts, composition, and discussion. The department.

Year long course 210-211.

Prerequisite: Russian 105-106 or permission of instructor.

Four 50-minute periods plus one hour of oral practice.

**211. Intermediate Russian** (1)

Review of the basics of grammar and analysis of more complex grammatical phenomena through the study of literary, historical, and newspaper texts, composition, and discussion. The department.

Year long course 210-211.

Prerequisite: Russian 105-106 or permission of instructor.

Four 50-minute periods plus one hour of oral practice.

**231. Russian Screen and Stage** (1)

Aspects of Russian film, drama and performing arts.

By permission of instructor.

Not offered 2011/12.

**235. The Russian Classics: The Great Realists of the Nineteenth Century** (1)

Individually designed for Russian majors and other students with some knowledge of Russian. Students in this course attend the same lectures and discussions as those in Russian 135, but are required to do part of the work in Russian.

By permission of instructor.

**[252. The Russian Modernists]** (1)

Individually designed for Russian majors and other students with some knowledge of Russian. Students in this course attend the same lectures and discussions as those in Russian 152, but are required to do part of the work in Russian.

By permission of instructor.

Not offered in 2011/12.

**[267. Culture and Ideology]** (1)

Offered alternative years.

Not offered 2011/12.

**[269. The Great Utopia: Ideals and Realities of the Russian Revolution]** (1)

The Russian Revolution of 1917 and the ensuing “Soviet Experiment” had major implications for the global political and ideological landscape of the twentieth century. The revolutionary era also saw an explosive proliferation of bold futuristic visions and utopian projects. The course explores reflections of the Revolution in literature, theatre, film, painting and other arts against a broad historical background. Topics include apocalyptic premonitions of the fin-de-siècle, Russian Cosmism and dreams of earthly immortality, competition among revolutionary ideologies, the art of avant-garde, Agitprop and Proletkult, Constructivism, Socialist Realism, the creation of the New Man, Stalin’s “Empire Style” and return of traditionalism, and a new – and final – wave of revolutionary aspirations during Khrushchev’s “Thaw.” Mr. Ungurianu. Mr. Ungurianu.

Designed for Russian majors and other students with some knowledge of Russian. Students in this course attend the same lectures and discussions as those in Russian 169, but are required to do part of the work in Russian. By permission of instructor.

Two 75-minute periods, plus occasional film screenings.

Not offered 2011/12.

**273. Focus on Literature** (1)

Aspects of the Russian literary tradition—including authors, genres, and thematic emphases—and the place of this tradition in world literature.

Topic for 2011/12a: *Nabokov Before “Lolita”: The Making of a Genius in the Era of Jazz and Surrealism*. Individually designed for Russian majors and other students with some knowledge of Russian. Students in this course attend the same lectures and discussions as those in Russian 173, but are required to do part of the work in Russian. Mr. Firtich.

By permission of the instructor.

**279. Incantations, Spells, Charms** (1)

Individually designed for Russian majors and other students with some knowledge of Russian. Students in this course attend the same lectures and discussions as those in Russian 179, but are required to do part of the work in Russian. By permission of instructor. Ms. Boudovskaia.

**290. Field Work** (½ or 1)

**298. Independent Work** (½ or 1)

Program to be worked out in consultation with an instructor. The department.

## III. Advanced

**300. Senior Thesis** (1)

**331. Advanced Russian** (1)

A course designed to increase all aspects of Russian proficiency. Includes readings on a wide range of topics, discussion, oral reports, stylistic analysis, written assignments, and review of persistent grammatical difficulties. Mr. Ungurianu.

Year long course 331/332.

Two 75-minute periods, plus one hour of conversational practice.

**332. Advanced Russian** (1)

A course designed to increase all aspects of Russian proficiency. Includes readings on a wide range of topics, discussion, oral reports, stylistic analysis, written assignments, and review of persistent grammatical difficulties. The department.

Year long course 331/332.

Two 75-minute periods, plus one hour of conversational practice.

**371. Seminar on Russian Culture** (1)  
Advanced seminar on Russian culture. Designed for majors and students with sufficient knowledge of Russian.

Topic for 2011/12b: *Russian Blockbusters*. Modern culture includes the phenomenon of "film classics," productions of enduring popular appeal which, though not necessarily considered great achievement of cinematic art, have become universally recognized cultural symbols within a national group. This course involves a close study of a sample of Russian films of this type, including comedies, war films, spy and detective stories, musicals, and sci-fi films. Mr. Ungurianu.

Conducted in Russian.

Prerequisite: Russian 331 or equivalent.

One 3-hour period.

**373. Seminar on Russian Literature** (1)  
Focused analysis of an author, work, theme, genre, or literary school in the nineteenth or twentieth century.

Topic for 2011/12a: *Russian Literature of the Absurd*. A survey of the absurdist current in Russian nineteenth and twentieth century literature, taking into account the relationship of this tradition to the religious and philosophical concepts of the time. The course involves a close reading of texts by Nikolai Gogol, the first Russian absurdist par excellence, Kozma Prutkov, a fictitious author of mind-bending aphorisms, and Vladimir Soloviev, Russia's premier philosopher who contributed a number of notable items to the corpus of absurdist works. In the early twentieth century the absurdist mode became a prominent aspect of the Russian avant-garde, particularly in the works of such writers as Aleksei Kruchenykh and Velemir Khlebnikov, followed in the 1920s by Daniil Kharns and Aleksandr Vvedensky. Mr. Firtich.

Conducted in Russian.

Prerequisite: Russian 331 or permission of the instructor.

One 3-hour period.

**399. Senior Independent Work** (½ or 1)  
Program to be worked out in consultation with an instructor. The department.

## Science, Technology and Society Program

**Director:** Janet Gray; **Steering Committee:** James F. Challey (STS), Janet Gray (Psychology), Lucy Lewis Johnson<sup>a</sup> (Anthropology), Robert E. McAulay<sup>a</sup> (Sociology), Marque-Luisa Miringoff (Sociology), Nancy Jo Pokrywka (Biology); **Participating Faculty:** James F. Challey (STS), Elizabeth Collins (Biology), Eve Dunbar<sup>b</sup> (English), David Justin Esteban (Biology), Andrew Peter Fiss (STS), Janet Gray (Psychology), David K. Jemiolo (Biology), Lucy Lewis Johnson<sup>a</sup> (Anthropology), Shirley B. Johnson-Lans (Economics), Jamie Kelly<sup>b</sup> (Philosophy), Jennifer Kennell (Biology), Robert E. McAulay<sup>a</sup> (Sociology), Marque-Luisa Miringoff (Sociology), Erik Parens (STS), Nancy Jo Pokrywka (Biology), Miriam Rossi (Chemistry), Paul Ruud (Economics), Jill S. Schneiderman (Earth Science and Geography), Mary L. Shanley<sup>a</sup> (Political Science), Douglas Winblad (Philosophy).

The multidisciplinary program in Science, Technology, and Society is designed to enable students to pursue three objectives: a) to understand the central role of science and technology in contemporary society; b) to examine how science and technology reflect their social, political, philosophical, economic and cultural contexts; and c) to explore the human, ethical and policy implications of current and emerging technologies.

Students interested in the program are urged to plan for declaration as early as possible in their college careers. Freshmen and sophomores should talk with the director concerning courses to be taken in the freshman and sophomore years.

**Course Requirements:** 14½ units including: (1) Non-science disciplinary requirements: 3 units including Introductory Sociology (SOCI 151); Microeconomics (ECON 101); and at least one course selected from Cultural Anthropology (ANTH 140), Readings in Modern European History (HIST 121), Readings in U.S. History (HIST 160), Philosophy and Contemporary Issues (PHIL 106), or International Politics (POLI 160); (2) Natural science requirements: 4 units from at least 2 departments, 2 of which must include laboratory work from biology, chemistry, earth science, physics, psychology or statistics (e.g., PSYC 200, MATH 141, ECON 209); (3) STS 200 (Science and Technology Studies); (4) 5 additional units in STS, with only 1 at the 100-level. Ordinarily these are courses that originate or are cross-listed in STS. Additional courses may meet this requirement with the approval of the director, (5) STS 300 (thesis) and STS 301 (senior seminar).

After declaration of the major, all required courses must be taken for a letter grade.

**Distribution Requirements:** At least 3 units in a sequence of courses leading to the 300-level in one of the social sciences, or one of the natural sciences, or a discipline in one of the humanities by permission of the director; at least 5 units to be taken in any of the divisions other than the one in which the student has achieved the 300-level requirement; no more than 251/ 2 units may be taken within any one division of the college.

### I. Introductory

#### [131. Genetic Engineering: Basic Principles and Ethical] (1) Questions

This course includes a consideration of: 1) basic biological knowledge about the nature of the gene, the genetic code, and the way in which the genetic code is translated into the phenotype of the organism; 2) how this basic, scientific knowledge has led to the development of a new technology known as "genetic engineering"; 3) principles and application of the technology itself; 4) the ethical, legal, and economic issues which have been raised by the advent of this technology. Among the issues discussed are ethical questions such as the nature of life itself, the right of scientists to pursue research at will, and the role of the academy to regulate the individual scientific enterprise. Ms. Kennell.

Not offered in 2011/12.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

**138a. Energy: Sources and Policies** (½)

A multidisciplinary introduction to the principal sources of energy currently being used in the United States and the economic, political, and environmental choices they entail. The two largest energy sectors, electrical generating and transportation, are the main focus for the course, but emerging technologies such as wind power and hydrogen are also examined. There are no science prerequisites except a willingness to explore the interconnections of scientific principle, engineering practice and social context. Mr. Challey.

Six-week course.

**[139. The Electronic Media]** (½)

An introduction to the history and evolution of the three principal electronic media of the twentieth century, radio, television, and the Internet. In each case the course examines the ways the technology and its social context have shaped each other. As a result this course also serves as an introduction to some of the major themes and methodologies in the history of technology. Mr. Challey.

Six-week course.

Not offered in 2011/12.

**146b. The Culture and Chemistry of Cuisine** (1)

(Same as Chemistry 146b) A basic biological need of all organisms is the ability to acquire nutrients from the environment; humans accomplish this in many creative ways. Food is an important factor in societies that influences population growth, culture, migration, and conflict. Humans discovered the science and art of food preparation, topics that are explored in this course, not in a single step but rather as an evolving process that continues to this day. This course develops the basic chemistry, biochemistry and microbiology of food preparation; explores the biochemical basis of certain nutritional practices; covers social and political aspects of foods throughout world history. It covers controversies like genetically modified organisms, the production of high-fructose corn syrup, and the historic role of food commodities such as salt, rum, and cod in the world economy. Course topics are explored through lectures, student presentations, and readings from both popular and scientific literature. The course includes a few laboratories to explore the basic science behind food preparation. Ms. Rossi, Mr. Jemiolo.

**172b. Microbial Wars** (1)

(Same as Biology 172b) Mr. Esteban.

**180a. The Scientific Child** (1)

This class considers both the history of science education and the roles that the sciences played in the construction of childhood and adolescence in the nineteenth and twentieth centuries. Among the topics discussed are the changing technologies of scientific instruction; the Nature-Study movement; debates about the place of evolution in American schools; the history of science museums; the media's place in the public consumption of science; scientific parenting and pediatrics; and Vassar's traditions of eugenics and home economics. Mr. Fiss.

**II. Intermediate****200b. Science and Technology Studies** (1)

An introduction to the multidisciplinary study of contemporary science and technology through selected case studies and key texts representing the major perspectives and methods of analysis, including work by Thomas Kuhn, Robert Merton, Bruno Latour, Sandra Harding, Helen Longino, and Naomi Oreskes. Some of the issues include the concept of scientific revolution, the nature of "big science" and "high technology," the sociology of scientific knowledge, the social construction of science and technology, the ethics of funding/owning science and technology, and feminist approaches to science and technology. Mr. Fiss.

Prerequisite: 1 unit of a natural or a social science.

Two 75-minute periods.

**[202. History of Modern Science and Technology]** (1)

A survey of major developments in Western science and technology from 1800 to the present. Major topics include; Laplace and the rise of mathematical physics; the development of thermodynamics; the work of Darwin and Pasteur; Edison and the rise of electrical technology; the theories of relativity and quantum mechanics; the Manhattan Project; plate tectonics and molecular biology; and the development of computers and cybernetics. Special emphasis is placed on the concepts of "big science. Mr. Challey.

Prerequisite: 1 unit of natural or a social science.

Two 75-minute periods.

Not offered in 2011/12.

**220a. The Political Economy Health Care** (1)

(Same as Economics 220a) Ms. Shirley Johnson-Lans.

**[222. Bioethics/Human Reproduction]** (1)

(Same as Political Science 222) Scientific and technological advances are revolutionizing the ways in which human beings can procreate. This has given rise to debates over the ethical use of these methods, and over whether and how law and public policy should regulate these procedures and recognize the family relationships created by their use. This course examines topics such as fertility treatments, the commodification of gametes and embryos, contraceptive development and use, genetic screening and genetic modification of embryos, genetic testing in establishing family rights and responsibilities, and human cloning. We examine issues surrounding the ethical use of these methods, and consider whether and how law and public policy should regulate these procedures and recognize the family relationships created by their use. Ms. Pokrywka, Ms. Shanley.

Not offered in 2011/12.

**[226. Philosophy of Science]** (1)

(Same as Philosophy 226) Mr. Winblad.

Not offered in 2011/12.

**231b. Topics in Archaeology** (1)

(Same as Anthropology 231b) Ms. Johnson.

**[234. Disability and Society]** (1)

(Same as Sociology 234)

Not offered in 2011/12.

**245a. Automobiles** (1)

This course examines the evolution of the automobile both as a revolution in human transportation and as a case study in the complex ways in which technology and society shape each other. The course begins with a study of the history of the automobile, primarily from an American perspective, but culminating in the globalization of the automobile industry. The second half of the course examines the contemporary role of the automobile in such contexts as energy policy, the environment, gender, and urban and suburban planning and design. Mr. Challey.

**248b. Gender and Science** (1)

(Same as Women's Studies 248b) This class introduces the subfield of STS and women's studies that has been variously labeled "gender and science," "women and science," "feminist critiques of science," and "feminist science studies." We consider the methodological perspectives of a wide range of authors, including Judith Butler, Evelyn Fox Keller, Joan Wallach Scott, Londa Schiebinger, Margaret Rossiter, Donna Haraway, Emily Martin, and Helen Longino. Topics include: histories of women in the development of the sciences; the place of feminisms in current scientific practice; debates about abortion; technologies of sex and sexuality; feminist epistemologies of science; and ways in which an awareness of gender can lead to novel approaches to science education. Mr. Fiss.

**254b. Bio-politics of Breast Cancer** (1)

(Same as Women's Studies 254b) We examine the basic scientific, clinical and epidemiological data relevant to our current understand-

ing of the risks (including environmental, genetic, hormonal and lifestyle factors), detection, treatment (including both traditional and alternative approaches), and prevention of breast cancer. In trying to understand these data in the context of the culture of the disease, we explore the roles of the pharmaceutical companies, federal and private foundations, survivor and other activist groups, and the media in shaping research, treatment and policy strategies related to breast cancer. Ms. Gray.

[255. The Science of Forensics] (1)  
(Same as Biology 255 and Chemistry 255)  
Not offered in 2011/12.

260a. Health, Medicine, and Public Policy (1)  
(Same as Sociology 260a) Ms. Miringoff.

267b. Environmental and Natural Resource Economics (1)  
(Same as Economics 267b) Mr. Rudd.

273. Sociology of the New Economy (1)  
(Same as Sociology 273) Mr. Nevarez.  
Not offered in 2011/12.

280b. Albert Einstein (1)  
This course explores the complex life and work of the iconic scientist of the 20th century. Using recent biographical studies and a wide range of original sources (in translation), Einstein's revolutionary contributions to relativity and quantum mechanics, his role in Germany in the opposition to the rise of Nazi ideology and anti-Semitism, and his work as a political and social activist in the United States are examined. Students are encouraged to make use of Vassar's Bergreen Collection of original Einstein manuscripts. Mr. Challey.

290a or b. Field Work (½ or 1)

298a or b. Independent Work (½ or 1)

### III. Advanced

300a. Senior Thesis (1)

301b. Senior Seminar (½)  
The seminar meets during the first six weeks of the second semester. Senior majors present and defend their senior theses before the student and faculty members of the program.

[302. History of Science and Technology Since World War II] (1)

An examination of major developments in science and technology since 1945, with particular emphasis on the social contexts and implications. The topics to receive special attention are: the origins and growth of systems theories (systems analysis, operations research, game theory, cybernetics), the development of molecular genetics from the double helix to sociobiology; and the evolution of telecommunications technologies. Mr. Challey.

Prerequisites: 1 unit of natural science and 1 unit of modern history, or permission of instructor.  
Not offered in 2011/12.

[331. Seminar in Archaeological Method and Theory] (1)  
(Same as Anthropology and Environmental Studies 331)  
Not offered in 2011/12.

[345. Race: Science and Controversies] (1)  
(Same as Africana Studies and Biology 345) This course is meant to spark a conversation between science, humanities, and social science students regarding the concept and significance of "race." The course will be framed by two reciprocal questions: What are the scientific principles that underlie the origins and continued propagation of the concept of race in the United States; and in turn, how does the social construction of race affect the way science is conducted.

The course includes critical review and discussion of topics as far ranging as the U.S. government's role in using black sharecroppers during the Tuskegee Syphilis Experiments, to understanding genetic variation among human populations. Discussion of these topics incorporate ideas spanning biology, anthropology, history, ethics and American culture to address questions that integrate both scientific and humanistic perspectives on race. Ms. Dunbar.

One 3 hour period.

Not offered in 2011/12.

353b. Bio-Social Controversy (1)

(Same as Sociology 353b) Scientific controversies take place not only within scientific communities but may be joined and waged in public arenas as well. This course is about the "Darwin Wars" fought not only between advocates of Evolution and proponents of Intelligent Design but also about selected disagreements among Darwinians on occasions when they speak with more than one voice. Topics addressed in this course include the feasibility of Darwinian sociology (the sociobiology debate and disputes over evolutionary psychology), evolutionary accounts of sex/gender (mating, gender differences, homosexuality) and conflicting views regarding Darwinian analyses of violence, ethnic conflict and race. The range of conceptual resources deployed to interpret these controversies includes Popperian philosophy of science, the social construction of science, Foucauldian power/knowledge as well as studies of scientific rhetoric. Mr. McAulay.

360a. Issues in Bioethics (1)

Topic for 2011/12a: *Abstract for "On the Prospect of a 'Posthuman' Future"*. From circumcision and foot binding to matchmaking and public schools, human beings have always sought to shape themselves and their children. The convergence of Nanotechnology, Biotechnology, Information technology and Cognitive neuroscience (or "NBIC," according to the National Science Foundation) seems poised to radically transform our capacity to pursue that ancient ambition. The aim of this course is to understand the emerging and sometimes acrimonious debate about the prospect of what observers—some with dread and others with enthusiasm—are calling our "posthuman future." As sympathetically and critically as possible, we will explore the arguments for and against pursuing such a future, and thereby will begin to articulate our own positions vis-à-vis the debate. We will investigate the competing conceptions of technology, nature, and happiness at work on each side of the debate, and will see to what extent competing conceptions of those key ideas aggregate to form what might be called distinctive "ethical frameworks." Most importantly, we will seek to understand the ethical framework that we find ourselves operating out of when we come to discuss the prospect of using NBIC to transform our own and our children's selves. Class discussion will be built around texts from multiple genres, including bioethics, philosophy, and psychology. The only prerequisite is a willingness to read complex arguments carefully. Mr. Parens.

[364. Seminar on Selected Topics in Law and Technology] (1)

(Same as Environmental Studies 364) This course explores the dynamic interrelationship between technology and law, through the study of environmental protection, law and policy. It is designed to analyze the reciprocal effects of our society, a developing jurisprudence and the advancement and use of science and technology on each other. Areas explored include American Constitutional, international, environmental, criminal, and property law. This course is taught using the same Socratic methods used in American law schools.

Not offered in 2011/12.

[367. Mind, Culture, and Biology] (1)

(Same as Sociology 367) Increasingly in recent years Darwinian approaches to the analysis of human behavior have emerged at the center of modern science-based opposition to social constructionism and postmodernist thinking. Nowhere is this challenge more pointed than in the use of evolutionary perspectives to explain patterns of human culture. This course examines the deployment

of Darwinian social science to account for morality and religion; art and literature; consumerism and consumer culture; sex/gender and standards of beauty. The goal is neither to celebrate nor to dismiss evolutionary psychology and its allies but rather to play Darwinian insights and potentially questionable claims off against those of feminist, Marxist and sociological critics. Mr. McAulay.

Not offered in 2011/12.

**[370. Feminism and Environmentalism] (1)**  
(Same as Environmental Studies and Women's Studies 370) Ms. Schneiderman.

Not offered in 2011/12.

**[380. Risk Perception and Environmental Regulation] (1)**  
(Same as Environmental Studies 380) This course explores the relationship between how individuals perceive risk and attempts to regulate the environment. In particular, we examine problems (both conceptual and practical) that arise in attempting to effectively manage risks to the environment. Gathering together empirical insights from Psychology and Behavioral Economics, we evaluate a number of proposed theoretical frameworks for regulation regimes (e.g., the Precautionary Principle, and Cost benefit Analysis). Problems to be discussed include the roles of popular (e.g., referenda) and non-democratic (e.g., judicial review) institutions, the feasibility of identifying relevant scientific expertise, and difficulties posed by inequalities in political, and economic power. Readings include works by thinkers such as Kristin Shrader-Frechette, Cass Sunstein, and Richard Posner, as well as studies of existing legislation (e.g., the National Environmental Policy Act, the Clean Air Act, and the Clean Water Act). Mr. Kelly.

Not offered in 2011/12.

**399a or b. Senior Independent Work (½ or 1)**

## Self-Instructional Language Program

A small number of unusually well-motivated students are permitted to enroll in a program of supervised self-instruction in Hindi, Irish/Gaelic, Korean, Portuguese, Swahili, Swedish, Turkish, or Yiddish. The Self-Instructional Language Program differs sharply from traditional college-level language instruction both in its limited goals and in its unconventional methods. The aim is almost exclusively to develop an active oral command of the language in question. The materials and methods used reflect this emphasis: the textbooks are structured around oral drills; extensive work with recordings is required; there are regularly scheduled oral drill sessions with a native-speaking tutor; and students take mid-term and final examinations each semester.

The exact amount of material to be covered is announced at the beginning of each semester. Drill sessions are planned in accordance with the tutor's schedule, and students are expected to attend regularly. It must be clearly understood that these group meetings with the tutor are intended as review sessions of material with which the students are already thoroughly familiar from work with recordings. The tutor's function is to serve as a control and as a model of correct language use. He or she is not to be viewed as a source of information about the language. In fact, the entire tutorial is given over to drills and conversation in the foreign language; there will be no classroom instruction in grammatical analysis.

Regular and frequent work with audio materials constitutes the heart of each course in the Self-Instructional Language Program. The appropriate recordings are loaned out at the beginning of the semester or made available online. Students enrolled in this program should count on spending between one and two hours daily drilling with recorded materials.

Beginning, intermediate and advanced spoken Irish/Gaelic, Hindi, Korean, Portuguese, Swahili, Swedish, Turkish, and Yiddish are offered on this basis when there is an indication of sufficient student interest well in advance of fall registration.

Students may not be enrolled in more than one course in the Self-Instructional Language Program in any semester.

The beginning and intermediate courses in the Self-Instructional Language Program must be taken for a full year. College credit for each semester's work is given upon the recommendation of outside examiners.

Course numbers for Hindi, Irish/Gaelic, Korean, Portuguese, Swahili, Swedish, Turkish, and Yiddish:

- |                                        |     |
|----------------------------------------|-----|
| 105a-106b. Introductory Language Study | (1) |
| 210a-211b. Intermediate Language Study | (1) |
| 310a/311b. Advanced Language Study     | (1) |

## Sociology Department

**Professors:** Pinar Batur, Diane Harriford, William Hoynes, Eileen Leonard<sup>b</sup>, Marque-Luisa Miringoff, Seungsook Moon (Chair), **Associate Professors:** Light Carruyo<sup>b</sup>, Robert E. McAulay<sup>a</sup>, Leonard Nevarez<sup>ab</sup>, **Assistant Professors:** Carlos Alamo-Pastrana, Eréndira Rueda, **Adjunct Assistant Professor:** Darlene Deporto.

**Requirements for Concentration:** 10 ½ units, including Sociology 151, 247, 254, two units at the 300-level, and Sociology 300a-301b.

After declaration of major, no NRO work is permissible in the major.

**Senior-Year Requirements:** Sociology 300a-301b (for a total of 1 full unit of credit), a senior thesis under the supervision of a member of the department.

**Recommendations:** Field Work 290.

**Advisers:** The department.

### I. Introductory

**110a. Gender, Social Problems and Social Change** (1)  
(Same as Women's Studies and Political Science 110a) This course introduces students to a variety of social problems using insights from political science, sociology, and gender studies. We begin with an exploration of the sociological perspective, and how social problems are defined as such. We then examine the general issues of inequalities based on economic and employment status, racial and ethnic identity, and gender and sexual orientation. We apply these categories of analysis to problems facing the educational system and the criminal justice system. As we examine specific issues, we discuss political processes, social movements, and individual actions that people have used to address these problems. Ms. Leonard.

Permission of instructor.

One 3-hour meeting.

**111b. Social Change in South Korea Through Film** (1)  
(Same as Asian Studies 111b) Ms. Moon.

**112. Family, Law and Social Policy** (1)  
(Same as Political Science and Women's Studies 112) Ms. Leonard, Ms. Shanley.

One 3-hour meeting.

By permission of the instructor.

**151a or b. Introductory Sociology** (1)  
An introduction to the concepts of sociology rooted in the ideas and thinkers of the classical tradition, exploring their historical meaning and contemporary relevance. The department.

**160a. What do you Mean by Globalization?** (1)  
Globalization is a buzz word used in many forums, including popular culture, academic disciplines, political institutions, and social movements. This course examines the multiple voices and actors that make up conversations and processes we refer to as "globalization." How can we make sense of globalization? Can globalization as a framework help us make sense of the social world? Ms. Carruyo.

Open to freshman only. Satisfies college requirement for a Freshman Writing Seminar.

Two 75-minute meetings.

### II. Intermediate

**205b. What is a Just Society?** (1)  
It grows ever more important — as the world becomes more globalized and cultures and ideologies intersect — to understand what we mean by "justice". What does it mean to have a just society? In a just society does everyone have his or her basic needs met? Or, in a just society, is everyone free to get as much as they can? Will everyone be happy in a just society? Or will it be acceptable for some to suffer? How do we decide when a society is truly just? Who gets to decide? In a just society, is it simply enough to guarantee

everyone constitutional and legal equality? Are notions of justice transcendent? Or do they change over time? The course will provide students with conceptual tools derived from different historical periods and intellectual traditions to highlight the array of possibilities available to imagine a just society. Ms. Harriford.

**206. b. Social Change in the Black and Latino Communities** (1)

(Same as Africana Studies and Religion 206b) Mr. Mamiya.

**207a. Commercialized Childhoods** (1)

This course examines features of childhoods in the U.S. at different times and across different social contexts. The primary aims of the course are 1) to examine how we've come to the contemporary understanding of American childhood as a distinctive life phase and cultural construct, by reference to historical and cross-cultural examples, and 2) to recognize the diversity of childhoods that exist and the economic, geographical, political, and cultural factors that shape those experiences. Specific themes in the course examine the challenges of studying children; the social construction of childhood (how childhoods are constructed by a number of social forces, economic interests, technological determinants, cultural phenomena, discourses, etc.); processes of contemporary globalization and commodification of childhoods (children's roles as consumers, as producers, and debates about children's rights); as well as the intersecting dynamics of age, social class, race/ethnicity, gender, and sexuality in particular experiences of childhood. Ms. Rueda.

Two 75 minute meetings.

**210b. Domestic Violence** (1)

(Same as Women's Studies 210b) This course provides a general overview of the prevalence and dynamics of domestic violence in the United States and its effects on battered women. We examine the role of the Battered Women's Movement in both the development of societal awareness about domestic violence and in the initiation of legal sanctions against it. We also explore and discuss, both from a historical and present day perspective, ways in which our culture covertly and overtly condones the abuse of women by their intimate partners. Ms. Deporto.

**215. Perspectives on Deviant Subculture** (1)

Sociology as a discipline offers a variety of perspectives on deviance. In recent years mainstream approaches—Functionalism, Conflict Theory, Social Constructionism and Labeling Theory—have been supplemented by Cultural Studies (Gramscian Marxism) and Post Structuralism (including the ideas of Michel Foucault). These different ways of seeing, analyzing, and interpreting "deviance" are deployed in this course by focusing on various marginal communities and deviant subcultures. In particular we look at traditional as well as new religious movements, bohemian subcultures, and music-centered youth culture (punk, hip hop). Other relevant examples and case studies are explored on a selected basis. Mr. McAulay.

**216. Food, Culture, and Globalization** (1)

(Same as Asian Studies 216) This course focuses on the political economy and the cultural politics of transnational production, distribution, and consumption of food in the world to understand the complex nature of cultural globalization and its effects on the national, ethnic, and class identities of women and men. Approaching food as material cultural commodities moving across national boundaries, this course examines the following questions. How has food in routine diet been invested with a broad range of meanings and thereby served to define and maintain collective identities of people and social relationships linked to the consumption of food? In what ways and to what extent does eating food satisfy not only basic appetite and epicurean desire, but also social needs for status and belonging? How have powerful corporate interests shaped the health and well being of a large number of people across national boundaries? What roles do symbols and social values play in the public and corporate discourse of health, nutrition, and cultural identities. Ms. Moon.

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

**234. Disability and Society (1)**

The vision of disability has changed radically over the past twenty years. Public policies have been legislated, language has been altered, opportunities have been rethought, a social movement has emerged, problems of discrimination, oppression, and prejudice have been highlighted, and social thinkers have addressed a wide range of issues relating to the representation and portrayal of people with disabilities. This course examines these issues, focusing on the emergence of the disability rights movement, the passage of the Americans with Disabilities Act, the various debates over American Sign Language, "deaf culture," and the student uprising at Gallaudet University and how writers and artists have portrayed people with disabilities. Ms. Miringoff.

Two two-hour sessions each week; one two-hour session is devoted to lecture and discussion of reading materials, the second two-hour session serves as a laboratory for films, speakers, and trips.

**235. Quality of Life (1)**

In a world of cultural diversity, uneven development, and political conflict, enhancing quality of life is arguably the unifying principle in our ambitions for social planning and personal life. But just what does "quality of life" mean? How did it become a preeminent concern for policy-makers and the public at large? And what is at stake if we subordinate other conceptions of the common good to this most subjective and individualistic of ideas? This course takes up these questions through an examination of quality of life's conceptual dimensions and social contexts. Topics include global development policy, patient-doctor conflicts over the right to die, the pressures of work-life balance, the influence of consumer marketing, the voluntary simplicity movement, the "quality of life city," and the cultural divides between conservative "Red States" and liberal "Blue States." Mr. Nevarez.

**236b. Imprisonment and the Prisoner (1)**

What is the history of the prisoner? Who becomes a prisoner and what does the prisoner become once incarcerated? What is the relationship between crime and punishment? Focusing on the (global) prison industrial complex, this course critically interrogates the massive and increasing numbers of people imprisoned in the United States and around the world. The primary focus of this course is the prisoner and on the movement to abolish imprisonment as we know it. Topics covered in this course include: racial and gender inequality, the relationship between imprisonment and slavery, social death, the prisoner of war (POW), migrant incarceration, as well as prisoner resistance and rebellion. Students also come away from the course with a complex understanding of penal abolition and alternative models of justice. Mr. Alamo.

**237. Community Development (1)**

(Same as Urban Studies 237) This course provides hands-on lessons in nonprofit organizations, urban inequality, and economic development that are intended to supplement theoretical perspectives offered in other classes. Students examine local efforts to revitalize neighborhoods, provide social services, leverage social capital, and promote homeowner and business investment in the contemporary city. A community development initiative in the City of Poughkeepsie (to be determined) provides the case study around which lectures, readings, and guest speakers are selected. The course includes a special weekly lab section during which students volunteer at local organizations, conduct fieldwork, or otherwise independently gather and analyze data in support of the case study. Students are graded for both their comprehension of course materials (in essays and exams) and their participation in the community-development initiative (through fieldwork and the final report written collectively by the instructor and students). Mr. Nevarez.

Two 2-hour course periods.

**247a. Modern Social Theory: Marx, Durkheim, and Weber (1)**

(Same as Anthropology 247a) This course focuses on a comparison of the principal assumptions and the central concepts contributing to the formation of modern social theory. Readings include selections from Marx, Durkheim, and Weber. Ms. Moon.

**249b. Latino/a Formations (1)**

(Same as Africana Studies 249b and Latin American and Latino/a 249b) Mr. Alamo.

**250. Sex, Gender, and Society (1)**

In the context of general sociological theory, the course analyzes sex roles in various institutional settings. Topics include: the effect of social, cultural and scientific change on traditional notions of male and female; the social construction of masculine and feminine; implications of genetic engineering; interaction of sexual attitudes, sexual practices, and social policy. Ms. Harriford.

**251. Development and Social Change in Latin America (1)**

(Same as Latin American and Latino/a Studies 251) This course examines the ways in which Latin American and Caribbean nations have defined and pursued development and struggled for social change in the post World-War II era. We use country studies and development theories (including Modernization, Dependency, World-Systems, Feminist and Post-Structuralist) to analyze the extent to which development has been shaped by the tensions between local, national, and international political and economic interests. Within this structural context we focus on people and their relationships to each other and to a variety of issues including work, land, reproductive rights, basic needs, and revolution. Integrating structural analysis with an analysis of lived practice and meaning making allows us to understand development as a process that shapes, but is also shaped by, local actors. Ms. Carruyo.

**253. Children of Immigration (1)**

(Same as Latin American and Latino/a Studies 253) Immigration to the U.S. since the 1970s has been characterized by a marked and unprecedented increase in the diversity of new immigrants. Unlike the great migrations from Europe in the late 1800s and early 1900s, most of the immigrants who have arrived in the U.S. in the last four decades have come from Latin America, Asia, and the Caribbean. New immigration patterns have had a significant impact on the racial and ethnic composition and stratification of the American population, as well as the meaning of American identity itself. Immigrants and their families are also being transformed in the process, as they come into contact with various institutional contexts that can facilitate, block, and challenge the process of incorporation into the U.S. This course examines the impact of these new immigration patterns by focusing on the 16.4 million children in the U.S. who have at least one immigrant parent. Since 1990, children of immigrants - those born in the U.S. as well as those who are immigrants themselves - have doubled and have come to represent 23% of the population of minors in the U.S. In this course we study how children of immigrants are reshaping America, and how America is reshaping them, by examining key topics such as the impact of immigration on family structures, gender roles, language maintenance, academic achievement, and identity, as well as the impact that immigration reforms have had on access to higher education, employment, and political participation. This course provides an overview of the experiences of a population that is now a significant proportion of the U.S. population, yet one that is filled with contradictions, tensions and fissures and defies simple generalizations. Ms. Rueda.

**254b. Research Methods (1)**

Examines dilemmas of social inquiry. On what basis are sociological generalizations drawn? What are the ethics of social research? Course includes a critical analysis of research studies as well as an introduction to and practical experience with participant observation, interviewing, questionnaire construction, sampling, experimentation, and available data. Mr. Hoynes.

**255b. Race, Representation, and Resistance in U.S. Schools (1)**

(Same as Africana Studies, Education and Urban Studies 255b) Ms. Cann.

Two 75-minute periods.



**256. Mass Media and Society** (1)

This course explores media as a social force, an institution, and an industry. We examine what it means to be “mediated,” including how media affects our culture, our choices, and our responses to our media filtered lives. We consider the economics of the media industry, media organization and professional socialization, and media’s influence on the political world and the global media industry. Third, we examine how media represent the social world, i.e., the role of ideology, and how meanings are produced, stereotypes maintained, and inequalities preserved. We reflect on the roles, responsibilities, and interpretive potential of artists, media producers, and media consumers. Fourth, we investigate the nature and consequences of media technology. We end the course with a series of panel presentations in which students present their semester projects. Mr. Hoynes

**257. Reorienting America: Asians in American History and Society** (1)

(Same as Asian Studies 257 and American Culture 257) Based on sociological theory of class, gender, race/ethnicity, this course examines complexities of historical, economic, political, and cultural positions of Asian Americans beyond the popular image of “model minorities.” Topics include the global economy and Asian immigration, politics of ethnicity and pan-ethnicity, educational achievement and social mobility, affirmative action, and representation in mass media. Ms. Moon.

**259a. Social Stratification** (1)

In this course we examine how social prestige and power are unequally distributed in societies of the past and present. We discuss how control of property and the means of production contribute to a system of inequality. We also analyze the role of commodities in a consumerist society and the relationship of consumption to stratification. We also discuss the concepts of class formation, class consciousness, and class struggle. Additionally, we examine how race and gender serve to contribute to stratification. Ms. Harriford.

**260a. Health, Medicine, and Public Policy** (1)

(Same as Science, Technology, and Society 260a) Health care represents one of the thorniest arenas of public policy today. Current issues include the rising numbers of uninsured, concerns over privacy, protection of the public from emerging infectious diseases, the debate between health care as a right vs. a privilege, and the ways in which we conceive the relationship between health, medicine, and society. This course begins with an analysis of the ‘social construction’ of health, looking particularly at the issue of AIDS, national and international. We then examine policies arising from epidemic or infectious diseases, including the Black Death, the 1918 Influenza epidemic, and Typhoid Mary, as well as contemporary dilemmas over newly emergent diseases. Finally, we consider controversies over national health insurance, and assess the strengths and weaknesses of the Canadian health care system, the Massachusetts experiment, and the history of Medicare and Medicaid. Ms. Miringoff.

**261a. “The Nuclear Cage”: Environmental Theory and Nuclear Power** (1)

(Same as Environmental Studies 261 and International Studies 261) The central aim of this course is to explore debates about the interaction between beings, including humans, animals, plants, and the earth within the context of advanced capitalism by concentrating on the production, distribution, consumption, and disposal of nuclear power. The first question concerning the class is how does Environmental Theory approach nuclear power and its impact on the environment. The second question deals with how this construction interacts with other forms of debate regarding nuclear power, especially concentrating on the relation between science, market and the state in dealing with nature, and how citizens formulate and articulate their understanding of nuclear power through social movements. Ms. Batur.

**262. War and Peace and the Struggle** (1)

(Same as International Studies 262) The Bishop of Hereford told Henry VIII, “The surest way to peace is constant preparation for war.” This class focuses on war and peace in the classical debates and in critical theory. We examine whether it is necessary to prepare for war in order to achieve peace; can “Peace” be conceptualized independent of “War;” and whether there is a need to conceptualize the relationships between them in order to reach a synthesis to define a new set of terms for global coexistence. In the first half of the course we concentrate on the theoretical discourse on war, and in the second half of the class we explore alternative theoretical paradigms, especially peace in its various manifestations. Ms. Batur.

**263. Criminology** (1)

The course consists of a consideration of the nature and scope of criminology as well as an historical treatment of the theories of crime causation and the relation of theory to research and the treatment of the criminal. Ms. Leonard.

**264. Social Welfare and Social Policy: Perceptions of Poverty** (1)

During the past several years, the foundations of American social welfare policy have changed. New, more restrictive social policies have been implemented, we have “ended welfare as we knew it,” and created a new social landscape. This course is designed to give a social, historical, and theoretical understanding of how these changes came about and what they represent. Questions to be discussed include the following: What are the origins of the welfare state? What are the philosophical debates surrounding helping people in need? How is social policy created? What are the underlying assumptions of different social policies? What have been the key successes and failures of social policy? How are issues such as hunger, homelessness, and the feminization of poverty conceptualized today? How have other nations addressed key policy issues? Ms. Miringoff.

**265a. News Media in America** (1)

This course joins the ongoing debate about the meaning of press freedom and explores the relationship between news and democracy. It will examine how the news media operate in American society and will assess how well the current media are serving the information needs of citizens. Topics may include: the meaning of “objectivity,” the relationship between journalists and sources, news and public opinion, ownership of news media, the relationship between news and advertising, propaganda and news management, and the role of alternative media. Mr. Hoynes.

**267. Religion, Culture, and Society** (1)

(Same as Religion 267)

**268a. Sociology of Black Religion** (1)

(Same as Africana Studies 268a and Religion 268a)

**269b. Constructing School Kids and Street Kids** (1)

(Same as Education 269b) Students from low-income families and racial/ethnic minority backgrounds do poorly in school by comparison with their white and well-to-do peers. These students drop out of high school at higher rates, score lower on standardized tests, have lower GPAs, and are less likely to attend and complete college. In this course we examine theories and research that seek to explain patterns of differential educational achievement in U.S. schools. We study theories that focus on the characteristics of settings in which teaching and learning take place (e.g. schools, classrooms, and home), theories that focus on the characteristics of groups (e.g. racial/ethnic groups and peer groups), and theories that examine how cultural processes mediate political-economic constraints and human action. Ms. Rueda.

**270b. Drugs, Culture, and Society** (1)

An examination of drug use and its symbolic importance in American society viewed in light of pertinent historical and cross-cultural material. Includes discussion of problems linked with licit

and illicit, recreational, social control, and medicinal use of drugs, as well as with political and legal dimension of drug controversies. Mr. McAulay.

### 273. Sociology of the New Economy (1)

(Same as Science, Technology and Society 273) The new economy is, in one sense, a very old concern of sociology. Since the discipline's nineteenth century origins, sociologists have traditionally studied how changes in material production and economic relations impact the ways that people live, work, understand their lives, and relate to one another. However, current interests in the new economy center upon something new: a flexible, "just in time" mode of industry and consumerism made possible by information technologies and related organizational innovations. The logic of this new economy, as well as its consequences for society, are the subject of this course. Topics include the roles of technology in the workplace, labor markets, and globalization; the emerging "creative class"; the digital divides in technology access, education, and community; high-tech lifestyles and privacy; and the cutting edges of consumerism. Mr. Nevarez.

### 280a. Body Politics (1)

Dangerous bodies, fit bodies, diseased bodies, altered bodies, mobile bodies, laboring bodies, unruly bodies. This course explores the social meanings given to the body, as well as the embodied ways in which the social world is experienced and created. We discuss the cultural, political and economic significance of struggles over classifying, displaying and managing bodies. Through examination of topics such as the relationship between the state and the body, the commodification of bodies and body parts, the regulation of sex and sexualities, and the performance of identity through the body, we develop an understanding of key debates that comprise the sociology of the body. Ms. Carruyo.

Prerequisite: prior coursework in Sociology or Women's Studies or with permission of instructor.

Two 75 minute meetings.

### 290a or b. Field Work (½ or 1)

Individual project of reading or research. The department.

May be elected during the college year or during the summer.

Special permission.

Unscheduled.

### 298a or b. Independent Work (½ or 1)

Individual project of reading or research. The department.

May be elected during the college year or during the summer.

Special permission.

Unscheduled.

## III. Advanced

### 300a. Senior Thesis (½)

The department.

Year long course 300-301.

### 301b. Senior Thesis (½)

The department.

Year long course 300-301.

### 305b. The Social Construction of Race in the U.S. (1)

This course examines the social construction of race in the United States from the beginning of the nineteenth century to the present. The focus is on the changing racial meanings and identities of specific socio-historical groups and the ways in which social institutions interpret and reinterpret race over time. Contemporary issues addressed include: the construction of "whiteness", the making of model minorities, color-blindness and the post-racial society, and the emergence of the "mixed race" category. Readings may include Cooper, DuBois, hooks, Collins, Frye, Omni and Winant, and Roediger. Ms. Harriford.

Prerequisite: prior coursework in Sociology or with permission of instructor.

One 3 hour meeting.

### 306. Women's Movements in Asia (1)

(Same as Asian Studies and Women's Studies 306) This interdisciplinary course examines the reemergence of women's movements in contemporary Asia by focusing on their cultural and historical contexts that go beyond the theory of "resource mobilization." Drawing upon case studies from Korea, Japan, India, and China, it traces the rise of feminist consciousness and women's movements at the turn of the twentieth century, and then analyzes the relationships between contemporary women's movements and the following topics: nationalism, political democratization, capitalist industrialization, ambivalence toward modernization, and post-modern conditions. Ms. Moon.

### 312. Corporate Power (1)

This seminar investigates how corporations exert power over society outside of their place in the market. We review the evolution of the corporation, from the late eighteenth century concern over "big business" to globalization in the present day, and examine competing theories and methodologies with which social researchers have explained the power of business. Topics and literatures include corporate citizenship and philanthropy, capitalist networks and organizations, the cult of the "charismatic CEO," and the countervailing power of today's investor capitalism. Mr. Nevarez.

### 317. Women, Crime, and Punishment (1)

This course begins with a comparative analysis of the involvement of men and women in crime in the United States and explanations offered for the striking variability. It proceeds by examining the exceptionally high rate of imprisonment for women in the U.S., the demographics of those who are imprisoned, the crimes they are convicted of, and the conditions under which they are confined. It deals with such issues as substance abuse problems, violence against women, medical care in prison, prison programming and efforts at rehabilitation, legal rights of inmates, and family issues, particularly the care of the children of incarcerated women. It also examines prison friendships, families, and sexualities, and post-release. The course ends with a consideration of the possibilities of a fundamental change in the current US system of crime and punishment specifically regarding women. Ms. Leonard.

### 321. Feminism, Knowledge, Praxis (1)

(Same as Women's Studies 321) How do feminist politics inform how research, pedagogy, and social action are approached? Can feminist anti-racist praxis and insights into issues of race, power and knowledge, intersecting inequalities, and human agency change the way we understand and represent the social world? We discuss several qualitative approaches used by feminists to document the social world (e.g. ethnography, discourse analysis, oral history). Additionally, we explore and engage with contemplative practices such as mediation, engaged listening, and creative-visualization. Our goal is to develop an understanding of the relationship between power, knowledge and action and to collectively envision healing forms of critical social inquiry. Ms. Carruyo.

One 2-hour meeting.

### 353b. Bio-Social Controversy (1)

(Same as Science, Technology, and Society 353b) Mr. McAulay.

### 356a. Culture, Commerce, and the Public Sphere (1)

(Same as Media Studies 356) This course examines the culture and politics of the public sphere, with an emphasis on the changing status of public spaces in contemporary societies. Drawing upon historical and current analyses, we explore such issues as the relationship between public and commercial space and the role of public discourse in democratic theory. Case studies investigate such sites as mass media, schools, shopping malls, cyberspace, libraries, and public parks in relation to questions of economic inequality, political participation, privatization, and consumer culture. Mr. Hoynes.

**365. Class, Culture, and Power (1)**

This course examines central debates in the sociology of culture, with a particular focus on the complex intersection between the domain of culture and questions of class and power. Topics include: the meaning and significance of “cultural capital,” the power of ideology, the role of the professional class, working class culture, class reproduction, gender and class relations, and the future of both cultural politics and cultural studies. Readings may include Gramsci, Bourdieu, Gitlin, Aronowitz, Fiske, Willis, and Stuart Hall. Mr. Hoynes.

**367. Mind, Culture, and Biology (1)**

(Same as Science, Technology, and Society 367) Mr. McAulay.

**368b. Toxic Futures: From Social Theory to Environmental Theory (1)**

(Same as Environmental Studies 368b) The central aim of this class is to examine the foundations of the discourse on society and nature in social theory and environmental theory to explore two questions. The first question is how does social theory approach the construction of the future, and the second question is how has this construction informed the present debates on the impact of industrialization, urbanization, state-building and collective movements on the environment? In this context, the class focuses on how social theory informs different articulations of Environmental Thought and its political and epistemological fragmentation and the limits of praxis, as well as its contemporary construction of alternative futures. Ms. Batur.

**369b. Masculinities: Global Perspectives (1)**

(Same as Asian Studies 369b) From a sociological perspective, gender is not only an individual identity, but also a social structure of inequality (or stratification) that shapes the workings of major institutions in society as well as personal experiences. This seminar examines meanings, rituals, and quotidian experiences of masculinities in various societies in order to illuminate their normative making and remaking as a binary and hierarchical category of gender and explore alternatives to this construction of gender. Drawing upon cross-cultural and comparative case studies, this course focuses on the following institutional sites critical to the politics of masculinities: marriage and the family, the military, business corporations, popular culture and sexuality, medicine and the body, and religion. Ms. Moon.

One 3-hour meeting.

**380a. Art, War, and Social Change (1)**

(Same as American Culture 380a) Can the arts serve as a vehicle for social change? In this course we look at one specific arena to consider this question: the issue of war. How is war envisioned and re-envisioned by art and artists? How do artists make statements about the meaning of war and the quest for peace? Can artists frame our views about the consequences and costs of war? How are wars remembered, and with what significance? Specifically, we look at four wars and their social and artistic interpretations, wrought through memory and metaphor. These are: The Vietnam War, its photography and its famous memorial; World War I and the desolation of the novels and poetry that portrayed it; World War II and reflections on Hiroshima; and the Spanish Civil War through Picasso's famous anti-war painting Guernica, the recollections of Ernest Hemingway, the memories of the Abraham Lincoln Brigade, and the photography of Robert Capa. By looking at both the Sociology of Art and Sociology of War we consider where the crucial intersections lie. Ms. Miringoff.

**381. Race and Popular Culture (1)**

This seminar explores the way in which the categories of race, ethnicity, and nation are mutually constitutive with an emphasis on understanding how different social institutions and practices produce meanings about race and racial identities. Through an examination of knowledge production as well as symbolic and expressive practices, we focus on the ways in which contemporary scholars connect cultural texts to social and historical institutions.

Appreciating the relationship between cultural texts and institutional frameworks, we unravel the complex ways in which the cultural practices of different social groups reinforce or challenge social relationships and structures. Finally, this seminar considers how contemporary manifestations of globalization impact and transform the linkages between race and culture as institutional and intellectual constructs. Mr. Alamo.

**383a. Nation, Race and Gender in Latin America and the Caribbean (1)**

(Same as Latin American and Latino/a Studies 383a) Ms. Carruyo.

**385. Women, Culture, and Development (1)**

(Same as Women's Studies and Latin American Latino/a Studies 385) This course examines the ongoing debates within development studies about how integration into the global economy is experienced by women around the world. Drawing on gender studies, cultural studies, and global political economy, we explore the multiple ways in which women struggle to secure well-being, challenge injustice, and live meaningful lives. Ms. Carruyo.

**388a. Schooling in America: Preparing Citizens or Producing Worker (1)**

(Same as Education 388a) We consider the role that education plays in US society in relationship to the political economy at different historical periods. In Part I, we examine democratic views of schooling (i.e. schooling functions to prepare citizens for participation in a diverse society) and technical views of schooling (i.e. schools prepare students to participate in the capitalist economy), as well as critiques and limitations of each view. In Part II, we examine current school reform efforts, such as modifications of school structure, curriculum and instruction, and the move to privatize schooling. In Part III, we discuss the future of education in our increasingly global capitalist society. Ms. Rueda.

Prerequisite: Sociology 151.

**399a or b. Senior Independent Work (½ or 1)**

Individual project of reading or research. May be elected during the college year or during the summer. The department.

Special permission.

Unscheduled.

## Urban Studies Program

**Director:** Brian J. Godfrey; **Steering Committee:** Tobias Armbrorst (Art), Pinar Batur (Sociology), Lisa C. Brawley (Urban Studies), Brian J. Godfrey (Earth Science and Geography), Sarita McCoy Gregory (Political Science), Maria Hantzopoulos<sup>ab</sup> (Education), Timothy Koechlin (International Studies), Erin McCloskey (Education), Lydia Murdoch (History), Leonard Nevarez<sup>ab</sup> (Sociology), Ismail Rashid (History), Tyrone Simpson II (English); **Participating Faculty:** Nicholas Adams<sup>b</sup> (Art), Tobias Armbrorst (Art), Pinar Batur (Sociology), Susan G. Blickstein (Earth Science and Geography), Lisa C. Brawley (Urban Studies), Paulina Bren (History), Colette Cann (Education), Heesok Chang<sup>a</sup> (English), Miriam Cohen (History), Lisa Gail Collins (Art), Mary Ann Cunningham<sup>a</sup> (Earth Science and Geography), Brian J. Godfrey (Earth Science and Geography), Sarita McCoy Gregory (Political Science), Maria Hantzopoulos<sup>ab</sup> (Education), Tracey Holland (Education), Hua Hsu<sup>b</sup> (English), Timothy Koechlin (International Studies), Candice M. Lowe Swift (Anthropology), Erin McCloskey (Education), Molly S. McGlennen (English), Lydia Murdoch (History), Leonard Nevarez<sup>ab</sup> (Sociology), Leslie Scott Offutt (History), Barbara A. Olsen<sup>ab</sup> (Greek and Roman Studies), Sidney Plotkin (Political Science), Ismail Rashid (History), Tyrone Simpson II (English), Yu Zhou (Earth Science and Geography).

The Urban Studies Program is designed as a multidisciplinary concentration in the study of cities and urbanization. Students examine the development of cities and their surrounding regions; the role of cities in the history of civilization; the social problems of urban life; the design of the built environment; and past and present efforts at planning for the future of urban societies. There are four major purposes of the program: (1) to introduce students to a temporal range and spatial variety of urban experience and phenomena; (2) to equip students with methodological tools to enable them to investigate and analyze urban issues; (3) to engage students experientially in a facet of the urban experience; and (4) to develop within the student a deeper grasp of these issues through advanced study within at least two disciplinary approaches.

### Requirements for Concentration:

1) 14 units, including Introduction to Urban Studies (100), Urban Theory (200), and the seminar on Advanced Debates in Urban Studies (303).

2) One unit of Research Methods appropriate to the student's concentration in Urban Studies, chosen from Anthropology 245, Art 102-103, Art 176/276/375, Economics 209, Geography 220/224/230, Mathematics 141, Political Science 207, Psychology 200, or Sociology 254.

3) Two 3-course disciplinary clusters. Normally comprised of two 200-level and one 300-level courses, each cluster draws from distinct fields related to Urban Studies, such as Art or Architecture, Economics, Geography, History, Political Science, and Sociology, or from other multidisciplinary concentrations such as Environmental Studies or International Studies.

4) Urban Studies Cluster. Two units at the 200-level, originating in Urban Studies or cross-listed with Urban Studies (not including fieldwork or independent study).

5) One unit of fieldwork (URBS 290).

6) Senior Thesis. A one unit, two-semester thesis must be completed to be considered for honors in Urban Studies. Majors will have the option of taking one additional 300-level course, instead of the senior thesis, in the disciplinary concentration or in Urban Studies.

### Recommendations for the Major:

1) Foreign Language. Competency through the third year college level, as demonstrated by completion of the relevant courses or examination.

2) Structured Study Away Experience. This is especially recommended for those who are interested in architecture and/or global, historical and comparative issues, and area studies.

3) Outside of Major Course work. This includes Introduction to Macroeconomics and Introduction to Microeconomics, study

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

of aesthetics, ethics and social and political philosophy, and study of theories of confrontation and liberation, concentrating on class movements, critical race theory, anti-racism, feminist theory, queer theory and environmental theory.

**Requirements for Correlate Sequence:** Six units including Urban Studies 100, which should be taken no later than the Junior year, one unit of Urban Studies 200, two 200-level courses, reflecting the concentration of the student in the Urban Studies correlate, two 300-level courses in accordance with the intellectual path set by the 200-level work. No more than two transfer units may be credited towards the sequence. No more than one unit may overlap with the major.

After declaration of the major or correlate sequence, no NRO work will be permissible or applicable to the major.

## I. Introductory

### 100a and b. Introduction to Urban Studies (1)

This course is an introduction to the debates on historical alteration of urban space and its cross cultural expressions. By concentrating on urban contradictions, topics include formation and perpetuation of hierarchy in space, and its political, economic social and cultural manifestations; and social movements of contestation. The specific requirements of the course entail study of the debates, including their methodology, with an emphasis on the connection between theory and research. The course is coordinated by one faculty member with guest presentations by the other Urban Studies faculty. Mr. Koechlin, Ms. Brawley.

### [170. Rome] (1)

(Same as Art 170) An overview of the history of the eternal city from its legendary origins to the present as seen through its architecture and urbanism. The development of major sites (the Forum, the Capitoline, St. Peter's) and significant architecture (from the Pantheon to Richard Meier). Rome as the site of architectural fantasy and imagination and its influence throughout the western world (London, Washington, St. Petersburg). Readings, films. (This course cannot be used to fulfill distribution requirements for the major in Art History.) Mr. Adams.

Two 75-minute periods.

Not offered in 2011/12.

## II. Intermediate

### 200a. Urban Theory (1)

This course reviews the development of theories regarding human behavior in cities and the production of space. The course spans the twentieth century, from the industrial city to the themed spaces of contemporary cities. Literature and topics examined to include the German school, urban ecology, debates in planning and architecture, political economy, and the cultural turns in urban studies. Mr. Simpson.

Prerequisite: Urban Studies 100 or by permission.

### 213a. Urban Planning and Practice (1)

An introduction to planning and practice. Course examines successful and unsuccessful cases of urban and regional planning events, compares and evaluates current growth management techniques, and explores a wide variety of planning methods and standards. Topics include citizen participation, goal setting, state and local land use management approaches, environmental protection measures, affordable housing strategies, transportation, and urban design. Mr. Clarke.

### 222b. Urban Political Economy (1)

(Same as International Studies 222b) This course employs the multidisciplinary lens of political economy to analyze economic development, social inequality, and political conflict in contemporary cities. Why do people and resources tend to concentrate in cities? How does the urban landscape promote and constrain political conflict and distribute economic and social rewards? How are local outcomes influenced by global political-economic forces? The course develops an analytical framework to make sense of a variety

of urban complexities, including poverty, segregation, suburban sprawl, the provision of affordable housing, global migration, and the effects of neoliberalism on rich and poor cities throughout the world. Mr. Koechlin.

### 230a. Making Cities (1)

This course surveys the production of urban space, from the mid 19th century industrial city to today's post-bubble metropolis. Theories of urban planning and design, landscape architecture, infrastructure and real estate development are discussed in the context of a broad range of social, cultural, political and economic forces that have shaped urban space. Looking at American and European case studies, we ask: Who made decisions on the production of urban space? How were urban interventions actually brought about? Who were the winners and losers? Mr. Armbrorst.

Two 75-minute meetings.

### 232b. Contemporary Urbanism (1)

This course looks at the evolving theories and practices of urban design since 1960, with a focus on current projects and debates. Initially conceived as the design discipline of the public realm, urban design has been transformed and redefined in relation to the changing modes of production of urban space. Today, in an urban environment that is largely shaped by forces and processes beyond the control of architects, planners and designers, the role of urban design is highly contingent on specific actors and projects. In addition to discussing readings from the past 50 years, we study a number of practices and projects from around the world. Mr. Armbrorst.

Two 75-minute meetings.

### [237. Community Development] (1)

(Same as Sociology 237) This course provides hands-on lessons in nonprofit organizations, urban inequality, and economic development that are intended to supplement theoretical perspectives offered in other classes. Students examine local efforts to revitalize neighborhoods, provide social services, leverage social capital, and promote homeowner and business investment in the contemporary city. A community development initiative in the City of Poughkeepsie (to be determined) provides the case study around which lectures, readings, and guest speakers are selected. The course includes a special weekly lab section during which students volunteer at local organizations, conduct fieldwork, or otherwise independently gather and analyze data in support of the case study. Students are graded for both their comprehension of course materials (in essays and exams) and their participation in the community-development initiative (through fieldwork and the final report written collectively by the instructor and students). Mr. Nevarez.

Two 2-hour course periods.

Not offered in 2011/12.

### 245b. Ethnographer's Craft (1)

(Same as Anthropology 245b) This course introduces students to the methods employed in constructing and analyzing ethnographic materials through readings, classroom lectures, and discussions with regular field exercises. Students gain experience in participant-observation, fieldnote-taking, interviewing, survey sampling, symbolic analysis, the use of archival documents, and the use of contemporary media. Attention is also given to current concerns with interpretation and modes of representation. Throughout the semester, students practice skills they learn in the course as they design, carry out, and write up original ethnographic projects. Ms. Lowe Swift.

### 249b. The Politics of City, Suburb, Neighborhood (1)

(Same as Political Science 249b) An examination of the development, organization, and practice of the varied forms of politics in metropolitan areas. Main themes include struggles between machine and reform politicians in cities; fiscal politics and urban pre-occupations with economic growth, racial and class politics; changes in federal urban policies; neighborhood politics and alternative forms of community organization; suburban politics and race/class. Mr. Plotkin.

### 250b. Urban Geography: Space, Place, Environment (1)

(Same as Geography 250b) Now that most of the global population lives in urban areas, the unprecedented size and interdependence of megacities pose pressing socioeconomic, political, and environmental problems. This course focuses on the making of urban spaces, places, and environments at a variety of geographical scales (local, regional, and global). Major course themes include: urbanization and global cities; public space and urban life; transit-oriented development; urban political ecology and sustainability; spatial justice and social equity; and citizen movements for livable cities. Mr. Godfrey.

Two 75-minute sessions.

### 254a. Victorian Britain (1)

(Same as History 254a) This course examines some of the key transformations that Victorians experienced, including industrialization, the rise of a class-based society, political reform, and the women's movement. We explore why people then, and historians since, have characterized the Victorian age as a time of progress and optimism as well as an era of anxiety and doubt. Ms. Murdoch.

### 255b. Race, Representation, and Resistance in U.S. Schools (1)

(Same as Africana Studies, Education, and Sociology 255b) This course seeks to interrogate the intersections of race, racism and schooling in the US context. In this course, we examine this intersection at the site of educational policy, media (particularly urban school movies) and K12 curricula- critically examining how representations in each shape the experiences of youth in school. Expectations, beliefs, attitudes and opportunities reflect societal investments in these representations, thus becoming both reflections and riving forces of these identities. Central to these representations is how theorists, educators and youth take them on, own them and resist them in ways that constrain possibility or create spaces for hope. Ms. Cann.

Two 75-minute periods.

### [258. Sustainable Landscapes: Bridging Place and Environment] (1)

(Same as Geography 258) Geographers have long understood the relationship of aesthetic landscapes and place to include concepts of identity, control, and territory. Increasingly we consider landscape aesthetics to involve environmental quality as well. How do these contrasting sets of priorities meet in the process of landscape design and analysis? In this course we begin by examining regional and local histories of landscape design and their relationship to concepts of place, territory, and identity. We then consider landscape ecological approaches to marrying aesthetic and environmental priorities in landscapes. We investigate local issues such as watershed quality, native plantings, and runoff management in order to consider creative ways to bridge these once-contrary approaches to understanding the landscapes we occupy. We focus on projects on topics related to the ongoing Vassar campus landscape study. Ms. Cunningham.

Not offered in 2011/12.

### [261. Native American Urban Experience] (1)

(Same as American Culture 261) Over half of all Native American people living in the United States now live in an urban area. The United States federal policies of the 1950's brought thousands of Indigenous peoples to cities with the promise of jobs and a better life. Like so many compacts made between the United States and Native tribes, these agreements were rarely realized. Despite the cultural, political, and spiritual losses due to Termination and Relocation policies, Native American people have continued to survive and thrive in complex ways. This course examines the experiences of Indigenous peoples living in urban areas since the 1950's. In particular, we look at the pan-tribal movement, AIM, Red Power, education, powwowing, social and cultural centers, two-spiritedness, religious movements, and the arts. We also study the manner in which different Native urban communities have both adopted western ways and recuperated specific cultural and spiritual traditions in order to build and nurture Native continu-

ance. Ms. McGlennen.  
Not offered in 2011/12.

**270a. Gender and Social Space** (1)  
(Same as Geography 270a and Women Studies 270a) This course explores the ways in which gender informs the spatial organization of daily life; the interrelation of gender and key spatial forms and practices such as the home, the city, the hotel, migration, shopping, community activism, and walking at night. It draws on feminist theoretical work from diverse fields such as geography, architecture, anthropology and urban studies not only to begin to map the gendered divisions of the social world but also to understand gender itself as a spatial practice. Ms. Brawley.

**273a. Modern Architecture and Beyond** (1)  
(Same as Art 273a) European and American architecture and city building (1920 to the present); examination of the diffusion of modernism and its reinterpretation by corporate America and Soviet Russia. Discussion of subsequent critiques of modernism (postmodernism, deconstruction, new urbanism) and their limitations. Issues in contemporary architecture. Mr. Adams.

Prerequisite: Art 105-106, or 170, or by permission of instructor.  
Two 75-minute periods.

**277a. The Making of the "American Century,"** (1)  
**1890 - 1945**  
(Same as History 277a) Ms. Cohen.

**290a or b. Field Work** (½ or 1)  
Individual projects through field work office, under supervision of one of the participating instructors. May be elected during the college year or during the summer.  
Special permission.  
Unscheduled.

**298a or b. Independent Work** (½ or 1)  
Individual project of reading or research, under supervision of one of the participating instructors.

### III. Advanced

**300a. Senior Thesis** (½)  
A thesis written in two semesters for one unit. The Program.  
Year long course 300-301.

**301b. Senior Thesis** (½)  
A thesis written in two semesters for one unit. The Program.  
Year long course 300-301.

**303a. Advanced Debates** (1)  
This seminar focuses on selected issues of importance in Urban Studies. Topics vary according to the instructor. The course is required of all majors and may be taken during the junior or senior years; it can be repeated for credit if the topic has changed. Topic for 2011/12: Memory and the City. Urban sites are important sources of collective memory, cultural identity, tourism, and political symbolism in our contemporary globalized world. This seminar examines selected cityscapes in terms of their power to remember the past, preserve the present, and envision the future. After examining the theory and practice of memory with reference to several historic cities, we focus primarily on debates in New York City. Students carry out research on related topics of urban memory. Ms. Batur and Mr. Godfrey.

Prerequisite: Urban Studies 100 and 200 or equivalent.  
One 3 hour meeting.

**320b. Mapping the Middle Landscape** (1)  
A majority of Americans today live, work and shop in an environment that Leo Marx has termed "the middle landscape": the suburban and exurban area between city and countryside. This reading and research seminar investigates some of the middle landscape's peculiar

spatial products, such as master planned communities, mega-malls and ethnoburbs. The investigation will focus on the physical environment as well as the general attitudes, fears and economic forces that shaped this environment. After a series of introductory lectures and discussions, students will produce detailed case studies, using a variety of mapping techniques. Mr. Armbrorst.

One 3-hour meeting.

**[340. Advanced Urban and Regional Studies]** (1)  
(Same as Geography 340)  
One 3-hour meeting.  
Not offered in 2011/12.

**346. Musical Urbanism** (1)  
How is the urban experience represented aesthetically? How do cities sustain artistic milieus and cultural production? What is genuinely 'local' about local culture? This seminar takes these questions up through the case of twentieth century popular music and related cultural expressions and media. We inquire into the complex and dynamic relationships between (cultural) urbanism and (spatial, economic, demographic) urbanization by examining the urban dimensions of popular music; its inspiration, production, transmission, consumption, and appreciation, as documented by social research, literary fiction, film, and sound recordings. Additionally, we investigate the complementarities and tensions of empirical, literary, and critical methods to knowing and representing the city. Mr. Nevarez, Mr. Hsu.  
Not offered in 2011/12.

**[350. New York City as a Social Laboratory]** (1)  
In a classic essay on urban studies, sociologist Robert Park once called the city "a laboratory or clinic in which human nature and social processes may be conveniently and profitably studied." The scale, dynamism, and complexity of New York City make it a social laboratory without equal. This seminar provides a multidisciplinary inquiry into New York City as a case study in selected urban issues. Classroom meetings are combined with the field-based investigations that are a hallmark of Urban Studies. Site visits in New York City allow meetings with scholars, officials, developers, community leaders and others actively involved in urban affairs. Topics for the seminar may change from year to year, in which case the course may be repeated for credit.  
Prerequisite: Permission of the instructor.  
Not offered in 2011/12.

**352b. The City in Fragments** (1)  
(Same as Media Studies 352b) In this seminar, we use the concept of the fragment to explore the contemporary city, and vice versa. We draw on the work of Walter Benjamin, for whom the fragment was both a central symptom of urban modernity and a potentially radical mode of inquiry. We also use the figure of the fragment to explore and to experiment with the situationist urbanism of Guy Debord, to address the failure of modernist dreams for the city, and to reframe the question of the "global" in contemporary discussions of global urbanization. Finally, we use the fragment to destabilize notions of experience and evidence—so central to positivist understandings of the city—as we make regular visits to discover, as it were, non-monumental New York. Readings include works by Walter Benjamin, Stefano Boeri, Christine Boyer, Guy Debord, Rosalyb Deytsche, Paul Gilroy, Rem Koolhaas, Henri Lefebvre, Thomas Lacquer, Saskia Sassen, Mark Wigley, and others. Ms. Brawley, Mr. Chang.

Prerequisite: Permission of the instructor.

**356b. Environment and Land Use Planning** (1)  
(Same as Environmental Science 356b and Geography 356b)

**366a. Seminar in African American Art and Cultural History** (1)  
(Same as Africana Studies 366a, American Culture 366a, Art 366a and Women's Studies 366a).

Topic for 2011/12a: *Vision and Critique in the Black Arts and*

*Women's Art Movements in the United States.* Focusing on the relationships between visual culture and social movements in the U.S., this seminar examines the arts, institutions, and ideas of the Black Arts movement and Women's Art movement of the 1960s and 1970s. Analyzing paintings, photographs, posters, quilts, collages, murals, manifestos, mixed-media works, installations, films, performances, and various systems of creation, collaboration, and display, we explore connections between art, politics, and society. Ms. Collins.

Prerequisite: permission of instructor.  
One 2-hour period.

**[367b. Urban Education Reform] (1)**  
(Same as Education 367b) This seminar examines American urban education reform from historical and contemporary perspectives. Particular attention is given to the political and economic aspects of educational change. Specific issues addressed in the course include school governance, standards and accountability, incentive-based reform strategies, and investments in teacher quality.

Prerequisite: Education 235 or permission of instructor.  
One 2-hour period.  
Not offered in 2011/12.

**[369. Themes in Twentieth Century Urban History: Social Reform and the Evolution of the Welfare State] (1)**

(Same as History 369) Examines the growth of labor reform, school reform, and social insurance, beginning with the Progressive Era through the New Deal, the war years after, to the Great Society and the present. Explores how the development of the welfare state affected Americans of different social, racial, ethnic backgrounds, and gender. Focuses on how these various groups acted to shape the evolution of the welfare state as well. Ms. Cohen.

Prerequisite: History 261 or 277 or 278; or by permission of instructor.  
Not offered in 2011/12.

**370a. Seminar in Architectural History: The Vassar Campus (1)**

(Same as Art 370a) Study of the major works of architecture on campus with particular attention to the foundation of the campus (Renwick's Main Building) and adjacent structures. The course addresses issues of educational philosophy and its relation to architecture, and landscape. Mr. Adams

Prerequisite: Art 105-106, Art 272 or Art 273 and permission of instructor.  
One 3-hour period.

**373b. Adolescent Literacy (1)**

(Same as Education 373b) This course combines research, theory and practice in the context of an urban middle school. Concurrently with tutoring a student, we engage in case study research about the literacy's our students accept and resist in the various disciplines. We define literacy broadly and look at how school literacy compares and contrasts to the literacy's valued and in use in contexts outside of school. We explore how literacy learning is constructed through methods and curriculum with a special emphasis on the diversities at play in middle and high school classrooms. Conceptual understandings of knowledge, strategies that support attaining that knowledge and the role of motivation in learning are emphasized. Ms. McCloskey.

**375a. Democratic Engagement (1)**

(Same as Political Science 375a) What is democracy? How healthy is democracy in the United States and/or abroad? What counts as engagement? Is talking enough? Should citizens do more than vote? What types of activism count as engagement? This course addresses these fundamental questions in addition to those raised during our interaction over the semester. Democratic Engagement offers a community-based experience focused on observing, participating in, and documenting several different approaches to political engagement in the greater Poughkeepsie metro area. The class combines theory and practice in two ways. First, the class offers a

theoretical exploration of concepts such as democracy, participation, deliberation, activism, and power through an examination of texts, articles, and films. Secondly, students employ their own gazes to evaluate engagement in action through off-campus visits, guest lectures, and participation in local politics. Students work in small teams with a local organization on a public policy issue designed by the organization for in-depth research on an advocacy project. Students complete a final report to be turned in to the organization at the end of the semester. The class also makes an end-of-the-semester presentations with community organizers and the Vassar community. Ms. Gregory.

Prerequisite: by permission of instructor.  
One 2-hour period.

**380. Poughkeepsie Institute (1)**

This course is limited to five Vassar students working in a cooperative study with students and faculty from The Culinary Institute of America, Dutchess Community College, Marist College, New Paltz, and Vassar College. The class meets on Wednesday evenings from 4:00 to 7:00 PM at the Children's Media Project, on Academy Street in Poughkeepsie. The topics for the Institute may change from year to year in which case the course may be repeated for credit.

Prerequisite: permission of instructor.  
Limited to five students per college.  
Not offered in 2011/12.

**399a or b. Senior Independent Work (½ or 1)**

Individual project of reading or research, under supervision of one of the participating instructors.

## Victorian Studies Program

**Coordinator:** Beth Darlington (English); **Participating Faculty:** Wendy Graham (English), Paul Kane (English), Brian Lukacher (Art), Lydia Murdoch (History), Michael Pisani (Music), Ronald Sharp (English), Susan Zlotnick (English).

The interdepartmental program in Victorian Studies is designed to enable students to combine courses offered in several departments with independent work and, through an interdisciplinary approach, to examine the assumptions, ideas, ideals, institutions, society, and culture of nineteenth-century Britain, a complex society undergoing rapid transition at the height of global power.

**Requirements for Concentration:** 12 units, courses at all three levels of instruction (100-, 200-, and 300-level), at least 4 courses from the required category of courses, and at least 4 courses at the 300-level, one of which must be the senior thesis. The senior thesis is a long research paper, interdisciplinary in nature, and written under the direction and guidance of two faculty members from two departments. Three of the 12 units for the major may be taken from courses dealing with countries other than Britain (students should see the coordinator for a list of such courses). Study in Britain may be desirable for qualified students.

**Requirements for Correlate Sequence:** The correlate sequence in Victorian Studies requires six graded units beyond the 100-level from at least two disciplines. History 254, Victorian Britain, must be included in the sequence. In addition a minimum of three units must be selected from the list of required courses and two may be selected from the list of recommended courses. At least one of the six units must be at the 300-level. After declaration of the correlate sequence no courses may be taken NRO for its completion. Students wishing to pursue a correlate should contact the coordinator of the program.

### Required Courses

At least 3 units from the following, in two disciplines, plus interdepartmental Victorian Studies 300, Senior Thesis.

English 248 The Age of Romanticism, 1789-1832	(1)
English 249 Victorian Literature: Culture and Anarchy	(1)
English 250 Victorian Poets: Eminent, Decadent, and Obscure	(1)
English 255 Nineteenth-Century British Novels	(1)
English 351 Studies in Nineteenth-Century British Literature	(1)
English 352, 353 Romantic Poets	(1)
History 121a or b Readings in Modern European History	(1)
History 151b British History: James I (1603) to the Great War	(1)
History 254a Victorian Britain	(1)
History 355a Childhood and Children in Nineteenth-Century Britain	(1)

### Interdepartmental

Victorian Studies 300a Senior Thesis (1 or 2)

### Recommended Courses

Art 262a Art and Revolution in Europe 1789-1848	(1)
Art 263b Painters of Modern Life: Realism, Impressionism, Symbolism	(1)
Art 362a Seminar in Nineteenth-Century Art	(1)
History 255 The British Empire	(1)
Philosophy 205 Nineteenth-Century Philosophy	(1)

### Supplemental (Non-British) Courses

For a list of over 30 courses, any three of which may count towards the major, see the coordinator.

### Course Offerings

290. Field Work	(½ or 1)
298. Independent Work	(½ or 1)
300. Thesis	(1 or 2)
399. Senior Independent Work (1/2 or 1)	

## Women's Studies Program

**Director:** Lydia Murdoch; **Steering Committee:** Abigail A. Baird<sup>a</sup> (Psychology), Colleen Ballerino Cohen (Anthropology), Lisa Gail Collins (Art), Eve Dunbar<sup>b</sup> (English), Leslie C. Dunn (English), Diane Harriford (Sociology), Kathleen Hart (French and Francophone Studies), Susan Hiner (French and Francophone Studies), Jean M. Kane (English), Lydia Murdoch (History), Barbara A. Olsen<sup>ab</sup> (Greek and Roman Studies), Peipei Qiu (Chinese and Japanese), Karen Robertson (English), Jeffrey Schneider<sup>a</sup> (German Studies), Susan Zlotnick (English); **Participating Faculty:** Abigail A. Baird<sup>a</sup> (Psychology), Rodica Diaconescu Blumenfeld<sup>b</sup> (Italian), Paulina Bren (History), Light Carruyo<sup>b</sup> (Sociology), Mita Choudhury (History), Colleen Ballerino Cohen (Anthropology), Miriam Cohen (History), Lisa Gail Collins (Art), Eve Dunbar<sup>b</sup> (English), Leslie C. Dunn (English), Janet Gray (Psychology), Maria Hantzopoulos<sup>ab</sup> (Education), Diane Harriford (Sociology), Kathleen Hart (French and Francophone Studies), Susan Hiner (French and Francophone Studies), Shirley B. Johnson-Lans (Economics), Jean M. Kane (English), Sarah R. Kozloff<sup>ab</sup> (Film), Eileen Leonard<sup>b</sup> (Sociology), Kathryn Libin (Music), Molly S. McGlennen (English), Seungsook Moon (Sociology), Jannay Morrow<sup>ab</sup> (Psychology), Lydia Murdoch (History), Uma Narayan<sup>b</sup> (Philosophy), Barbara A. Olsen<sup>ab</sup> (Greek and Roman Studies), Lizabeth Paravisini-Gebert (Hispanic Studies), Hiram Perez<sup>a</sup> (English), Peipei Qiu (Chinese and Japanese), Christine Reno (French and Francophone Studies), Karen Robertson (English), Jeffrey Schneider<sup>a</sup> (German Studies), Jill S. Schneiderman (Earth Science and Geography), Mary L. Shanley<sup>a</sup> (Political Science), Vinay Swamy<sup>ab</sup> (French and Francophone Studies), Silke von der Emde (German Studies), Denise A. Walen (Drama), Laura Yow (English), Susan Zlotnick (English).

**Requirements for Concentration:** 12 units elected from at least three disciplines, including: (1) Women's Studies 130, Introduction to Women's Studies; (2) 1 unit in feminist theory, chosen from Women's Studies 250, 278, 376; (3) 1 unit selected from Women's Studies 240 or 251; (4) Women's Studies 299 (Thesis Preparation) and Women's Studies 301-302 (Thesis), a 1-unit essay or project in the senior year; (5) 3 additional units at the 300-level selected from Women's Studies program courses or the list of Women's Studies Approved Courses taken from no fewer than two departments or programs; (6) additional Women's Studies courses selected from program courses or the list of Women's Studies Approved Courses.

All courses should be chosen in consultation with the adviser or the director of the program. No required courses for a concentration in Women's Studies may be taken NRO, and no more than 3 units may be taken as ungraded work. No more than 2 units at the 100-level may count towards the Women's Studies minimum requirement of 12 units. The senior thesis is graded.

**Senior-Year Requirements:** Women's Studies 299 (.5 unit, Thesis Preparation) and Women's Studies 301-302 (total of 1.0 unit, Thesis).

**Requirements for the Correlate Sequence:** 6 graded units including: (1) Women's Studies 130, Introduction to Women's Studies; (2) 1 unit in feminist theory, chosen from Women's Studies 250, 278, 376; (3) 4 other courses from the list of Women's Studies Program and Approved Courses, germane to the focus of the correlate sequence. No more than 2 units may be taken at the 100-level and at least 1 unit must be at the 300-level.

One course taken in the major may also fulfill requirements in the correlate sequence, but the sequence must include courses from at least three departments. It is recommended that the correlate sequence adhere as closely as possible to the plan outlined below.

### Freshman or Sophomore:

130 Introduction to Women's Studies

### Sophomore and Junior:

200-level courses germane to the sequence

### Junior:

a course in feminist theory

### Senior:

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.



300-level course germane to the sequence

## I. Introductory

### 110a. Gender, Social Problems and Social Change (1)

(Same as Political Science 110a. and Sociology 110a) This course introduces students to a variety of social problems using insights from political science, sociology, and gender studies. We begin with an exploration of the sociological perspective, and how social problems are defined as such. We then examine the general issues of inequalities based on economic and employment status, racial and ethnic identity, and gender and sexual orientation. We apply these categories of analysis to problems facing the educational system and the criminal justice system. As we examine specific issues, we discuss political processes, social movements, and individual actions that people have used to address these problems. Ms. Leonard.

Permission of instructor.

One 3-hour meeting.

### [112. Family, Law and Social Policy] (1)

(Same as Political Science and Sociology 112) This course explores the ways laws and social policies intertwine with the rapid changes affecting US families in the 21st century. We focus on ways in which public policies both respond to and try to influence changes in family composition and structure. The topics we explore may include marriage (including same-sex and polygamous marriage); the nuclear family and alternative family forms; domestic violence and the law; incarcerated parents and their children; juvenile justice and families; transnational families; and reproductive technologies. Although focusing on contemporary law and social policy, we place these issues in historical and comparative perspective. By permission of the instructor. Ms. Leonard, Ms. Shanley.

One 3-hour meeting.

Not offered in 2011/12.

### 130a and b. Introduction to Women's Studies (1)

Multidisciplinary study of the scholarship on women, with an introduction to feminist theory and methodology. Includes contemporary and historical experiences of women in private and public spaces. Examination of how the concept of women has been constructed in literature, science, the media, and other institutions, with attention to the way the construction intersects with nationality, race, class, and sexuality.

Two 75-minute sessions.

### 160a. Issues in Feminism: Bodies and Texts (1)

This course is an introduction to issues in feminism with a focus on the female body and its representations. We read a variety of texts and analyze visuals from film, performance, art, cartoons, and advertising. Particular focus is given to women's bodies in art, popular culture and the media, and the intersection of race, class, and gender. This is a writing-focused course. In addition to three traditional critical essays, students experiment with other forms of writing such as journals, comic strips, film review, op-ed essays, and responses to visuals. This course stresses the development of analytical thinking, clarity of expression, and originality. Ms. Hart.

Two 75-minute sessions.

## II. Intermediate

### [203. Women in Antiquity] (1)

(Same as Greek and Roman Studies 203) Greek and Roman literary and historical accounts abound with vividly drawn women such as Helen, Antigone, Medea, Livia, and Agrippina, the mother of Nero. But how representative were such figures of the daily lives of women throughout Greek and Roman antiquity? This course investigates the images and realities of women in the ancient Greek and Roman world, from the Greek Late Bronze Age (c. 1200 BCE) to the Roman Empire (up to the III c. CE) by juxtaposing evidence from literature, historical sources, and archaeological material. Throughout, the course examines the complex ways in which ancient women interacted with the institutions of the state, the family, religion, and the arts. Ms. Olsen.

Two 75-minute sessions.

Not offered in 2011/12.

### [204. Gender Issues in Economics] (1)

(Same as Economics 204) An analysis of gender in education, earnings, employment, and the division of labor within the household. Topics include a study of occupational segregation, discrimination, the role of "protective legislation" in the history of labor law, and effects of changes in the labor market of the U.S. We also study the economics of marriage, divorce, and fertility. A comparative study of gender roles in other parts of the world is the final topic in the course. Ms. Johnson-Lans.

Prerequisite: Economics 101.

Two 75-minute sessions.

Not offered in 2011/12.

### [205. Topics in Social Psychology] (1)

(Same as Jewish Studies 205b and Psychology 205b)

Prejudice and Persuasion: This course introduces students to the discipline of social psychology via the in-depth exploration of two areas of inquiry: prejudice and persuasion. A central goal of this course is to advance your understanding of the processes underlying social perception interaction and influence. To this end, we shall examine classic modern, and implicit forms of sexism, racism, classism, heterosexism, and antisemitism, as well as explore ways of reducing prejudice and discrimination. We shall examine the mechanisms underlying effective persuasion techniques by using examples from advertising, propaganda, political interest groups, and hate-groups to illustrate research findings. In addition to exposing you to the relevant research and theories, this course should help you to develop ways of conceptualizing some of the social psychological phenomena you and others confront every day. Finally, this course should increase your appreciation of the central role that empirical research plays in psychological explanations of human social behavior.

Prerequisites: Psychology 105 or 106.

Two 75-minute sessions.

Not offered in 2011/12.

### 210b. Domestic Violence (1)

(Same as Sociology 210b) This course provides a general overview of the prevalence and dynamics of domestic violence in the United States and its effects on battered women. We examine the role of the Battered Women's Movement in both the development of societal awareness about domestic violence and in the initiation of legal sanctions against it. We also explore and discuss, both from a historical and present day perspective, ways in which our culture covertly and overtly condones the abuse of women by their intimate partners. Ms. DePorto.

### [231. Women Making Music] (1)

(Same as Music 231b) A study of women's involvement in Western and non-Western musical cultures. Drawing on recent work in feminist musicology and ethnomusicology, the course studies a wide range of music created by women, both past and present. It explores such topics as musical instruments and gender, voice and embodiment, access to training and performance opportunities, and representations of women musicians in art and literature. Ms. Libin.

Prerequisite: one unit in Music, or Women's Studies, or by permission of instructor.

Two 75-minute sessions.

Not offered in 2011/12.

### 240b. Gender in American Popular Media (1)

This course sets out to study the intersections between American popular culture and the politics of gender, race, class, and sex. Objects of study may include dolls and other toys as well as a variety of television and film genres, including classical Hollywood, documentaries, talk shows, music videos, cartoons, pornography, and independent film. Readings draw on a number of important contributions in feminist cultural analysis, cultural studies, psychoanalysis, and

journalism from across the humanities and social sciences.

Prerequisites: Women's Studies 130 or permission of the instructor.

Two 75-minute sessions.

**241b. Topics in the Construction of Gender: Gender, Imperial Practice, and Visual Representation** (1)

This course examines the construction of gender as a social category and introduces students to various methodologies of gender studies and feminist analysis. Particular attention is given to the connections between gender, class, race, sex, and sexual identity. Topics vary from year to year and may include the study of gender in the context of a particular historical period, medicine and science, or the arts and literature.

Topic for 2011/2012: *Gender, Imperial Practice, and Visual Representation*. This course concentrates on the politics of gender and visual representation of women in cultures other than American and European ones. Centrally, the class inquires into the status of the visual within wider systems of knowledge and power by "reading" imperial images created in the nineteenth and early twentieth centuries and investigating contemporary women's responses to them. Course topics include the construction of authenticity, the commodification of the exotic, investments in primitivism, the cultural shaping of space, and the notion of the "gaze," with attention to the imperial female as well as the masculine representations of subaltern women's bodies and spaces. We also examine representations created by contemporary women artists from these formerly colonized cultures. Through paintings and postcards, exhibitions and advertisements, films and ethnographic photographs, cityscapes and imagined Edens, the course exhumes the ways in which sexual ideology is uniquely enmeshed in visual culture. Ms. Kane.

Prerequisites: Women's Studies 130 or permission of the instructor.

Two 75-minute sessions.

**245b. Making Waves: Topics in Feminist Activism: Women and Gender in Eastern Europe** (1)

This course is a study of feminist activism in all its forms. Topics vary from year to year and may include the examination of first-, second-, or third-wave feminism, as well as feminist moments that offer alternatives to the "wave" model, including pre-modern and non-western challenges to the legal, social, and economic restrictions on women.

Topic for 2011/2012: *Women and Gender in Eastern Europe: From Communism to Post-Communism*. This course explores the experience of women, and related questions of gender, from the 1917 Soviet Revolution through communist rule in the Eastern Bloc to the transition to capitalism after the "Fall of the Wall" in 1989. In the first half of the semester, we investigate women's lives during communism through diverse sources, such as personal accounts, historical documents, contemporary films, as well as recent scholarship. What did communism promise to women? What were women's everyday lives like during communism? What was the theory versus the practice of equality? The second half of the course focuses on the ongoing post-1989 transition away from communism toward "new democracies" and "new economies." How have these dramatic changes affected the role of women in the public and private spheres, and reshaped women's needs and demands? Why did Eastern Europe's women not welcome Western feminists with open arms? How have gender representations and feminist priorities changed as former communist citizens encounter capitalism and its byproducts, including advertising and downsizing? Ms. Bren.

Prerequisite: Women's Studies 130 or permission of the instructor.

Two 75 minute meetings.

**248b. Gender and Science** (1)

(Same as Science Technology and Society 248) This class introduces the subfield of STS and women's studies that has been variously labeled "gender and science," "women and science," "feminist critiques of science," and "feminist science studies." We consider the methodological perspectives of a wide range of authors, includ-

ing Judith Butler, Evelyn Fox Keller, Joan Wallach Scott, Londa Schiebinger, Margaret Rossiter, Donna Haraway, Emily Martin, and Helen Longino. Topics include: histories of women in the development of the sciences; the place of feminisms in current scientific practice; debates about abortion; technologies of sex and sexuality; feminist epistemologies of science; and ways in which an awareness of gender can lead to novel approaches to science education. Mr. Fiss.

**250a. Feminist Theory** (1)

(Same as Philosophy 250a) The central purpose of the course is to understand a variety of theoretical perspectives in feminism-including liberal, radical, socialist, psychoanalytic and postmodern perspectives. We will explore how each of these feminist perspectives is indebted to more 'mainstream' theoretical frameworks (for example, to liberal political theory, Marxism, and psychoanalysis). We will also examine the ways in which each version of feminist theory raises new questions and challenges for these 'mainstream' theories. We will attempt to understand the theoretical resources that each of these perspectives provides the projects of feminism, how they highlight different aspects of women's oppression and offer a variety of different solutions. We will look at the ways in which issues of race, class and sexuality figure in various theoretical feminist perspectives and consider the divergent takes that different theoretical perspectives offer on issues such as domestic violence, pornography, housework and childcare, economic equality, and respect for cultural differences. Ms. Narayan.

Pre-requisite: 1 unit of Philosophy or Women's Studies.

Two 75-minute sessions.

**251a. Global Feminism** (1)

(Same as International Studies 251a) The course focuses on several different forms of work that women, mostly in Third World countries, do in order to earn their livelihood within the circuits of the contemporary global economy. The types of work we examine include factory work, home-based work, sex work, office work, care work, informal sector work and agricultural labor. We consider how these forms of work both benefit and burden women, and how women's work interacts with gender roles, reinforcing or transforming them. We also consider some of the general aspects of economic globalization and how it affects poor working women; migration within and across national borders, urbanization, the spread of a culture of consumption, and ecological devastation. Ms. Narayan

Two 75-minute sessions.

**254a. Bio-Politics of Breast Cancer** (1)

(Same as Science, Technology and Society 254) We examine the basic scientific, clinical and epidemiological data relevant to our current understanding of the risks (including environmental, genetic, hormonal and lifestyle factors), detection, treatment (including both traditional and alternative approaches), and prevention of breast cancer. In trying to understand these data in the context of the culture of the disease, we explore the roles of the pharmaceutical companies, federal and private foundations, survivor and other activist groups, and the media in shaping research, treatment and policy strategies related to breast cancer. Ms. Gray.

Two 75-minute sessions.

**259b. The History of the Family in Early Modern Europe** (1)

(Same as History 259b) This course examines the changing notions of family, marriage, and childhood between 1500 and 1800 and their ties to the larger early modern context. During this period, Europeans came to see the family less as a network of social and political relationships and more as a set of bonds based on intimacy and affection. Major topics include family and politics in the Italian city-state, the Reformation and witchcraft, absolutism, and paternal authority, and the increasing importance of the idea of the nuclear family. Ms. Choudhury.

Two 75-minute sessions.

**[260. Women in the United States to 1890] (1)**

(Same as History 260) An examination of women's social, economic, and political roles in colonial America and the eighteenth and nineteenth century U.S. The course emphasizes varieties of experience based on race, ethnicity, class, and region. Major issues include the household and other workplaces, changes in society and family life, slavery and emancipation, and women's growing influence in public affairs from the Revolution to the Gilded Age. Ms. Edwards.

Two 75-minute sessions.  
Not offered in 2011/12.

**261b. History of Women in the United States Since 1890 (1)**

(Same as History 261b) Traces the changes in female employment patterns, how women combined work and family responsibilities, how changes in work and family affected women's leisure lives from the late nineteenth century through the development of postindustrial America. The course also explores the women's rights movements of the twentieth century, and how class, race, and ethnicity combined with gender to shape women's lives. Ms. Cohen.

Two 75-minute sessions.

**[262. Native American Women] (1)**

(Same as American Culture 262a) In an effort to subjugate indigenous nations, colonizing and Christianizing enterprises in the Americas included the implicit understanding that subduing Native American women through rape and murder maintained imperial hierarchies of gender and power; this was necessary to eradicate Native people's traditional egalitarian societies and uphold the colonial agenda. Needless to say, Native women's stories and histories have been inaccurately portrayed, often tainted with nostalgia and delivered through a lens of western patriarchy and discourses of domination. Through class readings and writing assignments, discussions and films, this course examines Native women's lives by considering the intersections of gender and race through indigenous frameworks. We expose Native women's various cultural worldviews in order to reveal and assess the importance of indigenous women's voices to national and global issues such as sexual violence, environmentalism, and health. The class also takes into consideration the shortcomings of western feminisms in relation to the realities of Native women and Native people's sovereignty in general. Areas of particular importance to this course are indigenous women's urban experience, Haudenosaunee influence on early U.S. suffragists, indigenous women in the creative arts, third-gender/two-spiritedness, and Native women's traditional and contemporary roles as cultural carriers. Ms. McGlennen

Two 75-minute sessions.  
Not offered in 2011/12.

**[264. African American Women] (1)**

(Same as Africana Studies 264) In this interdisciplinary course, we explore the roles of black women in the U.S. as thinkers, activists, and creators during the nineteenth, twentieth, and twenty-first centuries. Focusing on the intellectual work, social activism, and cultural expression of a diverse group of African American women, we examine how they have understood their lives, resisted oppression, constructed emancipatory visions, and struggled to change society. Ms. Collins.

Two 75-minute sessions.  
Not offered in 2011/12.

**270a. Gender and Social Space (1)**

(Same as Geography and Urban Studies 270a) This course explores the ways in which gender informs the spatial organization of daily life; the interrelation of gender and key spatial forms and practices such as the home, the city, the hotel, migration, shopping, community activism, and walking at night. It draws on feminist theoretical work from diverse fields such as geography, architecture, anthropology and urban studies not only to begin to map the gendered divisions of the social world but also to understand gender itself as a spatial practice. Ms. Brawley.

Two 75-minute sessions.

**278b. Sex and Justice (1)**

(Same as Political Science 278b) This course explores both theories and policy issues related to gender difference and sexuality in the U.S. context. We examine the development of feminist theory after 1960, with emphasis on how issues of race, class, and sexual orientation (including queer theory) have affected analyses of gender. The course looks at the dynamic relationship between different theoretical perspectives on the one hand, and a variety of public policy issues and law on the other. Among the issues we may examine are affirmative action, family and workplace, pornography and sex work, reproductive justice (including use of reproductive technologies), same-sex marriage, and welfare reform. Ms. Shanley.

Two 75-minute sessions.

**284a. Women in Musical Theater (1)**

(Same as Drama 284) This course focuses on the role of female characters in the American Musical Theater. To what extent did the portrayal of women conform to a gendered norm or stereotype in the early American stage musical? How did the popular book musicals of the 1950s and early 1960s subvert assumptions of female behavior and femininity in a conservative post-war era? Characters such as the tomboyish Nellie in *South Pacific*, the acerbic Momma Rose in *Gypsy*, the commercially shrewd but personally vulnerable Fanny Brice in *Funny Girl*, and the nonconformist Aunty Mame in *Mame* defy sentimental appeal and traditional feminine norms. Do contemporary musicals, from the Disney franchise, to *Hairspray* and *Wicked*, to recent Tony winners such as *Spring Awakening* and *In the Heights* continue to challenge popular notions of femininity, and what part does genre play in the construction of gender? Ms. Walen.

Prerequisites: Drama 221/222 or Women's Studies 130.  
Two 75-minute sessions.

**285a. Pathways to Vassar: The Rise of Women's Higher Education in Historical Context (1)**

(2011 A semester; 150th Anniversary Sesquicentennial Class) (Same as History 285) This course traces the emergence of women's higher education, focusing primarily on the United States. We consider, first, how writers began to advance new arguments for women's education, inspired by the Enlightenment, the American Revolution, and evangelical religion. We explore domesticity, the role of literacy in bourgeois and working-class female identities, women's participation in reform and politics, and radical arguments for women's rights. We study the creation of Vassar College, amid the upheavals of the Civil War, and explore early students' experiences. We also draw comparisons with female students in other educational settings. The course ends by assessing the dilemmas and achievements of early female college graduates and the place of the "Vassar Girl" in American popular culture. Ms. Edwards and participating History faculty: Ms. Bisaha, Ms. Choudhury, Ms. Cohen, Mr. Merrell, Mr. Mills, Mr. Patkus, Mr. Shimoda.

**290a or b. Field Work (½ or 1)**

Prerequisite for fieldwork: 2 units of work in Women's Studies or from the list of Approved Courses.

Permission of the director is required for all independent work.

**297. Reading Courses (½)**

**297.01. Queer Theory (½)**  
The program.

**297.02. Lesbian Sex and Politics in the United States (½)**  
The program.

**297.04. Women and Sport (½)**  
The program.

**298a or b. Independent Study (½ or 1)**

Prerequisite for independent study: 2 units of work in Women's Studies or from the list of Approved Courses.

Permission of the director is required for all independent work.

**299a. Thesis Preparation** (½)  
A graded ½ unit co-requisite of the Senior Thesis, taken in the first half of the fall semester in the senior year.  
1st 6-week course.

### III. Advanced

**301a. Senior Thesis or Project** (½)  
A 1-unit thesis or project written in two semesters.  
Year long course 301-302.

**302b. Senior Thesis or Project** (½)  
A 1-unit thesis or project written in two semesters.  
Year long course 301-302.

**[306. Women's Movements in Asia]** (1)  
(Same as Asian Studies and Sociology 306) This interdisciplinary course examines the reemergence of women's movements in contemporary Asia by focusing on their cultural and historical contexts that go beyond the theory of "resource mobilization." Drawing upon case studies from Korea, Japan, India, and China, it traces the rise of feminist consciousness and women's movements at the turn of the twentieth century, and then analyzes the relationships between contemporary women's movements and the following topics: nationalism, political democratization, capitalist industrialization, ambivalence toward modernization, and postmodern conditions. Ms. Moon.  
One 2-hour session.  
Not offered in 2011/12.

**[321. Feminism, Knowledge, Praxis]** (1)  
(Same as Sociology 321) How do feminist politics inform how research, pedagogy, and social action are approached? Can feminist anti-racist praxis and insights into issues of race, power and knowledge, intersecting inequalities, and human agency change the way we understand and represent the social world? We discuss several qualitative approaches used by feminists to document the social world (e.g. ethnography, discourse analysis, oral history). Additionally, we explore and engage with contemplative practices such as mediation, engaged listening, and creative-visualization. Our goal is to develop an understanding of the relationship between power, knowledge and action and to collectively envision healing forms of critical social inquiry. Ms. Carruyo.  
One 2-hour session.  
Not offered in 2011/12.

**3[31. Gender, Resources, and Justice]** (1)  
(Same as Earth Science and Society 331) This multidisciplinary course acquaints students with the debates and theoretical approaches involved in understanding resource issues from a gender and justice perspective. It is intended for those in the social and natural sciences who, while familiar with their own disciplinary approaches to resource issues, are not familiar with gendered perspectives on resource issues and the activism that surrounds them. It is also appropriate for students of gender studies unfamiliar with feminist scholarship in this area. Increasing concern for the development of more sustainable production systems has led to consideration of the ways in which gender, race, and class influence human-earth interactions. The course examines conceptual issues related to gender studies, earth systems, and land-use policies. It interrogates the complex intersections of activists, agencies and institutions in the global arena through a focus on contested power relations. The readings, videos, and other materials used in the class are drawn from both the South and the North to familiarize students with the similarities and differences in gendered relationships to the earth, access to resources, and resource justice activism. Ms. Schneiderman.  
One 2-hour session.  
Not offered in 2011/12.

**355a. Childhood and Children in Nineteenth-Century Britain** (1)

(Same as History 355a) This course examines both the social constructions of childhood and the experiences of children in Britain during the nineteenth century, a period of immense industrial and social change. We analyze the various understandings of childhood at the beginning of the century (including utilitarian, Romantic, and evangelical approaches to childhood) and explore how, by the end of the century, all social classes shared similar expectations of what it meant to be a child. Main topics include the relationships between children and parents, child labor, sexuality, education, health and welfare, abuse, delinquency, and children as imperial subjects. Ms. Murdoch.

**360b. Problems in Cultural Analysis** (1)

Covers a variety of current issues in modern anthropology in terms of ongoing discussion among scholars of diverse opinions rather than a rigid body of fact and theory. The department.

May be repeated for credit if topic has changed.

Prerequisites: Previous coursework in Anthropology or by permission of instructor.

Topic for 2011/12b: *Women in Anthropology*. (Same as Anthropology 360b) In this course, we consider the history of cultural anthropological thought from the perspectives of women in the field from the early twentieth century to the present. Through an examination of primary works, biographies, and critical histories, we explore the participation and contribution of women anthropologists to debates and theoretical approaches engaged by the field. Theorists may include Audrey Richards, Ruth Benedict, Margaret Mead, Zora Neale Hurston, Micaela di Leonardo, Annette Weiner, Faye Harrison and Lila Abu Lughod. Ms. Lowe Swift.

**362a. Women in Japanese and Chinese Literature** (1)

(Same as Asian Studies 362a. and Chinese and Japanese 362a) An intercultural examination of the images of women presented in Japanese and Chinese narrative, drama, and poetry from their early emergence to the modern period. While giving critical attention to aesthetic issues and the gendered voices in representative works, the course also provides a comparative view of the dynamic changes in women's roles in Japan and China. All selections are in English translation. Ms. Qiu.

Prerequisite: one 200-level course in language, literature, culture or Asian Studies, or permission of instructor.

One two-hour session.

**366. Seminar in African American Art and Cultural History** (1)

(Same as Africana Studies 366b. American Culture 366b., Art 366b., and Urban Studies 366b). Topic for 2011/12: Vision and Critique in the Black Arts and Women's Art Movements in the United States. Focusing on the relationships between visual culture and social movements in the U.S., this seminar examines the arts, institutions, and ideas of the Black Arts movement and Women's Art movement of the 1960s and 1970s. Analyzing paintings, photographs, posters, quilts, collages, murals, manifestos, mixed-media works, installations, films, performances, and various systems of creation, collaboration, and display, we explore connections between art, politics, and society. Ms. Collins.

Prerequisite: permission of instructor.

One 2-hour period.

**[367. Artists' Books from the Women's Studio Workshop]** (1)

(Same as Art 367b. and American Culture 367b) In this interdisciplinary seminar, we explore the limited edition artists' books created through the Women's Studio Workshop in Rosendale, New York. Founded in 1974, the Women's Studio Workshop encourages the voice and vision of individual women artists, and women artists associated with the workshop have, since 1979, created over 180 hand-printed books using a variety of media, including hand-made paper, letterpress, silkscreen, photography, intaglio, and ceramics. Vassar College recently became an official repository for this vibrant collection which, in the words of the workshop's co-founder, docu-

ments “the artistic activities of the longest continually operating women’s workspace in the country.” Working directly with the artists’ books, this seminar will meet in Vassar Library’s Special Collections and closely investigate the range of media, subject matter, and aesthetic sensibilities of the rare books, as well as their contexts and meanings. We will also travel to the Women’s Studio Workshop to experience firsthand the artistic process in an alternative space. Ms. Collins

Permission of the instructor.

One 2-hour session.

Not offered in 2011/12.

### 370b. Feminist Perspectives on Environmentalism (1)

(Same as Environmental Studies and Earth Science and Society 370) In this seminar we explore some basic concepts and approaches within feminist environmental analysis paying particular attention to feminist theory and its relevance to environmental issues. We examine a range of feminist research and analysis in ‘environmental studies’ that is connected by the recognition that gender subordination and environmental destruction are related phenomena. That is, they are the linked outcomes of forms of interactions with nature that are shaped by hierarchy and dominance, and they have global relevance. The course helps students discover the expansive contributions of feminist analysis and action to environmental research and advocacy; it provides the chance for students to apply the contributions of a feminist perspective to their own specific environmental interests. Ms. Schneiderman.

Special permission.

Prerequisite: Women’s Studies 130 recommended.

One 2-hour session.

### 375a. Seminar in Women’s Studies: Gender and the Civil Rights Movement in the U.S. (1)

(Same as Africana Studies and American Culture 375a) Topic for 2011/2012a: Gender and the Civil Rights Movement in the U.S. In this interdisciplinary course, we examine the modern civil rights movement in the U.S. by foregrounding the roles and experiences of women, particularly African American women. Attentive to issues of race, class, gender, and sexuality, we study the various constraints on—and possibilities for—women activists during the movement, and theorize the impact of women’s activism on

U.S. society. Ms. Collins

Special permission.

One 2-hour session.

### 376b. Families, Politics, and Law (1)

(Same as Political Science 376b) This seminar examines ethical, legal, and political issues concerning state regulation of families and intimate association. We analyze both popular and legal debates over public policy concerning marriage, having and raising children, access to reproductive technologies, and adoption and foster parenting; we examine how these debates have been significantly influenced by considerations of race, national origin, class, and gender. We also analyze disputes over whether or not the state has a responsibility to support families actively through welfare, child allowances, or basic income programs. We focus primarily on the US but give some attention to family policy in other countries, and to international dimensions of issues like recognition of marriage, the families of undocumented immigrants, transnational adoption, and “fertility tourism.” We draw on works of popular culture, political theory, court decisions and legislative initiatives both in the US and abroad in exploring these issues. Ms. Shanley.

Special permission.

One two-hour session.

### 380b. How Queer is That? (1)

This course sets out to examine what, exactly, constitutes the object of inquiry in queer studies. What is sexuality, and how does it relate to gender, race, class, or nation? Does homosexuality designate one transhistorical and transcultural phenomenon, or do we need to distinguish premodern same-sex practices from the modern identities that emerged in the 19th century? As part of investigating the terms

and methodologies associated with queer studies, the course will interrogate competing narratives about the origins of homosexuality and what is at stake in any given account. Special attention will also be paid to the intellectual and political connections between queer studies and feminism, critical race studies, postcolonialism, Marxism, etc. Additional topics may include bisexuality, tensions between mainstream tactics and subcultural formations, the closet, coming out, popular culture, debates around gay marriage, and similarities and differences between lesbian and gay culture. Readings and films will draw on works by Butler, Foucault, Freud, Halberstam, Halperin, de Lauretis, Lorde, E. Newton, Rich, M. Riggs, Sedgwick, and Wilde. Mr. Schneider. Special permission.

Prerequisites: Women’s Studies 130 and relevant 200-level course desirable. One 2-hour meeting per week.

### [382. Marie-Antoinette] (1)

(Same as History 382) More than 200 years after her death, Marie-Antoinette continues to be an object of fascination because of her supposed excesses and her death at the guillotine. For her contemporaries, Marie-Antoinette often symbolized all that was wrong in French body politic. Through the life of Marie-Antoinette, we investigate the changing political and cultural landscape of eighteenth-century France including the French Revolution. Topics include women and power, political scandal and public opinion, fashion and self-representation, motherhood and domesticity, and revolution and gender iconography. Throughout the course, we explore the changing nature of the biographical narrative. The course also considers the legacy of Marie Antoinette as martyr and fetish object in the nineteenth and twentieth centuries and her continuing relevance today. Ms. Choudhury.

Not offered in 2011/12.

### [384. Transnational Queer: Genders, Sexualities, Identities] (1)

(Same as College Course and International Studies 384) What does it mean to be Queer? This seminar examines, critiques, and interrogates queer identities and constructions in France and North America. In what ways do diverse cultures engage with discourses on gender and sexuality? Can or should our understanding of queerness change depending on cultural contexts? Through guest lectures and discussion seminars, the course examines a broad range of queer cultural production, from fiction to cinema and performance. Topics include such diverse issues as queer bodies, national citizenship, sexual politics, legal discourse, and aesthetic representation. All lectures, readings, and discussions are in English. Mr. Swamy.

Not offered in 2011/12.

### [385. Women, Culture, and Development] (1)

(Same as Latin American and Latino/a and Sociology 385) This course examines the ongoing debates within development studies about how integration into the global economy is experienced by women around the world. Drawing on gender studies, cultural and global political economy, we explore the multiple ways in which women struggle to secure wellbeing, challenge injustice, and live meaningful lives. Ms. Carruyo.

Not offered in 2011/12.

### [386. Women of Color in the U.S. Public and Private Citizenship] (1)

This course explores the cultural production and consumption by and of “women of color” in the U.S., with a focus on the way various groups have negotiated the presumed gap between what is represented or understood as private experience, and public or political form. Historical, social, and cultural connections and disjunctions between African American, Arab American, Asian American, Native American, Latina, and other women are examined, especially in the context of feminism, cultural nationalism, and the scholarly discipline and practice of critical legal feminism and critical race studies. We explore the varied ways in which family, labor, and leisure practices can place women of color in social positions which blur the distinction between private and public culture, and which call for a reconsideration of the notion of “experience” itself. Theorists

and writers considered include Patricia Williams, Chela Sandoval, Cherrie Moraga, Valerie Smith, and Lisa Lowe. Ms. Carter.  
Not offered in 2011/12.

**[388. Latina Feminisms] (1)**

This course approaches Latina feminist practice as a highly contested and still-evolving site of cultural production. Among the issues to be explored: Latina participation in feminist coalition-building across linguistic, racial, ethnic, class, and national borders; Latina writers' negotiation of poststructuralist theory; and the relationship of Latina feminist activism to other political movements in the Americas, including civil rights, nationalist, anti-colonial, and human rights movements. Ms. Carter.

Prerequisite: Women's Studies 130 or permission of the instructor.

One 2-hour session.

Not offered in 2011/12.

**399a or b. Senior Independent Study (½ or 1)**

Prerequisite for independent study: 2 units of work in Women's Studies or from the list of Approved Courses.

Permission of the director is required for all independent work.

History 369 Themes in Twentieth Century Urban History: Social Reform and the Evolution of the Welfare State	(1)
Italian 381 Gender Effects: Women in Italian Cinema	(1)
Latin American and Latino/a Studies 383 Senior Seminar: Nation, Race & Gender in Latin America & the Caribbean	(1)
Political Science 247 The Politics of Difference	(1)
Political Science 271 Race, Gender, and Class in American Political Thought	(1)
Political Science 310 Feminism of Color in the Law	(1)
Political Science 382 The Politics of Migration and Diasporas	(1)
STS 272 Bioethics and Human Reproduction	(1)
Sociology 250 Sex, Gender, and Society	(1)
Sociology 259 Social Stratification	(1)
Sociology 280 Body Politics	(1)
Sociology 317 Women, Crime, and Punishment	(1)
Sociology 369 Masculinities: Global Perspectives	(1)
Sociology 381 Race and Popular Culture	(1)
Urban Studies 254 Victorian Britain	(1)
Urban Studies 369 Themes in Twentieth Century Urban History: Social Reform and the the Evolution of the Welfare State	(1)

**Approved Courses**

In addition to the WMST program courses, the following courses are approved for credit in WMST. Students are responsible for checking with the home department or program for information about when courses will be offered and to be certain to meet the course prerequisites and/or secure appropriate permissions. If you have a question about a course not listed below, please contact the Women's Studies Program Director.

American Culture 275 Ethnicity and Race in America: Whiteness	(1)
Anthropology 255 Language and Gender	(1)
Anthropology 261 Culture, Power, History	(1)
Anthropology 362 Race, Ethnicity, and Gender	(1)
Art 251 The Challenge of Modernity: American Art, 1865-1945	(1)
Asian Studies/Sociology 369 Masculinities: Global Perspectives	(1)
Biology 384 Ecology and Evolution of Sexual Reproduction	(1)
Drama 337 Seminar in Para-Theater	(1)
Education 282 Education for Peace, Justice, and Human Rights	(1)
Education 353 Pedagogies of Difference: Critical Approaches to Education	(1)
English 101 Before there were Colleges for Women (Ms. Robertson)	(1)
English 170 Approaches to Literary Studies (Ms. Graham, Mr. Perez)	(1)
English 262 Postcolonial Literatures	(1)
English 265 Selected Author: Topic: Jane Austen (Ms. Zlotnick)	(1)
English 330 American Modernism	(1)
English 340 Studies in Medieval Literature: Topic: <i>Prostitutes, Virgins, Brewers, Nuns: Medieval Women Writers and Readers</i> (Ms. Kim)	(1)
English 351 Studies in Nineteenth-Century British Literature: Topic: The Bronte Sisters (Ms. Zlotnick)	(1)
Film 216 Genre: Romantic Comedy	(1)
Film 231 Minorities in the Media	(1)
Film 237 Indian National Cinema	(1)
French and Francophone Studies 355 Cross-Currents in French Culture: Women in the Margins	(1)
Geography 242 Brazil: Society/Culture/Environment/Portuguese America (Same as LALS242)	(1)
Hispanic Studies 228 Modern Spain: Postmodern Sexual Identities in Post-Franco Spain	(1)
History 231 France and Its "Others"	(1)
History 254 Victorian Britain	(1)

# College Organization 2010/11

## Board of Trustees

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The dates in parentheses indicate the expiration of terms of office.

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Associate Dean of the College, and Director of Equal Opportunity and Affirmative Action (1997- )
- Colleen Ballerino Cohen**, B.A., M.A., Ph.D.  
Faculty Director of Affirmative Action and Professor of Anthropology and Women's Studies (1981- )

### Office of Institutional Research

- David L. Davis-Van Atta**, A.B.  
Director of Institutional Research (2007- )

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### Dean of the Faculty

- Jonathan Chenette**, B.A., M.M., Ph.D.  
Dean of the Faculty and Professor of Music (2008- )
- Marianne H. Begemann**, A.B., Ph.D.  
Associate Dean of the Faculty and Associate Professor of Chemistry (1985- )
- Natalie Joy Friedman**, A.B., M.A., Ph.D.  
Director of the Learning, Teaching and Research Center and Adjunct Assistant Professor of Women's Studies (2004- )
- Melissa R. Naitza**, B.A.  
Coordinator of Academic Administration (2000- )

### Field Work

- Peter Leonard**, M.Phil., Ph.D.  
Director of Field Work (1985- )

### Registrar

- Daniel J. Giannini**, M.A.  
Registrar (1986- )
- Colleen R. Mallet**, A.A.S., B.S., M.A.  
Associate Registrar (1984- )

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### Dean of the College

- Christopher Roellke**, B.A., M.S., Ph.D.  
Dean of the College and Professor of Education (1998- )

### Dean of Studies

- Joanne Long**, B.A., M.A., Ph.D.  
Dean of Studies (1984- )
- Benjamin Lotto**, B.S., Ph.D.  
Dean of Freshmen and Professor of Mathematics (1993- )
- Robert D. Brown**, B.A., M.A., Ph.D.  
Class Advisor and Professor of Greek and Roman Studies on the Sarah Mills Raynor Chair (1983- )

- J William Straus**, B.A., Ph.D.  
Class Advisor and Associate Professor of Biology (1984- )
- Susan Correll Kennett**, B.A., M.A., Ph.D.  
Director of International Programs and Assistant Dean of Studies (1996- )
- \***Diana Brown**, A.B.  
Assistant Dean of Studies (1999- )
- Lisa Marie Kooperman**, A.A., B.S., M.A.  
Director of Fellowships and Pre-Health Advising (2004- )

### Accessibility and Educational Opportunity

- Belinda M. Guthrie**, B.S., M.A.  
Associate Dean of the College, and Director of Accessibility and Educational Opportunity (1997- )
- MaryJo Cavanaugh**, M.A.  
Assistant Director of Accessibility and Educational Opportunity (2007- )

### Learning, Teaching, and Research Center

- Natalie Joy Friedman**, A.B., M.A., Ph.D.  
Director of the Learning, Teaching and Research Center and Adjunct Assistant Professor of Women's Studies (2004- )
- Karen E. Getter**, M.A.  
Academic Support and Learning Resources Specialist (1983- )
- \***Ja'Wanda S. Grant**  
Director of the Quantitative Reasoning Center (2011- )
- \***Matthew B. Schultz**  
Director of the Writing Center (2011- )

### Dean of Students

- David H. "DB" Brown**, Ph.D.  
Dean of Students (1978- )

### Counseling Service

- Sylvia R. Balderrama**, A.B., M.Ed., Ed.D.  
Associate Dean of Students and Director of Psychological Services (1992- )
- Wendy Anne Freedman**, Ph.D.  
Assistant Director of Counseling Services (2004- )
- Jessyca Nicole Arthur-Cameselle**, B.S., EDD, EDM  
Psychological Counselor (2008- )
- \***Alicia A. Reticker**, B.A., M.S.W.  
Psychological Counselor (2000- )
- \***Christopher F. St. Germain**, Ph.D.  
Psychological Counselor (2010- )

### Health Education

- Renee A. Pabst**, B.S., M.S.  
Director of Health Education (2008- )

### Health Services

- Irena T. Balawajder**, M.D.  
Physician and Director of Health Services (1987- )
- John M. Craig**  
Physician's Assistant (1992- )
- Anne C. Dadarria**, B.A., M.S.N.  
Nurse Practitioner (1984- )
- Barbara Pickett**  
Nursing Coordinator (1998- )

### Residential Life Office

- Luis Inoa**, B.A., M.A.  
Assistant Dean of Students and Director of Residential Life (2005- )
- Richard L. Horowitz**, B.A., M.Ed.  
Associate Director of Residential Life (2005- )
- Anna Belle Gadsden-Jones**  
Coordinator of Residential Operations Center (1989- )
- Michael R. Bodnarik**, B.A., M.Ed.  
House Advisor (2010- )



**Batia Elsa Epelbaum**, B.A., M.A.  
House Advisor (2008- )  
**Thomas M. H. Park**, B.S., M.Ed.  
House Advisor (2010- )  
**Mariyah Salem**, B.A., M.Ed.  
House Advisor (2010- )

For a complete list of current House Advisors and their contact information, please go to <http://residentiallife.vassar.edu>

### International Services

**Andrew F. Meade**, B.S., M, Ph.D.  
Director of International Services and Special Projects  
(1992- )

### Campus Activities Office

**Teresa Quinn**, B.A.  
Assistant Dean of the College for Campus Activities (1985- )  
**Michelle Ransom**  
Director of the College Center and Associate Director of  
Campus Activities (1994- )  
**Katherine Bush**, B.S.  
Director Summer Programs and Associate Director of Campus  
Activities (2007- )

### Career Development Office

**Mary Raymond Baginski**, B.A., M.A.  
Director of Career Development (2005- )  
**Stacy Lee Schneider Bingham**, B.A., M.Ed.  
Senior Associate Director of Career Development (2003- )  
**Aimee M. Cunningham**, B.A., M.S.ED  
Assistant Director of Career Development (2007- )  
**Susan Smith**, B.A.  
Assistant Director of Career Development for Employer  
Relations (2006- )

### Campus Life

**Edward L. Pittman**, A.A., A.B., M.P.S.  
Associate Dean of the College for Campus Life and Diversity  
(1990- )  
**Chelsea Dullea**, A.B., M.A.  
Assistant Director for Campus Life/ALANA Programs  
(2010- )  
\***Steven D. Lavoie**, A.A., B.A.  
Assistant Director for Campus Life/LGBTQ Programs  
(2005- )

### Religious and Spiritual Life

**Samuel H. Speers**, B.A., M.Div., DDIV  
Assistant Dean of the College for Campus Life and Director of  
Religious and Spiritual Life (1999- )  
**Rena S. Blumenthal**, A.B., A.B.D, M, M.A.  
Assistant Director of Religious and Spiritual Life and Rose and  
Irving Rachlin Advisor to Jewish Students (2003- )  
**Michelle R. Jackson**  
Tanenbaum Inter-Religious Fellow and House Advisor  
(2009- )

### Campus Dining

**Maureen King**, B.S.  
Senior Director of Campus Dining (1993- )  
**Kenneth Richard Oldehoff**  
Director of Marketing and Sustainability (2002- )

### Safety and Security

**Donald C. Marsala**, B.A., M.S.  
Director of Safety and Security (1994- )  
**Kim Squillace**  
Associate Director of Safety and Security (1996- )

\***Dennis A. Cody**, B.S.  
Associate Director of Safety and Security (2002- )  
**Francis Comesanas**  
Supervisor/Sergeant of Guard (2009- )  
**William C. Hockman**  
Sergeant (2007- )  
**Salvatore Incorvaia**  
Supervisor/Sergeant of Guard (1999- )

### Dean of Planning and Academic Affairs

**M. Rachel Kitzinger**, B.A., Ph.D.  
Dean of Planning and Academic Affairs and Professor of  
Greek and Roman Studies on the Matthew Vassar, Jr. Chair  
(1982- )  
**Thomas Gregory Porcello**, B.A., M.A., Ph.D.  
Associate Dean of Planning and Academic Affairs and  
Associate Professor of Anthropology (1998- )  
**Dana Sweet Kleinhans**, B.S., M.S.  
Assistant Dean of Planning and Academic Affairs (1998- )

### Dean of Admission and Financial Aid

**David M. Borus**, B.A., M.A., Ph.D.  
Dean of Admission and Financial Aid (1996- )

### Admission

**John C. "JC" Tesone**, A.B., M.A.  
Director of Admissions (1995- )  
**Laurel Brooks**, B.A., M.A.  
Associate Director of Admissions (2004- )  
**Pamela Tan**, B.S., M.A.  
Associate Director of Admissions (2007- )  
**Paola A. Gentry**, B.A., M.A.  
Senior Assistant Director of Admission (2008- )  
**Micah R. Sieber**, B.A.  
Senior Assistant Director of Admissions (2007- )  
**Sam Hammond Charner**, A.B.  
Assistant Director of Admissions (2008- )  
**Jessica Cho**, A.B.  
Assistant Director of Admissions (2008- )  
**Kira A. Grant**, B.A.  
Assistant Director of Admissions (2010- )  
**Nicole Shelby Savage**, A.B.  
Assistant Director of Admissions (2008- )  
**Nisa S. Albert**, A.B.  
Coordinator of Technology (2008- )

### Financial Aid

**Michael Fraher**, B.A.  
Director of Financial Aid (1980- )  
**Jessica L. Bernier**, A.B., M.A.  
Associate Director Financial Aid (2008- )  
**Jason R. Cookingham**, B.A.  
Coordinator of Technology (1999- )  
**Gloria A. Goodwin**, B.S., M.B.A.  
Assistant Director of Financial Aid (2002- )  
**Elaine L. Hughes**, B.A.  
Assistant Director of Financial Aid (1999- )

### Frances Lehman Loeb Art Center

**James Mundy**, A.B., M.F.A., Ph.D.  
The Anne Hendricks Bass Director of the Frances Lehman  
Loeb Art Center and Lecturer in Art (1991- )  
**Patricia Phagan**, B.A., Ph.D.  
The Philip and Lynn Straus Curator of Prints and Drawings  
(2000- )  
**Mary-Kay Lombino**, B.A., M.A.  
Emily Hargroves Fisher '57 and Richard B. Fisher Curator and  
Assistant Director for Strategic Planning (2005- )  
**Diane S. Butler**, B.M., M.A., Ph.D.  
The Andrew W. Mellon Coordinator of Academic Affairs  
(2009- )

**Nicole M. Roylance**, B.A., M.A.  
Coordinator of Public Education and Information (2008- )

**Joann M. Potter**, B.A., B.A., M.A.  
Registrar/Collections Manager (1988- )

**Karen C. Hines**, B.A., M.A.  
Assistant Registrar (1995- )

**Bruce R. Bundock**, B.F.A., M.A.  
Museum Preparator (1992- )

### Athletics

**Sharon R. Beverly**, B.A., M.S., Ph.D.  
Director of Athletics and Physical Education and Professor of Physical Education (2002- )

\* **Thomas P. Albright**  
Men's and Women's Diving Coach (2003- )

**Anthony Brown**, B.A., M.S.  
Men's and Women's Rugby Coach and Senior Lecturer of Physical Education (1995- )

**Candice Brown**, B.A., M.S.  
Assistant Director of Athletics, Summer Camps, and Administration; Women's Basketball Coach; and Lecturer of Physical Education (2009- )

**Kathy Ann Campbell**, B.S., M.S.  
Women's Tennis Coach, Associate Director of Athletics and Physical Education, and Professor of Physical Education (1978- )

**Jeffrey J. Carter**, B.S., M.S.Ed.  
Head Athletic Trainer (2002- )

**Joshua C. Chason**  
Assistant Athletic Trainer (2007- )

\* **Thomas A. Ciccarone**  
Assistant Fencing Coach (2005- )

**John M. Cox**, B.S.  
Men's Tennis Coach and Lecturer of Physical Education (2010- )

**Kim E. Culligan**, B.S., M.A.  
Associate Director of Athletics and Senior Lecturer of Physical Education (2005- )

**Roman Czula**, B.A., M.A.  
Professor of Physical Education (1975- )

**Daniel A. Decker**  
Assistant Swimming and Diving Coach (2010- )

**Robin Jonathan Deutsch**, B.S.  
Assistant Director of Athletics for Communications, Marketing and Promotions (2004- )

**Shane P. Donahue**  
Assistant Director of Sports Information (2010- )

\* **Wendy A. Duncan**  
Business Manager (2010- )

**Cara Dunn**, B.S.  
Field Hockey Coach, Assistant Women's Lacrosse Coach, and Lecturer of Physical Education (2006- )

**Judy A. Finerghy**, B.A.  
Women's Lacrosse Coach, Assistant Field Hockey Coach, and Associate Professor of Physical Education (1993- )

**Tony Flores**  
Interim Assistant Men's Soccer Coach (2010- )

\* **Aleksandr A. Fotiyev**  
Assistant Fencing Coach (2008- )

**Bruce Gillman**, B.A.  
Men's and Women's Lacrosse Coach, Assistant Director of Athletics for Facilities, and Lecturer of Physical Education (2005- )

**Lauren Elizabeth Goncalves**  
Assistant Men's and Women's Volleyball Coach (2002- )

\* **Stephen G. Guernsey**  
Assistant Women's Tennis Coach (2001- )

**Delmar Harris**, B.A.  
Men's Basketball Coach, Assistant Director of Athletics and Physical Education for Operations, and Lecturer of Physical Education (2008- )

**Andrew M. Jennings**, B.Ed., M.A., Ph.D.  
Women's Golf Coach, Men's Soccer Coach, and Professor of Physical Education (1981- )

**Andrew M. Kiriakedes**  
Assistant Baseball Coach and Equipment and Facility Manager (2007- )

**Melissa A. Kraft**  
Assistant Women's Basketball Coach (2009- )

**Jessica F. Lustbader**, M.S.  
Assistant Athletic Trainer (2007- )

**Jon Martin**, B.S., M.Ed.  
Head Baseball Coach, Equipment and Facility Coordinator, and Lecturer of Physical Education (2003- )

\* **Janet E. Mathes**  
Assistant Men's and Women's Rowing Coach (2010- )

\* **Michael J. Mattelson**  
Assistant Men's Tennis Coach (2010- )

**James McCowan**, A.B., M.A.  
Head Men's and Women's Cross Country Coach, Head Men's and Women's Track Coach, and Lecturer of Physical Education (1996- )

**Richard Moller**, B.A., M.S.  
Head Women's Soccer Coach and Lecturer of Physical Education (2006- )

\* **Rhett Maywood Myers**, B.A.  
Head Women's Golf Coach (2004- )

\* **John D. Nicol**  
Assistant Men's Lacrosse Coach (2008- )

**Jane Parker**, B.A.  
Head Men's and Women's Squash Coach and Lecturer of Physical Education (2000- )

**Jonathan Penn**, B.A., M.S.  
Head Women's Volleyball Coach, Acting Head Men's Volleyball Coach, and Associate Professor of Physical Education (1996- )

**Marshall Staunton Peck**  
Assistant Men's Basketball Coach (2008- )

**Lisl Prater-Lee**, B.A., M.A.  
Head Men's and Women's Swimming and Diving Coach, and Associate Professor of Physical Education (1993- )

**Joseph E. Proud, III**, B.A.  
Head Men's Lacrosse Coach, and Lecturer of Physical Education (2005- )

**Stephanie A. Ricker**, B.S., M.S.  
Head Men's and Women's Rowing Coach (2010- )

\* **Stephanie Ann Rider**  
Assistant Men's and Women's Squash Coach (2010- )

\* **Eric M. Soyka**  
Assistant Men's Fencing Coach (2004- )

\* **Eric S. Wadhwa**  
Assistant Men's and Women's Squash Coach (2010- )

\* **Sara E. Walsh**  
Assistant Men's and Women's Fencing Coach (2010- )

**Meghan E. Young**  
Assistant Men's and Women's Track Coach (2011- )

### Grants Office

**Amanda L. Thornton**, B.A., A.B.D.  
Director of Grants Administration (1988- )

### Libraries

**Sabrina L. Pape**, M.L.S.  
Director of the Libraries (1980- )

**Debra Bucher**, B.A., M.S., Ph.D.  
Collection Development Librarian (2009- )

**Sarah Ransom Canino**, B.M., M.A., M.L.S.  
Music Librarian (1985- )

**Ann E. Churukian**, A.B., M.M., M.S.  
Assistant Music Librarian and Music Cataloger (1989- )

**Mary DeJong**  
Science Librarian (2010- )

**Barbara Durniak**, B.A., M.L.S.  
Head of Access Services (1984- )

**Christine W. Fitchett**, B.A., M.L.S.  
Technical Services Librarian: Subscriptions, Continuing Resources, and Government Documents (1984- )

**Shay T. Foley**, A.B.  
Assistant Director for Library Technology (1993- )

**Rebecca C. Hernandez**

Assistant to Director of the Libraries (1995- )

**Thomas E. Hill, B.A., M.L.S., M.A., M.Phil., Ph.D.**

Art Librarian (1986- )

**Gretchen Lieb, B.A., M.L.S.**

Research Librarian (2000- )

**Carol Lynn Marshall, B.A., M.Ed., M.L.S.**

Research Librarian (2006- )

**Tracy A. O'Connor, A.B.**

Head of Circulation and Reserves (1981- )

**Ronald Patkus, B.A., M.L.S.**

Associate Director for Special Collections, Donor Relations, and Outreach and Adjunct Associate Professor of History (2000- )

**Joan Pirie, B.A., M.A., M.L.S.**

Assistant Director for Technical Services (1990- )

**Emily Ray, B.A., M.A., M.L.S.**

Technical Services Librarian for Monographs (2008- )

**Laura Streett, B.A., M.A., M.L.I.S.**

Archivist (2004- )

**Wimpfheimer Nursery School****Julie A. Riess, A.B., Ph.D.**

Director of the Wimpfheimer Nursery School, Executive Director of the Infant Toddler Center, and Lecturer in Psychology and Education (1994- )

**Shawn Prater-Lee, B.A., M.A.**

Assistant Director of Nursery School (2004- )

**Justine F. Bastian, A.A., A.A.S., B.S.**

Nursery School Teacher (1995- )

**Deborah L. Falasco, A.A.S., B.S., M.A.**

Nursery School Teacher (2002- )

**Gwen Foster, B.A.**

Nursery School Teacher (1992- )

**Karin Gale, B.S., M.S.Ed.**

Head Nursery School Teacher (1989- )

**Heidi A. Parks, A.A.S., B.S., M.S.Ed.**

Nursery School Teacher (2000- )

**Celine Sigmen**

Head Teacher (2004- )

**Joan E. Soltysiak, B.S.**

Nursery School Teacher (2002- )

**Dawn M. Timmons, B.S., M.S.**

Head Nursery School Teacher (1992- )

**Amy B. Yarmosky, B.A.**

Nursery School Teacher (1997- )

**Infant Toddler Center****Nicole M. Bonelli**

Site Director ITC (2000- )

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**Alumnae/i Affairs and Development**

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**Catherine E. Baer, A.B.**

Vice President for Alumnae/i Affairs and Development (1999- )

**Patricia Duane Lichtenberg, A.B.**

Associate Vice President for Alumnae/i Affairs and Development and Executive Director, Alumnae and Alumni of Vassar College (2000- )

**Martha Gouse Barry, B.A.**

Alumnae House Manager (2007- )

**Alumnae/i Affairs and the Annual Fund****Willa C. McCarthy, A.A., A.B.**

Senior Director of Alumnae/i Affairs and the Annual Fund (1992- )

**Alumnae/i Affairs****Catherine A. Lunn, B.S.**

Director of Alumnae/i Affairs (1999- )

**David J. Ringwood, B.A.**

Associate Director of Alumnae/i Affairs (2010- )

**Susan A. Quade, A.B.**

Assistant Director of Alumnae/i Affairs (2010- )

**The Annual Fund****Jonathan B. Smith**

Director of the Annual Fund (2009- )

**Darcie Harms Giansante, B.A.**

Associate Director of the Annual Fund (2005- )

**Priscilla G. Weaver**

Associate Director of the Annual Fund (2007- )

**Lisa L. Lynch**

Associate Director of the Annual Fund (2011- )

**Melody Woolley**

Associate Director of the Annual Fund (2005- )

**Lindsay Roth**

Assistant Director of the Annual Fund (2010- )

**Communications****Lance A. Ringel, A.B.**

Director of Development Communications and Associate Campaign Director (2000- )

**Elizabeth L. Randolph, A.B., M.**Director of Alumnae/i Communications and Editor, *Vassar, the Alumnae/i Quarterly* (2009- )**Andrea Beth Durbin, B.F.A., M.A.**

Writer/Communications Associate (2008- )

**Peter T. Bronski, B.S.**

Writer/Editor (2010- )

**Corporate, Foundation, and Government Relations****Gary F. Hohenberger, A.B.**

Associate Director of Corporate, Foundation, and Government Relations (2008- )

**Individual Giving****Ryan L. Hart, A.B.**

Assistant Vice President for Individual Giving and Associate Campaign Director (1989- )

**Gift Planning****Danielle J. Suter**

Associate Director of Gift Planning (1996- )

**Alexas Orcutt, B.F.A.**

Assistant Director of Gift Planning (2007- )

**Leadership Gifts****Natasha J. Brown, B.A., M.A.**

Director of Leadership Gifts (2003- )

**\*Peter L. Wilkie, B.A., M.A.**

Senior Leadership Gift Officer (2000- )

**\*Catherine Conover Covert, A.B., M.A.**

Associate Director of Leadership Gifts (2009- )

**\*Josey Twombly, B.A., M.S.**

Associate Director of Leadership Gifts (2007- )

**Jessica Baga O'Connor**

Assistant Director of Leadership Gifts (2007- )

**Susan Sheehan, B.A.**

Assistant Director of Leadership Gifts (2003- )

**Parent Giving****Mariana B. Mensch, A.B.**

Director of Parent Giving and Assistant Campaign Director (2007- )

**TBD**

Assistant Director of Parent Giving/Membership Coordinator for the Frances Lehman Loeb Art Center

## Operations

**Mary Carole Starke**, B.A., M.A.

Associate Vice President for Operations and Associate Campaign Director (1993- )

**Kara Montgomery Wern**, B.S.

Director of Research and Data Records and Associate Director of Operations (1992- )

## Central Records

**Brenda Harrington**

Data Records Manager (2007- )

## Donor Relations

**Diane M. Sauter**, A.S.

Director of Donor Relations (1987- )

**Perry A. Liberty**, B.A., B.A., M.A.

Associate Director of Donor Relations (2005- )

**Jessica Higgins**

Assistant Director of Donor Relations (2006- )

## Information Services

**Nancy Wanzer**

Director of Information Services (1993- )

**Susan A. Brkich**, A.B., J.D.

Associate Director of Web Services (2004- )

**Marc A. Beaulieu**, B.S.

Assistant Director of Information Services (2005- )

**James Mills**

Programmer/Analyst (2007- )

**Tiffanie A. Duncan**, B.A.

Information Services Associate (2007- )

## Research

**Patricia Ann Chapman**, B.A., M.F.A.

Research Analyst (2004- )

**Natalie Liu Condon**, B.A.

Research Analyst (2004- )

**Lori L. De Rosa**, A.A.

Research Analyst (1996- )

**Sharon N. A. Parkinson**, M.S.

Research Analyst (2006- )

## Principal Gifts

**Jennifer Sachs Dahnert**, B.A.

Associate Vice President for Principal Gifts and Associate Campaign Director (1990- )

**Robert L. Pounder**, B.A., M.A., Ph.D.

Special Assistant to the President (2007- )

**Jennifer E. Cole**, B.S.

Assistant Director of Principal Gifts (2005- )

## Regional Programs

**John S. Mihaly**, A.B.

Senior Director of Regional Programs, Associate Campaign Director (1992- )

**Russell Woron-Simons**, A.B.

Regional Programs Associate (2010- )

## Communications

**Susan DeKrey**, B.A.

Vice President for Communications (1990- )

**Edward Cheetham**, B.A.

Assistant Director of Communications and Producing Director of the Powerhouse Theater (2006- )

## Digital Imaging

**Tamar Thibodeau**, B.A.

Digital Imaging Coordinator (2003- )

## Editorial

**Julia L. Van Develder**

Acting Editorial Director (1990- )

**Elizabeth L. Randolph**, A.B., M.

Director of Alumnae/i Communications and Editor, *Vassar, the Alumnae/i Quarterly* (2009- )

**Lance A. Ringel**, A.B.

Director of Development Communications and Associate Campaign Director (2000- )

**Peter T. Bronski**, B.S.

Writer/Editor (2010- )

**Andrea Beth Durbin**, B.F.A., M.A.

Writer/Communications Associate (2008- )

## Media Relations

**Jeffrey B. Kosmacher**, B.A.

Director of Media Relations and Public Affairs (2003- )

**Emily M. Darrow**, B.A.

Associate Director of Media Relations (2008- )

## Print Publications

**George Laws**, B.A., M.F.A.

Director of Publications/Graphic Designer (1991- )

**Charles M. Mosco**, B.S., M.A.

Associate Director of Publications/Graphic Designer (1997- )

\***Janet K. Allison**, B.A., B.A., M.A.

Production Manager (2004- )

## Web Development

**Carolyn Guyer**

Director of Web Development (1996- )

**Megan L. Brown**, B.A., M.B.A.

Assistant Director of Web Development (1996- )

**Morgan C. Gange**

Web Developer (2010- )

**Alexandra S. Marvar**

Web Designer (2011- )

**Raymond M. Schwartz**

Web Designer (2005- )

**Christopher R. Silverman**, B.A.

Web Designer (2003- )

## Computing and Information Services

**Bret L. Ingerman**, B.S., M.S.

Vice President for Computing and Information Services (2004- )

**Baynard C. Bailey**, A.B., M.Ed.

Academic Computing Consultant (2007- )

**David Blahut**, B.S., M.B.A.

Network Manager (2006- )

**John M. Collier**, B.S.

Director of User Services (2000- )

**Victoria Cutrone**, A.A.S.

Network Administrator (2008- )

**Gregory D. Deichler**

User Services Consultant (1999- )

**Lee F. Dinnebeil**

User Services Consultant (2001- )

**Tami L. Emerson**

Help Desk Manager (2000- )

**Chad E. Fust**, A.S., B.S.

Technology Training Coordinator (2007- )

**Alicia Harklerode**, B.S.

Programmer/Analyst (2007- )

**Emily A. Harris**, B.A.

Director of Networks and Systems (2008- )

**Philip M. Krongelb**, B.A., M.S.Ed.

Programmer/Analyst (2005- )

**Gary Manning**, A.A.S., A.S.

Associate Director of Administrative Information Services (1993- )

**Gordon J. McClelland**  
User Services Consultant (1999- )

\***Laura J. McGowan**, A.A.S., B.S.  
Senior Programmer/Analyst (1995- )

\***Keisha L. Miles**  
User Services Consultant (2002- )

**Martin B. Mortensen**, B.Econ., M.B.A.  
Systems Administrator (1998- )

**Nancy Myers**  
Associate Director of User Services (1986- )

**Mark O'Neal**  
Senior Systems Administrator (2007- )

**Cristian R. Opazo-Castillo**, M.S.  
Senior Academic Computing Consultant (2000- )

**Mark J. Romanovsky**, B.S.  
Senior Programmer/Analyst (2001- )

**Jean Y. Ross**, B.S.  
Help Desk Consultant (2001- )

**Julia Sheehy**, B.A.  
Programmer/Analyst (2006- )

**Matthew B. Slaats**, B.A., M.F.A.  
Academic Computing Consultant for Visual Resources (2007- )

**David L. Susman**  
Associate Director for Networks and Systems and Web Manager (1991- )

**Todd J. Swatling**  
Systems Administrator (2011- )

**Jean Marie Tagliamonte**  
Documentation and Communications Coordinator (2007- )

**Steven J. Taylor**, B.A., M.A.T, EDD  
Director of Academic Consulting Services (1998- )

**Richard Versace**  
Database Administrator (1996- )

**Julie R. Wolfe**, A.A.S.  
Assistant to the Vice President for Computing and Information Services (2005- )

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## Finance and Administration

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**Elizabeth Eismeier**, M.B.A.  
Vice President for Finance and Administration (2001- )

### Accounting Services

**Donald Barton**, B.A., M.B.A.  
Controller (2008- )

**Patricia A. Vaughan**, B.S.  
Associate Controller (2010- )

**Patricia A. Pritchard**, B.S.  
Assistant Controller (1999- )

**Renee Desantis**  
Manager of Accounting Operations (1995- )

**Dana Lynn Nalbandian**  
Senior Accountant (2007- )

**Suzanne V. Schroeder**, B.S.  
Senior Accountant (2008- )

**Renee M. Behnke**  
Manager of Student and Employee Accounts (1994- )

### Budget and Planning

**David A. English**, B.A., M.B.A.  
Assistant Vice President for Budget and Planning (2005- )

**Pamela J. Bunce**, B.S.  
Budget and Financial Analyst (2005- )

### Buildings and Grounds Services

**Thomas J. Allen**, B.S.  
Executive Director of Buildings and Grounds Services (2001- )

**Jeffrey C. Horst**, A.B.  
Director of Faculty Housing and Special Projects (1990- )

**Kiki A. Williams**, B.S., M.S.Ed.  
Director of Facility Operations and Grounds (2005- )

**James P. Kelly**, B.S.  
Director of Environmental Health and Safety (2005- )

**Bryan P. Corrigan**, A.A.S., B.S.  
Project Manager (2006- )

**David R. Bishop**  
Manager of Mechanical Services and Building Trades (2002- )

**Scott Mallet**  
Manager of Plumbing and Heating (2006- )

**Eileen A. Nolan**  
Coordinator of Technology (2001- )

**Michael D. Quattrociocchi**  
Project Manager for Facilities (2011- )

**Cynthia V. VanTassell**  
Manager of Custodial Services (1984- )

**Henry M. Williams**, B.S.  
Manager of Service Response (2008- )

### Human Resources

**Ruth E. Spencer**, B.A., M, J.D.  
Associate Vice President for Human Resources (2006- )

**Kimberly T. Collier**, B.S., M.B.A.  
Associate Director of Human Resources (2000- )

**Tanhena Pacheco Dunn**, B.A., J.D.  
Assistant Director of Human Resources (2001- )

**Stephanie O. Moore**, B.S., M.S.  
Assistant Director of Employment (2001- )

**Leslie H. Power**, B.A.  
Manager, Benefits Programs (2000- )

### Investments and Capital Project Finance

**Stephen R. Dahnert**, A.B., M.B.A., M.Ed.  
Associate Vice President and Director of Investments (1995- )

### Purchasing

**Rosaleen Cardillo**, B.A.  
Director of Purchasing (1991- )

**Karen Gallagher**  
Buyer (2010- )

**John R. Viola**  
Manager, Vassar Post Office (2007- )

### Vassar College Bookstore

**Paul Maggio**  
Manager (2010- )

## Alumnae and Alumni of Vassar College

- Geraldine Bond Laybourne**, A.B., M.S.  
President, Alumnae and Alumni of Vassar College Board of Directors (2010- )
- Patricia Duane Lichtenberg**, A.B.  
Associate Vice President for Alumnae/i Affairs and Development and Executive Director, Alumnae and Alumni of Vassar College (2000- )
- Elizabeth L. Randolph**, A.B., M.  
Director of Alumnae/i Communications and Editor, *Vassar, the Alumnae/i Quarterly* (2009- )
- Peter T. Bronski**, B.S.  
Writer/Editor (2010- )
- Martha Gouse Barry**, B.A.  
Alumnae House Manager (2007- )

## Faculty

- Catharine Hill**, B.A., M.A., Ph.D.  
President of the College, Chair of the Faculty, and Professor of Economics (2006- )
- Emeriti**
- Betsy Halpern Amaru**, Ph.D.  
Professor Emeritus of Religion (1983–2005)
- Elisabeth C. Arlyck**, Ph.D.  
Professor Emeritus of French (1971–2011)
- Lynn C. Bartlett**, Ph.D.  
Professor Emeritus of English (1952–1992)
- Frank Bergon**, Ph.D.  
Professor Emeritus of English (1972–2008)
- Constance E. Berkley**, Ph.D.  
Lecturer Emeritus in Africana Studies (1985–2004)
- Susan H. Brisman**, Ph.D.  
Associate Professor Emeritus of English (1973–2008)
- Frederick Philip Bunnell**, Ph.D.  
Professor Emeritus of Political Science (1967–1999)
- Eugene A. Carroll**, Ph.D.  
Professor Emeritus of Art (1965–2000)
- Yin-Lien C. Chin**, M.A.  
Professor Emeritus of Chinese (1967–1995)
- Anne P. Constantinople**, Ph.D.  
Professor Emeritus of Psychology (1967–2004)
- Raymond G. Cook**, M.A.  
Associate Professor Emeritus of Dance (1981–1999)
- Beverly Coyle**, Ph.D.  
Professor Emeritus of English (1977–2001)
- Elizabeth A. Daniels**, Ph.D.  
Professor Emeritus of English and Vassar College Historian (1947–1985)
- Joan Adele Deiters**, Ph.D.  
Professor Emeritus of Chemistry (1978–1999)
- James Farganis**, Ph.D.  
Professor Emeritus of Sociology (1970–1998)
- Frances D. Fergusson**, Ph.D.  
President Emeritus (1986–2006)
- Harvey Keyes Flad**, Ph.D.  
Professor Emeritus of Geography (1972–2004)
- Robert T. Fortna**, Ph.D.  
Professor Emeritus of Religion (1963–1995)
- Robert S. Fritz**, Ph.D.  
Professor Emeritus of Biology (1983–2011)
- Jeane H. Geehr**, Ph.D.  
Professor Emeritus of English (1947–1983)
- William W. Gifford**, Ph.D.  
Professor Emeritus of English (1955–1996)
- Anne I. Gittleman**, Ph.D.  
Professor Emeritus of French (1962–1987)
- John H. Glasse**, Ph.D.  
Professor Emeritus of Religion (1956–1990)
- Eamon Grennan**, Ph.D.  
Professor Emeritus of English (1974–2007)
- Clyde C. Griffen**, Ph.D.  
Professor Emeritus of History (1996–2005)
- Earl W. Groves**, Mus.M.  
Professor Emeritus of Music (1945–1982)
- Christina N. Hammond**, M.S.  
Lecturer Emeritus in Chemistry (1971–2006)
- Christine Havelock**, Ph.D.  
Professor Emeritus of Art (1953–1990)
- Richard B. Hemmes**, Ph.D.  
Associate Professor Emeritus of Biology (1972–2008)
- Lawrence A. Herbst**, Ph.D.  
Associate Professor Emeritus of Economics (1970–2010)
- Norman E. Hodges**, Ph.D.  
Professor Emeritus of History and Africana Studies (1969–1998)
- Peter G. Huenink**, Ph.D.  
Associate Professor Emeritus of Art (1975–2009)
- Colton Johnson**, Ph.D.  
Professor Emeritus of English (1965–2006)

- Jeh V. Johnson**, F.A.I.A.  
Lecturer Emeritus in Art (1964–2001)
- M. Glen Johnson**, Ph.D.  
Professor Emeritus of Political Science (1964–2002)
- Patricia R. Johnson**, Ph.D.  
Professor Emeritus of Biology (1964–1995)
- Jesse Gene Kalin**, Ph.D.  
Professor Emeritus of Philosophy (1971–2005)
- Patricia A. Kenworthy**, Ph.D.  
Professor Emeritus of Hispanic Studies (1976–2005)
- Gunter F. Klabs**, Ph.D.  
Associate Professor Emeritus of German Studies (1974–2011)
- Kathleen F. Kurosman**, M.L.S.  
Librarian Emeritus (1989–2011)
- Elaine Lipschutz**, M.S.  
Lecturer Emeritus in Education (1970–1992)
- Annea F. Lockwood**, A.R.C.M.  
Professor Emeritus of Music (1982–2004)
- Richard J. Lowry**, Ph.D.  
Professor Emeritus of Psychology (1965–2006)
- William E. Lunt**, Ph.D.  
Associate Professor Emeritus of Economics (1974–2011)
- Natalie J. Marshall**, Ph.D.  
Professor Emeritus of Economics (1973–1994)
- Thomas F. Mc Hugh**, Ph.D.  
Professor Emeritus of Education (1974–1993)
- Michael H. McCarthy**, Ph.D.  
Professor Emeritus of Philosophy (1968–2007)
- Leathem Mehaffey**, Ph.D.  
Associate Professor Emeritus of Biology (1973–2006)
- Robert E. Middleton**, A. M.  
Professor Emeritus of Music (1953–1985)
- Joseph F. Mucci**, Ph.D.  
Professor Emeritus of Chemistry (1957–1991)
- Joan E. Murphy**, M.L.S.  
Librarian Emeritus (1962–1984)
- E. Pinina Norrod**, Ph.D.  
Professor of Biology Emeritus (1983–2006)
- Elizabeth J. Oktay**, M.S. L.:S.  
Head Acquisitions Librarian Emeritus (1966–2006)
- Barbara Joan Page**, Ph.D.  
Professor Emeritus of English (1969–2007)
- H. D. Peck**, Ph.D.  
Professor Emeritus of English (1980–2011)
- Robert L. Pounder**, Ph.D.  
Professor Emeritus of Classics (1975–2008)
- Jerome Regnier**, Ph.D.  
Associate Professor Emeritus of Geology (1969–1983)
- Stephen W. Rousseas**, Ph.D.  
Professor Emeritus of Economics (1969–1991)
- Wilfrid E. Rumble, Jr.**, Ph.D.  
Professor Emeritus of Political Science (1960–1998)
- Stephen Sadowsky**, Ph.D.  
Associate Professor Emeritus of Psychology (1968–2007)
- David L. Schalk**, Ph.D.  
Professor Emeritus of History (1968–2003)
- Evert M. Sprinchorn**, Ph.D.  
Professor Emeritus of Drama (1956–1994)
- James B. Steerman**, D.F.A. Professor Emeritus of Drama and Film  
(1967–2011)
- H. Patrick Sullivan**, Ph.D.  
Professor Emeritus of Religion (1969–1994)
- Morton A. Tavel**, Ph.D.  
Prof of Emeritus of Physics (1967–2007)
- Robin W. Trainor**, Ph.D.  
Professor Emeritus of Education (1975–2009)
- Blanca Uribe**, Ph.D.  
Professor Emeritus of Music (1969–2005)
- Garrett L. Vander Veer**, Ph.D.  
Professor Emeritus of Philosophy (1961–1999)
- Everett K. Weedon Jr.**, Ph.D.  
Associate Professor Emeritus of English (1967–2011)
- Richard J. Willey**, Ph.D.  
Professor Emeritus of Political Science (1964–1999)
- Donald B. Williams**, Ph.D.  
Professor Emeritus of Biology (1961–1998)
- Esther Williams**, M.L.S.  
Librarian Emeritus (1988–1994)
- Anthony S. Wohl**, Ph.D.  
Professor Emeritus of History (1963–2002)
- Margaret R. Wright**, Ph.D.  
Professor Emeritus of Biology (1946–1978)

## Teaching Members of the Faculty 2011/12

- Nicholas Adams**, Professor of Art on the Mary Conover Mellon Chair (1989- )  
A.B., Cornell University; A.M., Ph.D., New York University.
- John Ahern**, Professor of Italian on the Dante Antolini Chair (1982- )  
A.B., Harvard College; M.A., Ph.D., Indiana University.
- \* **Tagreed Al-Haddad**, Adjunct Instructor in Africana Studies (2007- )  
B.S., University of Jordan.
- Carlos Alamo-Pastrana**, Assistant Professor of Sociology (2007- )  
B.A., University of Colorado; M.A., Ph.D., University of California, Santa Barbara.
- Mark C. Amodio**, Professor of English (1988- )  
A.B., Ph.D., University of California, Berkeley.
- Ming-Wen An**, Assistant Professor of Mathematics (2008- )  
B.A., Carleton College; Ph.D., Johns Hopkins Bloomberg School of Public Health.
- Janet K. Andrews**, Associate Professor of Psychology (1979- )  
A.B., Bard College; Ph.D., University of Pennsylvania.
- Mark W. Andrews**, Associate Professor of French and Francophone Studies (1981- )  
B.A., University of Bristol; M.A., Ph.D., Michigan State University.
- Peter Antelyes**, Associate Professor of English (1984- )  
B.A., Sarah Lawrence College; M.A., Ph.D., Columbia University.
- Roberta Antognini**, Associate Professor of Italian (1997- )  
Diplôme d'études Approfondies, Università Cattolica del Sacro Cuore; Ph.D., New York University.
- \* **Gail Archer**, Adjunct Artist in Music (2007- )  
B.A., Montclair State College; M.M., Mannes College of Music; M.A., University of Hartford; D.M.A., Manhattan School of Music.
- Tobias Armbrorst**, Assistant Professor of Art (2008- )  
M.A., Harvard University.
- Michael Aronna**, Associate Professor of Hispanic Studies (1995- )  
B.A., M.A., Stony Brook University; Ph.D., University of Pittsburgh.
- Abigail A. Baird**, Associate Professor of Psychology (2006- )  
A.B., Vassar College; M.A., Boston University; M.A., Ph.D., Harvard University.
- \* **Danny M. Barreto**, Adjunct Assistant Professor in Hispanic Studies (2010- )  
B.A., Hunter College; M.A., Ph.D., Stony Brook University.
- Sukanya Basu**, Assistant Professor of Economics (2010- )  
B.A., Delhi University; M.A., University of Rochester; M.A., Delhi University, Ph.D., University of Rochester.
- Pinar Batur**, Professor of Sociology (1992- )  
B.A., University of Missouri, Kansas City; M.A., Ph.D., University of Texas at Austin.
- N. Jay Bean**, Professor of Psychology (1979- )  
B.A., San Diego State University; M.A., Ph.D., Bowling Green State University.
- Marianne H. Begemann**, Associate Professor of Chemistry and Associate Dean of the Faculty (1985- )  
A.B., Vassar College; Ph.D., University of California, Berkeley.
- Stuart L. Belli**, Associate Professor of Chemistry (1986- )  
B.S., University of California, Riverside; Ph.D., University of California, Santa Barbara.
- \* **Paul Bellino**, Adjunct Artist in Music (2008- )  
B.A., Eastman School of Music; M.A., Manhattan School of Music.
- Sharon R. Beverly**, Professor of Physical Education and Director of Athletics and Physical Education (2002- )  
B.A., M.S., Queens College; Ph.D., Capella University.
- Joyce Bickerstaff**, Associate Professor of Education and Africana Studies (1971- )  
B.A., Kent State University; M.Ed., Ph.D., University of Illinois at Urbana-Champaign.
- Nancy Bisaha**, Professor of History (1998- )  
B.A., Rutgers University; Ph.D., Cornell University.
- \* **Cheryl Bishkoff**, Adjunct Artist in Music (1998- )  
B.A., M.A., Virginia Commonwealth University.
- Christopher Bjork**, Associate Professor of Education and Coordinator of Teacher Education (2002- )  
B.A., M.A., Wesleyan University; Ph.D., Stanford University.
- \* **Susan G. Blickstein**, Adjunct Assistant Professor in Earth Science and Geography (2008- )  
B.S., Cornell University; M.S., Clark University; M.A., Rutgers University; Ph.D., Clark University.
- Rodica Diaconescu Blumenfeld**, Associate Professor of Italian (1991- )  
Diplôme d'études Approfondies, Alexandru Ioan Cuza University, Romania; M.A., M.Phil., Ph.D., Columbia University.
- Simona Bondavalli**, Assistant Professor of Italian (2004- )  
B.A., Università di Bologna; M.A., Ph.D., University of Washington.
- Richard J. Born**, Professor of Political Science (1976- )  
B.S., Massachusetts Institute of Technology; M.A., Ph.D., Stanford University.
- \* **Giovanna Borradori**, Professor of Philosophy (1995- )  
Diplôme d'études Approfondies, Université de Paris; Ph.D., Università degli Studi Milano.
- Elena Boudovskaia**, Visiting Assistant Professor of Russian Studies (2008- )  
M.A., Moscow State University; M.A., Ph.D., University of California, Los Angeles.
- David Bradley**, Assistant Professor of Physics and Astronomy (2007- )  
B.A., Grinnell College; Ph.D., University of Nebraska-Lincoln.
- Lisa C. Brawley**, Senior Lecturer of Urban Studies and American Culture (2000- )  
B.A., Davidson College; M.A., New York University; Ph.D., University of Chicago.
- \* **Paulina Bren**, Adjunct Assistant Professor in History (2007- )  
B.A., Wesleyan University; M.A., University of Washington; Ph.D., New York University.
- Isolde Brielmaier**, Post Doctoral Fellow of Art (2003- )  
B.A., Ph.D., Columbia University.
- Robert K. Brigham**, Professor of History on the Shirley Ecker Boskey Chair (1994- )  
B.A., The College at Brockport; M.A., University of Rhode Island; Ph.D., University Kentucky, Lexington.
- Gwen J. Broude**, Professor of Psychology (1976- )  
A.B., Hunter College; A.M., Ph.D., Harvard University.
- Anthony Brown**, Senior Lecturer of Physical Education (1995- )  
B.A., Arizona State University; M.S., George Mason University.
- Candice Brown**, Lecturer of Physical Education (2009- )  
B.A., Marymount University; M.S., University of New Hampshire.
- Robert D. Brown**, Professor of Greek and Roman Studies on the Sarah Mills Raynor Chair (1983- )  
B.A., M.A., Ph.D., Oxford University.
- Andrew Bush**, Professor of Hispanic Studies (1983- )  
A.B., Brown University; M.Phil., Ph.D., Yale University.
- Karlane Calta**, Assistant Professor of Mathematics (2007- )  
B.A., Williams College; Ph.D., University of Chicago.
- Jan Cameron**, Assistant Professor of Mathematics (2009- )  
A.B., Kenyon College; M.A., Wayne State University; Ph.D., Texas A&M, University Corpus Christi.
- Kathy Ann Campbell**, Professor of Physical Education (1978- )  
B.S., M.S., University Wisconsin at La Crosse.
- Colette Cann**, Assistant Professor of Education (2008- )  
B.A., Stanford University; M.A., Ph.D., University of California, Berkeley.
- Light Carruyo**, Associate Professor of Sociology (2002- )  
B.A., Oberlin College; M.A., Ph.D., University of California, Santa Barbara.
- \* **Frank Cassara**, Adjunct Artist in Music (2000- )  
B.M., M.M., Manhattan School of Music.
- Patricia-Pia Célérier**, Associate Professor of French and Francophone Studies (1984- )  
Diplôme d'études Approfondies, Universitaires Généralés; Ph.D., Université de Paris-Sorbonne.



- Mario Cesareo**, Associate Professor of Hispanic Studies (1994- )  
B.A., University California Irvine; M.A., Ph.D., University of Minnesota.
- James F. Challey**, Senior Lecturer of Science, Technology and Society (1973- )  
B.A., University of North Dakota; M.A., Princeton University.
- \* **Terry Champlin**, Adjunct Artist in Music (1975- )  
A.B., Bard College.
- Heesok Chang**, Associate Professor of English (1992- )  
B.A., University of British Columbia; M.A., Ph.D., Stanford University.
- Peter M. Charlap**, Associate Professor of Art (1979- )  
B.F.A., University of Pennsylvania; M.F.A., Yale University School of Art.
- \* **Miriam Charney**, Adjunct Artist in Music (2007- )  
B.A., Brandeis University.
- Jonathan Chenette**, Dean of the Faculty and Professor of Music (2008- )  
B.A., University of Chicago; M.M., Butler University; Ph.D., University of Chicago.
- Mita Choudhury**, Associate Professor of History (1997- )  
B.A., Haverford College; M.A., University of North Carolina; Ph.D., Northwestern University.
- Carol A. Christensen**, Professor of Psychology (1973- )  
B.S., Montana State University; Ph.D., Stanford University.
- Lynn Christenson**, Assistant Professor of Biology (2005- )  
M.S., Ph.D., SUNY College of Environmental Science and Forestry.
- Frederick R. Chromey, Jr.**, Professor of Astronomy on the Matthew Vassar, Jr. Chair (1981- )  
B.S., St. Joseph's College; Ph.D., Harvard University.
- Jennifer Church**, Professor of Philosophy (1982- )  
B.A., Macalester College; M.A., Ph.D., University of Michigan.
- J. Mark Cleaveland**, Assistant Professor of Psychology (2003- )  
B.A., Brown University; Ph.D., Duke University.
- Allan D. Clifton**, Assistant Professor of Psychology (2006- )  
B.A., Haverford College; M.A., Ph.D., University of Virginia.
- Gabrielle H. Cody**, Professor of Drama (1992- )  
B.A., Mount Holyoke College; M.F.A., University of Minnesota; M.F.A., DFA, Yale University.
- Colleen Ballerino Cohen**, Professor of Anthropology and Women's Studies (1981- )  
B.A., Empire State College; M.A., Ph.D., University at Albany.
- Miriam Cohen**, Professor of History on the Evalyn Clark Chair (1977- )  
A.B., University of Rochester; M.A., Ph.D., University of Michigan.
- \* **Norene D. Collier**, Adjunct Instructor in Education (2001- )  
M., State University of New York at New Paltz.
- Elizabeth Collins**, Lecturer/Lab Coordinator of Biology (1999- )  
B.S., Pennsylvania State University; Ph.D., University of Virginia.
- Lisa Gail Collins**, Associate Professor of Art (1998- )  
B.A., Dartmouth College; Ph.D., University of Minnesota.
- Randolph R. Cornelius**, Professor of Psychology (1981- )  
B.A., University of Florida; M.S., Ph.D., University of Massachusetts.
- \* **Jane Cox**, Adjunct Instructor in Drama (2009- )  
B.A., University Of London; M.F.A., New York University.
- John M. Cox**, Lecturer of Physical Education (2010- )  
B.S., Northern State.
- \* **Dean Crawford**, Adjunct Associate Professor in English (1988- )  
B.A., University of North Carolina; M.A., Stanford University.
- Todd Crow**, Professor of Music on the George Sherman Dickinson Chair (1969- )  
B.A., University of California, Santa Barbara; M.A., Juilliard School.
- Kim E. Culligan**, Senior Lecturer of Physical Education and Associate Director of Athletics and Physical Education (2005- )  
B.S., The College at Brockport; M.A., Minnesota State University, Mankato.
- Mary Ann Cunningham**, Associate Professor of Earth Science and Geography (2001- )  
B.A., Carleton College; M.A., University of Oregon; Ph.D., University of Minnesota.
- Jeanne Periolat Czula**, Professor of Dance (1974- )  
B.S., Indiana University.
- Roman Czula**, Professor of Physical Education (1975- )  
B.A., M.A., Queens College.
- Eve D'Ambra**, Professor of Art on the Agnes Rindge Claffin Chair (1990- )  
B.A., University of Arizona; M.A., University of California, Los Angeles; Ph.D., Yale University.
- Brian Daly**, Assistant Professor of Physics and Astronomy (2005- )  
B.S., College of the Holy Cross; M.A., Ph.D., Brown University.
- Beth Darlington**, Professor of English (1969- )  
B.A., University of Wisconsin; M.A., Ph.D., Cornell University.
- Jeremy Davis**, Assistant Professor of Biology (2008- )  
B.S., Binghamton University; Ph.D., University of California, Davis.
- Andrew Davison**, Professor of Political Science (1996- )  
B.A., Lafayette College; M.A., University of Delaware; Ph.D., University of Minnesota.
- Nicholas A. de Leeuw**, Lecturer of Psychology (1995- )  
A.B., Vassar College; Ph.D., University of Pittsburgh.
- Robert DeMaria**, Professor of English on the Henry Noble MacCracken Chair (1975- )  
B.A., Amherst College; Ph.D., Rutgers.
- \* **Darlene Deporto**, Adjunct Assistant Professor in Sociology (1997- )  
A.B., Vassar College; M.A., Ph.D., State University of New York at New Paltz.
- Hironmi Tsuchiya Dollase**, Associate Professor of Chinese and Japanese (2003- )  
B.A., Baika Women's College; M.A., Illinois State University; M.A., Baika Women's College; Ph.D., Purdue University.
- Zachary Donhauser**, Assistant Professor of Chemistry (2004- )  
B.A., Providence College; Ph.D., Pennsylvania State University.
- Curtis Dozier**, Visiting Assistant Professor of Greek and Roman Studies (2008- )  
B.A., Dartmouth College; M.A., Ph.D., University of California, Berkeley.
- Wenwei Du**, Associate Professor of Chinese and Japanese (1994- )  
B.A., Fudan University, Shanghai; M.A., Ph.D., Washington University.
- Eve Dunbar**, Assistant Professor of English (2004- )  
B.A., Pennsylvania State University; M.A., Ph.D., University of Texas at Austin.
- Kelli A. Duncan**, Assistant Professor of Biology (2011- )  
B.S., University of Georgia; M.S., Ph.D., Georgia State University.
- Cara Dunn**, Lecturer of Physical Education (2006- )  
B.S., Salve Regina University.
- Leslie C. Dunn**, Associate Professor of English (1985- )  
B.A., Yale University; M.A., Ph.D., University of Cambridge.
- Eric Eberhardt**, Associate Professor of Chemistry (1997- )  
B.S., St. Lawrence University; Ph.D., University of Wisconsin, Madison.
- Rebecca B. Edwards**, Professor of History on the Eloise Ellery Chair (1995- )  
B.A., College of William and Mary; M.A., Ph.D., University of Virginia.
- Yvonne Elet**, Assistant Professor of Art (2009- )  
B.A., Yale University; M.A., Ph.D., New York University.
- Thomas Ellman**, Associate Professor of Computer Science (1998- )  
B.A., Wesleyan University; M.S., M.Phil., Ph.D., Columbia University.
- Debra M. Elmegreen**, Professor of Astronomy on the Maria Mitchell Chair (1985- )  
A.B., Princeton University; A.M., Ph.D., Harvard University.
- Tarik Ahmed Elseewi**, Post Doctoral Fellow of Film (2010- )  
B.A., University of California, Santa Cruz; M.A., Ph.D., University of Texas at Austin.

- Marc Epstein**, Professor of Religion (1992- )  
B.A., Oberlin College; M.A., M.Phil., Ph.D., Yale University.
- David Justin Esteban**, Assistant Professor of Biology (2007- )  
B.S., University of Calgary; Ph.D., St. Louis University.
- John A. Feroe**, Professor of Mathematics, Assistant to the President, and Secretary of the Board of Trustees (1974- )  
B.A., St. Olaf College; M.A., Ph.D., University of California, San Diego.
- Judy A. Finerghy**, Associate Professor of Physical Education (1993- )  
B.A., Guilford College.
- Nikolai Firtich**, Associate Professor of Russian Studies (2000- )  
M.Phil., Ph.D., Yale University.
- Andrew Peter Fiss**, Post Doctoral Fellow of Science, Technology and Society (2001- )  
A.B., Vassar College; M.A., Indiana University.
- \***Jeffery M. Fligelman**, Adjunct Assistant Professor in Film (2001- )  
B.A., Vassar College; M.F.A., Columbia University.
- Don Foster**, Professor of English on the Jean Webster Chair (1986- )  
B.A., Wheaton College; M.A., Ph.D., University of California, Santa Barbara.
- Natalie Priebe Frank**, Associate Professor of Mathematics (2000- )  
B.S., Tulane University; Ph.D., University of North Carolina.
- Natalie Joy Friedman**, Director of the Learning, Teaching and Research Center and Adjunct Assistant Professor of English (2004- )  
A.B., Vassar College; M.A., Ph.D., New York University.
- Rachel D. Friedman**, Associate Professor of Greek and Roman Studies (1997- )  
B.A., Barnard College; M.A., M.Phil., Ph.D., Columbia University.
- Teresa A. Garrett**, Assistant Professor of Chemistry (2007- )  
B.S., Florida State University; Ph.D., Duke University.
- Bruce Gillman**, Lecturer of Physical Education (2005- )  
B.A., University of Rochester.
- Eugenio L. Giusti**, Associate Professor of Italian (1992- )  
Diplôme d'études Approfondies, Scuola Magistrale Statale, Lucca, Italy; Ph.D., New York University, Florence.
- Brian J. Godfrey**, Professor of Earth Science and Geography (1985- )  
B.A., Pomona College; M.A., Ph.D., University of California, Berkeley.
- Judith L. Goldstein**, Professor of Anthropology (1976- )  
B.A., University of Chicago; M.A., Ph.D., Princeton University.
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## Degree Programs

The following list of degree programs is consistent with the inventory of registered degree and certificate programs maintained by the Education Department of the State of New York. Enrollment in other than the following registered programs may jeopardize a student's eligibility for certain student aid awards.

PROGRAM	HEGIS CODE	DEGREE(S)
Africana Studies	2211	AB
American Culture	0313	AB
Anthropology	2202	AB
Anthropology-Sociology	2208	AB
Art	0831	AB
Asian Studies	0302	AB
Astronomy	1911	AB
Biology	0401	AB
Biochemistry	0414	AB
Chemistry	1905	AB, MA
Chinese	1107	AB
Cognitive Science	4901	AB
Computer Science	0701	AB
Drama	1007	AB
Earth Science	1914	AB
Earth Science and Society	2299	AB
Economics	2204	AB
Environmental Studies	0420	AB
English	1501	AB
Film	1010	AB
French	1102	AB
Geography-Anthropology	2206	AB
Geography	2206	AB
German Studies	1103	AB
Greek and Roman Studies	1504	AB
Hispanic Studies	1105	AB
History	2205	AB
Independent Program	4901	AB
International Studies	2210	AB
Italian	1104	AB
Japanese	1108	AB
Jewish Studies	2299	AB
Latin American and Latino/a Studies	0308	AB
Mathematics	1701	AB
Media Studies	0605	AB
Medieval and Renaissance Studies	4903	AB
Music	1005	AB
Neuroscience and Behavior	2099	AB
Philosophy	1509	AB
Physics	1902	AB
Political Science	2207	AB
Psychology	2001	AB
Religion	1510	AB
Russian Studies	1106	AB
Science, Technology and Society	4903	AB
Sociology	2208	AB
Urban Studies	2214	AB
Victorian Studies	4903	AB
Women's Studies	4903	AB



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