

AFAM 398. African and African American Studies Capstone What relationships can you draw among your varied coursework and papers in African and African American Studies? How does interdisciplinarity affect your thinking about the study of the African continent and its numerous diasporas? In this two-credit course students will create a portfolio of their work in African and African American studies and write a 5-10 page reflective essay tying these papers together. Guided by a faculty member, this course gives students an opportunity to reflect seriously about the courses they have taken and the work they have produced within the major or concentration, and to draw connections among them Prerequisite: Senior African/African American Studies major or concentrator. 2 credits, ND; NE, Fall—*Staff*

AMST 100. Self-Invention, Deception, and American Identity The "self-made man" (or woman) is a paradigm of American culture. Achieving economic and social success through individual determination and a strong work ethic is central to the American dream. The notion of "self-made," however, has inspired individuals through the centuries to construct their identities in more literal ways. We'll explore lying and truth-telling, especially through self-invention and identity performance, to understand how self-performance is a recurring and enduring theme in the construction of American identity. Themes and concepts include pseudonymity, passing, impersonation, and hoaxes, especially as they overlap with issues of class, gender, ethnicity, race, age, and nationality. 6 credits, AI, WR1, Fall—*A. Russek*

AMST 252. Food Culture in the United States We explore the creation, exchange, and consumption of food in America, and the spaces in which it is produced, sold, shared, and eaten, focusing especially on food as a cultural artifact that is intricately tied to individual and group identification. We will study what Americans eat now, how American cuisine has changed, and how food is intertwined with ideas about cultural and national identity. We'll consider geography, home and community cooking, business and industry, and globalization in the formation and evolution of eating culture in the U.S. and ways in which food practices overlap with politics, power, and national identity. 6 credits, SI, IDS, Fall—*A. Russek*

AMST 253. From Printing Press to iPhone: Technology in American Culture What is the role of the machine in American culture? Throughout U.S. history, Americans have both embraced mechanization and reviled it. This course asks how technological developments have helped give meaning to Americans social experiences through various periods in U.S. history. The class will introduce students to central themes, methods, and exemplary American studies texts in an attempt to define (and redefine) American identity through the history of technological design. In the process, we will look at the influential role of technology on American history and culture through the lenses of gender, class, race, religion, disability, immigration, regionalism, and food. 6 credits, SI, WR2, Winter—*A. Russek*

AMST 267 Utopia, Dystopia, and Myopia: The Suburbs in American Fiction Suburbia has long been associated with the achievement of the American Dream of home ownership, natural, healthful and safe living conditions, and an environment that was conducive to communities of strong, moral families. Moreover, all of this was available to an expanding middle class of America, signaling a great triumph for democratic distribution. Using two lenses, academic scholarship and suburban novels, we will investigate claims that suburbia has become a dystopia. Are suburban boosters, American Studies scholars, or novelists myopic about suburbia?. 6 credits, SS, SI, IDS, Winter—*R. Keiser*

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

AMST 396. Gated Communities and Slums: Globalizing the American City Beyond white flight and suburbanization, the US has witnessed the "secession of the successful" in fortified, gated communities The spatial concentration of poverty in slums has simultaneously occurred Gates and favelas or shantytowns have appeared in Brazil, India, China, South Africa and other neoliberal economies We will examine the diffusion of these placed

identities and debate whether they are symbiotic or antithetical. Prerequisite: American Studies 115 or permission of the instructor. *6 credits, SI, IS, Offered in alternate years, Spring—R. Keiser*

ARBC 211. Colloquial Arabic Colloquial Arabic is a spoken variety of Arabic, used by native speakers of Arabic in various informal everyday situations. In this course we will focus on acquiring conversational and listening comprehension skills and building vocabulary. We will develop communicative skills in colloquial Arabic through active use of the dialect in the class. We will build cultural competence in two Levantine dialects of Arabic, Jordanian and Palestinian, by studying colloquial proverbs, folktales, riddles, and metalinguistic jokes. Throughout our classes we will incorporate a range of audiovisual materials, as well as popular Jordanian and Palestinian songs. Prerequisite: Arabic 103 or equivalent. *6 credits, NE, Winter—M. Abudalbh*

ARCN 395. Archaeology: Science, Ethics, Nationalism and Cultural Property This seminar course will focus on a wide range of contemporary issues in archaeology, including case studies from many continents and time periods that shed light on archaeological theory and practice. Specific course content varies. The course serves as the capstone seminar for the Archaeology Concentration; enrollment is also open to non-concentrators. *6 credits, SI, Offered in alternate years, Winter—M. Savina*

ARTH 220. The Origins of Manga: Japanese Prints Pictures of the floating world, or *ukiyo*, were an integral part of popular culture in Japan and functioned as illustrations, advertisements, and souvenirs. This course will examine the development of both style and subject matter in Japanese prints within the socio-economic context of the seventeenth through twentieth centuries. Emphasis will be placed on the prominent position of women and the nature of gendered activity in these prints. Prerequisite: Any 100 level art history course. *6 credits, LA, IS, Winter—K. Ryor*

ARTH 261. The Art of Tudor and Stuart Britain With a focus on the intersections of art, culture, and literature, the course explores various aspects of art in the English Renaissance, including patronage, politics and power, religion, and the role of the artist in society. Students will research specific artworks (for example, Holbein's *The Ambassadors*, Henry VIII's tapestries at Hampton Court Palace, The Banqueting House, St. Paul's Cathedral), visit historical sites and museums, and work with local experts as they develop their understanding and appreciation of Elizabethan and Jacobean art. *3 credits, AL, LA, IS, Winter – J. Shibata, P. Hecker, Staff*

ARTH 267. Gardens in China and Japan A garden is usually defined as a piece of land that is cultivated or manipulated in some way by man for one or more purposes. Gardens often take the form of an aestheticized space that miniaturizes the natural landscape. This course will explore the historical phenomenon of garden building in China and Japan with a special emphasis on how cultural and religious attitudes towards nature contribute to the development of gardens in urban and suburban environments. In addition to studying historical source material, students will be required to apply their knowledge by building both virtual and physical re-creations of gardens. *6 credits, ARP, IS, Offered in alternate years, Spring—K. Ryor*

ARTH 333. Visual Culture and the Civil War How did images reflect and shape popular attitudes towards the events and issues of the American Civil War? This seminar will investigate various visual media, ranging from printed ephemera to fine art, seeking answers to this question. The course will analyze reportage and artworks portraying specific events, such as the Battle of Gettysburg and the assassination of President Lincoln, as well as examine pictorial treatments of subjects such as slavery and emancipation, secession and union, military camp life and the home front. Later thematic directions for the course will be influenced by individual student research projects. Prerequisite: Any 200-level art history course or by permission of the instructor. *6 credits, LA, WR2, IDS, Winter—B. Jarman*

ARTS 262. Visualizing the Renaissance What did the English Renaissance look like? Through on-site observational drawing, watercolor and gouache painting, and/or digital photography, students will investigate the paintings, ceramics, woodwork, metalwork, textiles, fashion, heraldry, architecture, and landscape gardening of early modern England. The critical observation and artistic rendering of these objects and spaces will afford students a window into the culture of the English Renaissance as they acquaint themselves with the visual vocabulary of the past. *3 credits, AL, ARP, IS, Winter – J. Shibata*

ARTS 280 Bookbinding This class will introduce the fundamentals of hand bookbinding with special emphasis on making journals and albums. We will learn several different binding methods using historical and non-traditional techniques and a variety of different materials, tools and adhesives. In addition we will cover basic box making.

Boxes, like books, serve many purposes, one being to house and protect valuable and fragile objects. We will make slipcases and clamshell boxes to protect books and prints. Prerequisite: Studio Art 110 or 113. *6 credits, ARP, Fall—J. Pullman*

BIOL 221. Ecosystem Ecology This course examines major ecosystems on Earth, including terrestrial, wetland, lake, river, estuarine, and marine systems. Topics include the two major themes of energy flow and production and decomposition, microbial ecology and nutrient transformations, element cycles, ecosystems as a component of the Earth System, and global change. Current applied issues are emphasized as case studies, including clear cutting, rising atmospheric CO₂, eutrophication of aquatic systems, acid rain, wetland delineation, and biodiversity effects on ecosystems. Concurrent registration in Biology 222 is required. Prerequisites: Biology 126 and one of the following: Biology 125, Geology 110, Chemistry 123 or 128. *6 credits, MS, NE, QRE, Fall – D. Hernandez*

BIOL 232. Human Physiology Human Physiology seeks to understand the fundamental mechanisms responsible for the diverse functions of the body. Course topics include the function and regulation of the various physiological systems (nervous, circulatory, endocrine, excretory, respiratory, digestive, etc.), biochemistry, cellular physiology, homeostasis and acid-base chemistry. The study of human physiology provides the principal groundwork for internal medicine, pharmacology, and other related health fields. The laboratory includes a variety of experiments focusing on the function and regulation of the human body. Concurrent registration in Biology 233 required. Prerequisite: Biology 125 and 126. *6 credits, NE, QRE, Winter—A. Moore*

BIOL 233. Human Physiology Laboratory Prerequisite: Concurrent registration in Biology 232 required. *2 credits, NE, Winter—A. Moore*

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

BIOL 307 Evolutionary Ecology of Australia and New Zealand The evolutionary histories of Australia and New Zealand are unique because of their relative isolation from other continental land masses. This course will explore the biogeography of these areas, with emphasis on the evolutionary diversification of endemic lineages of organisms including mammals (such as marsupials), birds (such as moas), plants, and insects. Class research projects on site will examine how ecological interactions have evolved among these unique species, and how these interactions are being affected by the large number of introduced species now present. Prerequisites: Biology 125 and 126; one additional course in ecology, evolution, or physiology. *6 credits, MS, QRE, Winter – M. McKone*

BIOL 308 Ecology and Conservation in Ecology and New Zealand Australia and New Zealand have a diversity of ecosystem types and ecological communities, from eucalypt and beech forests, to desert shrublands and alpine grasslands. This course will explore the ecological processes that shape these landscapes, including climate variability, plant-animal interactions, and disturbance, as well as the conservation challenges resulting from land use change, invasive species, and climate change. Students will design and conduct research projects and present their findings in written and oral reports. Prerequisites: Biol 125, Biol 126, and one additional course in ecology, evolution, or physiology. *6 credits, MS, QRE, Winter – D. Hernandez*

BIOL 309 Comparative Reproduction of Australian Vertebrates Australia has a remarkable diversity of terrestrial vertebrates, including many marsupials, lizards, and snakes. These animals span a wide array of reproductive strategies, and we will consider the evolutionary pressures that produce differences in reproductive morphology, physiology, and behavioral ecology of a variety of Australian vertebrates. Why do some species give birth while others lay eggs? What environmental conditions favor territoriality? How do environmental cues initiate the reproductive season? A thorough understanding of the ultimate and proximate mechanisms that shape the vast diversity of vertebrate reproductive traits requires an interdisciplinary approach, which we will pursue in field research projects. Prerequisites: Biology 125 and 126, or equivalent, and at least one additional 200-level or 300-level course in ecology, evolution, physiology, or morphology. *6 credits, MS, QRE, Winter – M. Rand*

BIOL 364. Neurological Diseases and Disorders: Behind the Scenes Brain dysfunction is a common topic of cinematic presentation, a media form that reaches a broader audience than the newspaper science section or top biomedical research journal. But are such representations accurate? This seminar course will use primary scientific

literature to understand the clinical, physiological, and molecular characterizations, including utilization of animal models and current treatment strategies, of common neurodegenerative diseases and neurological disorders such as Alzheimer's disease, Parkinson's disease, schizophrenia, traumatic brain injury, autism, and addiction. In parallel, participants will view mainstream movies depicting such diseases/disorders to determine fact from artistic license. Prerequisite: Biology 125 and 126. *6 credits, MS, Fall—A. Moore*

CAMS 225. Film Noir: The Dark Side of the American Dream After Americans grasped the enormity of the Depression and World War II, the glossy fantasies of '30s cinema seemed hollow indeed. During the '40s, the movies, our true national pastime, took a nosedive into pessimism. The result? A collection of exceptional films chocked full of tough guys and bad women lurking in the shadows of nasty urban landscapes. This course focuses on classical and neo-noir from a variety of perspectives, including genre and mode, visual style and narrative structure, postwar culture and politics, and gender and race. *6 credits, LA, IDS, Offered in alternate years, Spring—C. Donelan*

CAMS 234 Cinema Directors: Sokurov Mentored by Tarkovsky, influenced by the German Expressionists and Aleksandr Dovzhenko, but essentially self-made as a director, Aleksandr Sokurov delights and perplexes viewers with cinematic canvases of exceptional beauty and emotion. He also offers us a media sandbox for analyzing everything from screenplay writing to sound production, from painting to photography, and theories of visuality in-between. Of Sokurov's 57 films (documentary and fiction) made over 30 years and already influencing younger directors around the world we will focus on those grouped around his "power" cycle. In-class analyses, short writing assignments. No knowledge of Russian language or Russian studies required. *AL, LA, IS, Winter—D. Nemec Ignashev*

CAMS 239. Cinemas & Contexts: East European Film This course surveys the "other cinemas" of Europe: of Poland, the Czech Republic, Finland, Hungary, Romania, the states of the former Yugoslavia, and Turkey, from WWII through the present day. Directors include Chytilová, Forman, Holland, Jancsó, Kaurismäki, Kieślowski, Kovács, Kusturica, Loznitsa, Makavejev, Menzel, Nemec, Polanski, Svankmajer, Szabó, Tarr, Wajda, Bilge Ceylan. Brief lectures and readings will place the films in national and political context; while discussions will focus on analyzing the eclectic cinematic strategies--from Hollywood, Western Europe, and Moscow--these filmmakers have employed in their anthological masterpieces of the cinematic canon. *6 credits, LA, IS, Fall—D. Nemec Ignashev*

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

CAMS 287. Stop Motion Animation Stop-motion animation exists at the intersection of cinema, dance, and sculpture. In this class, students will experiment with a variety of front-of-camera animation techniques to build sensitivity and gain proficiency in this unique manipulation of materials and time. We will explore clay, object, and hinged-paper puppet traditions as well as other sculptural methods. Exercises will emphasize movement strategies and cinematic concerns such as mise-en-scene and figure-ground relationships as they relate specifically to stop motion. Students will each pitch and complete a final animation project exploring these concepts in depth. Prerequisite: CAMS 111 and one CAMS 200-level studio production course, or permission of instructor. *3 credits, ARP, Winter—B. Johnson*

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

CGSC 330. Embodied Cognition This seminar will consider recent work in philosophy, cognitive science and linguistics critical of views of human cognition as "disembodied" and Cartesian. Philosophical sources of the early critiques of symbolic AI and "cartesianism" will be considered (Heidegger, Dewey), as will the linguistic theories of George Lakoff and Ray Jackendoff and recent and current work on embodied cognition by Eleanor Rosch, Hubert Dreyfus, John Haugeland, Andy Clark and Herbert Brooks. The seminar will include materials relevant to students in philosophy, linguistics, psychology and cognitive science. Prerequisite: Cognitive Science 130, or Cognitive Science/Psychology 232 or permission of the instructor. *6 credits, HI, Winter—R. Elveton*

CHEM 339. A Survey of Instrumentation for Chemical Analysis This laboratory course provides students with additional experience using instrumental methods for quantitative chemical analysis. Laboratory work will consist of five assigned experiments that use instrumental techniques such as liquid and gas chromatography, UV spectrophotometry and fluorometry, mass spectrometry, and voltammetry. In addition, these analytical techniques will be studied on a more theoretical level in order to better understand their function. This laboratory course will conclude with an instrumental analysis project that will be researched and designed by each student. Prerequisite: Chemistry 230. *2 credits, NE, QRE, Offered in alternate years, Winter—S. Drew*

CHEM 352. Laboratory in Advanced Inorganic Chemistry Synthesis, purification and spectroscopic characterization of transition-metal complexes with an emphasis on methods for preparing and handling air-sensitive compounds. One laboratory per week. Co-requisite: Chemistry 351. *2 credits, NE, QRE, Spring—G. Hofmeister, M. Whited*

CHEM 362. Chemistry at the Nanoscale This seminar involves critical examination and discussion of the research literature of prominent investigators in the young interdisciplinary field of nanochemistry. Learning will draw from multiple disciplines in chemistry (physical, analytical, inorganic, and organic), physics, biology--and on the science of complex and self-assembled systems. Includes a focus on how to synthesize, characterize, and apply the unique properties of nanomaterials to novel and emerging applications in medicine, renewable energy, and technology. Discussion-based and team learning will be used. Prerequisite: One of the following: Chemistry 320, 343, 344, or 360. Any of these can be co-requisites. *6 credits, NE, Fall—T. Ferrett*

CHIN 346 Advanced Readings: Chinese Fiction Readings from well-known writers such as Ba Jin, Lao She, Lu Xun, Cao Xueqin and contemporary authors. The course will expose students to excerpts from modern Chinese novels and short stories. Emphasis on reading, writing, and speaking. Some practice in discussion, translation, review, literary criticism and dramatization. Some readings of classical fiction and other genres like essays and poetry will be included. Prerequisite: Chinese 206 or the equivalent. *6 credits, AL, LA, IS, Spring—Q. Zhao*

CHIN 363. Conversation and Composition: the Liberal Arts in Chinese Carleton students receive a broad education, their ability to express themselves in Chinese should be equally broad. This course will provide instruction and practice in speaking, reading, and writing about fundamental concepts from natural sciences, social sciences, humanities, and the arts. Students will learn to read and discuss the kind of non-specialist works that any well-educated speaker can comprehend, and will also receive a foundation that can lead to more specialized work. Specific topics to be covered will depend on the interests of students in the class. Prerequisite: Chinese 206 or equivalent. *6 credits, NE, Winter—M. Hansell*

CLAS 100. Killing Socrates Socrates is revered as the fountainhead for much of Western philosophical thought, so why did a jury of 500 Athenian citizens condemn him to death in 399 BCE? While we tend to think of Socrates strictly as a philosopher, this course will focus more on the type of man he was, and the problems he presented to the city of Athens in the late fifth century. In short, we'll be doing some critical thinking about one of the world's great critical thinkers. Readings from Greek drama, history and philosophy. *6 credits, AI, WR1, Fall—C. Hardy*

CLAS 112. The Epic in Classical Antiquity An introduction to the genre of epic poetry from Classical Antiquity. Students will read in translation examples from the Greek, Hellenistic, and Roman traditions in order to trace the development of the major features and themes of this genre and to understand the considerable influence this genre has exerted both during antiquity and thereafter. Authors will include Homer, Apollonius, Virgil, and Lucan. No prerequisites. *6 credits, AL, LA, WR2, Fall—C. Zimmerman*

CLAS 173. Sport and Daily Life This course is an exploration of life, death, and entertainment in the ancient world, particularly in Rome. We will focus especially on how and why people take part in sporting events and on how sport intersected with gender, social class, and economic concerns in the ancient world. Topics include the

history of sport, slavery and marginal groups, demography, gladiatorial and combat events, and entertainment and politics. Our primary focus in lecture and discussion will be interpretation of a variety of ancient sources, but we will also evaluate modern views of ancient entertainment. *6 credits, HI, IS, QRE, Fall—K. Steed*

CLAS 214. Gender and Sexuality in Classical Antiquity In both ancient Greece and Rome, gender (along with class and citizenship status) largely determined what people did, where they spent their time, and how they related to others. This course will examine the ways in which Greek and Roman societies defined gender categories, and how they used them to think about larger social, political, and religious issues. Primary readings from Greek and Roman epic, lyric, and drama, as well as ancient historical, philosophical, and medical writers; in addition we will explore a range of secondary work on the topic from the perspectives of Classics and Gender Studies. *6 credits, HI, WR2, IS, Spring—C. Hardy*

CS 100. Human Centered Computing Technology permeates every aspect of our lives: how we work, play, and communicate; our finances and health; etc. Technology can facilitate these, or make it difficult to perform simple tasks or express what we want to accomplish. We'll take a critical look at the interfaces between technology and people, examining what makes these user interfaces effective, practicing key design principles through case studies and design projects, and discussing legal, ethical, and social issues in interface design, particularly the accessibility, privacy, and environmental impacts. No computer science experience is necessary. *6 credits, AI, WR1, QRE, Fall—A. Csizmar Dalal*

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

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

CS 231. Computer Security Hackers, phishers, and spammers—at best they annoy us, at worst they disrupt communication systems, steal identities, bring down corporations, and compromise sensitive systems. In this course, we'll study various aspects of computer and network security, focusing mainly on the technical aspects as well as the social and cultural costs of providing (or not providing) security. Topics include cryptography, authentication and identification schemes, intrusion detection, viruses and worms, spam prevention, firewalls, denial of service, electronic commerce, privacy, and usability. Prerequisite: Computer Science 201 or 202 or 208. *6 credits, FSR, Offered in alternate years, Not offered in 2013-2014*

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

CS 257. Software Design It's easy to write a mediocre computer program, and lots of people do it. Good programs are quite a bit harder to write, and are correspondingly less common. In this course, we will study techniques, tools, and habits that will improve your chances of writing good software. While working on several medium-sized programming projects, we will investigate code construction techniques, debugging and profiling tools, testing

methodologies, UML, principles of object-oriented design, design patterns, and user interface design. Prerequisite: Computer Science 201 or consent of the instructor. *6 credits, FSR, Fall, Spring—J. Ondich, A. Csizmar Dalal*

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

CS 324. Data Mining How does Google always understand what it is you're looking for? How does Amazon.com figure out what items you might be interested in buying? How can categories of similar politicians be identified, based on their voting patterns? These questions can be answered via data mining, a field of study at the crossroads of artificial intelligence, database systems, and statistics. Data mining concerns itself with the goal of getting a computer to learn or discover patterns, especially those found within large datasets. We'll focus on techniques such as classification, clustering, association rules, web mining, collaborative filtering, and others. Prerequisite: Computer Science 201. Additionally, Computer Science 202 or Mathematics 236 strongly recommended. *6 credits, FSR, QRE, Offered in alternate years, Not offered in 2013-2014*

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

CS 395. Medical Image Analysis A survey of current techniques in brain-structure modeling from a type of imaging scan called "diffusion MRI." The course covers a computational pipeline that translates MRI images into neuroscience insights. In addition to brief introductions to MRI physics and neuroscience applications of this technology, we will read current papers on diffusion MRI analysis and implement selected algorithms from them. Various computer-science topics will be discussed as they apply to MRI analysis, potentially including: mathematical modeling; linear, nonlinear, and combinatorial optimization; statistical inference; numerical integration; graph clustering; simple parallel and distributed computational techniques; and scientific visualization. Prerequisite: CS 201 and Math 211. A statistics course (Math 115 or 215) and Math 232 are highly recommended, as is a willingness to learn new mathematical concepts at a fairly rapid pace. *6 credits, FSR, Winter—J. Miles*

DANC 100. Meaning In Motion: Dance as Culture The study of dance is the study of culture. We will look at dance as culturally-coded, embodied knowledge and investigate dance forms, contexts and micro cultures across the globe, analyzing how social identities are "signaled, formed, and negotiated through bodily movement". We will examine, cross-culturally, the function of dance in the lives of individuals and societies through various lenses including gender, africanist and ethnographic. We will read, write, view videos, attend live performances, discuss and move. This course in dance theory and practice will include a weekly movement lab. No previous dance experience necessary *6 credits, AI, WRI, IS, Fall—J. Howard*

ECON 221. Contemporary British Economy This course focuses on the theoretical and policy debates in British economics since the 1930's and the development of the structure of the British economy and institutions during that period. Prerequisite: Economics 110 and 111. *6 credits, SS; SI, QRE, Summer—S. Solomon*

ECON 222. The Industrial Revolution in Britain This course studies the Industrial Revolution in Great Britain and examines a number of scholarly debates over its scope, size, and significance, with particular emphasis on the development of power and the wool, cotton textile, iron, pottery, shipping, and coal mining industries and urban development in London. Site visits to locations of historical significance are an important component of this course. Prerequisite: Economics 110 and 111. *6 credits, ND, NE, QRE, Summer—M. Kanazawa*

ECON 223. J.M. Keynes and his Present-Day Legacy This course examines the writings of J.M. Keynes and his

economic legacy. In addition to examining the life and economic ideas of Keynes, students will examine the current debate over their effectiveness in addressing the recent economic downturn both in the United States and Britain. Prerequisite: Economics 110, Economics 111. *2 credits, S/CR/NC, ND; NE, Summer—M Kanazawa*

ECON 224. The Determinants of Economic Growth and the Modern British Economy This course examines the long term growth experience of the British economy from the Industrial Revolution to the present. Starting from an initial position of undisputed world industrial dominance thanks to the Industrial Revolution, Britain has since experienced a long-term decline in its economic fortunes. The British experience thus provides fascinating insights into the causes and determinants of the rise and decline of national economies. A key theme of the course is the importance of history and the interplay between governing institutions and the economic activity that occurs within specific institutional settings. Prerequisite: Economics 110, Economics 111. *4 credits, SS; SI, QRE, Summer—M Kanazawa*

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

ECON 264. Health Care Economics This course will focus on the economics of medical care and how health care markets and systems work. We will consider both private health insurance markets and publicly provided social health insurance. The changes which demography, technology and the Affordable Health Care Act are bringing to health care delivery will be examined. Some time will be devoted to understanding the health care systems in other countries. This is a discussion course. Prerequisite: Economics 110 and 111. *6 credits, SI, Spring—Martha Paas*

ECON 395 Advanced Topics in Labor Economics Labor economics is the study of work and pay. It encompasses a wide variety of topics, including the nature of the labor contract, human capital investment, fringe benefits, search and hiring, turnover, working conditions, discrimination, union activities, income and wealth distribution, and government policies. The seminar considers labor market activities within the larger context of general household decision-making about family formation, the timing of marriage and childbirth, and the allocation of unpaid household work among family members. Prerequisites: Economics 329, 330, and 331, or concurrent enrollment in 329. *6 credits, SI, WR2, IS, QRE, Fall—J. Bourne*

ECON 395 Advanced Topics in Behavioral and Experimental Economics Behavioral economics incorporates insights from psychology to increase the realism and predictive power of economic models. This course will examine a variety of behavioral topics, such as altruism, procrastination, and self-serving biases. A second focus will be placed on the design and use of experiments to test behavioral and other economic models. Prerequisites: Economics 329, 330, and 331 or concurrent enrollment in 329. *6 credits, SI, WR2, IS, QRE, Fall—L. Feiler.*

ECON 395 Advanced Topics in Macroeconomic Theory Detailed analyses of aggregate consumption, investment, money-holding and labor market behavior with special attention to each area's micro-foundations and to the empirical verification of theory. These analyses are related to the determination of national income, employment and the price level; to economic growth and business fluctuations; and to optimal public policy. Prerequisites: Economics 329, 330, and 331 or concurrent enrollment in 329. *6 credits., SI, WR2, IS, QRE, Fall—N. Grawe*

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

ENGL 100. Autobiography How do we, how should we, respond to the autobiographical writings of public

figures, private citizens, academics, or movie stars? Are there common strategies employed in these acts and processes of self-mapping? Does accuracy matter to us if we happen to find these textual self-portraits appealing? We will keep questions like these in mind as we read, discuss, and write about autobiographies and memoirs by Maya Angelou, Sidney Poitier, James McBride, Barack Obama, bell hooks, and John Hope Franklin. *6 credits, AI, WR1, Offered in alternate years, Fall—K Owusu*

ENGL 100. Woodstock Nation “If you remember the sixties, you weren't there.” We will test the truth of that popular adage by exploring the American counterculture of the 1960s, particularly the turbulent period of the late sixties. Using examples from literature, music and film, we will examine the hope and idealism, the violence, the wacky creativity and the social mores of this seminal decade in American culture. Authors will include Jack Kerouac, Thomas Pynchon, Joan Didion and James Baldwin. Film showings will include *The Graduate* and *Easy Rider*. Musicians discussed will include the Beatles, Bob Dylan, Jimi Hendrix and Janis Joplin. *6 credits, AI, WR1, Offered in alternate years, Fall—M. Kowalewski*

ENGL 131. Reading Fiction Selected texts to be read in this course include those by Daniel Defoe, Thomas Hardy, Charles Johnson, J.M. Coetzee, Zadie Smith, and Sherman Alexie. We will pay close attention to the language of fiction, to the nature of narrative, and to narrative traditions in our ten-week journey from the world of Defoe's *Moll Flanders* to that of Alexie's *Part-Time Indian*. *6 credits, LA, WR2, Spring—K Owusu*

ENGL 209. Twelfth Night: A Project Course This interdisciplinary course will explore one of Shakespeare's greatest and most complex works. We will investigate *Twelfth Night's* historical, political, religious, and theatrical contexts by reading and researching works by Montaigne, Jonson, Marston, Dekker, Rich, and Stubbs, as well as early modern documents on everything from puritanism to sexuality to music to clowning. How should an understanding of the world that produced this play inform a modern production of it? How can performance offer interpretive arguments about the play's meanings? A vital part of the course will be students' active participation in a full-scale Carleton Players production of the play. Prerequisite: Co-requisite: THEA 190. *6 credits, ARP, Fall—P Hecker and R Weiner*

ENGL 257 Contemporary Irish Literature In this course students will read contemporary Irish literature and meet with writers. Students will learn how to write short book reviews and how to interview an author. The goal of the course is for student writers to become familiar with the rich, unique world of Irish letters today, and more generally, to understand how a community of writers works. *6 credits, AL, LA, WR2, Summer—G. Hewett*

ENGL 260 Creative Writing in Ireland Students will be asked to do journal writing covering their experiences of place, people, history, legend, contemporary events and conflicts, etc.--out of which they will produce a portfolio of short prose fiction, poetry, or creative nonfiction (a hybrid of personal essay and expository writing). The goal of this course is to synthesize experience into creative writing and develop proficiency in one of the three genres. *AL, ARP, WR2, Summer – G. Hewett*

ENGL 273. Writing Memoir This writing workshop allows students to explore the craft of memoir through intensive writing, critique, and revision in order to create their own memoir. To develop their skills, students will read and discuss memoirs in varied forms (including visual arts), and consider the competing demands of truth, narrative, fiction, and non-fiction in this rich and complex genre. Prerequisite: One prior 6-credit English course or permission of the instructor. *6 credits, S/CR/NC, ARP, WR2, Spring—S Jaret McKinstry*

ENGL 274 The History and Culture of Ireland through Literature Through selected readings, discussion, and lecture, this interdisciplinary course will provide the necessary intellectual foundation and context for understanding Ireland past and present. The goal of this course is to provide a comprehensive introduction to Ireland. *6 credits, AL, LA, IS, Summer – G. Hewett*

ENGL 278 Shakespeare's England This course concentrates on the relationship between Shakespeare's works, the world in which he lived, and the vitality of performance. Visiting Shakespeare-related sites in Stratford-upon-Avon, London, and elsewhere, we will explore England through the lens of Shakespeare's plays and the plays through the lens of Renaissance England. The capstone project for the class will be the collaborative creation of a modern version of a Renaissance commonplace book. *6 credits, AL, LA, WR2, Winter – P. Hecker*

ENGL 282 London Program: London Theater We will attend productions of classical and contemporary plays in London and perhaps Stratford-on-Avon (about two per week) and do related reading. Class discussions will focus on dramatic genres and themes, production and direction decisions, acting styles, and design. Possible guest

speakers may include actors, critics, and directors. Students will keep a theater journal and develop several entries into full reviews of plays. *6 cr., AL; LA, Winter P. Hecker*

ENGL 335. England in India/India in England This class will begin by exploring the representation of India in the colonial British imagination and segue into the representation of Britain by contemporary South Asian immigrant writers. We will examine the ways in which British and Indian identities are staged, contested and constructed in both the colonial and postcolonial period. Primary texts will include novels by Kipling, Forster, Kureishi and Kunzru; we will also read a range of postcolonial theory and watch related films and television shows. Prerequisite: One foundations course and one other six-credit English course. *6 credits, LA, WR2, IS, Offered in alternate years, Fall—A Chakladar*

ENGL 395 Nabokov We will put on our explorer's gear, make sure our dues are paid up to the Society for the Propagation of the Irreal, and venture into the magical worlds of Vladimir Nabokov, the greatest novelist of the second half of the twentieth-century (the Chair will entertain objections only from Señor Garcia Marquez). We will lovingly pet the fauna of the Russian novels, inhale the exotic flora of the American novels, and fly from Terra to Antiterra where accommodations for fifteen intrepid souls have been booked at The Enchanted Hunters. *6 cr., AL, WR; LA, WR2, Fall—G. Smith*

ENGL 395. Yeats and Heaney "How should a poet properly live and write? What is his relationship to be to his own voice, his own place, his literary heritage, and his contemporary world?" --Heaney. We will read the major works and literary criticism of the two great twentieth-century Irish poets W. B. Yeats and Seamus Heaney, studying their art in relation to their place and time. Prerequisite: English 295 and one 300-level course, or by permission of the instructor. *6 credits, LA, Spring—C Walker*

ENTS 275. Urban Ecology This course will examine the interdisciplinary field of urban ecology, seeking to address such questions as: How do cities function as social-ecological systems? What makes cities sustainable and resilient? How are urban dwellers implicated in the environmental processes around them? Topics include urban metabolism, cities as social-ecological systems, land use planning and design principles, and the hydrological, biogeochemical, and atmospheric processes of urban environments. *6 credits, NE, Spring—M Schmitt-Harsh*

ENTS 372. Coffee Ecologies and Livelihoods This course presents an overview of the environmental, social and economic dimensions of coffee production, commercialization and consumption. Specifically, we will cover the following topics: 1) How coffee is produced and the challenges and opportunities that affect the livelihoods of coffee producers; 2) How coffee is marketed in the global economy, including a comparison of conventional and alternative markets (fair trade, organic, shade grown, etc.); 3) The opportunities and challenges to integrate coffee production with environmental conservation initiatives. The course will be run as a seminar with regular discussions and presentations by students. *6 credits, NE, WR2, Spring—M. Schmitt-Harsh*

FREN 101. Elementary French This course introduces the basic structures of the French language and everyday vocabulary in the context of common cultural situations. Students are exposed to all four skills (reading, writing, listening, and speaking). Taught five days a week in French. Prerequisite: None. Placement score for students with previous experience in French. *6 credits, NE, Fall—Staff*

FREN 102. Elementary French Building on the material covered in French 101, this course introduces complex sentences and additional verb tenses. Students apply the tools of narration in context through the reading of short literary and cultural texts. The focus of the course is on all four skills (reading, writing, listening, and speaking). Taught five days a week in French. Prerequisite: French 101 or placement score. *6 credits, NE, Winter—Staff*

FREN 103. Intermediate French This course continues the study of complex sentence structures and reviews basic patterns in greater depth, partly through the discussion of authentic short stories and cultural topics. Throughout the course, students practice all four skills (reading, writing, listening, and speaking). Taught five days a week in French. Prerequisite: French 102 or placement score. *6 credits, NE, Fall, Spring—Staff*

FREN 206. Contemporary Francophone Culture This course focuses on developing students' skills in French conversation and composition through the discussion of contemporary Francophone culture: current political and social issues, film, and music. Prerequisite: French 204 or the equivalent. Prerequisite: French 204. *6 credits, LA, IS, Fall—Chérif Keita*

FREN 248. Representations of Islam in France In this course, students will explore the historical, cultural, social, and religious traces of Islam as they have been woven over time into the modern fabric of French society. Through images drawn from film, photography, television, and museum displays, they will discover the important role this cultural contact zone has played in the French experience. The course will take advantage of the resources of the city of Paris and will include excursions to museums as well as cultural and religious centers. *6 credits, AL, LA, Spring – D. Strand*

FREN 249/349. Identity Crossings: France-Morocco What does it mean to be French? How do collective memory and forgetting influence national and personal identity? What role does France's colonial legacy play in determining the definition(s) of that identity? How are the French viewed by their (former) colonial Others (with special emphasis on the Moroccan example)? How has the 'French connection' influenced the way in which the Arab Spring played out in Morocco? Through literary and cultural materials offering a lively exchange of perspectives, informed by hands-on experience in both Morocco and France, students will explore these and other questions related to this richly complex topic. *6 credits, AL, LA, IS, Spring – D. Strand*

FREN 395. Francophone Switzerland This interdisciplinary course will explore the unique position of French-Swissness within multicultural and officially quadrilingual Switzerland, and its fascinatingly complex ties with neighboring France, specifically Paris. We will consider a range of perspectives from a variety of disciplines including literature, history, geography, and the visual arts. Alpine culture, *l'esprit de Genève*, Swiss mythmaking, *Röstigraben* ("Rösti ditch"), and the legacy of Calvinism will be among the studied topics. Readings by Jean-Jacques Rousseau, Germaine de Staël, Le Corbusier, and many other luminaries. Taught in French. *6 credits, LA, IS, Offered in alternate years, Spring—É. Pósfay*

GERM 208. German in Cultural Contexts In this course students continue to develop skills of narration, listening comprehension, and writing, while exploring issues of German cultural life. The theme of this year's course is "From Household Tales to Hollywood: German Fairy Tales and Their Cinematic Adaptations." This course juxtaposes some of the Grimm Brothers' most influential, fascinating, and disturbing fairy tales with their popular transformations on the screen. We will discuss the roles of Jacob and Wilhelm Grimm as authors and collectors of folk tales in the nineteenth century, and explore other European and Arabic influences on the German Märchen tradition. Prerequisite: German 204 or the equivalent. *6 credits, LA, IS, Winter—L Butt*

GERM 275: Berlin Field Studies Students will choose a topic related to German culture/ politics on which they work throughout the term. The main objectives of the course are for students to speak and write in German, and to interact with native speakers and the culture at large. Possible topics are the museum culture, the significance of soccer in German society, the music scene in Berlin, a personal history project (interviews with Berliners), gay Berlin, and the role of Germany within Europe. Students will meet first as a group, then individually to discuss and improve on their work, before presenting it to the class. *4 credits, NE, IS, Fall, S/Cr/NC – S. Leonard*

GERM 320. Mystery, Murder, Madness: Crime Stories in German Literature and Film Following a trajectory from Friedrich Schiller's crime report *Der Verbrecher aus verlorener Ehre* to films of the Weimar Republic such as *Caligari* and *M*, this course focuses on the rich German tradition of crime and detective stories. We will approach this genre as a literary and cinematic space where contested concepts of truth, justice, and morality emerge, and where changing notions of perception come to the fore. Conducted in German. Prerequisite: German 204 or the equivalent. *6 credits, LA, IS, Offered in alternate years, Spring—L Butt*

GERM 354. Studies in Twentieth-Century Prose and Poetry An examination of the modern novella and lyric, including works by such authors as Kafka, Brecht, Hesse, Rilke, George, Hofmannsthal, Mann, Frisch, Wolf, Böll, Frischmuth, Kaschnitz, and others, in their historical and cultural context. Prerequisite: German 204 or equivalent. *6 credits, LA, Winter—A. Ulmer*

HIST 100. Music and Politics in Europe since Wagner This course examines the often fraught, complicated relationship between music and politics from the mid-nineteenth century through the mid-twentieth. Our field of inquiry will include all of Europe, but will particularly focus on Germany, Poland, and the Soviet Union. We will look at several composers and their legacies in considerable detail, including Beethoven, Wagner, and Shostakovich. While much of our attention will be devoted to "high" or "serious" music, we will explore developments in popular music as well. *6 credits, AI, WR1, IS, Offered in alternate years, Fall—D Tompkins*

HIST 100. Confucius and His Critics What difference does it make to distinguish between what we think about Confucius as a historical figure particular to his time and what his contemporaries and successors thought about him? This seminar examines multifaceted Confucius: Confucius as the chief editor of key canons in Chinese tradition, Confucius of the *Analects*, Confucius as a synthesizer of natural and moral philosophy, Confucius as uncrowned king, as well as Confucius as a bygone past. With a critical examination of such diverse sources as the feature film *Confucius* and recently excavated oracle bone inscriptions, the participants will write a historical biography of Confucius. *6 credits, AI, WR1, IS, Fall—S Yoon*

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

HIST 131. Saints, Sinners, and Philosophers in Late Antiquity In Late Antiquity, pagans and Christians asked with particular intensity: How should I live? Those answering these questions successfully could become figures of authority and influence in their worlds. In this course we will explore what roles education; gender; discipline of the mind and body; physical location and social status; and acts of power played in the making of an exemplary life. Was the best life to be achieved through material renunciation, psychological transformation, or both? What institutional forms fostered such a life? We will ask these and other questions of a wide array of primary sources while employing the insights of modern scholarship. *6 credits, HI, WR2, IS, Offered in alternate years, Fall—W North*

HIST 138. Crusades, Mission, and the Expansion of Europe This course examines the complex and sometimes contradictory roles of crusade and mission in the gradual expansion of Europe (11th -15th century) into the eastern Mediterranean, the Iberian peninsula, the Baltic, and even Central Asia. We will examine questions like: What did "crusade" or "mission" mean? How did people respond to, resist, or co-opt these enterprises? Did crusade and mission expand Europeans' knowledge of other cultures? In addition to critical analysis of primary sources and current scholarship, the course will offer opportunities to share knowledge with a broader public. *6 credits, HI, WR2, IS, Offered in alternate years, Spring—V Morse*

HIST 140. The Age of Revolutions: Modern Europe, 1789-1914 This course traces the evolution of Europe from the French Revolution to the outbreak of World War I, and examines some of the political, social, economic, intellectual, and cultural forces that have shaped and reshaped European society. We will cover the growth of modern nation-states, the industrial revolution and its effects on society, changes in the family and gender roles, and the evolution of modern consciousness in the arts, literature, and philosophy. The course will strive to look at both Western and Eastern Europe, and will conclude with a close examination of the causes of the First World War. *6 credits, HI, IS, Offered in alternate years, Winter—D Tompkins*

HIST 158: City Planning and Daily Life in China and Korea What does it mean to build a city in China and Korea? Who were the city planners in these countries? How did they envision and design a city architecturally? Does it make any difference if an urban designer is a foreigner? In this course, guest speakers will introduce students to major issues – theoretical and practical – concerned with the study of cities as a historical category. A variety of local specialists – ranging from city planners to urban historians – will share their expertise on various phases of urban development: surveying and mapping; designing; legal and social boundary setting; and planning and landscaping. *6 credits, HI, IS, Spring – S. Yoon*

HIST 182. Living in the Colonial Context: Africa, 1850-1950 This course considers major actors and developments in sub-Saharan Africa from the mid-nineteenth through the mid-twentieth centuries. With a critical awareness of the ways that Africa's past has been narrated, it balances coverage of the state and economy with attention to daily life, families, and popular culture. The majority of the reading assignments are drawn from contemporary documents, commentaries, interviews, and memoirs. These are supplemented by works produced by historians. Students will analyze change, question perspectives, and imagine life during the age of European imperialism. Written assignments include a book review, examinations, and identifying and editing a primary source text. *6 credits, HI, IS, Spring—N Jacobs*

HIST 216. History Beyond the Walls This course will examine the world of history outside the walls of academia. Looking at secondary-school education, museums, and public policy, we will explore the ways in which both general and specialized publics learn and think about history. A central component of the course will be a civic engagement project mentoring sixth grade students at the Northfield Middle School as they research and produce projects for Minnesota History Day. Prerequisite: One History class. *6 credits, HI, WR2, Winter—S Zabin*

HIST 219. Is Obama Black?: Mixed Race History in America This course explores the historical political, social, philosophical, and cultural problems related to mixed-race identity since the late nineteenth century, with emphasis on the US government's 2000 decision allowing Americans to define their racial makeup as one race or more. Life stories, literature, and film investigate identity formation, stratification based on race, and the particular ways mixed-raced people articulate their identities in various contexts. Final projects beyond the black-white mixed-race binary encouraged. *6 credits, HI, WR2, IDS, Spring—H. Williams*

HIST 227. History of the American West Somewhere on the sunset-side of the Mississippi River, the American West begins. It is a region steeped in nostalgia and freighted with longings that Americans have now cherished for many generations. It is also a place as complex and tangled in dynamic cultural, social, political, and environmental forces as any place on earth. Among the themes we will examine are relationships among Native American and Euro-American peoples, the transition from imperial frontier to American territory, the shaping power of economic and cultural initiatives, and the centrality of nature and environmental change in forging our western past and present. *6 credits, HI, IDS, Spring—G. Vrtis*

HIST 228. History of U.S. Civil Rights and Black Power This course treats the struggle for racial justice from World War II through the 1960s. Histories, journalism, music, and visual media illustrate black and white elites and grassroots people allied in this momentous epoch that ranges from a southern integrationist vision to northern Black Power militancy. The segregationist response to black freedom completes the study. *6 credits, HI, WR2, IDS, Spring—H. Williams*

HIST 231. Mapping the World Before Mercator This course will explore early maps primarily in medieval and early modern Europe. After an introduction to the rhetoric of maps and world cartography, we will examine the functions and forms of medieval European and Islamic maps and then look closely at the continuities and transformations in map-making during the period of European exploration. The focus of the course will be on understanding each map within its own cultural context and how maps can be used to answer historical questions. We will work closely with the maps in Gould Library Special Collections to expand campus awareness of the collection. *6 credits, HI, WR2, IS, QRE, Offered in alternate years, Winter—V Morse*

HIST 251. History of Chinese Capitalism Is the twenty-first-century world economy that of China's? Were the last two centuries an aberration in the longstanding patterns of economic development in China? This course surveys current trends in scholarship on the economic, business, and financial history of China in its recent past. In terms of approaches, we will examine the exchanges between the "optimist" and "pessimist" perspectives before we consider the "Great Divergence" debate that cut across China and Europe. Thematically, we will cover China's early integration with world markets, technological lock-in, joint stock enterprise, as well as the evolving interplays between agricultural productivity, ecology, and demography. *6 credits, HI, WR2, IS, Fall—S Yoon*

HIST 257: History of Urban China and Korea In this course students will develop a mode of historical thinking with which to historicize the urban planning traditions as competing powers sought to transform both physical and human landscapes over time. Students will analyze the material topologies and epistemological underpinnings of particular aspects of the cities in question as they appear in sample primary sources. For example, in Mongolian Beijing, students will scrutinize excerpts from a historical fiction based on imaginary dialogues between Kublai Kahn and Marco Polo and before visiting colonial Seoul, students will compare different plans prepared by the Germans, Japanese, and Korean designers. *6 credits, HI, IS, Spring – S. Yoon*

HIST 262. Public Health: History, Policy, and Practice This course will examine the rise of the institution of public health in the modern period. Locating public health within the social history of medicine we will consider how concepts of health and disease have changed over time and how the modern state's concern with the health of its population cannot be separated from its need to survey, police, and discipline the public. Topics covered will include miasma, contagion, quarantine, vaccination and the connection between European imperialism and the institutionalization of public health in colonial contexts. We will also consider how certain epidemics became the

major drivers for public health. *6 credits, HI, WR2, IS, Spring—Amna Khalid*

HIST 284. Crafting a History of Africa since Independence The course begins as Europe's African empire unraveled, and ends with a look toward the future. Students engage in this history while joining the professor in the project of compiling a textbook collection of primary sources. The course is organized thematically into units. Each begins with research on and critical discussion of a broad topic considered within specific historical contexts. Students will identify, edit, and comment on primary sources that represent these major developments and themes. The class will assemble their collection into a narrative collage consisting of official documents, political commentaries, interviews, memoirs, transcripts, and visual records. *6 credits, HI, IS, Spring—N. Jacobs*

HIST 295: Individual Research: Mapping Chinese and Korean Cities in Time Through various individual projects, students will reflect upon the changing meaning of a particular place of their choice. With the overriding question of the ultimate meaning of "home," students will reconstruct a visible face of a particular aspect of the cities they visit on a street-level. They will re-map a section of the city with a focus on one aspect of urban narratives chosen from the common readings. Students will draw maps, sketches, or write journals on historic buildings and monuments; streets; public recreation centers; commercial districts; public infrastructure; and pedestrians. Interviews with local historians and urban planners will also be conducted. *4 credits, NE, IS, Spring – S. Yoon*

HIST 307. Wilderness Field Studies: Grand Canyon This course is the second in a two-course sequence focused on the study of wilderness in American society and culture. It will begin with a two-week off-campus study program during spring break at the Grand Canyon, where students will learn about the natural and human history of the Grand Canyon, examine contemporary issues facing the park, meet with officials from the National Park Service and other local experts, conduct research, and experience the park through hiking and camping. The course will culminate at Carleton with the completion and presentation of a major research project in the spring. *6 credits, HI, WR2, IDS, Spring—G. Vrtis*

HIST 347. The Global Cold War In the aftermath of the Second World War and through the 1980s, the United States and the Soviet Union competed for world dominance. This Cold War spawned hot wars, as well as a cultural and economic struggle for influence all over the globe. This course will look at the experience of the Cold War from the perspective of its two main adversaries, the US and USSR, but will also devote considerable attention to South America, Asia, Africa, and the Middle East. *6 credits, HI, IS, Spring—D Tompkins*

HIST 395. Controversial Histories: Conflict, Polemic, and Persuasion in Historical Perspective This seminar explores the histories of how people in diverse times and places discussed, debated and decided the issues and ideals that shaped their lives, communities, and world. Particular attention will be paid to the role of institutions and individuals, networks, the forms and functions of polemical discourse, and the dynamics of group formation and stigmatization in the historical unfolding of conflict and consensus. Theoretical readings and select case studies from different historical contexts will provide the common readings for the seminar. Possible extra time required for end of term "mini-conference." *6 credits, HI, WR2, Fall—W North*

IDSC 120. AI & R: Art, Interactivity, and Robotics Wiggle, spin, buzz, whirl--it's smart art, using robotic technology! In this hands-on seminar, we'll add a new twist to 3-D art by activating it with microprocessors. Imagine the fundamentals of computer science, sculpture, engineering, and aesthetic design all brought together in innovative, whimsical constructions. Students will engage the nuts-and-bolts of fabrication, learn to program computers, and get the insider's guide to the ways robots think. This collaborative lab will culminate in a campus wide exhibition. No prior experience is required--this course welcomes all students with artistic inclinations and light bulbs in their brains. Prerequisite: Students who taken any combination of ARTS 122, CS 111, or higher numbered CS courses are not eligible to enroll. *6 credits, NE, Winter—S Mohring and D Musicant*

IDSC 251 Windows on the good Life Human beings are always and everywhere challenged by the question: What should I do to spend my mortal time well? One way to approach this ultimate challenge is to explore some of the great cultural products of our civilization - works that are a delight to read for their wisdom and artfulness. This series of two-credit courses will explore a philosophical dialogue of Plato in the fall, a work from the Bible in the winter, and a pair of plays by Shakespeare in the spring. The course can be repeated for credit throughout the year and in subsequent years. *2 credits, S/Cr/NC, Fall, Winter, Spring—L. Cooper and A. Rubenstein*

IDSC 298 Focus Sophomore Colloquium This colloquium is designed for sophomore students participating in the

Focusing on Cultivating Scientists program. It will provide an opportunity to participate in STEM-based projects on campus and in the community. The topics of this project-based colloquium will vary each term. Prerequisite: IDSC 198. *1 credits, S/Cr/NC, Fall, Winter, Spring. C. Blaha*

JAPN 353. Thinking about Environmental Issues in Japanese This course explores various environmental issues, pollution, recycle, etc., in Japanese using newspaper clips, internet, and other authentic written texts. We will examine what kind of environmental issues Japan faces and how the government and communities are dealing with them. Then students are expected to explore how their communities are dealing with environmental issues. The purpose of the course is to encourage students to think about issues, contents, in Japanese rather than study purely language, grammar and vocabularies. Students are expected to write a short research paper in Japanese and do class presentation at the end. Prerequisite: Japanese 206 or above. *6 credits, NE, Offered in alternate years, Spring—M Kaga*

LATN 233. Catiline In this course we will explore the life, career, and defeat of L. Sergius Catilina as portrayed in Sallust's Catiline and Cicero's Catilinarian Orations. We will supplement our Latin with reading in translation and secondary articles. Prerequisite: Latin 204 or equivalent. *6 credits, LA, Fall—K. Steed*

LING 235 Language and Discrimination From the cognitive perspective, knowledge of language depends on the ability, usually subconscious, to discriminate between linguistic categories (e.g. phonemes, morphemes, and others). But how does language users' ability to discriminate between linguistic categories affect linguistic ideologies in the social sphere? We examine how language interacts with (again, usually subconscious) ideological processes, taking a critical theory of race as our starting point. From there, we examine the central role of language in social statement, conflict, and discrimination as this relates to race, ethnicity, ability, homeland, gender, and the suppression of linguistic variation. *6 credits, SI, Winter—D. Medeiros*

LING 345 Comparative Polynesian Syntax The languages of Polynesia represent a rich, and understudied, source of data for the study of syntactic micro-variation, i.e. how closely related languages differ syntactically despite sharing many superficial features. Working in a seminar format, we compare Polynesian languages with respect to some of the central topics in syntactic theory. We also consider if and how case-marking pattern interacts with syntax, given that Polynesian has languages with both accusative and ergative case systems. Additional morphological and phonological properties will be considered given time and student interest. *6 credits, FSR, Spring—D. Medeiros*

LTAM 100. The Politics of Memory in Latin American Literature We will explore the ethics and politics of memory and trauma in societies previously torn asunder by civil wars and dictatorships. The texts and films assigned will be studies of how subjective and collective memories are negotiated both through fictional and testimonial narratives. Our focus will be primarily on Argentina, Chile, Guatemala and El Salvador but we will also read some Holocaust literature to compare how this subject has been represented in another tradition. The primary question we will explore is: how does a work of art adequately represent the horror without aestheticizing the experience? *6 credits, AI, WR1, IS, Offered in alternate years, Fall—Y Pérez*

LTAM 270. Chile's September 11th: History and Memory since the Coup September 11, 2013 marks the fortieth anniversary of the coup d'état that deposed the democratically elected government of socialist Salvador Allende and initiated the seventeen-year dictatorship of Augusto Pinochet. This interdisciplinary course canvasses this tumultuous period in Chilean history through the study of speeches and interviews from the era, testimonials, declassified US security documents, literature, film, photographs, and music. It explores the Allende years, the domestic and international contexts of the coup, the dictatorship's "counterinsurgency" and neoliberal reform programs, protest movements against military rule, and the ongoing struggles over human rights, popular mobilization, and collective memory. *6 credits, HI, WR2, IS, Fall—A Fisher*

LTAM 300. Issues in Latin American Studies This required course for Latin American Studies concentrators and majors explores complex issues pertinent to the study of Latin America. These issues may include the emergence of indigenous cosmopolitics in the Andean region, the workings of narco states and their networks, and the contemporary urban cultural production in major Latin American cities, among others. The course emphasizes the necessity of a multi-disciplinary and interdisciplinary research perspective for understanding the changing nature of Latin American Studies today. Designed by the faculty in Latin American Studies, the course will include regular guest lectures from among these faculty. Prerequisite: Any LTAM gateway course (there will be a new list of these courses in the 2013-1014 catalog). *6 credits, SI, IS, Spring—S López*

MATH 100. The Mathematics of Democracy We aspire to live in a democratic society, but what exactly does this mean? How can we decide, for example, which candidate in an election has the support of the people? How can Congressional seats be apportioned to the States "according to their respective numbers"? Are these things even possible? Recently, mathematical analysis has brought new insight to these old questions, often with surprising results. We will study some of this work and its implications for our democratic aspirations, and perhaps gain some appreciation for the power and elegance of mathematics along the way. *6 credits, AI, WR1, Fall—A Gainer-Dewar*

MATH 232. Linear Algebra Vector spaces, linear transformations, determinants, inner products and orthogonality, eigenvectors and eigenvalues. Prerequisite: Mathematics 211. *6 credits, FSR, Fall, Winter, Spring—Staff*

MATH 280. Statistical Consulting Students will apply their statistical knowledge by analyzing data problems solicited from the Northfield community. Students will also learn basic consulting skills, including communication and ethics. Prerequisite: Math 245 and permission of instructor. *2 credits, S/CR/NC, ND; FSR, QRE, Fall, Winter, Spring—K. St. Clair*

MATH 341. Fourier Series and Boundary Value Problems Fourier series and their applications to boundary value problems in partial differential equations. Topics include separation of variables, orthogonal sets of functions, representations of functions in series of orthogonal functions, Sturm-Liouville theory, and Fourier transforms. Prerequisite: Mathematics 241. *6 credits, FSR, Spring—S Patterson*

MATH 352 Topics in Abstract Algebra An intensive study of one or more of the types of algebraic systems studied in Mathematics 342. Prerequisite: Mathematics 342 or consent of the instructor. *6 credits, MS, FSR, Spring. M. Krusemeyer*

MATH 354. Topology An introduction to the study of topological spaces. We develop concepts from point-set and algebraic topology in order to distinguish between different topological spaces up to homeomorphism. Topics include methods of construction of topological spaces; continuity, connectedness, compactness, Hausdorff condition; fundamental group, homotopy of maps. Prerequisite: MATH 321 or permission of the instructor. *6 credits, FSR, Offered in alternate years, Spring—H Wong*

MATH 395. Topics in Algebraic Number Theory Study of integers in algebraic extensions of the rationals. Motivated by a failed attempt to prove Fermat's Last Theorem, we define the ring of integers, examine the failure of unique factorization, and rehabilitate it somewhat by showing that ideals have unique factorization into prime ideals. Further topics may include the finiteness of the class number, units in rings of integers, relations to Galois theory, cyclotomic fields, class number formulas, and the Chebotarev density theorem. Where appropriate for comps projects, links to arithmetic dynamics will be given. Prerequisite: Mathematics 342 and consent of the instructor. *6 credits, FSR, Winter—R Jones*

MATH 395. Combinatorics of Symmetric Functions Study of symmetric functions with an emphasis on the underlying combinatorics. Course opens with several bases for the space of symmetric functions, including elementary symmetric functions, complete homogeneous symmetric functions, power sum symmetric functions, and Schur functions. The rest of the course is devoted to combinatorial answers to algebraic questions; topics may include standard and semistandard tableaux, Kostka numbers, the hook length formula, the Robinson-Schensted-Knuth correspondence, Cauchy's identity, the Pieri rules, lattice paths and the Jacobi-Trudi identities, the Murnaghan-Nakayama rule, the Littlewood-Richardson rule, Knuth equivalence on words, jeu de taquin, and compositions and quasisymmetric functions. Prerequisite: Mathematics 333, an equivalent Budapest Semester in Mathematics course, or consent of the instructor. *6 credits, FSR, Fall—E Egge*

MUSC 100. Degenerate Music This course examines the causes, methods and logic behind attempts to censor music by governments, commercial corporations and religious authorities through guided listening, reading, and writing assignments. Lectures focus on the "entartete musik" of Nazi Germany and the social realism of Stalinist Russia. A comparative examination of these two instances of systematic culture control leads to the formation of a definition for music censorship and suggests a methodology for the study of other examples. Contemporary cases of music censorship are then selected from a wide range of countries, including North Korea, Iran, South Africa, Afghanistan, and the United States. *6 credits, AI, WR1, IS, Fall—H Valdivia*

MUSC 248. Music of India This course focuses on the classical Hindustani and Carnatic music traditions of North and South India, with briefer coverage of folk and popular traditions, including Bollywood/film music. We will

consider the historical and cultural contexts of several genres, reading the work of scholars from various disciplines, and studying relevant audio and video. Students will learn rudimentary theory of Indian classical music, understand its 20th and 21st century developments, and develop listening skills to enable recognition of major genres, styles, and artists. One day a week will be devoted to applied study of Indian vocal raga. No musical background required. *6 credits, ARP, IS, Offered in alternate years, Spring—M Russell*

PE 145 Krav Maga, Beginning Students meet with instructor twice a week to take part in drills that emphasize stopping opponent's attacks and striking quickly with power. General self-defense habits will be discussed with an emphasis on escaping an unarmed assailant. Towards the end of term, students will move from low-contact drills to padded medium-contact drills to provide better training. Students need not have any prior self-defense experience to enroll. *Fall--Staff*

PE 146. Lifeguarding American Red Cross course that encompasses training in aquatic safety and rescue skills. Upon successful completion of course, participants will receive two certifications: one for A.R.C. Lifeguarding and the second for First Aid, AED/CPR; valid for two years. The course is approximately 35 hours in length, with 80% of time spent in pool and 20% in classroom. Required \$50 textbook and pocket mask fee will automatically be charged on tuition bill. Prerequisite: Student must demonstrate competence in basic swim strokes (front crawl, breaststroke, and sidestroke), ability to tread water (without use of hands/arms) for two minutes and ability to swim underwater. *Spring—A Clark*

PE 160. Rock Climbing, Advanced This course will teach advanced techniques in rock climbing including sport leading, rappelling, multi-pitch climbing and anchor building. The course is designed for experienced indoor climbers who are interested in making the transition to outdoor climbing as well as outdoor climbers who are looking to improve their knowledge of climbing skills and safety. As an addition, traditional climbing can be added to the curriculum if there is interest. Prerequisite: PE 158. Rock Climbing. *Fall—A. Erickson*

PE 174-07 Introductory Coaching Activity As part of the Introductory Coaching Practicum abroad, students will actively participate in soccer as well as other sport exercises. Designed for students who may or may not have any previous playing or coaching experience, this course will cover introductory methods of coaching and teaching young athletes. Specifically, students will practice methods of teaching skills, structure, and strategies of team-oriented sports. *Winter—B. Carlson*

PE 290-07: Directed Reading and Volunteer Coaching Project Prior to departure, students will read selected works that highlight the sporting and cultural history of Great Britain and Spain. Understanding of these readings will be evaluated through discussion and written work in London and Seville. In addition, in order to introduce students to coaching youth, part of the pre-trip preparation will include a community service project where students will conduct a practice session with a youth group. *2 credits S/CR/NC, NE, Winter – B. Carlson*

PE 338-07: Global Athletics Given their deep history and current success on the world stage, English and Spanish soccer teams will serve as a framework to examine the emergence of contemporary sport and current issues facing participants, coaches, administrators, and spectators. With classroom activities, site visits, field trips to matches as well as practices and field sessions, students will develop an understanding of the relationship between soccer tactics, coaching philosophies, and club and national team traditions that influence each society's sporting and soccer culture. A special emphasis is placed on understanding the motivating factors behind sport and developing a philosophy of sport that will help students evaluate current sporting issues facing each society. *6 credits, NE, Winter – B. Carlson*

PE 340-07: Introductory Coaching Practicum Designed for students who may or may not have any previous playing or coaching experience, this course will cover introductory methods of coaching and teaching young athletes. Specifically, students will practice methods of teaching skills, structure, and strategies of team-oriented sports. Emphasis will be placed on understanding the coaching profession at different levels, developing coaching skills and creating a philosophy of coaching in a cross-cultural setting. *4 credits, NE, Winter – B. Carlson*

PHIL 100. Utopias What would a perfect society look like? What ideals would it implement? What social evils would it eliminate? This course explores some famous philosophical and literary utopias, such as Plato's "Republic," Thomas More's "Utopia," Francis Bacon's "New Atlantis," Ursula Le Gui's "The Dispossessed," and others. We will also consider some nightmarish counterparts of utopias, dystopias. One of the projects in this course

is a public performance, such as a speech or a short play. *6 credits, AI, WR1, Fall—A. Moltchanova*

PHIL 119. Life & Death Considered in the context of the universe humankind seems vanishingly insignificant. The entire history of humankind is but a blip on the map of space and time. Moreover, each of our lives is a blip on that blip. So what is the point of it all? In this course, we will look at the notion of "meaning" as it relates to human life, the universe, and the existence of God; whether death is something we should be afraid of; and the connections, if any, between happiness, morality and meaning. *6 credits, WR; HI, WR2, Winter—D Groll*

PHIL 221. Philosophy of Law This course provides students with an opportunity to engage actively in a discussion of theoretical questions about law. We will consider the nature of law as it is presented by natural law theory, legal positivism and legal realism. Then we will deal with responsibility and punishment, and challenges to the idea of the primacy of individual rights from legal paternalism and moralism. We will next inquire into the explanations of why individuals should obey the law, and conditions under which civil disobedience is justified. Finally, we will discuss issues raised by feminist legal theory and some theories of minority rights. *6 credits, HI, WR2, IDS, Offered in alternate years, Fall—A. Moltchanova*

PHIL 223. Philosophy of Language In this course we will look at how philosophers have tried to understand language and its connection with human thought and communication. The course will be split into two parts: Semantics and Pragmatics. In the first part, we'll look at general features of linguistic expressions like meaning and reference. In the second part, we'll look at the various ways in which speakers use language. Topics to be considered in the second part include speech acts, implicature, and presupposition. *6 credits, HI, WR2, Offered in alternate years, Winter—J Decker*

PHIL 226. Love and Friendship This course will consider various philosophical views on the nature of love and friendship. It will focus on both the history of philosophical thinking about these notions from Plato and Aristotle to the 20th century and a variety of contemporary views on the meaning of love and friendship that derive their insight from the most recent studies of emotion, agency, action, rationality, moral value, and motivation. We will also look at the variations in the understanding of love and friendship among the members of the same culture and across cultures. *6 credits, HI, WR2, QRE, Winter—A. Moltchanova*

PHIL 228. Heaps of Liars: Logic, Language, and Metaphysics The ancient paradox of the heap (the *sorites*; paradox) starts with innocent-looking claims about heaps and grains of sand--claims most of us are eager to accept--and propels us headlong into a blatant and shocking contradiction. A second ancient paradox invites us to comment on *liar sentences*; such as "this sentence is false." We quickly find that we have made liars out of *ourselves*. Philosophical attempts to solve these puzzles have generated a vast wealth of independently interesting views in the philosophy of language, logic, and metaphysics. In this course, we will look at some of these theories. *6 credits, FSR, WR2, Fall—J Decker*

PHIL 243. Animal Ethics: The Moral Status of Animals Do non-human animals have moral status, or are our moral obligations confined to human animals? Are our practices regarding animals morally justified? We shall explore these questions through an examination of different ethical theories. Utilitarians argue that the interests of non-human animals should be part of our moral calculus, because non-human animals can suffer pain. Deontologists extend moral rights to non-human animals, on the grounds that non-human animals are subjects of life and are therefore inherently valuable. In contrast, virtue ethicists emphasize that we share a common form of life with animals and that treating them compassionately constitutes human virtue. *6 credits, HI, WR2, Spring – S. Jansen*

PHIL 251. Philosophy of Science This course is an introduction to the history and philosophy of science. We will consider enduring philosophical issues such as: What type(s) of knowledge does science produce? What methods does science use in producing these types of knowledge? How do new scientific ideas come about, take hold, and fall away? What is the difference between science and philosophy? We will approach these questions historically, by considering how figures such as Darwin and Newton saw their views and projects in relation to their history. Our goal is to see current philosophical ideas about science in relation to our history. *6 credits, HI, WR2, Spring—W. Bausman*

PHIL 272. Modern Philosophy: Knowledge, God and Free Will Is there any such thing as innate knowledge, or does all knowledge derive from the senses? Does God exist? If so, can we prove God's existence? Do human beings have free will? Philosophers of the seventeenth and eighteenth centuries tackled these perennial questions,

providing a new understanding of our world, our place in it and our knowledge of it. We address these questions through examining and evaluating the views of such philosophers, including Descartes, Hume, Kant and distinguished women philosophers. Prerequisite: 100 level philosophy course or instructor permission. *6 credits, HI, WR2, Spring—S Jansen*

PHIL 395. The Demands of Morality There is a tremendous amount of suffering in the world. We could all probably do a lot more than we currently do to help alleviate that suffering. Must we, morally speaking, help? More generally, what moral room, if any, is there for us to pursue our own, personal projects even if we could help others more by doing something else? In this course, we will look at these questions by careful examination of Cullity's *The Moral Demands of Affluence* and several other works on the demands of morality. Prerequisite: Two courses in philosophy or permission of instructor. *6 credits, HI, WR2, IS, Spring—D Groll*

PHIL 395. Ancient Greek Moral Psychology: Virtue, Character and Happiness What is it to have a good character, and why should we care? For ancient Greek philosophers, character played a central role in human virtue and happiness. However, these thinkers differed widely about the role of emotion, appetite and reason in cultivating and sustaining good character. This course will proceed through a careful study of original Greek texts, including those of Plato, Aristotle, the Stoics and the Epicureans. Interpretive issues will be identified and explored through analysis of texts and secondary literature. Prerequisite: Two previous Philosophy courses. *6 credits, HI, WR2, Fall—S Jansen*

PHYS 262 Biophysics This course explores how physical principles apply to living systems and how developments in physics have impacted the biological sciences. Applications are made to the work that biophysicists do to understand human biology, to treat and cure diseases, and to develop alternative energy resources. Prerequisites: Physics 151, 152, 153 or 165. *6 credits, NE, Spring—J. Coats*

POSC 203. Political Ecommunication: Election Campaign Advertising and Public Opinion *Cross-listed with POSC 303.* How does political advertising influence the electorate? Do "negative ads" turn voters off? Can advertising be used strategically to influence turnout, decreasing the participation of one of the major parties, while increasing the likelihood that others will vote? Election ads along with the six second "sound bite" are now among the major forms of political communication in modern democracies. We will study how ads are created and "work" from the standpoint of political psychology and film analysis. The course includes a research experience. *6 credits, SI, IS, QRE, Offered in alternate years, Fall—B. Allen*

POSC 236. Global, National and Human Security What are the greatest threats to national and global security? In this course we will explore a range of traditional security topics including: the proliferation of WMDs, terrorism, piracy, insurgencies, arms races, territorial disputes and strategic rivalries. In addition to these classic concerns, we also consider newer ones such as cyber-security, the threat of global pandemics, unmanned warfare and the impact of climate change. Our study begins and concludes with the debate over the concept of security in the twenty-first century. *6 credits, SI, IS, Spring—G. Marfleet*

POSC 238-07. Globalization and Development: Lessons from International Football This course uses international football (soccer) as a lens to analyze topics in globalization, such as immigration and labor, inequality, foreign investment, trade in services, and intellectual property. Students will be presented with key debates in these areas and then use cases from international football as illustrations. Focusing on the two wealthiest leagues in Europe, the English premier League and the Spanish *Liga*, students will address key issues in the study of globalization and development, and in doing so enhance their understanding of the world, sports, and sport's place in the world. *6 credits, SI, IS, Winter – Non-Carleton Faculty*

POSC 240. On America and Its Wars From a nation which prided itself on remaining aloof from the intrigues and struggles of foreign powers, the United States over the past century has become regularly involved in a series of major and limited wars. The course will examine a number of these conflicts and the debates that surrounded them in the hope of discerning the influence they may have on America's ongoing role and behavior in the international arena. *3 credits, SI, IS, Spring—B. Levin*

POSC 247 Comparative Nationalism This class uses the experiences of different European countries as a lens to examine the role of nationalism in contemporary politics, particularly how societies construct national identities and who does (and does not) belong to that national community. In the classroom portion of this seminar, students will be introduced to the theory and practice of nationalism as well as some of its contemporary manifestations. We will

also examine the activities of European separatist movements, including the 2014 referendum on Scottish independence from the UK. *6 credits, ND, SI, IS, Spring – D. Gupta*

POSC 251. Modern Political Philosophy: Modernity and Its Discontents *Cross-listed with POSC 371.* The philosophers who launched the modern age thought that humanity could achieve security and prosperity if people's concerns were directed away from transcendent longings (which often resulted in fanaticism and conflict) toward lower and more attainable ends. That project has borne impressive fruit. But it has also, almost from the beginning, stirred a restless discontent that has sometimes erupted in the form of utopian ideologies and totalitarian horrors. In this course we will study both those who helped launch the modern project (Hobbes, Spinoza, and/or Locke) and its most powerful critics (Rousseau, Nietzsche) *6 credits, HI, IS, Fall—L. Cooper*

POSC 253. Marxist Political Thought This discussion seminar introduces key texts of Karl Marx and Friedrich Engels as well as the writings of Marxists since Marx's death, such as Lenin, Gramsci, Bernstein and others. The course will address concepts in their writings such as alienation, historical materialism, class, the state, science and ideology, socialism and social democracy. While a lot of attention is paid to Marxist theory, we will also consider the political contexts in which theories and debates emerged and their implications for political practice. *6 credits, SI, IS, Spring—P. Petzschmann*

POSC 264. Politics of Contemporary China This course examines the political, social and economic transformation of China over the past thirty years. Students will explore the transformation of the countryside from a primarily agricultural society into the factory of the world. Particular emphasis will be placed on economic development and how this has changed state-society relations at the grassroots. The class will explore these changes among farmers, the working class and the emerging middle class. Students will also explore how the Chinese Communist Party has survived and even thrived while many other Communist regimes have fallen and assess the relationship between economic development and democratization. *6 credits, SI, IS, Offered in alternate years, Winter—K. Freeze*

POSC 269. Issues in Postmodern Political Thought This course will introduce several critiques of modern political thought and practice that considered "the project of modernity" to be either fatally flawed or at least deficient. Important themes in their work are the critique of the enlightenment and mass society, of power, agency as well as liberal concepts of the state and the political. In class discussion we will also address questions of method and language through the work of Nietzsche, Schmitt, Foucault, Habermas, Ricoeur, Bourdieu, Gadamer, among others. *6 credits, HI, IS, Winter—P. Petzschmann*

POSC 274. Political Psychology of Presidential Foreign Policy Decision Making This course examines the intersection of politics, personality and social psychology as applied to the analysis of U.S. foreign policy. It investigates the impact of individuals, group processes, political and social cognition, and political context on foreign policy decision-making. It explores questions such as: How do personalities of political leaders affect decision-making? How do processes of group decision making affect outcomes? How do individual differences in social and political perception shape elite decision-making? Case studies include Bay of Pigs, Cuban Missile Crisis, Vietnam War, Iranian Hostage Crisis, Iran-Contra Affair, Gulf War, and Wars in Iraq and Afghanistan. *6 credits, SI, IS, Fall—John Sullivan*

POSC 285. The U.S. Intelligence Community Intelligence affects every aspect of the development of national security strategy and foreign policy objectives, and many other governmental decisions as well. Students will study the entire spectrum of the U.S. Intelligence Community, including the intelligence cycle; the many collection capabilities; the role of policymakers; intelligence oversight; budgeting; and the ethical and moral dilemmas of things like spying, covert action, counterintelligence, interrogation, and drone operations. *6 credits, SI, IS, Fall—J Olson*

POSC 303. Political Ecommunication: Election Campaign Advertising and Public Opinion* *Cross-listed with POSC 203.* How does political advertising influence the electorate? Do "negative ads" turn voters off? Can advertising be used strategically to influence turnout, decreasing the participation of one of the major parties, while increasing the likelihood that others will vote? Election ads along with the six second "sound bite" are now among the major forms of political communication in modern democracies. We will study how ads are created and "work" from the standpoint of political psychology and film analysis. The course includes a research component and students enrolled at the 300 level will conduct more extensive analysis of data for their seminar papers. *6 credits,*

SI, IS, QRE, Offered in alternate years, Fall—B. Allen

POSC 313. Legal Issues in Higher Education This seminar will explore pressing legal and public policy issues facing American colleges and universities. Since the Supreme Court will rule shortly on a major affirmative action case, we shall first examine how college admissions are shaped by legal principles. The course will also address ways in which core academic values (e.g., academic freedom; robust exchanges of ideas; the creation and maintenance of a community based on shared values) fit or conflict with legal rules and political dynamics that operate outside the academy. Likely topics include campus speech; faculty tenure; intellectual property; student records; and student discipline. *2 credits, SI, Fall—S. Poskanzer*

POSC 322. Neoliberalism & the New Left in Latin America* This seminar will examine the "post-neoliberal" politics of Latin America, beginning with a reconsideration of the market-oriented turn in the region during the 1980s and 1990s. The seminar will then focus on the rise of leftist governments as diverse as Hugo Chávez' *Venezuela*, Evo Morales' *Bolivia*, and Lula da Silva's *Brazil*. Other topics will include the emergence of anti-neoliberal movements, the wave of indigenous politics, new social movements, environmental politics, and experiments with anti-poverty programs throughout Latin America. *6 credits, SI, IS, Fall—A. Montero*

POSC 338. Politics of Inequality and Poverty* The unequal distribution of income and assets is arguably the most important issue in many political systems around the world, and debates over the appropriate role of government in fighting inequality form a primary dimension of political competition. In this course, we will explore the politics surrounding economic inequality around the world. We will discuss how inequality influences political participation in democracies and dictatorships, shapes prospects for democratic transition/consolidation, and affects economic growth and social well-being. We will also examine when and how political institutions can mitigate negative aspects of inequality. *6 credits, SI, IS, Offered in alternate years, Spring—K. Freeze*

POSC 371. Modern Political Philosophy: Modernity and Its Discontents *Cross-listed with POSC 251.* The philosophers who launched the modern age thought that humanity could achieve security and prosperity if people's concerns were directed away from transcendent longings (which often resulted in fanaticism and conflict) toward lower and more attainable ends. That project has borne impressive fruit. But it has also, almost from the beginning, stirred a restless discontent that has sometimes erupted in the form of utopian ideologies and totalitarian horrors. In this course we will study both those who helped launch the modern project (Hobbes, Spinoza, and/or Locke) and its most powerful critics (Rousseau, Nietzsche). *6 credits, HI, IS, Fall—L. Cooper*

POSC 383 Identity and Belonging in the New Europe Seminar in Edinburgh and Budapest: Politics of the European Union This course examines the formation, development, institutions, laws, and major policies of the European Union. It will introduce students to some of the key challenges of EU-level governance and pressing policy problems facing the European community. In addition to classroom activities, students will travel to Brussels and other sites to meet with policy makers and observe the dynamics of EU institutions, including the Committee of the Regions, the European Parliament in Strasbourg, and Frontex (the EU's border control agency) in Warsaw. *6 credits, ND, SI, IS, Spring – D. Gupta*

PSYC 267. Clinical Neuroscience This course will explore brain disorders with significant psychological manifestations, such as Alzheimer's disease, anxiety, depression, schizophrenia, and substance abuse, among others. Students will also receive a foundation in brain anatomy, physiology, and chemistry so that they may better understand the biological correlates of these clinical conditions. Prerequisite: Psychology 110. *6 credits, NE, Winter—L. Wichlinski*

PSYC 300. Special Topics in Psychological Research This course is a hands-on empirical research seminar related to a faculty member's research program. Students are expected to collect and analyze data, read primary literature, meet regularly with the faculty supervisor, and submit a final paper. *1-6 credits, NE, Fall, Winter, Spring--Staff*

PSYC 372. Perceptual & Cognitive Expertise Some people are able to play (and win!) a dozen games of chess simultaneously or remember thousands of digits of pi. Most people can effortlessly recognize thousands of faces and easily discriminate between similar speech sounds. How do people develop these levels of expertise? This course will explore the processes underlying perceptual and cognitive expertise. Topics include the development of expertise in music perception and performance, memory, sports, visual processing, and taste perception. We will also discuss how attaining expertise in a given domain changes information processing. Prerequisite: PSYC220 or

PSYC/CGSC232 or permission of the instructor. *6 credits, ND; SI, Offered in alternate years, Winter—J Strand*

PSYC 385. Seminar in Existential Social Psychology This seminar will introduce students to an emerging discipline within the field of social psychology known as experimental existential psychology. The course will focus on various theories and empirical research investigating how concerns about basic issues of the human condition, such as death, meaning, isolation, identity and freedom influence a wide array of human behaviors. Prerequisite: Psychology 252, 256, or 258, or permission of instructor. *6 credits, SI, Fall—Z. Rothschild*

RELG 100. Imagining Home: Religions in Diaspora What and where is "home" for people on the move? Is "home" a place, a tradition, a family, a nation, a people, a prayer, or a dream? Who feels "at home" and why? How does the stranger define who belongs? What are the effects of diaspora on religion, politics, fundamentalism, gender, sexuality, and community? This class will consider the experiences of diasporic communities--Jews, Africans, and Asians--in history and modernity. Through works of literature, theology, film, and cultural studies we will explore how communities have preserved, negotiated, and transformed their identities, traditions, and nationalities in global migrations and contexts *6 credits, AI, WR1, IS, Fall—S Sippy*

RELG 163. The Qur'an This course offers an exploration of the Qur'an, the scripture of Islam. In introducing the text, we will examine the historical and literary context in which it was revealed to the Prophet Muhammad in seventh century Arabia. Through close reading we will survey the many messages, themes, and literary and poetic styles found in the text itself. Special attention will also be given to the range of methods and approaches that Muslims have used in interpreting the Qur'an, and the role played by the text in ritual life. *6 credits, HI, WR2, IS, Fall—L. Osborne*

RELG 239. American Holy Lands From the fifteenth-century "discovery" of the New World to twenty-first-century construction of a "Holy Land" theme park in Orlando, this course explores how diverse religious, racial, and political communities have understood America as a "holy land." In particular, we examine how certain religious communities (e.g. Puritans, Mormons, Native Americans, Jewish immigrants) have re-centered sacred history--even the future--on the American continent. Examining "America" at a macro-level as well as exploring specific, local "sacred spaces," this course studies reoccurring themes of revelation, exodus, conquest, and pilgrimage, which frame America as "the promised land," but sometimes modern-day "Babylon." *6 credits, HI, WR2, IDS, Fall—M. Mueller*

RELG 260. Tantra: Secrecy, Sex, and the Sublime This course focuses on the esoteric South Asian approach to religion commonly known as "Tantra." Inspired by revealed texts called tantras, medieval Hindus, Buddhists, and Jains developed a rich, complex approach to spiritual life that focused not on ascetic transcendence of the world but on utilizing and sublimating bodily and mental processes, including sex, violence, death, and the imagination. We will explore the ideology, rhetoric, praxis, and social consequences of Tantra in its original Indic setting, and its echoes in Tibet, elsewhere in Asia, and the modern West--where it has been a source of fascination, revulsion, and much misunderstanding. *6 credits, HI, WR2, IS, Winter—R. Jackson*

RELG 261 Hearing Islam This course explores the ways in which religion, Islam in particular, has been conceived and represented through sound. How does hearing or saying affect the practice of religion? What makes a particular sound religious, with regard to either its production or its experience? Topics will include the call to prayer, recitation of the Qur'an, genres of Islamic music from a wide range of historical and cultural contexts (such as ghazals – love poems set as songs – and Islamic rap, for example), sermons, and other audio artifacts. The course will draw on both reading and listening assignments. *6 credits, HI, WR2, IS, Winter—L. Osborne*

RELG 263. Islamic Mysticism This course offers an overview of the mystical thought, concepts, and practices within Islam known as Sufism. In examining the development of this distinctive mystical tradition, we will come to understand its inextricable relationship to Islam, and to appreciate Sufi contributions to that broader tradition. Our study of Sufism will also grapple with definitional issues concerning mysticism more broadly in religious studies. We will pay particular attention to the historical development of Sufism from early ascetics through medieval thinkers to popular orders and practices in the modern world. *6 credits, HI, WR2, IS, Fall—L. Osborne*

RELG 266. Religion and the Senses Looking across a range of religious traditions, this course examines the modes of the human senses in relation to religious experience, drawing on both primary and secondary literature. We will ask such questions as: are the senses acting as a means allowing for perception of the divine, or some kind of experience or contact? Are they a medium for self-discipline, in either a positive sense through the cultivation of

a pious self, or negatively, through denial? Are the senses serving as a metaphor, and, if so, to what end? We will also interrogate the boundaries and relationships between senses. *6 credits, HI, WR2, IS, Spring—L. Osborne*

RUSS 150. Facts & Fairy Tales: Introduction to Russian Cultural History This course explores issues central to life in Russia today -e.g., ethnic and religious diversity, gender equality, ecology, poverty (and wealth), demographics, and corruption--through the lens of Russia's arts as developed over the last thousand years. Media include architecture, folklore, nineteenth- and twentieth-century fiction, painting, music, and cinema. Theoretical texts address different approaches to the study of national cultures. Discussions are supplemented by occasional lectures; student assessment is based on participation, a final exam, and short papers designed for inclusion in the portfolio. No knowledge of Russian language or Russian studies assumed or required. *6 credits, WR; HI, WR2, IS, Offered in alternate years, Fall—D. Nemec Ignashev*

RUSS 226 Russia's Hallowed Places This course explores localities in Russia that have acquired the significance of hallowed or sacred places, the reasons underlying their designation, and the diversity of belief systems they embody. Localities considered include places in and around Moscow (some holy, others cursed), the routes of literary heroes (and their creators) in St. Petersburg, sites of legendary historical significance in Central Russia, and the "sacred sea" of Siberia, Lake Baikal, and its Buryat-Mongol shamanist-Buddhist environs. Course materials: readings, films, excursions, lectures, and travel. Student learning is assessed through occasional quizzes, weekly discussions, and integrative blog writing assignments. *6 credits, AL, HI, IS, Spring – D. Nemec Ignashev*

RUSS 341. The Russian Short Story A survey of representative short stories from the past two hundred years. Works by Gogol, Leskov, Chekhov, Babel, Nabokov, Petrushevskaya, Ulitskaya and others. Conducted in Russian. Prerequisite: Russian 205 or the equivalent. *3 credits, LA, IS, Fall—L Goering*

SOAN 100. 9-5 and then Bye Bye: Working Across our Lives We spend a substantial portion of our lives at work, and the jobs we hold shape our daily activities, personal identity, and social interactions. This course explores the meaning and experiences of work at four key life stages: adolescence, young adulthood, mid-life, and the elder years. At each stage we examine questions such as: is paid employment in the teenage years a good idea? If so, how does it affect schoolwork and well-being? Do the occupational aspirations of today's college students match the jobs available? How do people in mid-career balance work and family? What makes for a good retirement? *6 credits, AI, WRI, QRE, Fall—A Nierobisz*

SOAN 203. Anthropology of Good Intentions Is the environmental movement making progress? Do responsible products actually help local populations? Is international AID alleviating poverty and fostering development? Today there are thousands of programs with sustainable development goals yet their effectiveness is often contested at the local level. This course explores the impacts of sustainable development, conservation, and AID programs to look beyond the good intentions of those that implement them. In doing so we hope to uncover common pitfalls behind good intentions and the need for sound social analysis that recognizes, examines, and evaluates the role of cultural complexity found in populations targeted by these programs. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SI, IS, Fall—C. Ocampo-Raeder*

SOAN 233. Anthropology of Food Food is the way to a person's heart but perhaps even more interesting, the window into a society's soul. Simply speaking understating a society's foodways is the best way to comprehend the complexity between people, culture and nature. This course explores how anthropologists use food to understand different aspects of human behavior, from food procurement and consumption practices to the politics of nutrition and diets. In doing so we hope to elucidate how food is more than mere sustenance and that often the act of eating is a manifestation of power, resistance, identity, and community. *6 credits, SI, IS, Spring—C. Ocampo-Raeder*

SOAN 325. Sociology of Adoption and Assisted Reproduction Where do babies come from? Whereas once the answer was relatively straight forward, the growth of assisted reproductive technologies (ART) and adoption has changed the field of potential answers. Nowadays babies can come from birthmothers, egg donors, and surrogates. In this course we will examine the meaning and making of families across these different types of formations and contextualize the popularity of ART relative to the decrease in adoption. We will take a sociological approach to analyzing these issues, paying particular attention to questions surrounding women's rights, baby "markets," and the racialization of children placed for adoption in the US. Prerequisite: Prior Sociology/Anthropology course or permission from the instructor. *6 credits, SI, IDS, Offered in alternate years, Spring—L Raleigh*

SOAN 333. Environmental Anthropology Can we learn to use resources sustainably? Are there people in the world that know how to manage their environment appropriately? What are the causes behind environmental degradation? These questions are commonly asked in public and academic forums but what discussions often overlook is the fact that these are fundamentally social questions and thus social analysis is needed to understand them fully. This course aims at exploring key issues of human/nature interactions by using anthropological critiques and frameworks of analysis to show how culture is a critical variable to understanding these interactions in all their complexity. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SI, WR2, IS, Winter—C. Ocampo-Raeder*

SOAN 396 Advanced Sociological and Anthropological Writing This course explores different genres of writing and different audiences for writing in the social sciences, focusing particular attention on scholarly articles published in professional journals in sociology and anthropology. To that end, students both analyze sociological and anthropological articles regarding commonalities and differences in academic writing in our two sister disciplines. Students work on their own academic writing process (with the help of peer-review and instructor feedback). The writing itself is broken down into component elements on which students practice and revise their work. Prerequisite: Completion of SOAN 240 or submission of a topic statement in the preceding spring term and submission of a comps thesis proposal on the first day of fall term. Senior Sociology/Anthropology major or consent of the instructor. *6 credits, SS, SI, WR2 – P. Feldman-Savelsberg*

SOAN 400 Integrative Exercise Senior SOAN majors fulfill the integrative exercise by writing a senior thesis on a topic approved by the department. Students must enroll in six credits to write the thesis, spread as the student likes over Fall, Winter, and Spring terms. The process begins with the submission of a topic statement in the preceding spring term and concludes with a public presentation in spring of the senior year. Please consult the Sociology & Anthropology website for a full description. *6 credits, ND, NE, Fall--Staff*

SPAN 206 Introduction to Public Spanish In this course the students will learn the process of shaping ideas into an effective oral presentation in Spanish. We will pay particular attention to the process of selecting supporting data and other materials as well as the mechanics of arranging ideas in a logical manner, and delivering the speech effectively. The course will offer several opportunities for impromptu speaking experiences. Through the course, the students will prepare and deliver specialized forms of public speeches. Emphasis will be placed on a variety of types of persuasive and ceremonial speeches. There will be some mandatory films and talks outside of class. Prerequisite: Spanish 204. *6 credits, HI, IS, Winter—P. Alvarez Blanco*

SPAN 209 Politics and Culture in Contemporary Spain An overview of Spanish history, culture, and politics with an emphasis on current issues such as immigration, education laws, the European Union, unemployment, and nationalism. Prerequisites: 205 or above. *4 credits, ND, SI, IS, Fall – Non-Carleton Faculty*

SPAN 222. Two Voices: Gabriel Garcia Marquez and Laura Restrepo Considered one of the greatest writers of the 20th century, Gabriel García Márquez defines magical realism. His works record the reality of his native Colombia, embedding it within the mythic patterns of Latin American cultures and histories. Like García Márquez, Laura Restrepo began her writing career as a journalist, but her lens remains firmly anchored in the reality of Colombia's encounters with political violence and drug cartels. In what she calls report style, Restrepo, too, tells the story of Colombia. The course focuses on selected works by these two authors, a study of contexts, themes, and styles. In translation. *6 credits, LA, IS, Fall—B Boling*

SPAN 247 Spanish and Italian Art in the Age of Velazquez This course is a study of the artistic exchange between Spain and Italy during the sixteenth and seventeenth centuries. Artists studied include Michelangelo, Caravaggio, Bernini, and the stay of Velazquez in Rome. The first part of the course takes place in Rome and the rest in Madrid. *6 credits, AL, LA, IS, Fall – Non-Carleton Faculty*

SPAN 328. Contemporary Fiction and the Market In this course we will be studying the various meanings of what has been labeled, esthetically and sociologically, as the Post-Modernist age, or Late Modernity. We will also study the relationship between "postmodernism" and what has been called the "culture of contentment" or "culture of well-being", and we will attempt to understand the interactions that exist between culture, market and dominant ideology. To develop this theme we will focus on Spain, but will also continually establish relationships with other countries. This course includes many cultural products (novels, films, documentaries, animated essays, visual poetry, gag cartoons, graphic novel, comics, etc.). Evening films, guest lectures. Prerequisite: Spanish 205 or Spanish 207. *6 credits, LA, IS, Fall—P Alvarez-Blanco*

SPAN 349 Theory and Practice of Urban Life More than a study of the image of Madrid or Rome in literature, this course examines the actual experience of living in a cosmopolitan city through a variety of disciplines, including Urban Studies, Philosophy, Architecture, Sociology, and Spanish poetry and fiction. *6 credits, AL, LA, IS, Fall – H. Huergo*

THEA 226. Avant-garde Theater and Performance "Make it new!" was the rallying cry of the modernists, and ever since, the theater has never ceased its efforts to break both aesthetic and social conventions, boundaries, and taboos. Beginning with some of the important precursors of the twentieth century--Artaud, Brecht, and Meyerhold -- this course will explore the history and theory of the contemporary avant-garde, charting the rise of interdisciplinary "performance" and exploring such topics as politics and aesthetics, site-specificity, body art, solo performance, and multimedia. Students will also spend significant time creating their own performance works. *6 credits, LA, Fall—R Bechtel*

THEA 315. Creativity and Aesthetics With the rise of the "creative economy" and the "creative class," "creativity" itself has become a buzzword. But what do we talk about when we talk about creativity? This course will begin with the premise that creativity is not necessarily an innate attribute, but one that can be cultivated, and students will explore and expand their own creative resources. Importantly, we will explore the intersection of personal creativity and cultural aesthetics. How is creativity released, restrained, or channeled through aesthetics? In addition to theoretical readings, student artists of all kinds will have the opportunity to create a variety of projects. *6 credits, ARP, Spring—R Bechtel*