

COLORADO COLLEGE



Catalog of Courses 2012–13

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This catalog generally describes the programs, policies, and activities of Colorado College. Although every effort is made to provide accurate and current information, the college reserves the right to correct, or to change without notice, any statement concerning its rules, fees, educational offerings, or other policy or operational matters.

The Colorado College welcomes members of all minority groups and reaffirms its commitment not to discriminate on the basis of race, color, age, religion, sex, national origin, sexual orientation, or disability in its educational programs, activities, or employment policies.

The Colorado College does not permit the use of the college name or insignia, nor official reference to the college, its students, or a Colorado College campus organization whether or not officially recognized, without express or written authorization to do so.

COLORADO COLLEGE

Catalog of Courses 2012–13

The Colorado College Catalog of Courses contains information that changes periodically.

For the most up to date information, please refer to the online catalog at

www.coloradocollege.edu/catalog/

Contents

2012–13 ACADEMIC YEAR CALENDAR	6
COLORADO COLLEGE FACTS	8
CORRESPONDENCE DIRECTORY	9
STUDENT RIGHT TO KNOW	10
THE COLLEGE	11
Colorado College Profile	11
The Block Plan	11
History of the College	12
College Setting	13
ACADEMIC LIFE	16
Mission Statement	16
Academic Honor System	17
The Library	17
The Learning Commons	18
The Colket Center for Academic Excellence	18
Crown Faculty Center	19
Disability Services	19
Information Management	19
Advising Program	21
Writing Program	21
Office of International Programs	22
Performing and Visual Arts	22
Venture Grants	23
Honor Societies	23
CAMPUS LIFE	24
Students	24
Residential Life and Housing	24
Student Government	25
Student Organizations	26
Student Publications	26
Campus Program Board	26
Arts and Crafts	27
Outdoor Education	27
The Lloyd E. Worner Campus Center	27
Athletics, Physical Education, and Sport Science	28
Health Services	29
Counseling Services	30
Sexual Harassment Policy	30
Minority and International Students	31
Center for Service and Learning	31
Religious Life and Spirituality	31
Career Center	32
Campus Safety	32
Motor Vehicles	32
ADMISSION	33
The Process	33
Academic Work	33
Extracurricular Interests	33
Writing	33
New Flexible Testing Policy	34
Recommendations	35
Supplemental Information	35
Application Deadlines	35
Interviews	35

Common Application	35
Early Action	36
Early Decision	36
Winter Start	36
Transfer Students	36
International Students	36
AP, IB, and College Courses	37
Visiting the Campus	37
FINANCIAL OBLIGATIONS	38
Tuition and Fees	38
Enrollment Expectation	38
Special Students and Part-time Students	38
Tuition Payments	39
Music Lessons	39
Study Abroad Fee	39
Admission Fees and Deposits	39
Refunds	40
Transcripts	40
FINANCIAL AID	41
Qualification for Aid	41
Application and Eligibility	41
Financial Aid Awards	43
Federal and State Grants	44
Federal Loans	44
Student Employment	45
Off-Campus Study	45
Payment of Awards	45
Withdrawal from the College	45
Appeals	45
Veterans' Education	45
THE COLLEGE ACADEMIC PROGRAM	47
All-College Requirements for the Bachelor of Arts Degree	47
Requirements for the Master of Arts in Teaching Degree	50
The Summer Session	51
Summer Independent Study Courses	52
Summer Festival of the Arts	52
First-Year Experience	52
Special Studies and Interdisciplinary Courses	53
Professional and Cooperative Programs	53
Business	53
Engineering	54
Health Professions	54
Law	54
Military Science	54
Teacher Education	55
INTERNATIONAL AND OFF-CAMPUS STUDY PROGRAMS	56
General Requirements	56
Colorado College Programs	57
CC Asia Semester	57
CC Semester in Tours, France	57
CC Semester in Luneberg, Germany	57
CC Mediterranean Semester	58
CC Russian Program	58
Colorado College Exchanges	58
Canada: Quest University Exchange	58
Finland: Saimaa University of Applied Sciences	58
France: Sciences Po Exchange Program	59
German Exchanges	59

Russia: Nevsky Institute	59
Sweden: Jönköping (JIBS)	60
Wales: University of Aberystwyth Exchange	60
ACM Programs	61
CC Approved Programs	61
Petitions	61
ACADEMIC POLICIES	62
Registration (Validation)	62
Preregistration	62
Course Attendance Policy	62
Course Changes	63
Waiting Lists	63
Examinations	63
Independent Study	64
Retaking Courses	64
Credit and Grades	64
Advanced Standing Credit	66
Transfer Credit	66
Dean's List, Distinction, and Honors	67
Phi Beta Kappa: Standards for Election	68
Satisfactory Academic Progress	68
Warning and Suspension	69
Academic Warning	69
Academic Probation	69
Academic Suspension	69
Dismissal	69
Leave of Absence	70
Withdrawal from the College	70
DEPARTMENTAL COURSES	72
Anthropology	72
Art	78
Art History	79
Art Studio	83
Asian Studies	85
Biology	92
Chemistry and Biochemistry	99
Classics	103
Classics – English	106
Classics – History – Politics	107
Comparative Literature	108
Computer Science	115
Economics and Business	117
Education	124
English	128
Environmental Program	136
Feminist and Gender Studies	142
Film and New Media Studies	153
French, Italian, and Arabic	156
French	156
Italian	159
Arabic	161
Hebrew	162
Geology	163
German, Russian, and East Asian Languages	166
German	166
Russian	169
East Asian Languages — Chinese	170
East Asian Languages — Japanese	172

History	174
History – Philosophy	184
History – Political Science	185
International Political Economy	185
Mathematics	186
Mathematical Economics	190
Music	191
Performance — Instrument Instruction	196
Performance — Ensembles	197
Neuroscience	197
Philosophy	198
Physics	202
Political Science	208
American Politics and Government	208
Comparative Politics	209
International Relations	210
Political Theory	212
Other Courses	213
Psychology	214
Religion	220
Russian and Eurasian Studies	224
Sociology	226
Southwest Studies	230
Spanish	237
Sport Science	241
Theatre and Dance	242
Theatre	243
Dance	249
Dance Theory	249
Dance Studio	252
NON-DEPARTMENTAL STUDIES AND COURSES	254
Film Studies	254
General Studies	255
Studies in the Humanities	258
Studies in the Natural Sciences	259
INTERDISCIPLINARY PROGRAMS AND COURSES	260
Community-Based Learning	260
Departmental Major/International Affairs Option	261
Liberal Arts and Sciences	261
North American Studies	262
Race and Ethnic Studies	263
THEMATIC MINORS	268
THEMATIC MINORS – INTERNATIONAL STUDIES	280
WRITING PROGRAM	284
FACULTY	285
Regular Faculty	285
Year-Long Visitors	293
Emeriti	293
Academic Chairs	295
ADMINISTRATION	296
BOARD OF TRUSTEES	298
INDEX	299
CAMPUS MAP LEGEND	304
CAMPUS MAP	Inside Back Cover

2012–13 Academic Year Calendar

First Semester 2012

August 25 (Saturday, 8 a.m.)	Residence halls open for new students
August 28 (Tuesday)	College Fall Conference
August 27-September 2 (Monday–Sunday)	New Student Week
September 1 (Saturday, 8 a.m.)	Residence Halls open for returning students
September 3 (Monday)	Instruction begins: Block 1 (10:30 a.m.)
September 3 (Monday)	Registration for all students
September 3 (Monday, 9 a.m.)	Opening Convocation
10:30 a.m.)	Classes
September 26 (Wednesday)	End of Block 1
October 1 (Monday)	Beginning of Block 2
October 1–12 (Monday–Friday)	New student registration for Blocks 3–8
October 12–14 (Friday–Sunday)	Homecoming Weekend for Alumni/Parents
October 24 (Wednesday)	End of Block 2
October 29 (Monday)	Beginning of Block 3
November 21 (Wednesday)	End of Block 3
November 22-25 (Thursday–Sunday)	Thanksgiving Break
November 26 (Monday)	Beginning of Block 4
December 19 (Wednesday)	End of Block 4 at Noon;
	Beginning of Winter Break
December 20 (Thursday)	Residence Halls close at noon

Second Semester 2013

January 6 (Sunday, 8 a.m.)	Residence Halls open
January 7–17 (Monday–Thursday)	Half-Block
January 12 (Saturday)	Winter-starts move in residence halls
January 12–19 (Saturday–Saturday)	Winter-start Orientation
January 21 (Monday)	Registration for all students
January 21 (Monday)	Beginning of Block 5
February 13 (Wednesday)	End of Block 5
February 18 (Monday)	Beginning of Block 6
March 13 (Wednesday)	End of Block 6
March 14 (Thursday)	Beginning of Spring Break
	Residence Halls close at noon
March 24 (Sunday, 8 a.m.)	Residence Halls open
March 25 (Monday)	Beginning of Block 7
March 25–April 5 (Monday–Friday)	Preregistration for all students
April 17 (Wednesday)	End of Block 7
April 22 (Monday)	Beginning of Block 8
May 7 (Tuesday)	Honors Convocation
May 15 (Wednesday)	End of Block 8
May 16 (Thursday)	Residence Halls close at noon
May 19 (Sunday)	Baccalaureate
May 20 (Monday)	Commencement

Summer Session 2013

May 23 (Thursday) – June 14 (Friday)	Block A
June 17 (Monday) – July 9 (Tuesday)	Block B
July 11 (Thursday) – August 2 (Friday)	Block C

Colorado College Facts

Founded: In 1874, two years before Colorado became a state, on 79 acres (now 92) of land designated by General William Jackson Palmer.

Character: Independent, coeducational, liberal arts.

Accreditation: Accredited by the North Central Association of Colleges and Secondary Schools, 30 North LaSalle Street, Suite 400, Chicago, Ill., 60602, Telephone (800) 621-7440. Teacher education programs accredited by the State of Colorado Board of Education, 201 East Colfax Avenue, Denver, Colorado 80203.

Degrees: Bachelor of Arts, Master of Arts in Teaching.

Location: Colorado Springs, Colo.; altitude, 6,035 feet above sea level; population in the metro area, more than 500,000.

Academic Programs Offered: Colorado College offers more than 80 majors, minors, and specialized programs.

Study Abroad: About 82 percent of 2011–12 graduating seniors studied abroad at some point during their Colorado College career.

Community Service: About 84 percent of CC students participated in some form of community service in 2010–11.

Research Opportunities: Student/faculty collaborative grants and Venture Grants are awarded in each division for students to collaborate in investigative research with faculty or to conduct original research on projects of their own interest.

Correspondence Directory

Website

www.coloradocollege.edu

Postal Address

Colorado College
14 East Cache La Poudre Street
Colorado Springs, Colorado 80903

Telephone

Central Switchboard — (719) 389-6000

General College Affairs

Jill Tiefenthaler, *President of the College*

Academic Affairs

Sandra Wong, *Dean of the College, Dean of the Faculty*

Admission, Student Aid, Scholarships, Financial Assistance

Mark Hatch, *Vice President for Enrollment Management*

Records and Transcripts

Phillip Apodaca, *Registrar*

Student Affairs

Mike Edmonds, *Vice President for Student Life/Dean of Students*

Residential Life and Housing

John Lauer, *Director of Residential Life*

Financial Affairs, Payment of Bills

Robert Moore, *Vice President for Business/Finance*

Gifts and Bequests

Tim Fuller, *Interim Vice President for Advancement*

Alumni Relations

Jay Engeln, *Director of Alumni and Parent Relations*

Summer Session

Eric Popkin, *Dean of Summer Programs*

Student Right to Know

Per federal regulations, all prospective and current students have a right to know specific information about the college they are considering or currently attending. The following lists the topics and where students can obtain the appropriate information at Colorado College:

<i>Topic</i>	<i>Source</i>
General College Information	<i>Colorado College Catalog,</i> Registrar or Admission Offices
Financial Aid	<i>Colorado College Catalog,</i> Financial Aid Handbook; Financial Aid or Admission Offices
Refund Policy	<i>Colorado College Catalog,</i> Financial Aid Handbook; Student Loans and Accounts or Financial Aid Office
Graduation Rates	Institutional Research
Drug and Alcohol Abuse Prevention	Dean of Students Office
Campus Security Report	Dean of Students Office
Athletic Participation Rates and Gender	Athletic Department
Financial Support Data	Athletic Department
Athletic Revenue and Expense Information . . .	Athletic Department

The College

Colorado College

Located at the foot of Pikes Peak and the gateway to the Southwest, Colorado College offers a curriculum as varied as our landscape. The depth and breadth of our liberal arts and sciences curriculum are grounded in strong departments such as biology, English, and classics, and have generated notable interdisciplinary programs, including environmental science, Southwest studies, feminist and gender studies, and neuroscience, as well as opportunities for students to forge their own programs through our liberal arts and sciences major. We provide an excellent liberal arts and sciences education for highly motivated students of varied social, ethnic, and economic backgrounds to prepare them for positions of leadership and civic responsibility in an interdependent world.

Small learning communities, nationally acclaimed professors, close student-faculty interaction, and a wealth of options for field study and undergraduate research combine with a well-rounded program of athletics, outdoor education, student organizations, residential life, and community service to offer our students a truly distinctive educational experience. The unique opportunities made possible by our size and location are enhanced by the flexibility and academic rigor of our Block Plan and our location in the Rocky Mountain West. Our alumni — all prepared for successful, well-rounded lives — go on to some of the nation's best graduate and professional schools or begin building careers immediately.

The Block Plan

One distinguishing feature of Colorado College is the Block Plan, a system implemented in 1969 and subsequently developed and refined. The Block Plan divides the academic year into eight three-and-one-half-week segments or “blocks.” Students take and faculty teach one block at a time. (Each block is equivalent to four hours of credit under a semester system.) Some courses last more than one block, and some are team-taught. Summer Session courses also operate on the Block Plan. Generally, students complete eight blocks per academic year.

There are several distinctive educational features of the Block Plan. First, courses do not place competing demands on students, so students are able to give their full attention to each course they take without “time stealing” from other courses. Because each class day is extremely important, class attendance is high. In addition, class sizes are small, with an average class size of approximately 16 students; most classes are capped at 25 students. First-Year Experience (FYE) courses have a maximum class size of 16 for single-instructor courses; 25 for team-taught courses. “Writing-Intensive” courses have a limit of 12, and most team-taught courses have a limit of 32 students. Class time is not rigidly scheduled,

and instructors are free to organize the blocks in a variety of ways. Seminar discussions, group projects, active laboratories, and field experiences are more frequent than lectures.

Interdisciplinary courses are common, including team-taught courses with faculty from different disciplines. Students may major in a variety of interdisciplinary programs and choose minors from a range of thematic minor programs. Students have significant opportunities to study off campus, including study abroad, and our own outstanding faculty is complemented by a variety of distinguished block visitors. The concentrated format, small classes, and variety of learning options are carefully designed with one vital educational principle in mind: at Colorado College, the student is an active participant, not a passive recipient, in the learning process.

History of the College

Colorado College was established as a coeducational institution in 1874, two years before Colorado became a state. In 1871, General William Jackson Palmer, founder of the Denver and Rio Grande Railroad, laid out the city of Colorado Springs along his new line from Denver. Envisioning a model city, he reserved land and contributed funds for a college, which was to open May 6, 1874.

In the early years, even before there was a permanent building, the college gathered a small faculty whose roots ran to traditional New England scholarship. Today's faculty, although more diverse philosophically, still balance teaching and scholarship as the college's traditional strength.

The college's first building, Cutler Hall, was occupied in 1880; the first bachelor's degrees were conferred in 1882. Under President William F. Slocum, who served from 1888 to 1917, the campus took the shape it held until the 1950s. During this time, the college reached scholarly maturity, especially by significantly expanding and improving the library's holdings and by attracting leading scholars in a number of fields. Phi Beta Kappa was chartered in 1904.

Since the mid-1950s, the campus has been virtually rebuilt. New facilities include three large residence halls, Lloyd E. Worner Campus Center, Tutt Library, Olin Hall of Science and the Barnes Science Center, Honnen Ice Rink, Boettcher Health Center, Schlessman Pool, Armstrong Hall of Humanities, Palmer Hall, El Pomar Sports Center, and Packard Hall of Music and Art. The Gaslight Plaza Building, previously known as the Plaza Hotel and the Plaza Building, was purchased by the college in March 1991 and was renamed the William I. Spencer Center in public ceremonies on October 5, 1991, to honor the retiring charter trustee and board chairman. Bill Spencer served on the board from 1967 until 1991 and was chair from 1984 to 1991. The building houses development, communications, and human resources. The college has 13 buildings on the state and/or national historic registers, including Bemis, Cossitt, Cutler, Montgomery, and Palmer Halls, and the William I. Spencer Center.

The face of campus changed again at the beginning of the 21st century with construction of the Western Ridge Housing Complex, which offers apartment-style living for upper-division students, and completion of the Russell T. Tutt Science Center; as well as the revitalization of the east campus, now home to the Greek Quad and several "theme" houses. The Edith Kinney Gaylord Cornerstone Arts Center, completed in Spring 2008, represents a new, innovative approach to the teaching and performing of the arts. The building, which was designed by renowned architect Antoine Predock, includes a 450-seat auditorium, a black-box performance venue, a sound stage, a 100-seat film screening room, the Inter-Disciplinary Experimental Arts (IDEA) Space, classrooms, and a multi-purpose Flex Room, which can be used as a teaching or performing space.

Perhaps more significant than the physical development of the campus is its academic vigor. The college's curriculum includes a number of special programs: Southwest studies, feminist and gender studies, Asian studies, biochemistry, environmental sciences, neuroscience, Latin American studies, Russian and Eurasian studies, and race and ethnic studies, as well as a strong across-the-curriculum writing program, and a thriving Summer Session.

Visually, Cutler Hall and the mountain view are about all that remain of the college's physical beginnings, but the changes cannot obscure real continuities. Colorado College remains dedicated to the traditional principles of a liberal arts and sciences education as envisioned by its founders more than 125 years ago.

The College Setting

Major Facilities

Armstrong Hall accommodates most departments in the humanities division, along with the administrative computing center, the Keck Multimedia Laboratory for the Humanities, and two theaters. The west wing houses the academic deans, student life, and registrar's offices.

The Barnes Science Center contains classrooms, laboratories, and offices for the departments of anthropology, biology, chemistry, and physics, as well as offices for the academic computing center. Special features include four greenhouses, an observatory, two roof-level observation decks, and an extensive herbarium collection. Olin Hall has been extensively renovated for laboratories and offices of physics, chemistry, and biology, and houses an ultra-high vacuum low-temperature scanning tunneling microscope.

Boettcher Health Center. Fully accredited, Boettcher Center offers an infirmary; examination room; private spaces for consultation with MD, PA, RN, gynecological nurse practitioner, and counseling staff; a laboratory; and space for acupuncture, massage, and other health-related programs.

Cossitt Hall houses the classics, comparative literature, and dance departments. Dance Workshop is headquartered in this building, focusing on student-choreographed, -designed, and -performed productions. Cossitt is most well known for housing one of the only undergraduate cadaver labs in the country.

Cutler Hall, which celebrated its 100th anniversary in 1980 as the oldest campus building, houses the offices of admission and financial aid.

Edith Kinney Gaylord Cornerstone Arts Center is an interdisciplinary arts building allowing for innovative, experimental, and collaborative projects in a unique space with state-of-the-art technology. The large entranceway can be used as a performance space for theater or dance shows. The catwalks above the main space can be utilized for this purpose, or to display artwork. Here, you will also find the I.D.E.A. space, an exhibition space for works combining art with other disciplines. The building meets the Leadership in Energy and Environmental Design, or LEED, criteria for green-building standards.

Packard Hall of Music and Art contains a 300-seat concert/lecture hall and an exhibition gallery, as well as teaching facilities for art, photography, and music. The Albert Seay Library of Music and Art has excellent listening facilities and access

to musical resources both print and electronic. The James Scott Pearson Electronic Sound Studio provides opportunities for students and faculty interested in this field. Photography darkrooms and equipment are available for photography classes, as well as for individual students and staff.

Palmer Hall, dedicated in 1904, is home to the social sciences and to the department of geology. The geology department has extensive class, laboratory, and research space with petrographic microscopes, a thin-section collection, an x-ray diffractometer, and a sedimentology laboratory.

Shove Chapel. A gift from Eugene Shove, CC alumnus and trustee, Shove Memorial Chapel was dedicated in 1931, and is open for services of any and all denominations. Organ recitals are a special feature.

Tutt Science Center, completed in summer 2003, houses the psychology, neuroscience, mathematics, and environmental sciences departments, along with lab and classroom space for geology.

Lovely residential homes on the college campus have been converted into office and classroom spaces for Summer Programs, the education department, Southwest studies, race and ethnic studies, Asian studies, and feminist and gender studies.

Tutt Library, built in 1962 and expanded in 1980, contains a fine reference collection of bibliographies, periodical indices, and online search tools. It currently subscribes to more than 3,500 periodicals and 50 domestic and international papers, and houses more than 579,000 volumes. The library is also a federal government depository library, with a historical documents collection dating back to 1774. Rare books, the college's archives, and regional historical collections are housed in the special collections department.

Lloyd E. Worner Campus Center is a hub for campus activities outside the classroom. It houses Benjamin's Eatery, Colorado Coffee, the CC Bookstore, the Career Center, the campus activities office, the Center for Service and Learning, the Coburn Art Gallery, Office of Off-Campus Study, the minority student life office, Rastall Dining Hall, student mailboxes and mailroom, and student organization offices, as well as general meeting spaces and arts and crafts studios.

El Pomar Sports Center, currently undergoing a significant renovation and expansion, houses the sport science and wellness classes, as well as athletics facilities such as the Honnen Ice Rink and Schlessman Natatorium, a climbing wall, squash and racquetball courts, a weight room, and fitness facilities.

The Baca Campus

The Baca campus is located at the foot of the Sangre de Cristo mountains on the northern end of the San Luis Valley, 175 miles from Colorado Springs. The adjacent town of Crestone has a population of approximately 50 permanent residents. The college's holdings include 300 acres of land, three townhouses, a southwestern-style lodge and library (built and dedicated in 1992), and a conference center, which houses a computer lab. The conference center, built originally for the Aspen Institute, can accommodate two classes or groups.

The unique flexibility of the Block Plan makes the Baca an ideal retreat for classes for every department and discipline. Because of the magnificent scenery and pristine surroundings, the Baca is in constant demand. Nearly 2,000 students, faculty, and administration visit the Baca campus each year, with an average stay of four days.

Stabler-Gilmore Cabin

In 1980, students built the Stabler-Gilmore cabin on a hilltop 30 miles from campus near Florissant, Colo., with a magnificent view of the Sangre de Cristo range. The cabin burned in the spring of 1991 but has been rebuilt. The enlarged and improved cabin is used for overnight class sessions, retreats, and outdoor recreation trips, as well as informal student gatherings.

Colorado Springs

Colorado Springs lies at an altitude of 6,035 feet above sea level where the High Plains meet the Rocky Mountains. It is a city of 370,000 in a metropolitan area of more than 500,000 people. The campus is situated between a historic residential area and downtown, where there are many dining, entertainment, and shopping establishments within walking distance. The climate is semiarid, with an annual precipitation of 16.24 inches, primarily in the form of late-winter snows and summer thunderstorms.

The city's major industries are space-technology, computers and electronics, health care, the Olympic Training Center, and military installations, among them Fort Carson, the U.S. Air Force Academy, Peterson Air Force Base, and the North American Air Defense Command. The area attracts thousands of visitors annually. Major ski resorts are just over two hours' drive away, and 149 major parks and trails in the foothills provide opportunities for excellent hiking, cross-country skiing, and bicycling. Several major airlines serve the city's municipal airport. Denver International Airport can be reached in less than two hours, by bus, car, or limousine.

Academic Life

Statements of Mission and Core Values

Mission

At Colorado College our goal is to provide the finest liberal arts education in the country. Drawing upon the adventurous spirit of the Rocky Mountain West, we challenge students, one course at a time, to develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives.

Core Values

As members of the Colorado College community, we share a commitment to:

- honor the life of the mind as the central focus of our common endeavor;
- value all persons and seek to learn from their diverse experiences and perspectives;
- practice intellectual honesty and live with integrity;
- serve as stewards of the traditions and resources of Colorado College;
- nurture a sense of place and an ethic of environmental sustainability;
- encourage engagement and social responsibility at local, national, and global levels; and
- seek excellence, constantly assessing our policies and programs.

Our Promise of a Distinctive Experience

Colorado College succeeds in its mission of educating for our time when it graduates women and men with mental agility and the skills of critical judgment, persons who have learned how to learn. Taking advantage of small classes and the unique learning opportunities of the Block Plan, Colorado College provides a variety of stimulating environments for intellectual development, creative expression, and personal growth. In the studio and on the stage, in classroom and library and laboratory, in residence halls and on playing fields, in the local community and in foreign countries, the college confronts students with unfamiliar perspectives and new possibilities of thought and action. We explore with them the complexities of the natural world, the achievements of the human past, and the urgent social and moral issues of the present. We teach them how to recognize relevant evidence in various fields of inquiry and how to weigh that evidence. We press them to read carefully, think critically, reflect thoughtfully, and express their ideas effectively, with precision and grace. We encourage their personal quest for a worthy vision that can inspire both action and hope and will enable them to help create a more humane world.

Colorado College is distinctive in its conviction that active learning happens best when students pursue a single subject of study for several weeks in small classes in which no ticking clock can interrupt the animated exchange of ideas. We are confident that the learning opportunities made possible by our distinctive curricular system foster a kind of intellectual engagement that will continue to enrich the lives of Colorado College graduates as they become leaders in their professions and communities.

The Academic Honor System

Established in 1948, the Honor System is an essential part of the academic program. Upon admission, students commit themselves to uphold the Colorado College Honor Code. Unless otherwise stipulated, work done on all assignments shall be entirely the student's, with quotations, paraphrases, and ideas not the student's own acknowledged in standard form. Under the Honor Code, examinations are not proctored; student honesty is assumed.

Students administer the Honor System, appointing via an open process an Honor Council of 20–46 students to educate the campus about the Honor Code; to investigate alleged violations; and to recommend penalties for violators, ranging from no credit grades to dismissal. Providing a trusting atmosphere, the Honor System encourages the development of personal honor, individual responsibility, and academic integrity.

Tutt Library

Tutt Library's collections are a rich resource for study and research. An enthusiastic and knowledgeable team of librarians helps students, faculty, and staff navigate the complex electronic and paper-based information world of the 21st century. Professional research help is available by phone, IM, and in person.

The library offers a growing array of research materials online, including full text scholarly and popular journals, statistical databases, reference books, news services, and digital archives of primary historical materials. Online resources are available 24/7 from anywhere on campus. The library holds rich print collections, including current print journals, newspapers, and other serial subscriptions, and more than 540,000 volumes. Tutt Library is also a federal government depository library, and provides access to maps, documents, and online resources of the federal government. Rare books, the college's archives, and regional historical collections are housed in the special collections department. A DVD collection serves both the educational and recreational needs of the academic community.

Specialized materials are kept in the Albert Seay Library of Music and Art in Packard Hall. Materials that are not available on campus are delivered to students via Prospector, a statewide interlibrary lending system, and other document delivery services. Tutt Library is also a member of the Center for Research Libraries, and the Colorado Alliance of Research Libraries. The library includes space for individual and group study, audiovisual viewing, and an advanced technology lab. Numerous computers are available for student use, and the library offers wireless access for students with their own laptops. The building also houses the campus technology Help Desk and the Learning Commons.

The Press at Colorado College produces fine letterpress books and ephemera and supports student work in book arts.

Visit the Tutt Library website at www.coloradocollege.edu/library/.

The Learning Commons at Tutt Library

The intensity, pace, and intellectual rigor of the Block Plan require both time and space for students to reflect on what happened in class and to continue to learn beyond the classroom. By bringing together academic support resources for both students and faculty across the curriculum, the Learning Commons fosters intellectual engagement in an environment designed to energize and personalize the learning process. The Learning Commons houses the Computer and Advanced Technologies (CAT) lab; the Crown Faculty Center; the Office of Disability Services; and the Colket Center for Academic Excellence, which includes the Quantitative Reasoning Center, the Writing Center, a Reading, Rhetoric and First-year Programs Specialist and an ESL Specialist; as well as a learning consultant; and two reference librarians.

The Colket Center for Academic Excellence

The Colket Center for Academic Excellence at Colorado College partners with faculty, departments, and programs to provide students with the finest liberal arts education in the country. In an academic climate calibrated to challenge all students, the Colket Center facilitates student learning, cultivates intellectual community, and supports students in developing skills they can apply broadly across and beyond the curriculum.

The Colket Center for Academic Excellence, located in the Learning Commons, offers students the support they need to succeed academically by offering a variety of learning resources. These resources include Quantitative Reasoning Center, the Writing Center, a Reading, Rhetoric and First-year Programs Specialist, and an ESL Specialist, as well as a learning consultant and two reference librarians.

The Quantitative Reasoning Center (QRC) offers free tutoring services on a drop-in basis for Colorado College students and staff. The QRC supports courses in physics, chemistry and math, as well as economics, neuroscience, biology, and computer science. Services include one-on-one tutoring, course preparation and review, thesis data analysis, and practice giving presentations and using software.

The Writing Center's peer consultants, trained in our nationally certified tutoring program, offer free tutorial help in writing to all students. In one-on-one consultations, the Writing Center provides assistance with writing at any stage and tutorials for students who are working on major projects (theses, seminar papers, scholarship, and grant proposals). In addition, the Writing Center staff offers semester-long Writing Enhancement adjuncts and consults on extra-curricular projects, such as newsletters, job and graduate school applications, and non-academic articles.

The Reading, Rhetoric, and First-Year Programs Specialist works with students and faculty across disciplines to enhance and support critical reading and writing across the curriculum, offering workshops, courses, and individual consultation on rhetoric, composition, and academic argument and analysis.

The ESL Specialist provides a multitude of services available to all multilingual students, faculty and staff, including advanced oral proficiency and composition adjuncts, TOEFL and GRE practice, cross cultural workshops, and training in ESL pedagogy.

The Colket Center for Academic Excellence was established by a generous gift from Ruth M. and Tristram C. Colket, Jr., parents of Carolyn Cullen '91. More information about the Colket Center can be found on the web at: www.coloradocollege.edu/learningcommons/academicsupport/

Crown Faculty Center

The Crown Faculty Center aims to encourage effective student learning through the development and maintenance of imaginative, dedicated, and self-reflective teaching. A part of the faculty development program at Colorado College, it is a space in the Learning Commons at Tutt Library where faculty can come together to discuss the challenges of teaching and to experiment with applications of new technology for the classroom. The site includes a classroom equipped with an AV projector, state of the art multimedia computer equipment in a laboratory setting, and an abundance of other resources for faculty and staff. None of these activities is new to the college, but the Crown Faculty Center, created through gifts from the Crown family and Edith Gaylord Harper and opened in the fall of 1996, seeks to reinforce them. The CFC programs reflect the central mission of the college: the education of undergraduate students. The center is committed to exploring new technologies as a means to enhance learning.

Disability Services

Colorado College is committed to being an exciting place of learning and discovery for all of its students and strives to provide equal educational opportunities to students with disabilities. In accordance with Title III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, Colorado College faculty and staff work closely with students who have documented disabilities to ensure equal access to the college's programs, activities, services, and facilities. For these purposes, disability is defined as a physical or mental impairment that substantially limits one or more major life activities. Major life activities include, but are not limited to, learning, reading, concentrating, thinking, communicating, walking, seeing, hearing, and speaking.

Disability services is the designated office at Colorado College that maintains disability-related documents, verifies disability, and determines reasonable accommodations and/or services for students with disabilities. Students who choose to request accommodations and/or services are responsible for doing so in a timely manner and for submitting appropriate documentation of disability to the office of disability services. Extended time on exams, a distraction-reduced exam setting, notetaking services, and alternative formats of text are examples of accommodations provided to students on an individualized basis. Disability services also provides academic counseling and, in collaboration with academic technology services, a variety of assistive technology options to enhance students' academic experiences.

For additional information regarding disability services or procedures for resolving disability-related complaints, please contact the director of disability services/ADA coordinator at (719) 227-8285 or visit www.coloradocollege.edu/disabilityservices. Disability services is located in the Learning Commons at Tutt Library, Room 152.

Information Management

Colorado College provides a broad range of computing and networking services coordinated by the information management (IM) division. The IM staff is responsible for carrying out extensive day-to-day activities in a rapidly growing technological environment, in addition to working on a number of special technical projects intended to enhance education, communication, and computing at the college. The seven primary organizational units within IM are academic technology services, administrative computing services, institutional research, media (audiovisual) services, network and systems services, telecommunications, and user services. Following are brief descriptions of the specific services that are provided by each of these groups. Also, visit www.coloradocollege.edu/its/ for more information about information management.

Academic technology services provides direct support for teaching and learning, as well as most academic software procurement at CC. This group also provides specialized support for teaching labs and conducts a series of workshops and faculty development institutes throughout the year. IM operates 10 public labs with approximately 170 computers (both PC and Macs) to ensure that all members of the CC community have access to computing resources.

Administrative computing services provides support for the many administrative processes of the college, e.g., those within the offices of admissions, development, human resources, the registrar, and student life. We are currently implementing a new commercial software system (SCT Banner) that will provide enhanced services and web access to more information in the future.

Institutional research provides internal and external research and data analysis for policymaking, curricular and program development, and assessment for projects that are of interest to the college faculty and administration. IR provides support to the CC community by answering questions from college offices and departments who need data for any report they are compiling. As part of that support we are available to consult with faculty, offices, and committees on campus concerning qualitative and quantitative research techniques, survey design, and statistical programs for data collection, analysis, and statistical reporting.

Media services provides real-time support for the audiovisual needs of the faculty, students, and campus visitors. This group is also responsible for the development of high-tech classrooms and teaching facilities at the college. CC has a growing number of such facilities that provide faculty and students with a full range of educational technology options. The classrooms in all major academic buildings have high-speed Internet connections, as well as either installed or portable data-projection systems. Most meeting and event venues have these same capabilities, as well as high-quality installed sound and video systems. Using five satellite dishes, satellite downlink service is provided for live taping and viewing. Frequent users of these services include the languages, athletics, and community organizations.

Network and systems services is responsible for the design and operation of CC's local area network (LAN), nearly 100 data and application servers, campus databases, and web and e-mail services. The campus has more than 9,000 data ports and nearly ubiquitous wireless LAN capabilities. Students who live in on-campus residence halls have high-speed data ports in their rooms. In a few campus locations, and for students living off-campus, other modes of connection to campus computing resources are provided.

Telecommunications is responsible for CC's telephone infrastructure as well as conference calling and cell phone support for campus departments.

User services is responsible for CC's Help Desk, procurement of most computer hardware, and life-cycle management of computers. A central Help Desk, located in Tutt Library Room 13 (ext. 6449), is staffed throughout weekdays; limited support is available during evenings and weekends.

Advising Program

Prior to New Student Orientation Week, students are assigned a faculty adviser who oversees the student's academic progress and general adjustment to college life. The adviser also serves as a point of contact between the student and many student-support offices, such as health and counseling services, the business office, the dean of students, the chaplain, the vice president for student life, and the dean of the college. By the spring of their sophomore year, students select a major and choose an adviser in the department of the major.

Students should see their adviser at least twice each semester. Although advisers are ready to help students in any way they can, the individual student must be responsible for seeking help when needed.

Writing Program

Colorado College offers a multi-level program designed to help students improve their writing. Believing that students write more effectively about subjects that interest them, the faculty has decided against requiring a conventional composition course. Instead, faculty members from many fields offer courses that emphasize writing in standard academic subjects. Enrollment in designated Writing Intensive courses is limited to allow time for individual conferences, small-group sessions, and detailed criticism. Additional adjunct and extended-format classes include "Writing Enhancement" (a course for students of all levels who want to improve their writing skills), as well as two courses that support our students who are multilingual, "Advanced Written Practice in English as a Second Language," and "Advanced Oral Practice in English as a Second Language."

Strong writing skills are essential to academic success, professional achievement, and lifelong civic engagement. In order to better ensure that all CC writers demonstrate a basic command of these skills early in their undergraduate career, and so that we might better identify those in need of assistance in this regard, all students, beginning with the Fall 2010 entering class, will demonstrate Writing Proficiency in the form of a successfully evaluated First-Year Portfolio or subsequent coursework in classes emphasizing writing. Writing evaluated in the First-Year Portfolio will include an essay from FYE, a paper composed in a first-year course other than FYE, and an essay reflecting on these two writing samples and a student's experience as a writer during his or her initial year at CC. First-Year Portfolios, submitted no later than the end of block 8 (block 4 for Winter Starts), will be evaluated by a team of CC faculty, with all portfolios receiving at least two independent readings. Writing in portfolios will be evaluated on three criteria: quality of thought, rhetorical sophistication, and mechanics. An evaluation of excellent or competent work will fulfill the Writing Proficiency requirement. Students submitting portfolios evaluated as needs work (or students failing to submit a portfolio in a timely manner) will be required to successfully complete one or more designated writing courses during their sophomore year. These courses will be chosen in consultation with faculty advisors and Writing Program staff, and may fill All-College requirements or requirements in a major in addition to the Writing Proficiency requirement.

The writing of Colorado College students is periodically evaluated, separate from course grades, throughout a student's career. We identify both students who need to develop better writing skills and outstanding students who might serve as peer consultants for our Writing Center in the following academic year. Students who could improve their writing receive a personal letter mid-year from the director of the Writing Program with advice about the measures they might take and the resources available at Colorado College to help them improve their writing.

The Writing Center is staffed by a professional director, an assistant director, an English-as-a-second-language (ESL) instructor, a tutoring services coordinator, and over thirty peer consultants. The Writing Center provides individual tutoring and in-class support for writing across the curriculum. The Writing Center's peer consultants, trained in our nationally certified tutoring program, offer free tutorial help in writing to all students. In one-on-one consultations, the Writing Center offers assistance with writing at any stage and tutorials for students who are working on major projects (theses, seminar papers, scholarship and grant proposals), as well as tutorials for students who are speakers of English as a second language. In addition, the Writing Center consults on non-curricular projects such as newsletters, job or graduate school applications, and non-academic articles.

Office of International Programs

The office of international programs is located in Gill House and Worner 232. The Worner 232 office serves students interested in educational opportunities off-campus, either domestically in cities like Chicago or Washington D.C., and internationally at locations in over 50 countries worldwide, at one of Colorado College's approved study abroad programs.

Students may stop by Worner 232 to browse information about the range of off-campus study options, speak directly or make an appointment with an advisor, and obtain the needed internal application for their off-campus study plans. All students must complete this application in order to be approved to study off-campus. The office of off-campus study also coordinates an annual off-campus study opportunities fair in September of each year. Faculty leaders of Colorado College programs are represented, as well as representatives from approved third-party programs. Interested students should begin looking into programs at least one year in advance of the time they wish to study abroad.

On the second Tuesday of each block, the coordinator of off-campus study hosts monthly group advising and/or thematic sessions for interested students planning to study off-campus. Both the spring and the fall semesters offer pre-departure orientations for accepted students, and a variety of re-entry workshops and events for students once they have returned from their off-campus semester or year.

All students must have their plans for study abroad approved by their academic adviser and the office of off-campus study, which, along with the registrar's office, evaluates the transfer of credit from such programs. Interested students should begin looking into programs at least one year in advance of the time they wish to study abroad.

Performing and Visual Arts

The Edith Kinney Gaylord Cornerstone Arts Center was completed in March 2008. The building was designed by renowned architect Antoine Predock and houses the department of drama and dance. The interdisciplinary nature of the center is reflected in its elements: a modified thrust theatre (capacity 450), a super-black-box theatre (capacity 200), a black-box theatre equipped as a film studio (capacity 125), a film-screening theatre (capacity 125), flex rehearsal space, costume shop, scene shop, two galleries forming the IDEA Space, four "smart" classrooms, three arts-related computer labs, an experimental installation facility, and a central lobby performance space.

Armstrong Hall (capacity 740) also provides complete theatrical facilities for major college productions and touring professional groups. In addition, the experimental black-box theatre Armstrong 32 (capacity 115) is suitable for rehearsals, intimate theatre, and class experiments. Theatre Workshop, a student-run production organization, presents its plays in Taylor Hall, a flexible space seating 175 people.

Dance studios are located in Cossitt Hall, and dance students participate in major campus musicals and dance productions offered by the department. Dance Workshop, a student-run production organization, offers two programs each year of student-choreographed work.

The Romance languages (French, Italian, and Spanish), German, and Russian departments present occasional plays in foreign languages.

Art exhibitions are also presented in the atrium of Armstrong Hall, the Coburn Gallery in the Worner Center, and Tutt Library. These exhibitions include traveling shows, faculty and student exhibitions, and those of senior art majors.

The department of music sponsors professional performances, faculty and student recitals, opera performances, and vocal and instrumental concerts by the Colorado College Choir, the Chamber Chorus, the Collegium Musicum, the New Music Ensemble, the Chamber Orchestra, the Concert Band, Balinese Gamelan, and jazz ensemble. Some of these groups go on tour annually.

Venture Grants

Colorado College provides funding in the form of Venture Grants to allow individual students to conduct original research or studio projects, to collaborate with faculty in their research, and to permit students and faculty or students alone to travel to attend meetings and conferences on subjects of mutual interest. The meetings should be of an academic or professional nature, and student presentations of research results are encouraged. Complete information and application forms are available in the office of the dean of the college.

Honor Societies

The Colorado College chapter of Phi Beta Kappa, chartered in 1904, was one of the first established in the West. Other honorary and professional organizations include Alpha Lambda Delta, the national honor society for first-year students; Blue Key, the honor and service society for juniors and seniors; Mortar Board, the leadership and service society for seniors; Delta Sigma Rho-Tau Kappa Alpha, the honor society for forensics; Delta Epsilon, the honor society for scientific achievement; Pi Gamma Mu, the honor society for achievement in the social sciences; Pi Sigma Alpha, a political science honor society, Phi Sigma Iota, an honor society for Romance language majors; and several foreign language honoraries.

Campus Life

Students

Colorado College students represent a wide range of ethnic, religious, social, and economic backgrounds. The 2011–12 enrollment averaged 2,068, of whom about 46 percent were men and 54 percent women. Colorado College students come from all 50 states and from abroad, from public and private high schools, and from both large and small communities. Their interests are similarly broad, since many students are selected for admission not only on the basis of their academic abilities and promise, but also because of their potential cultural contributions to campus life.

Within five years of graduation, about 73% of Colorado College students go on to graduate or professional schools. The college's success in preparing students for graduate study is confirmed by the number of its students receiving national fellowships for graduate study. Colorado College graduates have won such prestigious awards as Fulbright, Marshall, Jack Kent Cooke Graduate Scholarship, and Rhodes Scholarships, and Thomas J. Watson, Woodrow Wilson, Rotary, Luce, National Science Foundation, Mellon, and Danforth Fellowships.

The academic program discussed in detail below is, of course, the heart of a Colorado College education, but the campus is a lively place with a broad range of facilities designed to allow students and faculty to pursue interests beyond their purely academic goals. Most activities are organized by students and supported by tuition and fees, including student publications and intramural athletics. The Colorado College Student Government Association (CCSGA) charters, finances, and coordinates many groups and activities. Students have voting membership on most faculty committees and participate with a number of departmental and trustee committees.

Enrollment in Colorado College obligates students to conduct themselves as responsible members of the Colorado College community. Behavior that discredits the individual or the college, as generally determined by college rules and regulations, may result in disciplinary action. Colorado College reserves the right to suspend or dismiss a student whose conduct is regarded as being in conflict with the best interests of the college and in violation of its rules and regulations.

Residential Life and Housing

We believe that learning occurs both in and out of the classroom, and the residential component of the CC experience gives students many opportunities to educate their whole person and apply the theories they are learning in the classroom to their interactions with each other in their living environment. As a result, Colorado College

requires that all students live on campus for the first three years of their CC experience or until they have attained senior status as defined by the college. There are a few specific exceptions to the residential requirement, which are listed in the Pathfinder.

Our hope and expectation is that students living on campus are committed to being active members of their community where they reflect upon the spirit of each community value and apply the values to their everyday life and interactions. We want students to engage in their communities by demonstrating the community values in their actions, taking responsibility for themselves and their friends, and confronting behaviors they see in themselves or others that are not congruent with these values.

The department of residential life and housing embraces a four-year plan wherein students are provided with developmental opportunities in which they can engage themselves intellectually, socially, and personally. During their first year on campus, students live in one of the traditional residence halls, where emphasis is placed on helping students learn about themselves and each other, campus resources and policies, and how to live together in a wing or floor community. The sophomore year is focused on learning self-responsibility as well as how to communicate with peers and hold each other accountable for their shared values and expectations. Students are given opportunities to live with friends within the larger buildings or to pursue specific interests in a language house or themed learning community. Juniors and seniors live in less-supervised communities where they learn how to engage themselves in more global communities, such as transitioning to a study-abroad experience or learning how to cook and clean for themselves. During these two years, students are expected to be self-governing and also to give back to the residential community by serving as role models and engaging in conversations about how to improve college practices and policies. All of these efforts are designed to prepare students for living off campus during their senior year or after they graduate from college.

Student Government

As the student government, the Colorado College Student Government Association (CCSGA) is concerned with all aspects of college life and serves all members of the campus community. CCSGA charts and recognizes student organizations (see CCSGA Student Organization Recognition Guidelines), appoints students to faculty and trustee committees, represents the student body in dialogues with college administration, and funds special projects and chartered organizations.

Every CC student is a member of CCSGA from the time they enter the college. Each student has the right to have his or her voice heard through voting in campus elections, running in campus elections, applying to serve on a college committee, as well as attending any of the open CCSGA meetings. The Executive Council is the CCSGA governing body, comprising five elected positions: president, executive vice president, student concerns vice president, constitutional vice president, and financial vice president. In addition to these executive members, 13 district representatives are elected from various residential areas on and off campus. Students elect these representatives annually. One college administrator and one faculty member, as well as various ex-officio members, are also invited to participate.

The CCSGA Executive Council meets consistently throughout the block, and meetings are open to the entire campus community. Campus life and funding issues are addressed at every executive council meeting.

CCSGA Executive Council members each chair a CCSGA committee.

Student Organizations

Colorado College recognizes the rights of students to belong to and form an organization to promote and develop their common interests. The Colorado College Student Government Association (CCSGA) must certify any student organization that wishes to use the college's name, facilities, or financial resources, and to sponsor activities open to the campus and general public. CCSGA provides two types of certification: recognition and chartering. Various privileges and regulations are provided for both means of certification.

Student organizations chartered or recognized by CCSGA include Aprender Mediante Amistad (AMA), Acting Activism, Art Afternoon, Asian American Student Union, Black Student Union, Breakout, Breckenridge Adaptive Ski, CC Community Kitchen, CC Cycling Team, CC Learning Initiative in the Mountains (CCLIM), CC Poetry Club, Chaverim/Hillel, Cool Science, CREATE, Early Birds, Empty Bowls, Empty Stocking Fund, EnAct, Fair Trade Awareness Project, Fox Meadows Mentoring, Freeriders Union of Colorado College (FUCC), Girls Day in the Lab, Global Action, Habitat for Humanity, H.I.V., International Service Program, Ivywild Girl Scout Troop, Korean American Student Association (KASA), La Esperanza, Minority Association of Pre-Health Students (MAPS), Mighty Math, Native American Student Union (NASU), North Boys Enrichment Program, Queer CC (QCC), Refugee Assistance Program, Relay for Life, Roots and Shoots, Rotaract, STAND, Students for Awareness of South Asia (SASA), SOMOS, SOSS, Tiger Eyes Dance Team, Tunnels of Oppression, Volunteer Action, VOX, Wasson High School Mentoring, Writer's Workshop, Women's Leadership Group. For a complete list of student organizations, please see the Pathfinder.

National social fraternities and sororities that maintain chapters at Colorado College are Kappa Sigma, Phi Gamma Delta, Sigma Chi, Delta Gamma, Kappa Alpha Theta, and Kappa Kappa Gamma. Approximately 9 percent of the student body is affiliated with these fraternities and sororities.

Honorary Societies include Mortar Board and Blue Key.

The forensics and debate team represents the college in intercollegiate competition. Colorado College is a charter member of Delta Sigma Rho-Tau Kappa Alpha and sponsors the annual Al Johnson Invitational Forensics Tournament. Students compete in debate and individual events at tournaments in the Rocky Mountain region and throughout the country.

Student Publications

Cutler Publications, Inc. promotes student journalism on campus. Cutler produces *The Catalyst* (newspaper), *The Leviathan* (literary magazine) and *The Cipher* (political and intellectual journal).

Cutler is an independent, nonprofit organization responsible for overseeing the four student-run publications. Its governing board is made up of the three publications officers, two students elected at-large, and two faculty representatives, as well as a chairperson elected by the board.

New Faces is produced by the Student-Alumni Association.

Campus Program Board

The Campus Program Board is an important complement to the Block Plan at Colorado College. As a division of campus activities, this student-run committee provides cultural, educational, and social programs by giving students the opportunity to design and implement exciting programs for the Colorado College community.

The committee, open to all students, funds and produces events ranging from musical, dance, and theater performances, to films, and just entertainment. The diversity of activities is limited only by student imagination.

Dance Workshop — Dance Workshop produces two major dance concerts each year and welcomes all students interested in any genre of dance. The possibility of creating original and innovative choreography is just one exciting aspect of being involved.

Theatre Workshop — Theatre Workshop provides opportunities for students to produce, direct, and perform their own play or plays of their own choosing. Plays are performed in the student-run theater, Taylor Hall. The committee sponsors an annual playwriting contest for students, and the winning play is performed at the end of the school year.

Arts and Crafts

The arts and crafts program is meant to encourage all members of the CC community, including those with little or no previous artistic training, to participate in creating art of diverse media. Classes are offered each block in fiber, clay, metals, and photography, and complement the academic endeavors of students. All arts and crafts studios are located on the lower level of Worner Campus Center, with the exception of photography, which is in Packard Hall, Room 36. Students may sign up for classes at the Worner Center Desk.

The Arts and Crafts Committee offers classes in ceramics, fiber arts, jewelry making, batik, and photography. Classes are taught by professionals as well as students and are held in the arts and crafts studios downstairs in the Worner Center. The committee organizes art shows and exhibits, as well as an annual arts and crafts sale. Sign up for classes at the Worner Center Desk.

Outdoor Education

Outdoor trips offered through the student-run Outdoor Recreation Committee (known as the ORC) include backpacking, backcountry skiing, caving, kayaking, and hiking, as well as other outdoor-oriented trips. The ORC also runs the FOOT (First-year Outdoor Orientation Trip) program, which offers trips to first-year students during the first block break each fall. Students can rent outdoor gear and get more information on trip planning (maps and guidebooks are available) and other outdoor opportunities at the Outdoor Education Base Camp located at 1024 Weber. The outdoor education director can help students plan trips and serve to make outdoor learning opportunities more accessible to all students on campus and is located in upstairs Worner and at the Base Camp.

The Lloyd E. Worner Campus Center

The campus center, most commonly referred to as “Worner,” is a hub for campus activities outside the classroom. The main desk is the communication and information center for most campus and many Colorado Springs events. It is also the place to buy tickets for cultural and athletics events, or to borrow everything from magazines to Frisbees and Band-Aids. The Worner Center Desk also coordinates the campus master calendar. The Worner Center/Desk is open Monday to Wednesday, 8 a.m. to 10 p.m., Thursday and Friday, 8 a.m. to midnight, Saturday, 9 a.m. to midnight, and Sunday, 9 a.m. to 10 p.m.

Organizations and services housed in the Worner Campus Center include the following:

- Arts and Crafts Program Office/Studios
- Associate Dean of Students Office
- Benjamin's Eatery
- CC Bookstore
- Campus Activities Office
- Career Center
- Outdoor Education Coordinator
- Center for Service and Learning
- Coburn Art Gallery
- Colorado Coffee
- Colorado College Student Government Association (CCSGA)
- Coordinator of Off-Campus Study
- Office of Minority and International Students
- Lost and Found (at Worner Center Desk)
- Rastall Cafe
- Sexual Assault Response Coordinator
- Student Mailboxes and Mailroom
- Student Organization Area
- Tiger Pit Workout Facility

Athletics, Recreation, and Sport Science

Colorado College believes participation in recreational activities and athletics to be an integral part of a well-ordered program of liberal education and encourages the widest possible participation in sports by individual members of the college community. Participation in those activities that contribute to the development of health and physical fitness and that have a definite and proven carry-over value to later life is especially encouraged. Athletics philosophy stresses the value and enjoyment in physically testing and developing oneself. The college offers formal and informal recreational activities, intercollegiate sports, club sports, and an extensive intramural program, as well as formal academic block courses in sport science.

Colorado College is a member of the National Collegiate Athletic Association (NCAA) and of several individual collegiate sports associations. The department of athletics offers 17 intercollegiate sports. Men's ice hockey and women's soccer play in NCAA Division I; the remaining 15 sports are in NCAA Division III. Women's intercollegiate sports are basketball, cross-country, lacrosse, soccer, swimming, tennis, indoor and outdoor track and field, and volleyball. Men's intercollegiate sports are basketball, cross-country, ice hockey, lacrosse, soccer, swimming, tennis, and outdoor track and field. The college is committed to excellence in a program appropriate to a liberal arts college, while keeping in mind that participants are students first and athletes second.

Club sports are based on sustained student interest and the availability of facilities and competition. Currently, club sports for women are ice hockey, rugby, ultimate Frisbee, softball, water polo and soccer. Club sports for men are ice hockey, rugby, indoor track and field, baseball and ultimate Frisbee. Coed club sports include cycling, equestrian, figure skating, and alpine skiing.

The aim of the extensive intramural and recreational sports program is to encourage everyone to participate in some kind of athletic activity. Intramural sports are offered in a variety of activities, including basketball, flag football, ice hockey, broomball, soccer, softball, volleyball, dodge ball, racquetball, inner-tube water polo, and ultimate Frisbee.

A voluntary coeducational recreational program is offered at several levels, designed to be beneficial for the individual throughout life. Adjunct courses for partial credit are offered in advanced lifesaving, water-safety instruction, advanced first aid and CPR, health fitness, EMT Basic, and Wilderness First Responder.

Sports programs are centered in the versatile El Pomar Sports Center, Schlessman Natatorium, and Honnen Ice Rink. El Pomar Sports Center is home to facilities for all indoor sports, as well as the Carle Weight Room and Fitness Center. Modern laboratories for exercise physiology and biomechanics in El Pomar complement a cadaver anatomy lab in adjacent Cossitt Hall to support block courses in sport science. The main outdoor facilities are Washburn, Stewart, Olson, and Autrey fields where lacrosse, track and field, and soccer games are played, as well as the Burghart Tennis Courts.

In Spring 2013, the new Adam F. Press Fitness Center will open. The facility will include a large weight room and strength area, an expansive cardio fitness space featuring huge windows with views to the mountains, a new full-sized gymnasium, yoga and group exercise studio, and a new climbing wall. The facility will also house offices, locker rooms, racquetball and squash courts, student gathering spaces, and terraces overlooking Washburn Field.

Health Services

The Boettcher Health Center, operated by Health Partners, Ltd., provides walk-in and scheduled appointments for evaluation and treatment of illnesses and injuries not requiring a hospital emergency room. Services of the part-time physician, mid-level providers (physician assistants or nurse practitioners, including gynecological nurse practitioners) are provided at scheduled times in addition to walk-in screening by a nurse or EMT whenever the clinic is open. Immunization appointments will be offered at scheduled times throughout the year. Boettcher Health Center, operated by Health Partners, Ltd., will admit qualifying students to custodial care beds during clinic hours or overnight for conditions appropriate to custodial care. Physical therapy appointments can be arranged onsite with Rocky Mountain Rehab, who operates services at Boettcher Health Center for the convenience of our students. Generic pharmaceuticals and some over-the-counter medications can be purchased directly from Health Partners, Ltd. at Boettcher Health Center. In addition Health Partners, Ltd. will also offer some delivery of prescription medications to Boettcher for the convenience of students.

All enrolled students must present verification of qualifying health insurance or purchase the Student Health Insurance Plan arranged by Colorado College on behalf of our students (see section under "Financial Obligations"). To help students understand the provisions of this policy, an insurance counselor is available at Boettcher. Students who choose the college policy will have no charges for covered benefits provided at the Boettcher Health Center, and will pay normal copayment and deductible rates when seen by outside providers. Students utilizing outside insurance plans will be billed their required copayment amount, including any necessary payment toward their policy deductible for services at Boettcher Health Center. Health Partners, Ltd. will bill students' health insurance for any qualifying benefit for services rendered at the health clinic. No currently enrolled student will be denied care because of financial hardship. All currently enrolled students may use the services at Boettcher, no matter what kind of insurance they have.

Matriculating students are required to complete the college's medical history form and get a physical examination from their family doctor before registration. Proof of two measles vaccinations received after the age of 12 months old, verification of a meningitis vaccine or signed waiver (mandated by Colorado state law), and a recent TB test (within six months) are also required for registration.

All patient records at the Boettcher Health Center, operated by Health Partners, Ltd. are confidential and may not be shared with parents or other third parties without the student's written consent.

Counseling Services

The Counseling Center at Boettcher Health Center provides a wide range of mental health services. The professional staff consists of doctoral-level psychologists, clinical social workers, and counselors. A consulting psychiatrist provides medication reviews and may prescribe mental health medications at the Counseling Center. Students should see a counselor before making an appointment with the psychiatrist. There is a fee charged for seeing the psychiatrist. Psychotherapy, counseling, consultations, assessments, and outside referrals are provided for emotional issues, academic problems, eating disorders, depression, anxiety, substance abuse, and many other personal problems. A modest fee is charged for counselor visits after the first six counselor visits. Psychiatrist time is charged at the usual and customary fee. Funds are available through the dean's office for counseling and no students are turned away for financial reasons. Workshops and support groups are also available for relationship issues, assertiveness, stress reduction, and many other topics. Counselors are on call 24 hours a day while school is in session. Students can make appointments or reach the on-call counselor by calling (719) 389-6093 when Boettcher Health Center is open.

In addition to the Counseling Center, other excellent sources of brief counseling and advising for personal and/or academic concerns include faculty advisers, academic deans, the associate deans of students, residential life coordinators (hall directors), and student resident assistants. Students may also go to a college chaplain for counseling.

Sexual Harassment Policy Statement for Students

Colorado College prohibits sexual harassment by or against its students. Behavior that may constitute sexual harassment under this policy includes unwelcome sexual advances, requests for sexual favors, and other unwelcome verbal or physical conduct of a sexual nature where submission to such conduct is made a term or condition of the student's employment or education; or submission or rejection of such conduct is used as the basis for employment or educational decisions affecting the student, or such conduct has the effect or purpose of substantially interfering with a student's work or academic performance or of creating an intimidating, hostile, or demeaning employment or learning environment.

Sexual harassment is a form of discrimination, and may involve either female or male students being harassed by persons of the opposite sex, harassment between persons of the same sex, or harassment because of sexual orientation.

Although sexual harassment involves sexual conduct that is unwelcome, students should understand that even consensual sexual relations may lead to complaints that the policy has been violated where one party to the relationship has power or authority over the other, one party no longer wishes to continue the relationship, actual or potential abuse exists in the relationship, or where third parties not involved in the relationship believe it is affecting their own employment or educational environment.

If you believe you have been or are being sexually harassed by a college employee, you may choose to address the situation by informal consultation procedures or by filing a formal complaint under the college's antidiscrimination policy, which is contained in the Pathfinder. For complaints against a student, please refer to the Student Sexual Misconduct Policy in the Pathfinder. Both policies can be found at: www.coloradocollege.edu/other/studentguide/.

Any student can consult confidentially with the Sexual Assault Response Coordinator (Worner Center, Room 219) for clarification and guidance regarding any concerns about sexual harassment, sexual misconduct, this policy, and other related college policies.

Office of Minority and International Students

The office of minority and international students promotes an atmosphere of constructive pluralism on the Colorado College campus by fostering inclusiveness. We advocate for the well being of students by encouraging their academic, cultural, and social success, especially for students from underrepresented campus constituencies (students of color/American ethnic minorities, students from abroad, first-generation college students, LGBTQIA students, and religious minorities). We work collaboratively with a broad base of on and off-campus constituents to enhance the Colorado College campus community through on-going engagement with diversity and to ensure the advancement of our students' academic pursuits by creating an open and affirming environment. One that promotes learning, discovery and scholarship about privilege, cultural and ethnic bias, gender, social justice, sexual orientation, and various intersections of identities. Through educational, social, and supportive programming, along with conducting training sessions and consultation, The office of minority and international students serves the entire campus community. *The office of minority and international students carries out the U.S. government mandated functions that allow Colorado College to issue documents for international students to attend the college. Colorado College is authorized under federal law to enroll nonimmigrant students.*

Center for Service and Learning

The Center for Service and Learning was created to promote an ethic of service and to develop civic-minded leadership among all members of the college community. Its purpose is to recognize and understand the civic and social challenges of our world and to act with others in pursuit of a just society.

The center is located upstairs in the Worner Student Center, Room 205, (719) 389-6846. It has three full-time professional staff and nine student staff. The center:

- Supports and advises more than 30 different ongoing service and philanthropic organizations that provide a wide variety of service opportunities for students;
- Helps facilitate more than 100 one-time service events and projects each year;
- Coordinates the New Student Orientation Priddy Service Experience and the Saturday of Service programs;
- Provides a wide range of trainings, workshops, reflections, and experiences to provide students with the skills and knowledge to have meaningful service experiences, support the development of their leadership skills and expose students to and prepare them for work in the nonprofit sector;
- Sponsors speakers and events for the campus and local community;
- Builds local, regional, and international links with organizations working for the common good;
- Assists faculty with the development of community-based learning (CBL) courses — academic courses that promote student learning and meet community needs.

Religious Life and Spirituality

Colorado College welcomes all people of faith, values freedom of religious expression, and commits itself to religious pluralism. More than 25 spiritual communities have an active presence on campus to encourage students on their journey.

The chaplains' office fosters the life of the spirit by inviting authentic spiritual exploration and meaningful religious commitment. Supporting the human quest for identity and belonging, we cultivate an education of the heart to enrich the unique intellectual adventure at CC. The chaplains advise the interfaith Shove Council and Heads of Faith groups, support diverse campus religious organizations and sponsor programs such as the Holocaust Commemoration Series, the Martin Luther King, Jr. Celebration, Faculty and Faith, Baca Retreats, and the annual Faith Week. The chaplains are available to meet with any member of the Colorado College community.

Shove Chapel serves as the spiritual center for the Colorado College community. This sacred place is home to religious communities, individual seekers, the CC Community Kitchen, Sacred Grounds Coffeehouse, and the chaplains' office. Built in 1931 as a gift from Eugene Shove, this majestic Romanesque chapel opens its doors to all. Near the chapel, an outdoor, 11-circuit, Chartist-style labyrinth is available at all times to foster spiritual reflection, meditation, and pilgrimage. The Interfaith House on East Campus offers a relaxed, friendly environment for spiritual practices and gatherings of all traditions.

Career Center

The Career Center supports the liberal arts mission of the college by engaging students in the process of self-assessment, career exploration, and decision-making. The professional staff assists students and alumni in clarifying goals, developing effective job-search strategies, and exploring career fields of interest. The Career Center library has extensive information on internships, career opportunities, and graduate schools. Our online database, SUCCESS, enables students to search for and apply to internships and full-time job opportunities from any location.

The Career Center staff strives to work with all students, helping them explore career options through finding interesting and meaningful internships or summer jobs. All students are encouraged to obtain internships to test out career interests and gain substantive experience. The Career Center provides students with assistance and resources to contact alumni around the world for career-related advice and information.

The Career Center has joined the Selective Liberal Arts Consortium to provide additional job and internship opportunities to students. Currently, students may participate in nationwide recruiting activities reserved for members of the Consortium, including interview events in Chicago, New York City, and Washington, D.C. In addition, the Career Center stages an annual internship and job fair as well as on-campus recruiting.

Campus Safety

Campus Safety offers 24-hour coverage, 7 days a week of the campus by patrol officers on foot, in carts, on bicycles, and

in vehicles. The campus safety officers also work closely with the Colorado Springs Police Department, which provides vehicle patrol for the campus and surrounding neighborhoods during selected hours. The campus safety dispatch office is also staffed 24 hours a day, seven days a week.

Motor Vehicles

Students may operate motor vehicles, but must register their vehicles with the college. First-year students are not allowed to have a vehicle on campus without special permission. The privilege of operating a motor vehicle on campus is contingent on the observation of parking and driving regulations. A student parking permit is \$225 per academic year (\$112.50 per semester). Students registering for parking permits can make their payment at the parking office or can elect to have the charge added to their student account.

Admission

The Process

Every year, CC enrolls highly academically prepared students with a wide variety of interests, talents, and backgrounds. Our holistic approach to evaluating admission applications takes into consideration academic work, extracurricular activities, writing, standardized test scores, letters of recommendation, unique talents, and personal qualities.

Academic Work

We carefully review your transcript for evidence of your potential to excel in the classroom and thrive as a scholar in our academic programs. Your high school grades, along with the rigor of your chosen academic courses, give us insight into your academic preparation for CC. A successful applicant will have excelled in a rigorous college preparatory program including honors, AP, IB, or college courses, if offered. Most admitted students will have completed at least 19 (but more frequently 20 or more) academic courses by the time they graduate.

Extracurricular Interests

While there is no ideal extracurricular profile for a CC applicant, we reward students that pursue excellence in their nonacademic interests with the same passion they display in the classroom. Generally speaking, we look for sustained commitment to a few activities over time, possibly achieving leadership positions or exceptional accomplishments within those activities, rather than occasional participation in a variety of extracurricular interests each year.

Writing

Because strong writing skills are essential to academic success, we read essays and search for evidence of your potential to satisfy the generally agreed upon literary standards established by our faculty. You will write one major personal statement essay and a few supplementary essays as part of applying for admission. We believe writing samples reveal an applicant's ability to think critically and write clearly. The essays are also our chance to get to know you, the applicant, on a more personal level. It is our one chance to hear directly from you. Please take the time to think carefully about what you want us to know about you, and then write your essays in a way that conveys this information. There is nothing inherently better about an analytical essay when compared to a creative writing sample. We encourage you to write in your own voice and to explore interesting topics that are meaningful to you.

New Flexible Testing Policy

Colorado College applicants have an expanded set of choices for meeting our standardized test requirements. According to our policy, students can submit results from one of the following three options:

- The College Board SAT Reasoning Test

or

- The American College Testing assessment test — ACT

or

- The flexible testing option – one exam of the applicant’s choice from a list of approved tests in three different categories: Category “A” (quantitative test), Category “B” (verbal/writing test) and Category “C” (any approved test):

a.) Category “A” — Quantitative Test Choices

College Board Tests

- AP Computer Science
- AP Chemistry
- AP Macroeconomics, AP Microeconomics
- AP Calculus AB, AP Calculus BC, AP Statistics
- AP Physics B, AP Physics C: Mechanics, AP Physics C: Electricity and

Magnetism

- SAT Math
- SAT Subject Tests in Math — Level 1 and Level 2
- SAT Subject Test in Chemistry
- SAT Subject Test in Physics

International Baccalaureate Examinations

- IB Chemistry
- IB Computing Studies
- IB Economics
- IB Mathematics
- IB Mathematical Studies
- IB Further Mathematics
- IB Physics
- IB Physical and Chemical Systems

b.) Category “B” — Verbal/Writing Test Choices:

College Board Tests

- AP English Language and Composition
- SAT Critical Reading
- SAT Writing

International Baccalaureate Examinations

- IB Language (A1, A2, or B English)

American College Testing

- ACT English
- ACT Writing

c.) Category “C” — Third Choice Tests:

- Any ACT sub-score
- Any AP score
- Any IB score
- Any SAT sub-score
- Any SAT subject test score
- TOEFL (international students only)
- IELTS (international students only)
- Pearson Test of English (international students only)

Recommendations

We ask that you submit a recommendation from your high school counselor (or other school official) and two recommendations from teachers in academic subject areas. An academic subject area includes English, math, science, language, or social studies. Nonacademic recommendations such as journalism, math team, or coaches do not count toward this requirement. If you feel that the three recommendations above will not give us a full picture of you, you may solicit an additional recommendation from someone who knows you well (parent, clergy, coach, extracurricular adviser, etc). However, we believe there is no inherent advantage to submitting four good recommendations instead of three good recommendations.

Supplemental Information

The Admission Committee accepts supplementary material such as art portfolios, recordings, digital media, or other similar supplements provided that these items reveal your exceptional talent in the performing arts. In some instances, this information will become part of the Admission Committee's holistic review. However, we request that you not submit original copies of your work since submissions are not returned to the applicant.

Application Deadlines

The application deadline for first-year students is November 15 for Early Action and Early Decision I; January 1 for Early Decision II; and January 15 for Regular Action. We strongly encourage you to submit the electronic version of the Common Application found at www.commonapp.org along with a \$50 payment for processing your application (or fee waiver request if this fee presents a financial hardship to your family). Please visit our website at www.coloradocollege.edu/admission/application/deadlines/ for more details about our deadlines and decision notification dates.

Admitted first-year students who wish to enroll must accept our admission offer no later than May 1. Early Decision candidates will have earlier deadlines. Admitted students who wish to defer their enrollment for a year must submit a written request postmarked by May 1.

Interviews

Colorado College offers on-campus and off-campus interviews and the written summary from these interviews becomes an official part of the student's admission application. Interviews are not required, but we strongly encourage high school seniors to accept the invitation to interview with admission staff members, student interviewers, or alumni volunteers. Seniors have the option of scheduling an interview when they visit campus or when the admission office offers interviews in their hometowns. International students and applicants who live in parts of the United States where interviews are not offered in a given year are not at a disadvantage in our admission selection process. The admission committee gives all applicants full consideration for admission with or without an interview. On-campus interviews are strongly recommended for students who can drive to campus in three hours or less.

Common Application

Colorado College is an exclusive user of the Common Application. It is available online at www.commonapp.org and from secondary school counselors, and accepted by more than 450 colleges and universities. Students must complete two forms to apply for admission to Colorado College: The Common Application and the Supplement to the Common Application. For complete instructions, go to www.coloradocollege.edu/admission/application/firstyear/requirements/.

Early Action

Each year, more than 1,500 students choose to apply to Colorado College through our Early Action program. This is a nonbinding program and we notify candidates of our decision in early January. Students requesting Early Action may be offered admission, denied admission, or deferred to the regular pool and receive a final decision by April 1. Students admitted under our Early Action program must accept or decline their admission offer by May 1.

Although any student may apply Early Action, those who receive early offers of admission usually have exceptionally strong academic records through their junior year of high school and consider CC one of their top choices.

Early Action applications must be submitted no later than November 15. Mid-semester or first-trimester grades should be sent as soon as they become available.

Early Decision

Students applying either Early Decision 1 or Early Decision 2 agree to enroll at CC if admitted. Once admitted, they must withdraw all active applications to other colleges and may not submit additional applications.

Winter Start

Approximately 10 percent of the entering class of first-year students enrolls at Colorado College under the Winter Start Program. These students are free in the fall to work, travel, pursue off-campus study, or enroll in our Summer Session before they begin their CC degree program in January (second semester). The Winter Start Program enables the college to enroll an additional 35–50 first-year students in each entering class.

Transfer Students

Approximately five to ten percent of each year's new students transfer to Colorado College from other colleges and universities. Any student with a full-time status for one semester or more should apply as a transfer student. This is true even if you do not request the transfer of credit from your previous institution.

The review and admission of transfer students is a holistic evaluation process that takes into consideration academic achievements, extracurricular activities, writing skills, standardized test scores, letters of recommendation, unique talents, and personal qualities.

Fall transfer students must mail their applications postmarked by March 1. They will be notified in April of an admission decision. Admitted transfers who wish to enroll must then respond in May. Spring transfer students must mail their applications postmarked by November 1. Admitted spring transfer students will be notified in early December of a decision and must accept or decline the offer immediately. For more details, please visit our website at www.coloradocollege.edu/admission/application/transfer/.

International Students

International students should follow the standard first-year or transfer student instructions above, whichever is appropriate. However, international students applying for scholarship assistance must apply by January 15.

International students are required to submit official SAT (Scholastic Aptitude Test) or ACT (American College Testing) results. CC's SAT code is 4072 and the ACT code is 0498. Students from the People's Republic of China may substitute the GRE in place of the SAT requirement.

Students for whom English is not the first language must submit official (Test of English as a Foreign Language), APIEL, or SAT ELPT (English Language Proficiency Test) results. A minimum of 550 paper-based is required on the TOEFL and a score above 600 is strongly preferred. A minimum of 5 is required on the APIEL. Copies of test results are accepted if certified and mailed by your school. Please visit our website for more information: www.coloradocollege.edu/admission/application/international/.

AP, IB, and College Courses

The college will consider awarding credit for Advanced Placement (AP), International Baccalaureate (IB), certain international secondary degrees, and college courses. Sophomore standing may also be granted for IB diploma recipients. Students should refer to the registrar's office website for more details.

Visiting the Campus

The college encourages every prospective student — and certainly every admitted student — to visit campus. The admission office provides campus tours and group information sessions, Monday through Friday most weeks, and Saturdays during the fall. Prospective students also have the opportunity to meet with faculty and coaches and seniors may even stay overnight (Sunday through Thursday) and visit a class (Monday through Friday) if they contact the admission office at least two weeks before their arrival.

The admission office can also provide assistance in locating accommodations near campus. Visiting prospective students should contact the admission office well in advance of their visit. For those unable to visit, Colorado College has many alumni throughout the country (and the world) who will gladly speak with prospective students.

For more information, contact the admission office:

14 E. Cache La Poudre Street, Colorado Springs, CO 80903 U.S.A.

Phone: (719) 389-6344 or 1 (800) 542-7214

Fax: (719) 389-6816

E-mail: admission@coloradocollege.edu

Website: www.coloradocollege.edu/admission/choosingCC/

Financial Obligations

www.coloradocollege.edu/academics/curriculum/catalog/financialobligations/

Tuition and Fees

Tuition for regular, full-time, degree-matriculated students includes instruction and supporting services. The Student Activity Fee (which is annually directed by students) for the 2012–13 year, provides increased funding for student organizations and free tickets to athletic events, including most hockey games.

Basic charges for the academic year 2012–13 are as follows:

Tuition and Fees.	\$41,742
Traditional Hall Room (double occupancy)	\$ 5,496
Board Allowance (meal plan C).	\$ 4,232
Comprehensive Charge.	\$51,470

Tuition and fees for the academic year are charged at the rate of \$20,871 per semester and payable no later than one week prior to the beginning of each semester. The trustees of CC reserve the right, upon due notice, to change the basic charges and other fees.

In addition, students should budget at least \$1,214 per year for books and supplies and \$1,516 (non Colorado residents)/\$966 (Colorado residents) per year for personal/transportation.

Enrollment Expectation

All matriculated students are expected to be enrolled fulltime and making normal progress toward the degree unless the dean of students makes arrangements for an exception. Normal progress toward the degree is defined as earning at least three units/semester (two for first-years in their first semester) and six units/year (five for first-years in their first year). Failure to make normal progress may result in academic suspension and jeopardize financial aid.

Note: Students who enroll in three or more blocks during a semester are charged full tuition. There is no refund for taking one or two blocks off during the year. A student who must interrupt or reduce enrollment due to illness or other extenuating circumstances may seek approval from the dean of students for less than full-time status.

Special Students and Part-time Students

Tuition and fees are calculated differently for special students and preapproved part-time students. For special or part-time students taking two or fewer blocks/semester tuition and fees for individual blocks are charged at the per-block rate of \$6,650 each, roughly one-third of the semester rate. Adjunct courses (.25 unit of credit) cost \$1,662.50/course. Extended-format courses (.5 unit of credit) cost \$3,325/course. Audited courses cost the full tuition charge.

Tuition Payments

Charges for the academic year are payable in two equal installments due no later than one week prior to the first day of Block 1 (fall semester) and no later than one week prior to the first day of Block 5 (spring semester). The college offers a payment-plan option through Sallie Mae Tuition Pay. This option allows flexible monthly payments, with no monthly interest and a small enrollment fee. Miscellaneous charges assessed to the student account when using the Outside Payment Plan will need to be paid directly to Colorado College. Information concerning the payment plan is available from the student accounts office.

The college has the right to withhold the issuance of transcripts and suspend an enrolled student for financial indebtedness. Failure to meet financial obligations may also result in the account being sent to the college's collection agency. Collection costs are assessed to accounts sent to the collection agency and owed by the debtor.

Music Lessons

Music lessons are offered to regularly enrolled students on a semester basis at \$360 for 12 lessons. Introductory group lessons in piano, voice, and guitar are available for \$60 per semester. All lessons are offered as adjunct courses and students earn .25 unit of credit per semester. Students may drop within the first block after two lessons and receive an 80 percent refund. No refund is possible after the first block of the semester. No refund is available if a student drops group lessons. Only music department staff can process enrollments and drop slips. Practice rooms and music lockers are available to students enrolled in lessons. A \$10 per key deposit is required.

Study Abroad Fee

Students participating in a semester ACM program or approved program will be assessed an administrative fee by the college. Those participating in a CC program or a CC exchange will not be assessed this fee (See section on international and off-campus study programs).

Admission Fees and Deposits

A nonrefundable fee of \$50 must accompany students' applications for admission, whether they are applying for admission as a regular student or as a graduate student.

A general-obligation deposit of \$150 is required both of new students and students returning after interrupting college enrollment. This deposit is applicable to any room damages and other indebtedness to the college and remains on deposit as long as a student is enrolled. The deposit is forfeited by failure to provide notice of withdrawal by March 1 for the fall semester or by November 1 for the spring semester for enrolled students, or after acceptance of admission for new students.

A room-reservation deposit of \$200 is required with all applications for college residential housing. The room-reservation deposit is not refundable unless notice of withdrawal from the college or intention not to occupy residential housing is received before May 1 preceding the fall semester or November 1 preceding the spring semester for continuing students. Deadlines for first-year students are June 20 and November 14; for transfer students they are June 24 and November 21. The room-reservation deposit will be applied to any dorm damage assessed during the year. If money remains after the dorm damage is paid the additional monies will be refunded to the student at the end of June.

Refunds

A student who withdraws following up to two blocks of a semester, or receives an approved emergency leave of absence at any time during a semester, may qualify for a refund of tuition and fees based on the per-block rate. For example, after one block, two-thirds of the full semester charge is refundable, after two blocks, one-third is refundable. Meal plans are prorated based on the date of departure. Room charges are not refundable.

Students who are suspended, placed on forced leave of absence, or simply taking off a block are not entitled to a refund.

Requests for a refund should be made to the dean of students. Students have the right to appeal a decision concerning a refund to the Student Account Review Committee. All appeals must be submitted in writing to the dean of students' office. The committee's decision is final.

Transcripts

Current and former students of the college are allowed 10 free official transcripts per fiscal year. A \$3 fee is charged for each additional transcript. Requests may be made by completing and submitting the transcript request form found online at www.coloradocollege.edu/transcripts/.

Overnight delivery service is available at \$25 for one or more transcripts sent to the same U.S. address; higher international rates may apply. Contact the registrar's office for details at registrar@coloradocollege.edu.

Financial Aid

It is our goal to make Colorado College affordable to all admitted students who apply for assistance on time. Financial assistance is available in the form of scholarships, grants, loans and student employment. Approximately 60 percent of Colorado College students receive some form of financial aid from the college or other programs. We award Colorado College grant assistance based on financial eligibility and admission credentials. Once we have determined the official eligibility for Colorado College grants and scholarships, we will make a four-year commitment to the student and family.

For students who remain in good academic standing with the college, we will renew the Colorado College grants from the four-year award automatically each year at the same level as the official offer of financial aid. Consideration will be given to families with special circumstances such as unemployment, siblings in college, and medical expenses. For these individuals, a 1 year award would be offered. The college also provides a limited number of merit based awards.

Qualification for Financial Aid

Financial aid at Colorado College is administered primarily on the basis of demonstrated financial aid eligibility. Eligibility is the difference between the cost of a student's education and the family's ability to meet that cost. The amount of the family contribution is calculated by using a standard method under the Higher Education Act Amendments of 1998 (Public Law 105-244 as amended) and an institutional methodology developed by members of the College Board and amended by college policy. Complete information on the college's financial aid policies may be obtained in the Financial Aid Policies Handbook available at www.coloradocollege.edu/admission/financialaid/handbook/.

Application and Eligibility

First-year students and returning students who have not received financial aid at Colorado College must submit the Free Application for Federal Student Aid (FAFSA) and the College Board's PROFILE application to their respective processors by February 15. Early Action and Early Decision candidates must submit the PROFILE form at earlier deadlines. If a student's natural parents are separated or divorced, the noncustodial parent must submit the Noncustodial Parent Statement through the College Board's PROFILE service according to the published deadlines. Complete details regarding financial aid timelines are available at for incoming students, or at for returning students.

For first time financial aid applicants the financial aid office requires signed copies of parent and student federal tax forms and W-2 forms from the latest tax year, and we also require prior year tax returns from early admission applicants. We require a federal verification worksheet from students whose FAFSA is selected for verification. All financial aid applicants who file the CSS/PROFILE should submit tax forms and W-2 forms directly to the College Board's IDOC service by March 1. All students who indicate an interest in applying for financial aid on their admission application are expected to follow through and submit the required financial aid forms by the published deadlines. Students who have incomplete financial aid applications or who apply late may be eliminated from consideration for both financial aid and admission. By submitting these forms, students are applying for all sources of assistance — federal, state, and institutional. Information provided to the college on these forms is kept confidential. Financial aid recipients must be accepted for admission as full-time, degree-seeking students, but applicants should note that they must initiate the financial aid application process well before any admission decision is made.

Returning students must reapply for aid each year to determine continued federal and state eligibility. In most situations we only require the FAFSA form from returning students who have had a prior year aid award. Students must maintain satisfactory progress toward the degree as defined in the Academic Policies section of this catalog and in the Financial Aid Policies Handbook. Eligibility for Colorado College financial aid extends for eight semesters (usually four years) or through the completion of a semester in which 32 units of credit are earned, whichever comes first. All credits earned and accepted by the registrar's office are used to determine aid eligibility except Advanced Placement (AP) credits, International Baccalaureate (IB) credits, half-block, adjunct, and extended-format credits. An appeal to extend eligibility must be made to the director of financial aid. If not granted, a further appeal may be made to the Committee on Financial Aid Appeals. The financial aid office normally provides Colorado College financial aid only for fall and spring semesters. Summer Session aid may be available directly from the Summer Session office and from federal sources.

Students must enroll as full-time students (at least three blocks each semester) to qualify for CC based-aid. If students drop to less than full-time enrollment status, the financial aid office will review their eligibility status and continuance of aid. Students who are less than full time may utilize Federal Pell Grant funds and Federal Student Loans, but Federal Stafford Loans require at least half-time enrollment. Students must report any change in enrollment, financial, or marital status to the financial aid office as soon as possible. Such a change may affect the calculation of financial aid eligibility and the resulting assistance offered.

The academic curriculum is designed and courses are scheduled in such a way that a student may complete the all-college and major requirements, as well as explore the breadth of the liberal arts and sciences, within four years of enrollment. However, some students prefer to graduate after only three years (particularly if they attend the Summer Session) or after five years (often including study and travel abroad). Either term of enrollment is acceptable, but the financial aid office provides only eight semesters or 32 units of CC financial aid eligibility as stated above. Students should carefully review their course selections with their faculty advisers and inform the registrar's office of their enrollment plans. Counseling is available in the financial aid office.

Financial Aid Awards

Once we determine an eligible student's eligibility for financial aid, we utilize various types of financial aid to meet the aid eligibility. Financial aid awards consist of two main types of assistance — gifts (scholarships and grants) and self-help (loans and work). Below are a few of our scholarship and grant funds available.

Colorado College grants and scholarships are made possible for students from general revenues of the college and through endowments and gifts to the college. More than 250 endowments and gifts underwrite the college's financial aid program and account for a significant part of the funds awarded to students. A few examples will serve to indicate the breadth and diversity of these scholarships. The college administers these funds; students do not need to apply for them specifically unless noted in the description below.

Merit scholarships include:

Trustee Scholarships at \$3,500 per semester, *Presidential Scholarships* at \$2,500 per semester, and *Leadership Scholarships* at \$5,000 per semester are awarded for four years to a limited number of outstanding first-year students. Students are chosen based on their application for admission, and their high school record of academic and extracurricular achievement.

Otis A. and Margaret T. Barnes Scholarships are awarded to outstanding first-year students planning to major in chemistry (including biochemistry). These scholarships, which cover full tuition, may be renewed for three additional years. Applications must be submitted to the CC chemistry department by January 15 prior to the applicant's first semester at CC. Application procedures are available on the college's financial aid office website, from the admission office, and from the chemistry department.

Margaret T. Barnes Scholarships are awarded to outstanding first-year students planning to major in one of the natural sciences other than chemistry (biology, environmental sciences, geology, mathematics, neuroscience, physics, and psychology). The scholarship, which covers full tuition, may be renewed for three additional years. Application procedures are available on the college's financial aid office website, or from the admission office. January 15 is the application deadline.

Colorado College National Merit Scholarships® are awarded to entering first-year students who have been named finalists by the National Merit Scholarship® Corporation and who indicate Colorado College as their first choice. The minimum National Merit® award is \$1,000 with the college providing additional funds to bring the total for National Merit® finalists to \$2,000 per year for four years.

Crown-Goodman Presidential Scholarships provide assistance to students in their senior year at Colorado College who demonstrate financial aid eligibility, have a significant amount of student-loan debt, and have demonstrated an impressive record of achievement and academic success. The recipients of this award will use the proceeds to reduce their student loan debt for their senior year. A scholarship selection committee nominates students. The president of the college awards these scholarships at the Honors Convocation.

Athletic scholarships are awarded to a limited number of male ice hockey players and female soccer players; both sports are in the NCAA Division I. Other sports at the college belong to the NCAA Division III and do not award athletic scholarships. Interested individuals should contact the CC athletic department.

Federal and State Grants

- Federal Pell Grants are based on eligibility as indicated on the Free Application for Federal Student Aid (FAFSA). Awards range from \$555 to \$5,550 per year for a full time student who qualifies for this federal assistance.
- Federal Supplemental Education Opportunity Grants (SEOG) are available for students who receive federal Pell Grants and have high financial need. Grants may range from \$100 to \$4,000.
- Colorado Student Grants (CSG) are appropriated to Colorado College by the Colorado General Assembly and are awarded to Colorado residents on the basis of financial eligibility as determined by the Colorado Commission on Higher Education and institutional policies. The financial aid office uses information from the FAFSA to calculate a student's eligibility, and awards these Colorado state funds as part of the regular financial aid process. There is no additional application process for Colorado state funds.

Students who are awarded any state of Colorado funds must complete the Colorado residency questionnaire, and the financial aid office must process that information before funds are disbursed.

Federal Loans

Federal Perkins Loans are long-term, low-interest federal loans awarded by the college on the basis of eligibility. No interest is charged while the student is in college. The interest rate after completion of studies is 5 percent. Students must complete the FAFSA form.

Federal Stafford Loans enable students to borrow as much as \$5,500 for the first year, \$6,500 the second year, and up to \$7,500 each year thereafter. The interest rate on an undergraduate Subsidized Stafford Loan is 3.4 percent. The interest rate on an Unsubsidized Stafford Loan for undergraduates and graduate students is 6.8 percent. The interest rates are subject to change.

The federal government pays all interest charges while the borrower is in college if the borrower is eligible for the interest subsidy. Otherwise, students without financial eligibility may borrow the funds as an Unsubsidized Federal Stafford, which begins accumulating interest immediately. Students must complete the FAFSA form.

Federal PLUS Loans are established for parents of dependent undergraduate students as well as graduate students. Parents and graduate students may borrow PLUS loan funds up to the full cost of attendance minus any financial aid awarded as long as they qualify. The interest rate on a Federal PLUS Loan is a fixed rate of 7.9 percent. Payment of the amount borrowed may be deferred while the student maintains full time enrollment in a post secondary educational institution. Repayment of the interest must begin within 60 days of disbursement of the loan. Students must complete the FAFSA form.

Student Employment

Campus jobs are available during the first block of each semester only to federal or state work-study-eligible students. After this time, campus jobs are available to any student regardless of their work-study eligibility. Campus employers must inquire with the financial aid office for exceptions to this policy. Student employees who work over the summer are not automatically rehired the following academic year. The college has a limited number of off-campus community service work-study placements available only to students who are eligible for federal or state work-study. Students are placed in direct service positions with nonprofit community service agencies or school districts. The financial aid office administers the student employment program.

Off-Campus Study

Currently, CC has a policy that all students will pay Colorado College the actual program costs for any off-campus study program that is on the college's approved list. Students receiving aid with Colorado College grants and scholarships will receive aid for the program costs in the same proportion to the grants and scholarships they receive at CC, up to the cost of CC. If the program costs more than CC's costs, the college will not provide more than it would have to attend CC.

Scholarship funds are available from the Christian A. Johnson Endeavor Foundation Grant, the Coit Family Scholarship Fund and the Selig Fund for Global Study for the study abroad programs. Applications are available in the financial aid office for the Johnson and Coit Scholarships and the dean of the college's office for the Selig Fund. Students also may be eligible for additional loan assistance for off-campus study. Details are available on the financial aid website at www.coloradocollege.edu/admission/financialaid/handbook/off-campus-study.dot.

Payment of Awards

Financial aid is received as a credit to the student's account in the business office. Awards are usually disbursed in two equal payments, one at the beginning of each semester. If a student's aid exceeds his or her charges the credit balance is provided as a refund to the student. First-time Stafford Loan or Perkins Loan borrowers must sign a promissory note and must complete a loan counseling session before their loans can be credited to their student account.

Withdrawal from the College

If a student officially withdraws from the college during the year, the portion of the Colorado College financial aid and any federal, state, or private aid will be refunded to the college and appropriate federal, state, or private agencies according to the Return of Title IV Funds policy of the Department of Education and the college's policies. Refer to the refund policies in the Financial Obligations section of this catalog. Examples of the refund and return of funds policy are available in the financial aid office. Except in cases involving medical problems or other personal emergencies approved by the dean of students, a student withdrawing or taking a leave of absence during a semester in which they receive college funds will lose a semester's eligibility of financial aid unless the student repays the amount of the Colorado College scholarships used for that semester.

Appeals

Students have the right to appeal any decision concerning financial aid policy to the Committee on Financial Aid Appeals through the director of financial aid. Financial aid counseling and procedures for appeals are available in the financial aid office.

Veterans' Education

Students planning to enroll who have VA benefits should apply before registration for a certificate for education benefits through the Veterans Administration. A veteran planning to attend under the provisions of Public Law 894 (Vocational Rehabilitation Act) is required to furnish a letter of authorization from the Veterans Administration. The first payment to students enrolled under Title 38, United States Code, is normally delayed until the second month. Subsequent payments are made on the first day of the month, paid in arrears.

Colorado College seeks to provide a broad education. The college therefore requires students to gain some knowledge and experience in a variety of areas and to study at least one academic discipline in depth. During the second year at the college, a student chooses a major field in which to take concentrated work. The major may be in one of the following academic fields: anthropology, art, Asian studies, biology, biochemistry, chemistry, classics, comparative literature, computer science, dance, drama, economics, English, environmental science, environmental policy, feminist and gender studies, French, geology, German, history, mathematics, music, neuroscience, philosophy, physics, political science, psychology, religion, Romance languages, Russian, sociology, Southwest studies, and Spanish. Students may take a business concentration within the economics major. Many other majors allow special concentrations within broad disciplinary study.

The college also offers several combined or distributed majors for students whose interests require concentrated work in more than one department. Such major fields are classics–history–politics, comparative literature, history–philosophy, history–political science, and political economy. Self-designed majors are possible under the heading of liberal arts and sciences.

Requirements for graduation in each major field are listed under the appropriate titles in the Departmental Courses section.

The College Academic Program

All-College Requirements for the Bachelor of Arts Degree (B.A.) at Colorado College

The following requirements apply to all students who entered in the Fall of 2012. Currently enrolled students (students who matriculated prior to the fall of 2012) may choose to fulfill these requirements or the All-College requirements approved in the 2011–12 Catalog. See the online version of 2011–12 *Catalog of Courses*.

- I. Students must satisfactorily complete 32 units of academic credit.
- II. Students must satisfactorily complete a major course of study. No major may require more than 14 units in any one department and no more than 16 overall (including prerequisites). In departmentally based majors, the two units beyond the 14-unit limit can be courses outside the department or adjunct courses. There are more than 30 possible majors at Colorado College, including a major of the student's own design, the liberal arts and sciences major. Students at Colorado College may complete a double major. The following rules must be observed:
 - The two majors may be from traditional departmental majors or an interdisciplinary major and a departmental major as long as the latter is not a discipline making up part of the interdisciplinary major.
 - Both departments must approve the option.
 - In no case may more than three courses within the majors overlap.
 - The student must have an advisor in each major.
 - The student must complete all-college requirements.
 - The completed major(s) will be recorded on the student's official transcript.
- III. Completion of the Critical Perspectives requirements: The West in Time (one two-block course, 2 units); Global Cultures (1 unit); Social Inequality (1 unit); Scientific Investigation of the Natural World (2 units, including at least one lab or field course); Quantitative Reasoning (1 unit). Courses may meet more than one designation (for example, a course may be designated both "West in Time" and "Global Cultures") but students must choose one designation or the other, except in the case of "Quantitative Reasoning," which may be fulfilled along with any of the other Critical Perspectives requirements. Courses of one half unit credit, and, independent study and reading courses do not count toward Critical Perspectives requirements.

- [1] Critical Perspectives: The West in Time asks students to position their knowledge of the broader world not just through multifaceted inquiry into “the here and now” but through critical inquiry across time as well. As an all-college requirement, The West in Time acknowledges the crucial importance of understanding the past as the context out of which contemporary modes of inquiry and contemporary fields of study have grown. The West in Time is a two-block, two-unit course in which students will explore compelling aspects of the Western experience over a significant period of time (antiquity to the modern period or the Middle Ages to the modern period). This Critical Perspectives requirement acknowledges the modern Western propensity to create cultural and historical narratives that assume development and progress over time. It also insists on the importance of understanding the contemporary Western ‘self’ in the context of previous iterations of the ‘self.’ Courses in this area of inquiry will accomplish some combination of the following:

- Engage students in an exploration of the past through examination of ideas, events, cultural institutions, and practices;
- Enable students to expand their understanding of narratives of the development of the Western tradition over time and provide them with the analytical tools to critique those narratives;
- Engage students in critical analysis of the connections between the past and the present;
- Encourage students to consider how our understanding of contemporary events is informed by our grasp of the historical past.

Both the Global Cultures and Social Inequality Critical Perspectives requirements are designed to prepare students to think critically and creatively about the challenges of living in a rapidly changing society and globalized world.

- [2] Critical Perspectives: Global Cultures courses focus primarily on the study of non-Western societies, or some aspects of them, including by means of intensive study of a non-Western language.
- [3] Critical Perspectives: Social Inequality courses focus primarily on how inequality — with respect to nationality, race, ethnicity, gender, class, and/or sexuality — is produced, reproduced, experienced, and resisted. They analyze critically the social and cultural differences, traditions, and experiences of marginalized or subjugated populations in the United States or globally, investigating the social, political, economic, cultural, psychological, and/or historical processes that shape the emergence and status of such populations. In so doing, these courses may examine such matters as the nature of power and domination, political economy, social justice movements, identity formation, and/or cultural and artistic productions.
- [4] Critical Perspectives: Scientific Investigation of the Natural World enhances students’ understanding of the natural world and of the methods central to modern science. It gives students opportunities to explore the broader earth system and universe, a sphere of inquiry that includes but is not limited to humans. In a world influenced by science and technology, informed citizens need to be familiar with the distinctive ways of thinking characteristic of the sciences and need to cultivate skill in quantitative reasoning. This requirement complements The West in Time and the Global Cultures requirements by addressing a distinct approach to the understanding of the world that originated in the West but currently exercises global influence.

These courses will meet the description of the preceding paragraph and will accomplish some combination of the following:

- Explicitly address the nature of the scientific method;
- Give students direct experience in the gathering and analysis of scientific data;
- Emphasize the use of quantitative reasoning;
- Introduce the foundations and principles of scientific knowledge;
- Enhance scientific literacy.
- At least one of the two units must involve significant laboratory or field experience.

[5] Critical Perspectives: Quantitative Reasoning courses develop students' ability to work with and interpret numerical data, to apply logical and symbolic analysis to a variety of problems, and/or to model phenomena with mathematical or logical reasoning.

IV. Two blocks (or equivalent) of college-level language.

Colorado College believes that learning a language gives any student an important intellectual experience of cultural difference. A student may learn about other cultures in a variety of ways, but we believe interpreting and expressing individual experience and cultural values in another language is necessary for enhanced international and multicultural awareness. This requirement reflects the conviction that a liberal education is incomplete when it includes no language study. Learning a language other than one's native tongue is not equivalent simply to acquiring a tool for practical use. It is a means to enter fully and directly into the vital perspectives and unique workings of another culture. In addition, language study helps students understand grammar, enhances vocabulary, and significantly supports general literacy.

The language requirement, which may not be fulfilled with adjunct courses, may be fulfilled in two ways:

- Two units in any of the languages offered at Colorado College, unless the student is approved by the office of disability services for a course substitution based on evidence of a disability that significantly impacts the student's ability to complete the foreign language requirement;
- An acceptable language program at any accredited college or university, in any non-English language, equivalent to two units of language at Colorado College, if approved by the registrar's office.

V. FYE — A two-block course required of all first-year students addressing issues likely to stimulate debate and including critical reading, effective writing, and a research project.

VI. All students, beginning with the Fall 2010 entering class, will demonstrate Writing Proficiency in the form of a successfully evaluated First-Year Portfolio or subsequent coursework in classes emphasizing writing. (See the Writing Program section for more information.)

VII. A cumulative grade point average (GPA) of at least 2.0.

VIII. Courses taken at other institutions will be granted as much equivalent credit as deemed appropriate by the registrar's office.

- IX. All students must complete 32 units of credit to qualify for a Colorado College B.A. degree. Those students who have one unit or less to complete toward their 32 units (in both all-college and the major requirements) may be allowed to march in commencement ceremonies without receiving a diploma. There are no exceptions and no appeals to this policy. As described below, a specified number of the 32 units must be taken in residence, here at Colorado College, or through Colorado College programs and exchanges, including the ACM semester programs, detailed elsewhere in this catalog.

The following rules apply to the academic residence requirement:

- Students who enter Colorado College as first-semester, first-year students must complete 24 units at Colorado College or Colorado College programs and exchanges, including the ACM semester programs. Transfer students are required to complete a minimum of 16 units at Colorado College or Colorado College programs and exchanges, including the ACM semester programs.
 - All Colorado College students are required to complete their last eight units at Colorado College, except for students participating in Colorado College programs and exchanges, including the ACM semester programs. Students who have completed 16 units at Colorado College may petition to the Dean's Advisory Committee to waive up to four units of the eight-unit rule.
 - Because different departments have their own residence requirements for their major, students should consult their major department before conducting any off-campus study in their major. These policies should not be confused with residential life policies regarding college housing.
- X. In extended-format courses, students may take no more than one extended-format course per semester (one-half unit) and one extended-format course spanning the year (one unit) unless the dean of the college grants permission for an overload.
- XI. In each adjunct course, students may earn one-quarter unit toward their degree requirement for each semester of work. Students may take no more than three adjunct courses per semester, unless the registrar's office grants permission for an overload. In no case may students count more than two total units of adjunct credit towards the general education degree requirements.

Requirements for the Master of Arts in Teaching Degree (MAT) at Colorado College

Colorado College offers two distinct MAT programs — one for college graduates who wish to become licensed to teach elementary school (K–6), K–12 art, music or world languages (French, German, Latin or Spanish) or at the secondary level (6–12) in English, mathematics, science and social studies and one for experienced teachers.

The MAT programs for prospective elementary, secondary school, or K–12 teachers are designed for liberal arts graduates who have taken few, if any, education courses. Each program is 14 months in length, consisting of two Summer Sessions and one intervening academic year. After successful completion of the program and receipt of a passing grade on the appropriate state license examination, students receive the MAT degree and are recommended to the state of Colorado for licensure.

The program for elementary school teachers is appropriate for all general teaching positions in elementary schools. The K–12 art, music and world languages programs are appropriate for teaching the respective content in elementary, middle/junior high, and

senior high schools. The secondary school teaching program is appropriate for teaching English, mathematics, science or social studies in middle/junior high school and senior high school. Information about the program for prospective teachers is available through the education department's website: www.coloradocollege.edu/academics/dept/education/.

Four MAT programs are offered in the Summer Session for experienced teachers: arts and humanities for secondary school teachers, liberal arts for elementary school teachers, integrated natural sciences, and Southwest studies for teachers of all grade levels. These programs are designed to offer degree candidates opportunities to expand their knowledge in a variety of fields, acquire knowledge they can apply to their profession, and examine new developments in the field of education.

Degree candidates are required to complete a minimum of eight Colorado College units (32 semester hours), write one master's research paper, pass an oral defense of the research paper, and complete two colloquia — weeklong afternoon seminars on current topics of concern to educators. The degree must be completed in no more than six summers. Up to four semester hours of graduate credit earned within the past seven years at other accredited colleges or universities may be applied toward the degree.

Most experienced teacher MAT candidates complete the majority of their requirements through the interdisciplinary arts and humanities, integrated natural science, and Southwest studies institutes. These two-unit institutes are designed to explore in depth a different topic each summer.

Information about these programs, special teacher tuition scholarships, and applications are available at the Summer Session office.

Academic Minors

A minor is a course sequence of at least 5 units within an area of study providing a degree of specialization within that area, a specialty within a discipline, or a specialty integrating several disciplines focusing on significant themes. The Colorado College curriculum features departmental (disciplinary) and thematic (interdisciplinary) minors that provide coherent plans of study. A minor at Colorado College is an optional program of study to matriculated baccalaureate students. The minors are designed to provide opportunities for in depth study outside of the major field of study.

Students may declare a minor up to, but no later than two blocks prior to graduation. However, students are strongly encouraged to declare a minor as early as possible. There are two restrictions on choosing a minor in relationship to majors: Students cannot choose a minor that makes up the same departmental name as their major. For example, history-political science majors may not choose a history minor. Also, a course may not be used to count for two minors.

The Summer Session

Academic Programs

The Summer Session offers Colorado College students an opportunity to make progress toward their degrees, take courses not offered during the spring or fall, or engage in intercultural study programs offered only through the Summer Session. Courses are generally offered during three three-week blocks during the summer, but some courses have special schedules. Most courses are also open to students in good standing at other undergraduate institutions, juniors or seniors in high school whose academic credentials indicate preparation for college-level work at Colorado College, or other qualified community members.

The Summer Session provides special support to those who are or want to become educators. In addition to offering graduate courses leading to a Master of Arts in Teaching, the Summer Session offers a tuition scholarship to teachers with a current contract. Institutes developed each summer for educators cover topics including science, the humanities, and Southwest studies.

A special tuition rate for the Summer Session makes summer study especially attractive. In addition, after one semester of study at Colorado College, each Colorado College student is provided a Wild Card that can be used once before graduation to cover the tuition for one block of regularly scheduled classes. Limited financial aid is available to Colorado College students who receive aid during spring or fall. Colorado College students may also apply for intercultural funds to offset some of the costs of programs with a significant intercultural component, including all international courses. See the current Summer Session catalog for more details.

Summer Independent Study Courses

Each member of the faculty may work with one or two off-campus students in a summer reading course. The instructor and the dean of summer programs must approve each independent study. This program permits students to enrich and, in some cases, accelerate their education. The tuition charge is the regular Summer Session rate, and the Wild Card may not be used for this program.

The Summer Festival of the Arts

Colorado College has a long tradition of offering summer programs of extraordinary quality and unusual programming in the performing arts. The music festival brings to the college performers with international reputations who present a series of chamber music concerts. The dance program provides a one-unit course, as well as workshops involving young dancers and instructors and a dance concert. The vocal arts symposium offers training in voice and stagecraft by distinguished faculty and includes a series of public performances. A new music symposium features the works of contemporary composers from all over the world. Colorado College faculty members direct each of these programs. The Summer Festival of the Arts includes a number of other performances as well, often presented by Colorado College alumni/ae.

The First-Year Experience

www.coloradocollege.edu/fye

The First-Year Experience provides an introduction to Colorado College and the liberal arts primarily by engaging first-year students in the scholarly study of a discipline or topic. FYE courses develop students' research and writing skills and demand the mixture of rigorous analysis and creative expression appropriate to the discipline or topic being studied. The Program also works closely with relevant student support offices to help students succeed in their college studies and to aid in their transition to college life. FYE courses are offered in Blocks 1 and 2 for fall-start students and 5 and 6 for winter-start students.

The First Courses consist of two-block courses or two linked one-block courses taught by one or more Colorado College faculty members in Blocks 1 and 2 or 5 and 6. First Courses include a substantial writing component and a research project. The seminar format and class size encourage active student involvement. The First Course also introduces students to the Colorado College library, the Colket Center for Academic Excellence, and other academic support systems at the college, as well as the honor system.

All first-year students have a student mentor throughout their first year at CC. Mentors are upper-level students who work with First Course faculty to introduce first-year students to life at the college. Mentors assist first-year students in course selection for their subsequent (non-FYE) blocks, and again during course preregistration for the following year. Mentors organize joint activities across first-year courses and provide opportunities for first-year students to get together in informal settings outside of class.

Special Studies and Interdisciplinary Courses

The college offers a series of special programs and courses outside of regular departments. Students with special interests in American ethnic studies, environmental studies, North American studies, Southwest studies, or studies in war and peace, may choose from a variety of suggested courses and in some areas organize them into an approved liberal arts and sciences (LAS) major. Other interdisciplinary studies such as Asian studies and feminist and gender studies are now offered as majors, and requirements are listed under Departmental Courses. Many interdisciplinary courses are offered under the rubrics of general studies, studies in the humanities, and studies in natural sciences. Some courses are designed to help students improve their writing, carry the designation “Writing Intensive or Writing in the Discipline.” All of these programs and courses are described in greater detail under the heading “Interdisciplinary Studies and Courses.”

Professional and Cooperative Programs

Business

Graduate study and careers in business are open to students with an undergraduate degree in the liberal arts. The nation’s best universities and employers hiring into management-track positions value the breadth of knowledge that a liberal arts degree provides. The major a student takes to prepare for business can be selected from any offered at Colorado College; what is important to graduate admissions committees and employers is a demonstrated capacity to think critically, analyze complex issues, and communicate effectively in both oral and written forms. To supplement their interest in a business career, students should consider taking introductory courses in accounting and economics, a law course, and statistics. Advice on a course of study while at Colorado College and opportunities for graduate work and employment can be obtained by consulting the pre-business adviser as well as the Career Center.

For students selecting a major in economics, it is possible to pursue the study of business in additional depth through a number of elective courses dealing directly with the role and operation of business in society. These same courses are available to students majoring in any subject as long as the individual course prerequisites are satisfied. The individual courses in the economics and business department offerings that focus directly on business are listed in the Departmental Courses section under Economics and Business.

“Perspectives on Business in a Changing World” is an ongoing program of visiting faculty, executives-in-residence, lectures, symposia, and other activities designed to discuss and evaluate business and economics as institutions in our society. Faculty and students from different disciplines come together with visitors experienced in business and the economy to explore the social, political, ethical, and technological dimensions associated with the varied and rapidly changing roles of business and economics in the world.

Engineering

The college has cooperative engineering programs with Columbia University, Rensselaer Polytechnic Institute, and the University of Southern California. Details can be found at www.coloradocollege.edu/academics/dept/physics/engineering/.

Health Professions

At the beginning of the academic year, usually during Block 1, the health professions advising staff holds a meeting to answer questions and give general advice to students interested in pursuing medical careers. Although most are interested in becoming physicians, more students each year show interest in other careers, such as dentistry, nursing, physical therapy, physician's assistant programs, or veterinary medicine.

Most new students who are interested in preparing for a career in the health professions have some time to explore their options before diving into a strict program, and the college encourages students to explore the liberal arts curriculum and declare a major at the end of the sophomore year. Students who are interested in the health professions will often major in one of the sciences, but many professional schools value applicants with diverse academic backgrounds, and aspiring physicians may choose to major in any discipline. Regardless of the major, a student must do well in courses for the major and in the required science courses. Consideration for admission to a professional school after graduation is based primarily on grade point average and performance on the required entrance tests. Personal interviews, letters of evaluation and student experience will then factor into the admission decision.

Detailed information about various medical professions is available in the health professions advising office in Olin Hall. Jane Byrnes, the health professions advising manager, is available to answer questions. Bruce Kola in El Pomar Sports Center is the adviser for physician's assistants and physical therapy programs.

Law

Law schools select students who show general excellence and high promise in the analysis of abstract texts and in written and oral expressions. The Pre-Law Committee advises students on their selection of courses, law school requirements, and general preparation for admission to law schools. Students interested in law careers choose various majors depending on their interests and the recommendation of their advisers.

Colorado College has a cooperative program with Columbia University School of Law, under which students, if selected by Colorado College and admitted by Columbia University, may enter an accelerated interdisciplinary legal education program after three years at Colorado College. Upon successful completion of the three-year program at Columbia University, the student will receive the bachelor of arts degree from Colorado College and the juris doctor degree from Columbia University. It is expected that only extraordinary students will qualify, and the program will normally select no more than one person. Interested students should obtain specific details from the prelaw advisers.

Military Science

The U.S. Army's military science program is available to Colorado College students. The four-year program is organized under the provisions of the ROTC Vitalization Act of 1964. Two- and three-year scholarships are available to qualified students. Completion of the military science program leads to commission as an officer in the United States Army, Army Reserve, or National Guard. Additional information and description of courses are available by contacting Professor of Military Science, University of Colorado, Colorado Springs, CO 80907.

Teacher Education

Colorado College offers a teacher education program leading to licensure for teaching in the secondary school (art, English, French, German, Japanese, Latin, mathematics, music, science, social studies, and Spanish) or the elementary school. The program is designed to make full use of the resources of a liberal arts college for the preparation of teachers and is approved by the state of Colorado. Students wishing to be recommended by the college for a teaching license must have a solid liberal arts background and be well prepared in the subjects they wish to teach. In addition, they must complete education coursework. The teacher education program stresses performance-based education courses, preparation in subject matter, and a minimum of 800 hours of field experiences that are integrated into professional preparation. Student teaching is required.

Prerequisites and admissions procedures for the teacher education program are described under the Departmental Courses section.

International and Off-Campus Study Programs

www.coloradocollege.edu/international

Off-campus study is a valuable part of the liberal arts curriculum at Colorado College. It is a serious academic experience that provides in-depth exposure to different languages and cultures, as well the opportunity to take courses not available at CC. Each year, hundreds of Colorado College students study off-campus on a wide variety of programs located throughout the world, internationally as well as domestically. Off-campus study requires careful planning. Students are encouraged to begin planning for off-campus study at least a year in advance and to discuss their plans in detail with their academic advisor.

General Requirements

All students studying off-campus during the regular academic year must submit an Internal CC Application for Approval to Study Off-Campus, in addition to completing all application requirements of the program sponsor. The Colorado College application window is open from August 1 to October 1 (or until full) for spring semester programs and January 1 to March 1 (or until full) for fall semester programs. However, early application is encouraged as applications are approved on a rolling basis.

Students must be in good standing with the College, and student conduct history will be taken into consideration, as well as motivation essays and approval from the student's academic advisor. Students will receive written notification of their approval status for off-campus study via email. Students are encouraged to investigate off-campus study possibilities in both fall and spring. Although the college will attempt to meet all reasonable needs, students should be prepared for the possibility that they will not receive their first choice of semester.

Internships or service-learning opportunities may exist as well. Credits earned off-campus will be subject to a careful evaluation by the appropriate departments and the registrar's office. Credit for courses taken off-campus should be determined prior to participation in the program. All students should complete the Preliminary Course Approval Form in conjunction with the registrar and their major and minor departments. This form is due prior to a student's departure.

The Internal CC Application for Approval to Study Off-Campus is considered a formal request for an academic leave of absence. After applying, students are required to either confirm or cancel this leave by notifying the registrar's office in writing by May 1 for fall semester programs or November 1 for programs that begin in the spring.

If students plan to study off-campus in the summer with Colorado College, they should visit the CC Summer Session offices for application materials. Students who plan to transfer summer credit back from a non-CC summer program abroad should complete the required petition forms, available at the Office of Off-Campus Study in the Worner Center.

Colorado College Programs

Students pay CC tuition for the semester, credits earned are CC credits, grades are calculated into the GPA, and units meet the CC requirement which states that 24 units of 32 be completed at Colorado College (transfer students must complete 16 units at Colorado College).

CC Asia Semester

This is a language-based program taught in Asia; specific locations change from year to year. Students will take two units of an intensive language (Arabic, Bahasa Indonesian, Hindi, Malay, Thai, or Vietnamese) in addition to two blocks, taught by CC faculty, in a variety of disciplines. The Spring 2013 Asia Semester will be in Singapore in conjunction with the National University of Singapore (NUS). The semester fulfills the CC language requirement.

Length of Program: Blocks 5-8. Eligibility: Application and COI. Application process: Visit the Office of International Programs for application materials and deadline information. Campus Advisors: All participating faculty.

CC Semester in Tours, France

The department of French, Italian, and Arabic offers a semester in Tours in partnership with the Institut de Touraine. In addition to two blocks of French language study, courses offered may include art history, French culture, literature, film, history, or political science. Excursions in France, extracurricular activities, one-on-one conversation exchange, and a home stay all contribute to a first-hand knowledge and appreciation of French culture and society.

Length of Program: Spring semester (early January through early May). Enrollment: 10 students. Eligibility: Intermediate-level French or equivalent, or consent of instructor. Credit: 4 units. Application Deadline: Consult department of French, Italian, and Arabic. Campus Advisors: Ibrahima Wade, Alistaire Tallent, or Michael O'Riley.

CC Semester in Lüneburg, Germany

The spring semester German abroad program is located in Lüneburg in northern Germany, a charming city distinguished by its medieval art and architecture. Weeklong excursions to neighboring countries have included Poland, the Czech Republic, Switzerland, Austria, and Hungary. The program satisfies the requirements for the German language minor except for one block of German literature, which may be taken at Colorado College. The program does not satisfy the requirements for the thematic minor. Please consult the Thematic Minors section of the catalog for a complete description. Students may enroll for one to four blocks with departmental approval.

Length of Program: Blocks 5 through 8. Enrollment: 12 students. Eligibility: German 201 or equivalent, sophomores, juniors, seniors. Credit: 4 units. Application Deadline: May 1 of the preceding year and Colorado College pre-registration. Campus Advisor: Armin Wishard.

CC Mediterranean Semester

This is a language-based program taught in the Mediterranean region; specific locations change from year to year. Students will take two blocks of an intensive language (French, Arabic, Greek, or Italian depending on the year) in addition to two blocks, taught by CC faculty, in a variety of disciplines. The Spring 2013 Mediterranean Semester offers courses in Spain and Greece as well as a choice of Arabic, Greek, or Spanish languages. The semester fulfills the CC language requirement.

Length of Program: Blocks 5-8. Eligibility: Application and COI. Application process: visit the Office of International Programs for application materials and deadline information. Campus Advisors: All participating faculty.

CC Russian Program: Study in Moscow and St. Petersburg

The department of German, Russian, and East Asian languages (GREAL) offers an intensive Russian language program in Moscow and St. Petersburg, Russia. The program includes a rich and diverse cultural experience: trips to Vladimir and Suzdal, the tsars' summer palaces in Peterhof and Pavlovsk, attendance at performances of the Bolshoy and Maryinsky opera and ballet theaters, the Hermitage, the Tretyakov Gallery, St. Isaac Cathedral, and more. The program is organized in conjunction with the Maxim Gorky Literary Institute in Moscow, and the Nevsky Institute of Language and Culture in St. Petersburg. Both Russian and Colorado College professors conduct the classes. All courses are taught in Russian under the Colorado College Block Plan.

Length of Program: Blocks 7 and 8. Eligibility: Russian 101 and 102 or equivalent. Credit: 2 units. Application Deadline: December 10. Campus Advisor: Alexei Pavlenko.

Colorado College Exchanges

Canada: Quest University Exchange

Qualified sophomores, juniors, and seniors can study at Quest University in stunning Squamish, British Columbia. This college is a small, undergraduate-only liberal arts and sciences school. Modeled after CC's Block Plan, Quest allows flexibility for CC students to spend time off-campus and maintain the academic benefits and flexibility that the Block Plan offers. The exchange is best designed for a full semester (either fall or spring) although it may be possible to attend Quest for one or two blocks.

Length of Program: Fall – early September through mid-December. Spring – early January to early May. Eligibility: Sophomores, juniors, or seniors. Credit: up to 4 units. Application Deadline: March 1 for fall, October 1 for spring. Campus Advisor: Tim Fuller.

Finland: Saimaa University of Applied Sciences

The art department offers students the opportunity to spend a semester or year in Finland through our exchange with Saimaa University of Applied Sciences. The program at Saimaa is intended for students who wish to study visual arts, jewelry design, textile design, and/or stonework. Courses are taught on a system similar to the Block Plan. Knowledge of Finnish is not required. Students can study during the fall or spring semester.

Length of Program: Semester or academic year. Enrollment: One student. Eligibility: Sophomore standing and 3.0 GPA. Credit: typically 4 units. Application Deadline: March 1 for fall and October 1 for spring. Campus Advisors: Kate Leonard and Carl Reed.

France: Sciences Po Exchange Program

Established in 1872, the Sciences Po is the leading university in the social sciences in France. CC students have an opportunity to take courses at the main campus in the Saint-Germain-des-Prés district of Paris, or at one of the six auxiliary campuses in Nancy, Poitiers, Dijon, Menton, Reims, and Le Havre, each with a different global area studies

focus. Coursework is offered in economics and business, European studies, history, international relations, journalism, law, political science, science, and sustainable development. Students can choose to study in French or English, or a combination of both depending on language skills. Places on this exchange program are competitive, and preference will be given to students applying for the full year abroad.

Length of Program: Full-year preferred, semester study may also be available. Enrollment: two full-year students selected annually. Eligibility: junior or senior standing. Application Deadline: March 1. Campus Advisors: Bryant “Tip” Ragan, Robert Lee, or Ibrahima Wade.

German Exchanges: Göttingen and Regensburg

Under the exchange program with the Universities of Göttingen and Regensburg, two students are selected annually to receive full stipends (tuition, room and board, and a monthly allowance) for a year of study at either of these institutions, which in turn send one student each to Colorado College for a year of study. Prerequisite is GR 305 or the equivalent language proficiency.

Length of Program: full year. Enrollment: Two full-year students selected annually. Eligibility: German 305 or equivalent, sophomores, juniors, seniors. Credit: 4 units. Application Deadline: March 1. Campus Advisor: Armin Wishard.

Russia: Nevsky Institute

The Nevsky Institute of Language and Culture in St. Petersburg has been the base for CC students of Russian since 1996. The institute is located in the historic Petrogradskaya Storona of St. Petersburg. The capital of the Russian empire, St. Petersburg is the city of Peter I and Catherine the Great, of Pushkin, Gogol, and Dostoevsky. Situated on 44 islands, this “Venice of the North” has been a site for Russia’s decisive historical events: The Decembrist uprising, the assassination of Alexander II, the Bolshevik Revolution, and the 900-day siege during World War II. St. Petersburg has survived as the only city in Russia — and the world — that prides itself on its original XVIII century architecture reflecting a unique synthesis of Western European and Russian cultures. Nevsky offers majors in Russian studies, European studies, linguistics and linguistic arts, finance, and more. It is one of the first independent institutes in post-Soviet Russia. The intent of the exchange program is to give a CC student with advanced Russian language proficiency an opportunity to study humanities/social sciences in classes taught in Russian.

Length of Program: Fall or spring semester. Credit: 4 units. Application Deadline: October 15 for spring, April 15 for fall. Campus Advisors: Alexei Pavlenko.

Sweden: Jönköping (JIBS)

The Jönköping International Business School (JIBS) exchange program is sponsored by the department of economics and business and allows for up to two CC students to spend the semester or academic year in Sweden. In return, students from Sweden come to study at CC. JIBS is widely recognized as one of the top business schools in northern Europe, and it offers courses in Swedish culture, entrepreneurship, marketing and management, business law, accounting, finance, and more. Classes at JIBS are taught in English, allowing for full immersion into the Swedish classroom. An exciting student town, Jönköping presents many opportunities to participate in social, cultural, and recreational activities. Students on the program live with other students in furnished apartment complexes. Students can study during the fall or spring semester.

Length of Program: Semester or academic year. Eligibility: Sophomore standing (students are advised to complete Principles of Economics and Principles of Financial Accounting prior to departure). Credit: 4 units. Application Deadline: October 1 for spring, March 1 for fall. Campus Advisors: Larry Stimpert.

Wales: University of Aberystwyth Exchange

The University of Wales, Aberystwyth (UWA) is located in the oceanside town of Aberystwyth (pop. 25,000) on the west coast of central Wales, five hours from London and two hours from Birmingham. Students select from the full array of UWA classes, which are taught in a combination of lecture and small seminars that offer a collaborative approach to learning and demand a high level of student preparation and participation. Two students may participate in the exchange program in a typical year. Students are housed in the residence halls and may participate in the many clubs and societies on campus. In addition, UWA and Aberystwyth are host to excellent centers for the arts and music. UWA has a dynamic campus life that affords many opportunities for students to become involved in the host culture. Students can study during the fall or spring semester, although the fall semester exams are not held until late January, so students should be prepared to stay through the holidays.

Length of Program: Fall: late September through late January. Spring: late January through early June. Enrollment: 2 students. Eligibility: Second-semester sophomore standing. Credit: To be determined. Application Deadline: October 1 for spring, March 1 for fall. Campus Advisor: Steven Hayward.

Associated Colleges of the Midwest (ACM) Programs

Students pay actual ACM program costs for the semester, plus a \$300 administrative fee. Credits earned are CC credits, grades are calculated into the GPA, and units meet the CC requirement which states that 24 units of 32 be completed at Colorado College (transfer students must complete 16 units at Colorado College). Programs are available in the United States and abroad. More information is available on the Colorado College International Programs website.

- Botswana — ***University Immersion in Southern Africa, Gaborone*** (Spring)
- Brazil — ***Juiz de Fora or Brasília: Environmental Studies or Liberal Arts and Sciences*** (For *Juiz de Fora* only, grades are not calculated into GPA)
- Costa Rica — ***Language, Society, & Environment, San José*** (Fall)
- Costa Rica — ***Field Research in the Environment, Social Sciences, and Humanities, San José*** (Spring)
- England and Italy — ***London/Florence: Arts in Context*** (Spring)
- India — ***Culture, Traditions, and Globalization, Pune*** (Fall)
- Italy — ***Florence: Arts, Humanities and Culture*** (Fall)
- Japan — ***Japan Study, Waseda University, Tokyo***
- Tanzania — ***Ecology and Human Origins, Dar es Salaam and Tarangire Field Site*** (Fall)
- U.S.A. — ***Chicago Semester (Arts, Entrepreneurship, and Urban Studies)***
- U.S.A. — ***Urban Education: Student Teaching in Chicago***
- U.S.A. — ***Newberry Library Semester in the Humanities***
- U.S.A. — ***Oak Ridge National Laboratory, Tennessee***

CC Approved Programs

Students pay actual programs costs for the semester, plus a \$300 administrative fee. Credits earned are transfer credit (must earn a C- or better), grades are not calculated into the GPA, and units *do not* count toward the CC requirement which states that 24 units of 32 be completed at Colorado College (transfer students must complete 16 units at Colorado College). Programs are available in the United States and abroad. More information is available on the Colorado College International Programs website.

Petitions

If, for academic reasons, a student wishes to apply for a program that is not currently on the list of options for Colorado College students, they must petition in advance for approval through the International Studies Committee. Students should meet with the Coordinator of Off-Campus Study early in the process to learn more. Students who do not successfully petition in advance for non-approved off-campus study programs will not be able to transfer the credits into the College.

Academic Policies

Validation

Although most students have selected their courses prior to the beginning of the fall and spring terms, all students must officially go through validation at the beginning of each term — Blocks 1 and 5 — by turning in their validation card at validation, or to the registrar's office. This process validates the student's arrival on campus, intent to participate in courses for the semester and to fulfill all financial obligations. It is the student's responsibility to notify the registrar's office if he or she will not be on campus for validation. Failure to validate enrollment for the semester, or to notify the registrar's office of late arrival, will result in a late registration fee of \$50 and may cancel courses for the term.

Pre-registration

First-year and transfer students select their first two courses (Blocks 1 and 2) by mail during the summer or fall (for January transfers). During New Student Orientation Week, students meet with their academic advisers to review their choices. Then, during Block 2, first-year and transfer students select courses for the remainder of the academic year.

In March or April, two weeks are set aside for pre-registration (course enrollment) for the coming academic year. During this period, students meet with their advisers to plan their academic programs for the next year. Also at this time they may discuss a choice of major and vocational possibilities and review their academic progress. Students must declare a major before registration for the junior year.

Students are responsible for entering their pre-registration (course enrollment) online on any computer with Internet accessibility, before the end of the pre-registration period. An 80-point, sealed-bid system will determine who is enrolled in courses and who is placed on the waiting lists. Students will be put on the waiting list for a course when their point distribution fails to get them into the selected course. Students are responsible for completing all necessary listed prerequisites for any course; failure to do so may result in an automatic drop from the course by the registrar's office or the instructor. Failure to adhere to prerequisites may jeopardize the student's ability to perform at the level expected in the class.

Course Attendance Policy

Students are expected to attend courses regularly and are responsible for course work whether present or not. The college believes in giving students as much freedom as is consistent with their academic progress. However, excessive absence, excluding illness or emergency, may result in a special probation or dismissal from the course with no credit.

The policy of Colorado College is to require attendance in scheduled classes in the week of all-college holidays and block breaks. Faculty members will explain any specific applications of this policy, such as grade penalties for unauthorized absences, at the beginning of each block. Since grades for graduating seniors are due by 2 p.m. Wednesday, the last day of Block 8, seniors are expected to attend all classes through the end of Block 8.

Course Changes

Students are permitted to add a course in progress during the first two days of a block with the signature of the professor. They may drop a course through 5 p.m. Tuesday of the second week. The half-block may be dropped by Thursday at 5 p.m. Students should be aware, however, that adding a course after the first two days of the block will be difficult or impossible, so that credit for the block will be lost if the course is dropped after the first two days. Students may add or drop courses to be taken in future blocks at any time prior to the beginning of those courses without the instructors' signatures. Exceptions to the procedure must be authorized by a dean and affected professors. Students may not drop a course if involved in an Honor Council investigation.

Dropping a course without authorization automatically results in a grade of No Credit.

One of the primary goals of the Block Plan is to provide a framework within which students may devote all of their formal academic efforts to one course. Thus, it is not possible to register for more than one principal course during a block. However, students may also enroll in a maximum of three adjunct courses and a maximum of .5 unit of extended-format courses per semester. Students may also take a maximum of .5 unit during the January half-block. Unapproved overloads result in a loss of credit.

During the first or sophomore year, students are urged to consult with the department in which they wish to major to determine an appropriate schedule. To allow students ample time to pursue a sound course of study in their major, they must declare the major before registration for their junior year. However, they may change their major at any time.

Waiting Lists

A student is permitted to be on one waiting list for each block. When an opening is available in a course, the student first on the waiting list is automatically added when a space becomes available. Notification will be sent to the student's Colorado College e-mail address. If a student is enrolled in another course the same block, this course is automatically dropped. Students who are allowed into class from the waiting list by the professor on the first day of class must officially add the course by turning in an add form to the registrar's office. Students who fail to officially add the course lose the option of taking the course on the Pass/Fail option and must take the course for a letter grade.

Examinations

Instructors decide the number and nature of examinations given in a course. Students usually will be given notice in advance of examinations, but unannounced quizzes and other criteria such as class discussions may help determine a student's grade for the course.

Under the Block Plan, there are no final examination periods. Final exams, if given, will be held during the block(s) in which the course is offered. Instructors will decide on the method of evaluating student performance.

Students who are unable to take a scheduled examination as a result of illness or for other acceptable reasons may be given a make-up examination or may receive an “Incomplete” if there are unfinished requirements at the end of the course.

All examinations are to be given under the honor system. Briefly, this system means that teachers are to remove themselves from classrooms during tests, except for necessary announcements. The Honor Council may make exceptions to this rule. The professor shall designate the time allowed for each examination. There shall be no limitation as to where examinations shall be taken except as specified by the professor. The honor system shall apply to all written or oral examinations, to all reports, term papers, theses, and all other work done for credit.

Independent Study

A student may initiate independent study to pursue in-depth certain aspects of a subject previously studied or to investigate an area of academic interest not covered in a regular course. The following guidelines should be observed:

- Courses should have specific prior expectations established, clear to both the faculty supervisor and student.
- Courses should have as a prerequisite sufficient prior course work in the area of the project to give the student a good basis for working independently, i.e., they should involve advanced, not introductory work.
- Independent study should normally be for juniors or seniors who are likely to have sufficient academic maturity to succeed in it.
- Courses should require the equivalent student workload of a regular course carrying the same credit.
- Courses should be planned well ahead of time.
- Courses should have the approval of the department or interdisciplinary program chair.
- Consent of instructor is required.

Retaking Courses

Students may repeat a course in which they did not receive a passing grade. Such repetition may be required if a student received a “D+” or lower grade in a course in the major field, or a prerequisite requirement. Students may retake a course in which they received a passing grade. However, credit will be awarded only once, and both grades will be calculated into the appropriate GPAs.

Credit and Grades

The unit represents the academic work of a single block of three-and-one-half weeks. There are eight blocks in the academic year, and under normal circumstances a student can earn eight units of credit per year and 32 units in four years. Each unit is equal to four semester hours or six quarter hours. Adjunct courses provide .25 unit credit each, and extended-format courses provide up to .5 unit per semester. The January half-block allows students to earn .5 unit of credit.

Any first-year student who enrolls for fewer than eight blocks, and any other student who enrolls for fewer than seven blocks, must have the prior approval of the registrar’s office within the first two weeks of the semester of reduced enrollment.

The college provides a two-track system for all students. In a given course, students may choose to be graded by either the designation of A, A–, B+, B, B–, C+, C, C–, D+, D, and No Credit (G Track) or the optional system S/CR/NC (P Track). S = A through C–; CR = D+ or D; NC = No Credit. For purposes of computing the grade point average, the following schedule will be used: A = 4.0; A– = 3.7; B+ = 3.3; B = 3.0; B– = 2.7; C+ = 2.3; C = 2.0; C– = 1.7; D+ = 1.3; D = 1.0; and NC = 0.0.

P Track passing grades are not calculated in the GPA; however, a grade of NC under either grade track option is calculated in the GPA. D+ and D grades under both G and P Track options may fulfill graduation requirements. They do not fulfill major, departmental minor, or prerequisite requirements. There are no restrictions placed on the number of courses a student may choose under each option. However, students are expected to choose the option by which they wish to be graded at the time they register for courses. No change in the grading option is permitted after the fourth day of class without extenuating circumstances. Students who do not choose a grading track for a course are automatically assigned to the G track by the registrar's office. A student may, with permission of the course professor, audit (Z Track) a course. No credit toward graduation will be awarded, but the audit, if completed successfully, will be recorded on the student's transcript.

The college believes its grading system options offer a desirable versatility because they provide a commonly understood set of grades for consideration beyond the campus while preserving a simpler option for students who wish to be free of certain kinds of grading pressures. This "optional system" encourages students to take courses they might otherwise avoid out of fear of poor grades, and in general makes students much less "grade conscious." On the other hand, the college avoids the risk that some of its students could be disadvantaged by the grading policy in the competition for jobs or graduate and professional school admissions.

In the interest of a more uniform grading policy that accords with our commitment to high academic standards, the college endorses the following revised statement of the meaning of grades at Colorado College:

- A – Excellent work that reflects superior understanding and insight, creativity, or skill.
- B – Good work that reflects a high level of understanding and insight, creativity, or skill.
- C – Adequate work that indicates readiness to continue study in the field.
- D – Marginal work, only minimally adequate, raising serious question about readiness to continue in the field.
- S – Work that falls in the range of A to C–.
- CR – Work equivalent to a D+ or D.
- NC – Failing work, clearly inadequate, and unworthy of credit.

No Credit Grades

If a student does not complete the work of a course and has no satisfactory excuse, the instructor must determine the student's grade, which may be No Credit. Unlike an Incomplete, No Credit grades cannot be made up and thereby changed to a passing grade simply by turning in a missing paper or taking a missed examination.

Grade Changes

At the end of each course, faculty submit final grades to the registrar. The judgment made by the faculty member when a grade is submitted to the registrar must be viewed as conclusive. Therefore, a request for a change in a final grade will ordinarily not be approved.

There are, however, rare instances in which fairness might justify a final grade change. This might be the case, for example, when there is demonstrable evidence of a mathematical error in the calculation of a grade, or where there has been an egregious error in grading by the instructor, such as the failure to read and take into account an entire exam or paper or a significant portion of one. Normally, grade appeals should be resolved between the student and faculty involved. A mere change of mind will not justify a change of a final grade.

The registrar's office will allow grade changes in these rare cases. However, grades are to be considered final and will not be subject to change for any reason after a 12 month period from the end of the course. Also, grade changes are not permitted after the award of a degree. The 12 month period does not apply to graduating students.

FERPA (Family Educational Rights and Privacy Act)

College students' records are protected by the Family Educational Rights and Privacy Act (FERPA). It restricts institutions from releasing grades and other educational records without a student's written permission. Students may view their grades online through the student self-service system after grades have been submitted and recorded by the registrar's office. Since the system is student-controlled, students are encouraged to share grade information with their parents. Students can also request official transcripts from the registrar's office which includes complete course, grade, and GPA information.

Advanced Standing Credit

Colorado College encourages prospective students to take the most rigorous courses available at their secondary schools. When considering applications for admission, the Admission Committee takes special note of students who pursue such courses of study. The college also recognizes challenging course work by giving credit in some instances for Advanced Placement work (AP), International Baccalaureate (IB) work, college courses, and certain foreign secondary degrees. No credit is awarded for CLEP tests or for life experience.

Approximately one-third of each entering class at Colorado College is awarded advanced standing credit. This credit can be used to satisfy general education requirements where appropriate (Advanced standing credit will not be allowed to fulfill Critical Perspectives requirements), to satisfy major requirements where the department allows, and to accelerate graduation. However, accelerated graduation is not mandatory; students are eligible to remain enrolled and receive financial aid for four full-time academic years. The college will award up to eight units (sophomore standing) in transfer credit to students whose scores meet the appropriate criteria. Note that the registrar's office will not award double credit for the same subject earned through different programs (*e.g.*, AP American Literature and IB American Literature), nor will it award double credit if a student takes a Colorado College course in the same subject matter. The registrar's office will consider requests for credit after a student is admitted and has sent in the deposit.

Transfer Credit

Colorado College accepts transfer credit for previous work done by a student. The following guidelines are used in the transfer and awarding of academic credit from an accredited institution or approved program:

- To earn credit at Colorado College, all transfer credit must come from a regionally accredited, degree-granting college or university (including community colleges) or a program preapproved by the office of international and off-campus programs for off-campus study and exchanges.
- Students who have completed work at other colleges and who wish to have this work credited toward a CC degree must have official transcripts from those colleges sent directly to the registrar at Colorado College. Course descriptions/syllabi for each course may also be requested.
- Students who wish to complete a semester abroad or study away as domestic exchange students must receive approval from the office of international and off-campus programs, department chairs or program directors, and the registrar's office for all course work prior to enrolling.

- A letter grade of 'C-' or higher is required to earn transfer credit. 'D+' and below will not earn transfer credit at Colorado College. Courses for which a Pass or Satisfactory was earned at another college will earn credit at Colorado College ONLY if the college can provide verification that the student passed with a letter grade of "C-" or higher.
- Courses must be substantially similar to Colorado College courses, and cannot duplicate, overlap, or regress from previous work.
- One Colorado College unit is equivalent to 4 semester hours, or 6 quarter hours.
- Grades do not transfer to Colorado College and are not calculated into the Colorado College GPA (grade point average).
- For college study during secondary school, please see additional requirements listed under Advanced Placement credit.
- Courses taken in disciplines offered at Colorado College are evaluated by the registrar in consultation with department chairs or program directors. The department chair or program director is the final authority on credit earned in his/her discipline.

Credit can be awarded for liberal arts courses taken in disciplines not offered by CC upon review by the registrar. If approved, these courses will be awarded general elective credit.

Dean's List, Distinction, and Honors

A student will be placed on the Dean's List if she or he attains a grade point average for the academic year of 3.75 or higher and no NC's or Incompletes at the time the list is calculated. To qualify for the Dean's List, a student must complete seven units, excluding adjuncts, in the academic year (six for graduating seniors), all seven of which (or, in the case of seniors, six) must be taken for a letter grade. Only credits completed at Colorado College or within an affiliated study abroad program will be used in determining eligibility.

Certain departments in the college grant a special award of distinction at graduation to majors who have done especially outstanding work in their major field and who also have superior records in all their college work. The departments may offer special courses of independent work for students admitted to these programs.

The bachelor's degree with honors — *cum laude*, *magna cum laude*, and *summa cum laude* — may be conferred upon those students who receive the recommendation of the Committee on Instruction. The degree *summa cum laude* is conferred only by a special vote of the faculty after individual consideration of each case.

Honors at graduation will be determined on the basis of grade point average computed from the last 22 units taken under the "G" grade track at Colorado College, including credit earned in ACM programs and the college's affiliated programs. Any transfer student who completes a minimum of 18 units for graduation at Colorado College, and at least 16 units on the "G" track option, will be automatically considered for honors. Courses taken for less than .5 unit credit shall be excluded from the 22. The Committee on Instruction may consider individually the cases of students with fewer than the required units at Colorado College. The registrar's office will notify departments about students who have the required grade point average to be considered for honors, but who would not automatically be considered using the above criteria, and these students will be considered if recommended by a minimum of three faculty members. The Committee on Instruction will recommend to the faculty students who should be awarded their degree *summa cum laude*, *magna cum laude*, or *cum laude*. The total number recommended by the Committee on Instruction will normally be equal to approximately 20 percent of the graduating class. Faculty approval is not required except for the granting of the degree *summa cum laude*.

Phi Beta Kappa: Standards for Election

Colorado College is home to the Beta of Colorado Chapter of Phi Beta Kappa, America's oldest honor society (1776). The chapter, about 40 faculty and staff elected at their undergraduate colleges and universities, annually inducts about 10 percent of the graduating class into lifetime membership, based on their excellence as liberal arts students. Grades are the first indicator of this excellence, followed by a questionnaire asking the whole faculty to rate students. Seniors are encouraged to make sure their transcripts are in order at midyear, and any student interested in membership should be aware that, in doubtful cases where the chapter examines transcripts, breadth of program including serious study of science, mathematics, and languages is considered.

Incomplete and Excused Grades

If a student is unable, for a satisfactory reason such as illness, to complete the work in a given course, he or she will receive either a grade of "Incomplete" or "Excused" for that course. Incomplete grades must be made up by the beginning of the fourth block following the block in which the incomplete was recorded, unless the instructor sets a shorter time limit for completion of the prescribed work. If an incomplete is not made up within the prescribed time, the registrar's office will automatically convert it to a grade of No Credit. In no case can an incomplete grade extend longer than one year after the block in which the course was taken.

After the second Tuesday of the course, students who want to drop a course must petition for a grade of Excused with a registrar. Normally, a grade of Excused will not be approved unless the student is passing and there are extenuating circumstances, such as illness or injury, that have affected the student's progress in the course. The student must state a specific reason for requesting an Excused, and the instructor's recommendation must be recorded. The registrar's office will make the final decision.

If a student does not complete the work in a course and has no satisfactory excuse or does not meet the minimum standards set by the instructor, the instructor will give the student a grade of No Credit.

Satisfactory Academic Progress

Thirty-two units are required for graduation. Students should be aware that illness or grades of No Credit might prevent completion of one or two units during their four-year academic career. If necessary, the student can make up these losses by taking courses in the Summer Session or by taking adjunct courses (.25 unit each), extended-format courses (.5 unit per semester), or the January half-block (.5 unit) to reach the minimum requirement of 32 units.

Students who receive financial aid must make satisfactory academic progress according to the table below. Eligibility for Colorado College financial aid extends for eight semesters or through a semester in which 32 units are completed, whichever comes first. All credits earned and accepted by the registrar's office are used to determine financial aid eligibility. Advanced Placement (AP) credits, International Baccalaureate (IB) credits, credits for half-blocks and extended-format courses, and adjunct credits are not used in the determination of the 32-unit limit.

Each full-time student is allowed five years (10 semesters) to complete a bachelor of arts degree and receive federal financial aid. It should be noted that although students have 10 semesters of eligibility for federal funds, eight semesters is the limit for college funds.

Full-Time Semester	Minimum # Units	Minimum Cumulative GPA
1	2 units	1.5
2	6 units	1.7
3	9 units	1.8
4	12 units	2.0
5	15 units	2.0
6	19 units	2.0
7	23 units	2.0
8	27 units	2.0
9	31 units	2.0
10	35 units	2.0

Warning and Suspension

In Blocks 4 and 8 each year, the Dean's Advisory Committee meets to review students' academic records. In determining academic warnings and suspensions, the committee uses the following guidelines:

First- and second-year students are expected to earn at least six units of credit during each of their first two years. All other students (third and fourth year) are expected to earn at least seven out of the last eight units taken in any two consecutive semesters (spring and fall, fall and spring).

Normally, students complete a degree program within four years. However, the college recognizes that individual circumstances may warrant exceptions. The above guidelines will not apply to students who take less than normal academic loads for reasons such as illness or personal problems. These students should obtain a written waiver from a dean.

Students failing to meet the requirements of satisfactory progress toward the degree will be liable for the following:

Academic Warning. Students who fail to meet the minimum grade point average (GPA) for the semester or pass the minimum number of courses in a semester are placed on academic warning because the Dean's Advisory Committee believes there is reason to be concerned about their level of achievement.

Academic Probation. Students on academic warning who fail to meet the minimum GPA or units earned for the following semester or who receive a No Credit in one or more courses are placed on academic probation for the next semester. While on academic probation, students must achieve a 2.0 GPA for the semester and pass four classes with a C– or better with no grade of Incomplete (I) in any of the four classes. The latter must be achieved for the student to be removed from academic probation. A student on academic probation for two consecutive semesters will be placed on academic suspension for one year.

Academic Suspension. A student is placed on academic suspension after being on academic probation for two consecutive semesters. Suspensions are entered on a student's transcript as a part of the academic record. The suspended student meets with the associate dean of the college to define the conditions for determining their readiness to return. After a one-year absence from the college, a suspended student may apply to the associate dean of the college for reinstatement.

Dismissal. A student is subject to dismissal from the college whenever, in the view of the Dean's Advisory Committee, his or her academic performance is so low as to make the completion of a Colorado College degree unlikely.

Leave of Absence. The deadlines for requesting a leave of absence are November 1 for a leave that begins in the spring semester and March 1 for a leave that begins in the fall semester. Students must apply for a pending leave by the appropriate deadline even if they are awaiting word of their acceptance to a specific program. Students who are granted a leave are expected to reconfirm their return date in writing to the dean of students (for nonacademic leaves) or the registrar's office (for academic leaves) no later than November 1 for a return in the spring and March 1 for a return in the fall. Students who fail to reconfirm will have their preregistration cancelled, and they will be withdrawn formally from the college.

On formal application to the dean of students, a nonacademic leave of absence will be considered for either financial or personal emergency. Students who find it necessary to interrupt their education because of financial considerations are expected to contact the dean of students and to present evidence in support of their request for a financial leave. In the case of personal emergencies, such as illness or family crisis, the dean of students should be consulted. A student on personal leave of absence is expected not to attend another college or university. If unusual circumstances warrant attendance, credit will not be accepted unless prior approval has been received from the dean in consultation with the registrar's office.

Withdrawal from the College

All students who decide to interrupt their education at Colorado College and who do not qualify for a leave of absence, or who wish to transfer to another institution, are expected to withdraw formally from the college. A notice of formal withdrawal is available in the dean of students office. To withdraw from the college for the spring semester, a student must submit a formal notice of withdrawal by November 1 of the preceding year or forfeit the general obligation deposit. To withdraw from the college for the fall semester, a student must submit an intention to withdraw by March 1 of the preceding academic year or forfeit the general obligation deposit.

Students who withdraw to transfer to another institution and later wish to reapply to Colorado College must do so through the admission office as transfer candidates. Those students who withdraw for other reasons, such as time off to travel or simply to take a break from the educational environment, have the option of reapplying to Colorado College by writing directly to the vice president for student life or the dean of students. This option remains open for two semesters (one academic year) following withdrawal. The deadlines for reapplying through the dean of students for a given semester are November 1 for reinstatement in the spring semester and March 1 for reinstatement in the fall semester. After a lapsed time of two semesters or longer, students in this category who still wish to reapply to Colorado College must do so through the admission office. Students who withdraw formally from the college do not have the option of preregistering in the spring.



Departmental Courses

Anthropology

www.coloradocollege.edu/academics/dept/anthropology/

Associate Professors HAUTZINGER, MONTAÑO (chair); Assistant Professors GÓMEZ, LEZA; Visiting Assistant Professor FISH, PICKRELL; Visiting Instructor VONFELDT

THE MAJOR — REQUIREMENTS:

Students majoring in anthropology must complete the following requirements:

- 12 units of coursework in the department, distributed in the following categories: A minimum of one course in each of the four subfields (archaeological, biological, cultural, and linguistic anthropology); at least four anthropology courses at the 300-level including AN315.
- Two required, discipline-wide courses: AN215 Research Design — Method and Theory and AN315 Advanced Integrative Seminar.
- Major requirements may be satisfied by no more than: two units of off-campus credit; two units of independent Readings/Research (400), and one cross-listed unit taught by non-departmental faculty (e.g., folklore, ethnomusicology, cultural ecology).

Note: The department awards Distinction in Anthropology to students who present evidence of distinguished work. Consult the Majors Handbook for Distinction guidelines.

THE MINOR (FIVE UNITS):

- A minor in anthropology will consist of a minimum of five units of coursework, to include the following:

Courses in (at least) two of the four major sub-disciplines (biological, cultural, archaeological, and linguistic anthropology) as described in the major requirements;

- At least one course at the 300-level;
- Independent research courses (AN400) may not be counted toward the minimum five units of the minor;
- Minor requirements may be satisfied by no more than one cross-listed course unit taught by non-departmental faculty (e.g., folklore, ethnomusicology, cultural ecology); one unit of off-campus credit.

101 Biological Anthropology. A survey of major topics in biological anthropology, including: background material in genetics and evolution, non-human primate behavior, human evolution and biological variation, skeletal studies, and the concept of race. Emphasis on biocultural interactions. Occasional laboratory experiences complement lectures, reading, and discussion. (Meets the requirement for Natural Science credit.) (Does not meet the divisional requirement in the Social Sciences or the outside unit requirement for students majoring in the natural sciences.) (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Fish.

102 Cultural Anthropology. The study of human societies through the central concept of culture. Explores such topics as meaning, adaptation, social organization, kinship, religion, environment, technology and conflict. Presents anthropological themes including holism, comparison, dynamism and cultural relativism, as well as methodological approaches to studying human experience in naturally occurring contexts. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Montañó, Hautzinger.

103 Introduction to Archaeology. Archaeology is the study of past human societies through material remains. Archaeologists employ multidisciplinary methods to investigate anthropological questions in the past, using evidence provided by objects, buildings, and other material traces. Basic history, methods, theory, and politics of archaeology are presented. Students learn practical skills such as artifact analysis and site mapping as well as the course of human prehistory, from fossil ancestors to ancient states. 1 unit — Gómez, Pickrell.

105 Language and Culture. Examines the interconnectedness of language and culture from ethnographic and sociolinguistic perspectives. Comparative study of speaking in cultural context aimed at understanding the ways in which people use talk to cooperate, manipulate, structure events, and negotiate identities. Cross-cultural focus, with examples from such languages as Japanese, Navajo and Apache, African-American Vernacular, and French. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Leza.

123 American Sign Language I. Introduction to American Sign Language. Practice in signing and comprehension in American Sign Language (Ameslan or ASL). .25 unit — VonFeldt.

124 American Sign Language I. Introduction to American Sign Language. Practice in signing and comprehension in American Sign Language (Ameslan or ASL). .25 unit — VonFeldt.

201 Human Evolution. Fossil and genetic evidence for human evolution as well as the implications of evolution for understanding the adaptations of modern humans. Nature and timing of the developments that led from our distant, rodent-like ancestors to humans as we are today. Evolutionary theories that have been proposed to explain these changes. Adaptive significance of changes in the relationship between members of our lineage is also stressed. Through lectures, laboratories, discussions, and student presentations, students learn some of the basic principles of molecular genetics and discuss the use of genetics in evolutionary research. No credit toward Biology major if taken after Biology 231. *Prerequisite:* Biology 105 or 106 or 107 or 108 or 109 or Anthropology 101. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Also listed as Biology 205.) (Not offered 2012–13.) 1 unit — Fish.

202 Human Biological Variation. Beginning with the genetic base, this course provides an anthropological approach to understanding biological variation within and between human populations. Traits of known and unknown inheritance, physiological adaptations, concept of race and interactions of human biology and culture are emphasized. Some laboratory exercises. (Meets the requirement for Natural Science credit.) (Does not meet the divisional requirement in the Social Sciences or the outside unit requirement for students majoring in the Natural Sciences.) *Prerequisite:* Anthropology 101 or consent of instructor. 1 unit — Fish.

204 Prehistory. Human habitation of a single continent or other major areas from earliest times, with emphasis on human interaction with environment. Changes in cultural patterns over time as manifested in the archaeological record. (Not offered 2012–13.) 1 unit.

208 Topics in Anthropology. Courses taught occasionally by visiting professors or by permanent faculty. Topics will vary from year to year. (Not offered 2012–13.) 1 unit.

209 Topics in Anthropology. Courses taught occasionally by visiting professors or by permanent faculty. Topics will vary from year to year. (Not offered 2012–13.) 1 unit.

211 The Culture Area. Culture history and contemporary ethnic relations in geographic regions of non-Western areas of the world or of minority groups in the Western world. Areas offered vary; examples: native cultures of the Pacific Islands, the Arctic, Meso-America, North American Indians, etc. 1 unit.

Block 2: Indigenous Peoples of Mesoamerica. This course provides an introduction to the indigenous peoples of Mesoamerica. Through this course, students will learn to identify and appreciate some major indigenous culture areas of Mesoamerica, and better recognize the cultural diversity that exists within this region. The course applies historical, ethnographic and anthropological linguistic approaches in exploring contemporary issues in Mesoamerican indigenous communities. We will discuss indigenous Mesoamerican religious systems, issues of racial/ethnic identity, ethnic relations, gender, and political activism, and we will further consider the origins and impacts of global influences on indigenous Mesoamerica. Special focus is placed on the Nahuatl (Aztec) of Central Mexico, Mayan communities of Guatemala and the Yucatán, and the Mixtec of Oaxaca. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Leza.

Block 5: Archaeology of the American West. This course investigates the trajectories of Native American, Hispanic (both Spanish and Mexican), Anglo-American, and Chinese settlement in the American West. Drawing from archaeological discoveries and related material, we study the history of interactions between these populations beginning in the 16th century and continuing to the present. Topics include: conquistadors, the Santa Fe Trail, gold rushes, brothels, and battlefields. 1 unit — Pickrell.

215 Research Design: Method and Theory. Research design, method and theory across the discipline of anthropology. Topics include selecting research problems and sites, engaging literature, data-gathering and analysis, Institutional Review Board approval and ethical issues. Theory and application of contrasting paradigms (*i.e.*, positivist, interpretivist) across each of the four major subfields. Emphasizes commonalities across the discipline in major theoretical currents (*i.e.*, cultural ecology, functionalism, symbolic, historical materialism, postmodernism, feminism, and practice theory). *Prerequisite:* Anthropology 101, 102, 103 or 105 or consent of instructor. (Also listed as Race and Ethnic Studies 215.) 1 unit — Gómez.

217 Precolumbian Civilizations of Mesoamerica. Survey of the archaeologically known cultures of Mesoamerica, which include some of archaeology's most celebrated subjects of study, the Olmecs, Mayans and Aztecs. Students will learn the history and geography of the region, the nature of sociopolitical and cultural developments in the region, the material culture distinctive of different times and places within region and key issues and debates of ongoing concern. (Not offered 2012–13.) 1 unit — Gómez.

218 The Archaeology of the African Diaspora. Explores the diverse range of the African diaspora in the Americas through an archeological lens. An important goal is to see how scholars have creatively engaged with available resources (material remains, ethnohistoric accounts, historical records, oral texts) to increase our understanding of the life conditions of various African-based societies and communities in the Caribbean, Latin America, and the United States. Special emphasis on the theories, frameworks, and methods employed for understanding race and ethnicity. (Not offered 2012–13.) 1 unit — Gómez.

219 The Archaeology of the American Southwest. An introduction to the cultures of the American Southwest, from the initial populations of the greater region through the wrenching contact of European conquistadores. With occupation beginning sometime before 12,000 years ago, we have evidence for social and ritual complexity in the archaeological record dating before 2000 B.C.E. Current archaeological research in the American Southwest is redefining our concept of the adoption of agriculture in North America, our view of historically defined culture areas (Hohokam, Salado, Mogollon, Sinagua, Anasazi) with the probability of complex multiethnic communities, and the Southwest's former position as a region defining American archaeological method and theory. Course begins with a historical review of Southwestern archaeology and move on to the current methodological and theoretical issues. (Not offered 2012–13.) 1 unit — Gómez.

237 Blacks in the Caribbean and Latin America. Compares the experiences of diverse groups of the African Diaspora, with special emphasis on the Caribbean basin and Brazil. Topics include: race, racism and nation-building; the legacy of slavery and contemporary labor processes, conceptualizing the "Africa" in African-American cultures; variable social constructions of racial categories; maroons and other communities of resistance; and several African-American religions (Candomble, Umbanda, Voudoun, Santeria, Rastafarianism). (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Hautzinger.

238 Gender and Class in Latin America. Introduces anthropological perspectives on gender and class dynamics, including South and Central America along with the Hispanophone Caribbean. Readings center on women's role in production, reproduction, and development, while also incorporating specific approaches to masculinity and men's social roles. Emphasizes ethnographic analyses in which class and gender are treated as interconnected categories. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit — Hautzinger.

239 Women, Men, and "Others:" Gender Cross-Culturally. A cross-cultural approach to gender, emphasizing variability in the ways gender shapes social interaction and organization. After addressing the relationship between biological sex and culturally constructed gender and diverse sex-gender systems, the course proceeds to closely examine non-binary gender systems, where "third" (or more) genders emerge: hijras in India, berdaches in diverse Native American peoples, and travestis in Brazil. Various anthropological and feminist theoretical frameworks are applied. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Hautzinger.

242 The Anthropology of Food (with Emphasis on Writing). This course will explore food concepts, analytical methods, and the food habits of different ethnic groups. The class will have a field trip to the San Luis Valley, and to Northern New Mexico to document the production of food among farmers, cattle ranchers and restaurateurs. (Limited to 12 students.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Montaña.

243 Hispanic Folklore of the Southwest (with Emphasis on Writing). This course is designed to introduce students to several approaches in folklore studies and to Mexican material culture, religion, music, and prose narratives in the Southwest region of the United States. We will examine how the different approaches used by historians, literary critics, anthropologists, and folklorists can enhance the study of Hispanic folklore and material culture. (Limited to 12 students.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Southwest Studies 200.) (Not offered 2012–13.) 1 unit — Montaña.

245 Popular Culture. This course will present students with different concepts related to popular culture, as exemplified by diverse cultural forms: film, music, literature, and material culture. Through the course students will become acquainted with the theories of structuralism and post-structuralism, Marxism, feminism, and post-modernism. These theories will allow students to develop a clear understanding of the different paradigms and their limitations in cultural studies. (January half-block.) .5 unit — Montaña.

256 Language Socialization. Explores how new speakers of a language are socialized through the process of language acquisition to become culturally competent members of their communities. Examine how individuals are taught the knowledge, skills, and attitudes expected in their particular cultural and speech communities. Focus will be placed on the process of language socialization for children learning the languages of their native communities, but the course will also explore issues of language socialization for foreign language learners. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit — Leza.

258 Introduction to Linguistics. Explores the structures and functions of languages throughout the world, seeking to uncover both shared and variable patterns across languages. Introduces the tools of modern linguistics for recording and analyzing sound systems, words, syntactic and semantic structures, and the communicative uses of language. Provides background for understanding contemporary issues relating to language. (Not offered 2012–13.) 1 unit — Leza.

260 Language and Gender. Explores how language is used by women and men in sociocultural context. Examines and critiques anthropological and sociolinguistic research on the relationship of language and gender. Readings provide a cross-cultural perspective and students collect and analyze samples of language use in their own speech community. (Not offered 2012–13.) 1 unit — Leza.

262 Theory and Methods in Linguistic Anthropology. Introduction to basic research methods and the theoretical development of research methodologies applied in the field of linguistic anthropology. In addition to learning basic interviewing, recording and participant observation techniques applied by linguistic anthropologists, students will be introduced to digital technologies for transcription and linguistic data analysis. Students will collaborate on a small research project to gain experience with the research techniques and technologies. *Prerequisite:* Anthropology 102 or 105 or 258 or 260 or consent of instructor. 1 unit — Leza.

301 Human Osteology. This lab-based course is a detailed study of the anatomy of the human skeleton as a dynamic, living system. Special emphasis will be placed on the interpretation of skeletal remains from archaeological and forensic contexts. Consideration is given to the growth, structure, and function of bones, and to bioarchaeological and forensic aspects such as the determination of age, sex, stature, and pathology from skeletal remains. We will combine theory, its applications, and the limitation of osteological methods with laboratory analysis. The relevant techniques for the reconstruction of past populations and the assessment of human biological variation will be introduced. *Prerequisite:* Anthropology 201 or 202, statistics suggested. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 2 units — Fish.

303 Bioarchaeology. An investigation of how information from human skeletal remains in archaeological contexts, both prehistoric and historic, is obtained and interpreted. Examples include disease, stress indicators, injury and violent death, physical activity, tooth use and diet, and demographic histories. Emphasis on the interactions between biology and behavior and the influences of environment and culture on skeletal and dental structures. Strong laboratory component with complementary lectures and discussion. (Limited to 15 students.) *Prerequisite:* Anthropology 201 or 202 or consent of instructor. Statistics suggested. (Not offered 2012–13.) 1 unit — Fish.

306 Primatology. Social structure and behavior of various non-human primates. Contrasts made between behavior as free-living forms in natural habitats and in captivity. Physiological characteristics and environmental adjustments of primates explored. Inferences about social life of earliest humans made from behavior of contemporary non-human primates. *Prerequisite:* Anthropology 101 or consent of instructor, statistics recommended. (Not offered 2012–13.) 1 unit — Fish.

308 Topics in Anthropology. Problems on the frontier of anthropology or on the frontiers between anthropology and other disciplines. Examples may be primitive government or religion, cognition, folklore, cultural ecology. (Not offered 2012–13.) 1 unit.

309 Topics in Anthropology. Problems on the frontier of anthropology or on the frontiers between anthropology and other disciplines. Examples may be primitive government or religion, cognition, folklore, cultural ecology. 1 unit.

Block 5: Evolution, Science and Society. This course traces the development of evolutionary thought and its impacts beyond the scientific community. The nature of science, scientism, and scientific fundamentalism will be examined and the ethical implications of these views will be discussed. This course also explores the history of anti-intellectual traditions in the US and the conditions under which anti-evolutionary movements have developed in the US and abroad. 1 unit — Fish.

Block 6: Borderlands and Boundaries. The modern United States – Mexico border plays a significant role in American culture, evidenced by political campaigns built on immigration, the construction of multiple physical boundaries along some portions of the border line, and the reality television series “Border Wars.” This course examines the influence of international borders on the cultural geography of their surrounding regions. How do people claim and maintain space? How do boundaries influence the development of regional and national identities? We will consider anthropological models for borderland regions and how these models have changed over time. Case studies of borderland research around the world will range from Ireland to Nigeria to each of the international border lines in North America. 1 unit — Pickrell.

310 Anthropology and the History of Ideas. The intellectual history of sociocultural anthropology will form the foundation of this course. It will discuss the ideas and intellectuals who contributed to the development of anthropology as a scholarly discipline and will consider the following theoretical perspectives: evolutionism, functionalism, historical particularism, cultural materialism, and interpretive approaches. Also, it will examine field research strategies that shaped anthropology. *Prerequisite:* Anthropology 102 or consent of instructor. (Not offered 2012–13.) 1 unit — Montaña.

311 Language in Culture and Mind: Cognitive Anthropology. Explores cognitive anthropology, which is concerned with the relationship between language and mind, how cultural worlds are created and structured through language, and how individual languages shape the attitudes and behaviors of their speakers. We will consider both potential universals in human thought as expressed through language and the diversity of worldviews and behaviors between language communities. *Prerequisite:* Anthropology 101 or 102 or consent of instructor. 1 unit — Leza.

312 The Language of Racism. Focuses on the language of racism across cultures, examining the nature of discourses that communicate and reproduce racist ideologies. A special focus will be placed on racist discourse in the United States, New Zealand, and certain societies of Latin America. We will examine the structures and effects of a range of racist discourses, from the extreme discourses of “white pride” organizations to the everyday language of covert racism. (Not offered 2012–13.) 1 unit — Leza.

315 Advanced Integrative Seminar. Focuses on a single topic examined from the perspective of multiple subfields of anthropology, including, but not limited to violence; warfare; domestication; evolution; expressive culture; gender, race and ethnicity; social complexity or globalization. Team-taught by faculty from distinct anthropological subfields. *Prerequisite:* Anthropology 215 or consent of instructor. 1 unit — Hautzinger.

317 The Anthropology of Place-Making. Covers a wide range of theoretical and methodological approaches in anthropology that relate to studies and interpretations of place making. Encourages wide-ranging curiosity about the social construction of places and spaces, from small-scale structures to large-scale landscapes. Involves close readings and critical discussions on written works that analyze the ways in which people use spaces and places (as rooms, buildings, street grids, fields, or regions) to articulate social relations. *Prerequisite:* Any 100 level anthropology course. (Not offered 2012–13.) 1 unit — Gómez.

318 The Archaeology of Colonial Entanglements. Explores the multifaceted nature of colonial encounters between Europeans and indigenous people, using the Americas as the geographical focus. Special attention to the analytical and theoretical discourse shaping anthropological approaches to colonialism through the topics of material culture, gender, ideology, ethnicity, race, identity, labor, class, and resistance. Readings and discussions will draw on data and perspectives from ethnohistory, historical archaeology, and cultural anthropology to tackle the simultaneously global and local nature of colonialism. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit — Gómez.

320 Field Archaeology. Design, implementation, analysis and interpretation of archaeological field research. Students construct a research design and spend four weeks collection archaeological data in the field. Field techniques may include survey, mapping, artifact analysis, and excavation. Upon return to campus, students complete analysis and produce a written report detailing the results of their research. *Prerequisite:* Anthropology 103 or consent of instructor. (Not offered 2012–13.) 2 units — Gómez.

321 Rio Grande: Culture, History, and Region. An interdisciplinary course based on history, culture, and water issues. It will explore the cultural heritage and creativity of groups whose historical experience has been shaped by the Rio Grande basin from its origin in Colorado to its mouth in the Gulf of Mexico. The course will engage a broad American and international public in the exploration of how the river basin and the people who live within it change, evolve, and develop together, and can affect each other. Limited to 12 students. *Prerequisite:* Anthropology 102 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 2 units — Montaña.

324 Archaeologies of Landscape. Ancient places were imbued with values, histories, and meanings that can tell archaeologists about many things, including political authority, social identity, and ritual practices. This course considers current theoretical and methodological approaches to the reconstruction of past social landscapes emerging from within archaeology, anthropology, and geography. Diverse landscapes are examined from the across the ancient world. Field trip to archaeological landscapes in the Southwest. *Prerequisite:* Anthropology 103 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit — Gómez.

326 Religion and Ritual. Introduction to the comparative study of religion based on anthropological research among native peoples and folk traditions. Topics may include: shamanism, peyotism, witchcraft, the genesis of religious cults, syncretism of native religions with major religious traditions, ritual processes. Consideration of major cultural theories arising from the study of religion and ritual. *Prerequisite:* Anthropology 102 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Hautzinger.

360 Historical Linguistics. Introduces the principles of language change and linguistic reconstruction. Topics include mechanisms of change, sociocultural factors favoring the spread of changes, and methods for determining linguistic relationships. Considers reconstruction of an unattested language and possible inferences about the environment and culture of its speakers. Examples and problems from a wide range of families, including Indo-European, Austronesian, Bantu, Sino-Tibetan, and languages of native North America. *Prerequisite:* Anthropology 258 or consent of instructor. (Not offered 2012–13.) 1 unit — Leza.

361 Grammar in Global Perspective. Investigates grammatical structures and their uses in a wide range of languages. Comparison of the varying ways in which meaning is encoded in grammar in languages of the Americas, Asia, Africa, the Pacific, and Europe. Emphasis on analysis and identification of recurring cross-linguistic patterns in morphology, syntax, and semantics. *Prerequisite:* Anthropology 258 or consent of instructor. (Not offered 2012–13.) 1 unit — Leza.

371 Culture Contact and Writing Cultures. This course will incorporate the work of anthropology and cultural studies to introduce students to how foreign cultures were experienced and represented by travelers, explorers, colonial administrators and anthropologists and will focus on forms of writing associated with conquest and colonialism. Students will then be introduced to the travel and tourism genre of representation and will analyze travel writing as cultural politics and the politics of tourism. The course will conclude with an examination of the new ethnography and writing cultures. *Prerequisite:* Anthropology 102 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Montaña.

372 Language, Ideology, and Power. Examines the relationship between language, worldview and structures of power in society. Students will be introduced to contemporary theory on “language ideologies,” addressing their development, and how they create and sustain certain relations of power in a society. The course will further explore how individuals and groups negotiate power through the manipulation of existing, conventionalized language practices. *Prerequisite:* AN 101 or 102 or consent of instructor. (Not offered 2012–13.) 1 unit — Leza.

376 Culture and Power: Political Anthropology. A comparative, holistic study of formal and informal politics in diverse societies. The course focuses on three major themes: examining diverse political systems with emphasis on the emergence of the state; the relationship between power, ideology, and symbolic systems; power and controlling processes, with special attention to dominance, hegemony and resistance. Emphasis on full-length ethnographies. *Prerequisite:* Anthropology 102 or consent of instructor. (Not offered 2012–13.) 1 unit — Hautzinger.

377 Living in the Material World — Economic Anthropology. Examines how people organize their material world to survive and to create meaningful systems of value. A variety of economic forms — small-scale societies with limited accumulation, gift economics, and commodity-based capitalism — are considered from a holistic, comparative perspective. The course concludes with an anthropological critique of colonialism, core-periphery relations, diverse forms of “capital,” and globalization. This one-block course prepares interested students for a follow-up field course. *Prerequisite:* 102 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit — Hautzinger.

380 Community-Based Field Course. An opportunity for students to engage in team-based, applied anthropological work on a focused project, this course is intended as a linked block that follows up advanced coursework in such areas of study as food, religion and ritual, political, economic, NAGPRA issues, or museum curatorial work. Sites for field-work will vary from year to year, but generally will be grounded in the Rocky Mountain West and/or Southwest Regions. Incorporates such hands-on activities as participant observation, interviewing, policy development and/or collections management, as well as training in qualitative and/or quantitative data analysis. *Prerequisite:* Corresponding 300-level course or consent of instructor. (Not offered 2012–13.) 1 unit.

400 Research in Anthropology. Student research projects, either independent or in collaboration with ongoing faculty research, based on field, laboratory or library research. Projects must be approved at least one block in advance of the actual block of research. *Prerequisite:* consent of instructor. 1 unit.

Art

www.coloradocollege.edu/academics/dept/art/

Professors KOLARIK, K. LEONARD, MURRAY, SWIDER; Associate Professors BENTLEY (associate chair), S. JOHNSON, RAFFIN (chair), TUCKER; Professor Emeritus REED; Visiting Professors GUMPPER, IWINSKI, KEY, KINNEE, STEINER, WEISS

A student may concentrate in studio art or art history. An art major requires a minimum of 14 units of art courses.

The art studio concentration consists of four units of art history, 411 (a two-unit course), and eight additional units of studio art. Selected courses may be repeated for credit with consent of instructor.

The art history concentration consists of 14 units: 10 units of art history and four units of art studio. The art history courses shall include an introductory course, six or seven (six with a two-block introductory course, seven with a one-block introductory course) elective courses covering four major areas of art history, and a two-block senior Capstone experience.

The introductory course may be either a two-block survey (such as 111, 112, or 115), or a one-block version (such as 113, 190).

Students must take six (or seven) electives, five at the 200 level or above, including one course from each of the following four areas:

- 1.) Ancient and Medieval Art
- 2.) Renaissance and Baroque Art
- 3.) Modern and American Art
- 4.) Asian Art

The senior Capstone courses (412 and 415) are taken in the fall of senior year.

The distribution requirement enables students to study the art history of different cultures and eras. It also prepares students for advanced work at the senior level. Majors are strongly encouraged to take a 300-level course before their senior year.

AP credit in art history cannot be counted towards the major, but students who receive AP credit may, in consultation with the department, substitute upper-level courses for the introductory survey. A maximum of three art history courses taken at another institution or on a study abroad program may be counted towards the art history major. Transfer students should consult the department. Foreign language competence beyond the first-year level is strongly advised as part of preparation for the Capstone experience in art history.

Art majors are expected, depending on the concentration, either to submit a developed paper demonstrating their abilities to use the methods of art history or to prepare an exhibition of their studio work during their senior year.

“Distinction in Art” is granted by vote of the art faculty to graduating seniors who have done consistently excellent work in art courses, contributed to departmental activities and presented an outstanding senior thesis or exhibition.

Art History

100 Great Monuments in Western Art History. A survey of key monuments in the history of Western art. Objects discussed span the major periods of art history (from antiquity to contemporary): painting, sculpture, and architecture, as well as other media. Emphasis on the social, historical and cultural context of these key objects and their place in the traditions of art history. Students will utilize visual, verbal, and writing skills throughout the class. No credit after Art History 112. 1 unit — Department, Murray, Tucker.

111 History of Architecture. Architectural techniques and styles from pre-history to the present; interrelationship among structure, function and style. Emergence of the architect as a professional and the history of construction practices. Relationship of architecture to society. Changing concepts of purpose and quality in architecture. Urban planning and garden design. (Meets the Critical Perspectives: The West in Time requirement.) 2 units — Department, Kolarik, Weiss.

112 Introduction to Art History. Salient developments in architecture, sculpture and painting from ancient to modern times. Focus on the Western European tradition. No credit after Art History 100. (Meets the Critical Perspectives: The West in Time requirement.) 2 units — Department, Murray, Tucker, Kinnee.

113 Introduction to Asian Art. Introduction to Asian art in its historical and cultural context with emphasis on China, Japan and India. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 2 units — Bentley.

114 Art: East and West. An introduction to the art and architecture of Asia and Western Europe. Consideration of each tradition as well as influences and contacts. Themes to be considered include sacred sites, word and image, landscape painting, orientalism and occidentalism. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Meets the Critical Perspectives: The West in Time requirement.) (Not offered 2012–13.) .5 to 2 units.

118 History of Photography. The development of photography from the early 19th century to the present; history of photographic processes; theories and philosophies of photographers and their critics; the uses of the photographic image as information, propaganda and art. (Not offered 2012–13.) 1 unit.

170 Alternative Perspectives in Art History: Topics. Artistic traditions of non-Western European cultures, *e.g.*, Black Africa, Oceania, Pre-Columbian America. Different topics will be stressed depending upon the instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

180 Native American Art. An introduction to Native American art, with emphasis on the arts of the Southwest. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

190 Art and Music From Ancient to Modern Times: Harmony or Discord? Examines the histories of western art and music, how the arts reflect cultural ideas and how their evolving styles and meanings seem either “harmonious” or “discordant” with one another. The course will cover key developments in both disciplines in antiquity, the middle ages, the Renaissance, Baroque, Romantic, Impressionist, and Modern eras. (Meets the Critical Perspectives: The West in Time requirement.) (Not offered 2012–13.) 2 units — Murray, Grace.

200 Topics in Art History. Selected topics in art history at the intermediate level. *Prerequisite:* Any 100-level art history course or consent of department. 1 unit — Department.

Block 2: Modern Architecture. A survey of architecture from the late 19th century to the early 21st century, primarily in Europe and North America, with some attention to modernism in other areas of the world, from turn-of-the-century innovations of the Arts and Crafts Movement to work of contemporary “Starchitects.” Considers the impact of industrial materials and modern institutions on the built environment and new forms and functions such as art museums and skyscrapers. Discussion of architectural theory and important movements including the International Style and Post Modernism. Emphasis on major figures such as Louis Sullivan, Frank Lloyd Wright, le Corbusier, Mies van der Calatrava and Antoine Predock. Discussion of current trends such as Green Architecture and New Urbanism. 1 unit — Weiss.

Block 7: Chinese History and Culture. Broadly investigates the Chinese tradition from ancient times to the present. In the visual field, questions investigated include: how do we see the effects of Confucianism and Daoism in Chinese funerary art, painting, and calligraphy? How are different schools of Buddhism linked to different visual forms? Why does landscape emerge as the dominant art genre in China, and what different forms do these landscapes take? In analyzing Chinese history, we ask: how do early Chinese political structures persist in later eras? How did the Chinese political system actually work? And what were the effects of the exam-based bureaucracy? What led to the rise of Communism and Capitalist Socialism in China? Singapore has a significant Chinese population, with widespread use of Mandarin Chinese; we will investigate gardens, museums, and restaurant on site as part of this course. Taught in Singapore; must register for the entire spring Singapore semester. *Prerequisite:* COI. (Meets the Diverse Cultures and Critiques requirement.) (Also listed as History 200, Asian Studies 200.) 1 unit — Bentley, Williams.

202 Art and the Landscape. A history of gardening and landscape architecture including gardens of the Far East, Egypt, the ancient Mediterranean, the Islamic world, western Europe and North America. How gardens reflect changing concepts of nature and human interaction with it from the Garden of Eden to xeriscaping in the American West. We will also consider selected descriptions of gardens in literature, as well as images of nature in art, such as landscape painting and botanical illustration. (May be offered as a January half-block.) (Not offered 2012–13.) .5 to 1 unit.

203 Women in Art. A survey of women artists and images of women in art in Western Europe and America from ancient to modern times, contrasting feminist and conventional perspectives. Social and historical context as well as special problems faced by women. Why have there been so few “great” women artists? Are there qualities unique to women’s art? *Prerequisite:* Any 100-level Art History class or a Feminist and Gender Studies course or Consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Murray.

207 Greece and Rome. Surveys the art and architecture of Greece and Rome from their origins in Bronze Age Greece to their transformation in the late Roman Empire using methods of art history and archaeology. Ancient Greek cities and sanctuaries with emphasis on Athens and the monuments of the Acropolis. The spread of Hellenism and the formation of an imperial visual language under Alexander the Great and his successors. The influence of Etruscan and Greek art in the Roman Republic. Imperial monuments of the city of Rome and throughout the empire as instruments of power. The class will consider political and social factors in the formation and utilization of Classical forms in both ancient and modern times. (Also listed as CL223.) *Prerequisite:* Any 100-level art history course or consent of instructor. (Not offered 2012–13.) 1 unit — Kolarik.

208 Byzantine Art. Studies the art and architecture of the Byzantine empire from its sources in ancient Rome to its fall in 1453 and its aftermath in Eastern Orthodox Christian art in Russia, Greece, Serbia and elsewhere. Focus on the foundation of the city of Constantinople (modern Istanbul) and its urban development. The origins of icon painting, the rejection of images during Iconoclasm and the subsequent establishment of a theology of icons. Evolution and significance of the domed church and its program of images from Justinian’s Hagia Sophia to medieval monastic churches. Influence of Byzantine art in western European centers such as Venice. *Prerequisite:* Any 100-level art history course or consent of instructor. 1 unit — Kolarik.

209 Late Antiquity. Continuity and change from Roman antiquity to the Christian Middle Ages in the art and architecture of Mediterranean lands (200–600 A.D.). The “decline” of Rome and the development of Christian imagery will be studied through art, archaeological sites, and texts — contemporary authors as well as later historians. *Prerequisite:* Any 100-level Art History course or consent of instructor. (Not offered 2012–13.) 1 unit — Kolarik.

210 Islamic Art. Survey of Islamic art from its origins in the 7th century to the 17th century, from Muslim Spain to India; orientalism and contemporary artists from Islamic lands. Philosophy and theology of art in Islam. *Prerequisite:* Any 100-level Art History course or COI. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Kolarik.

211 Medieval Europe. Medieval monuments of Western Europe from Irish manuscripts to the Gothic cathedrals.

Survey of selected monuments with consideration of the interaction of classical tradition and barbarian elements; the impact of monasticism, pilgrimages and scholasticism. *Prerequisite:* Any 100-level Art History course or Consent of Department. (Not offered 2012–13.) 1 unit — Department.

221 Art of the Renaissance. Explores issues in the painting, sculpture, and architecture of the Renaissance in Europe from 1300 to c. 1480, with emphasis on the social, historical, material, and intellectual circumstances that shaped artistic production. Themes may include constructions of the self, patronage, gender roles, social class, religion, and artistic status, among others. Artists may include Giotto, Brunelleschi, Donatello, Leonardo da Vinci, Jan van Eyck, Robert Campin, and Hieronymus Bosch. *Prerequisite:* Any 100-level Art History class or consent of instructor. (Not offered 2012–13.) 1 unit — Tucker.

223 16th Century Art of Europe. Focus on the development of art and architecture between c. 1480 and 1600 in Europe. From the period known as the “High” Renaissance (Raphael, Michelangelo, Durer and Titian), examines the spread and development of the Renaissance style. Looks at art made in Germany, the Netherlands, and Spain during the Reformation, and includes questions of style, iconography, patronage, function, and interpretation within that historical context. *Prerequisite:* Any 100-level Art History course or consent of instructor. (Not offered 2012–13.) 1 unit — Tucker.

231 The Age of the Baroque: Art and Empire of the 17th Century. Art and architecture for the major courts of 17th-century Europe, with an emphasis on the absolute monarchies. Focus on the key artists (such as Velazquez, Rubens, Van Dyck, Bernini, Carracci, and Poussin), and on architectural sites such as St. Peter’s and Versailles. Themes include the relationship between art, politics, and power; courtly self-fashioning; the function of spectacle, collecting, and display; and the unity of the arts. *Prerequisite:* Any 100-level Art History course or consent of instructor. (Not offered 2012–13.) 1 unit — Tucker.

232 Art of the Dutch Republic. The Golden Age of Holland was a time of economic, cultural, and political growth. Artists developed innovative styles and visual modes that play upon, subvert and enhance our understanding of seeing, living, and thinking in the early modern era. The class examines the primary genres of Dutch art and major artists such as Rembrandt and Vermeer while focusing on questions of interpretation, method, and context. Addresses the production, marketing, ownership, iconography, and remarkable visual power of Dutch art. *Prerequisite:* Any 100-level Art History course or consent of instructor. 1 unit — Tucker.

241 Nineteenth-Century Art: 1780–1880. European art from the Age of Revolution to the later 19th century. An investigation of Neoclassical, Romantic, Realist and Academic trends throughout Europe with particular emphasis on French Impressionism. *Prerequisite:* Any 100-level Art History course or consent of instructor. 1 unit — Murray.

243 Revolution and Tradition in Modern Art: 1880 to 1945. Post Impressionism, Fauvism, Cubism, Expressionism, Futurism, Constructivism, Dada and Surrealism. An analysis of the styles, meanings and concepts of modern art, their evolution and interrelationship with the other arts and society. *Prerequisite:* Any 100-level Art History course or COI. (Not offered 2012–13.) 1 unit — Murray.

245 Art since 1945. Abstract Expressionism, Pop Art, Minimalism, Conceptual Art, Earth and Process Art, the New Realism, Decorative and New Image Art, Neo-Expressionism, and other recent developments. The emergence of New York as the major center of avant-garde art. Emphasis on the period 1945–1980. *Prerequisite:* Any 100-level Art History course or consent of instructor. 1 unit — Murray.

248 American Art. Painting and sculpture in the United States from colonial times until World War II, concentrating on the relationship of the major artistic trends to concurrent developments in American social and intellectual history. *Prerequisite:* Any 100-level Art History course or consent of instructor. (Not offered 2012–13.) 1 unit — Murray.

254 The Art of China. Early Chinese funerary art examined in relation to the Chinese religious philosophies of Confucianism and Daoism. Relationships between Chinese painting and poetry explored, particularly in relation to the handscroll format. The rise of scholar-literati painting in the Song followed by issues of politics, commerce, and art. *Prerequisite:* Any 100-level Art History course or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit — Bentley.

255 The Art of Japan. Classical relationships between Heian-period court art, poetry, and aristocratic patronage; medieval Kamakura and Muromachi periods, dominated respectively by Pure Land Buddhism and Zen Buddhism; consolidation of the tea ceremony and unique qualities of castle architecture and screen paintings in the Momoyama; the Edo-period shift towards more inexpensive and widely-reproducible formats, such as the woodblock print. *Prerequisite:* Any 100-level Art History course or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Bentley.

265 China/Europe/Japan: Art and International Trade 1550–1800. Considers the impact on art of expanding sea trade between Europe and East Asia in the early modern period. Begins by examining what goods went where, how increasingly global trade affected particular economies, how the East India companies operated, and what effects stepped-up contact had stylistically and iconographically on art forms such as porcelain, prints and paintings. On a more theoretical level, the course addresses “things foreign” as a means of asserting cultural authority at home, and the impact of vastly expanded markets on the artist’s practice and identity. *Prerequisite:* Any 100-level Art History course or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit — Bentley.

275 Art in Context. Study of artworks of a selected period, artist, or theme in their historical, social, political, intellectual, and geographical context. This course is taught on campus for approximately half of the block. The second half is spent in the appropriate location off campus (in the U.S. or abroad), where readings, student and faculty presentations, and discussions are focused on the actual artworks in situ. Need-based financial aid for all students is available from the Berg Endowment. Limit 15 students. *Prerequisite:* Any 100-level Art History course or consent of instructor. (Not offered 2012–13.) 1 unit — Department.

342 Turn of the Century Art in London, Paris and Vienna. Artistic and related intellectual and cultural developments in three important capitals of Europe circa 1880–1910. Focus on such movements as Aestheticism, Symbolism, Decadence, Jugendstil, and Art Nouveau. Artists to be studied include Toulouse-Lautrec, Redon, Klimt, Schiele, Burne-Jones and Beardsley. *Prerequisite:* Any 200-level Art History course or consent of instructor. (Not offered 2012–13.) 1 unit — Murray.

345 Special Topics in Art History. Selected topics in art history at the advanced level. *Prerequisite:* Any 200-level Art History course or consent of instructor. 1 unit — Department.

Block 1: 345 Caravaggio. Michelangelo Merisi da Caravaggio was a key artist in the 17th century, a painter who changed how people thought about art in the Baroque period. Today, he remains a popular favorite, not only because of his powerful paintings, but also because of his violent life and provocative declarations about art. This class examines the life and art of Caravaggio within the artistic, cultural and historical context of Rome and Europe at the outset of the Baroque. Topics include: art and biography; the role of patronage; homoeroticism in art; religion and reform; violence in Baroque Rome; realist styles vs. classicism; the function of art for religious redemption; and the artist’s identity as a construct. Students will undertake a significant research project in some aspect of the topic. *Prerequisite:* Any 200-level course in Art History or COI. 1 unit — Tucker.

Block 5: 345 Interdisciplinary Analysis of Art and Economics. The many dimensions of art and economics that mutually inform each other will be explored. Topics include: economic and political power statements and art in the ancient world; modes of replication and artistic responses to expanding, or changing markets; art and early modern international trade; the development of preferences as an extension of status; the formation of circuits of aesthetic taste among specific patronage groups; and the effects of contemporary, globalized culture, and global markets, on aesthetics in art and art sales. Students taking the course for EC credit will have a longer final economics project; students taking the course for AH credit will have a final project centered on art historical analysis. *Prerequisite:* EC151 or EC152 or one AH course or COI. 1 unit — Bentley, Fenn.

Block 6: 345 Age of Constantine. Art and architecture of the fourth century CE, with particular emphasis on the patronage of Constantine the Great. The fourth century saw crucial changes in art and architecture as Constantinople became the capital of the empire. At the beginning of the century Christians were viciously persecuted, but by the end of the century Christianity was the official religion of the Roman Empire. New styles and media emerged setting the stage for medieval art. How was the visual culture of the Late Roman Empire transformed to express the values of Christianity? Topics include urbanism of Constantinople; triumphal monuments of the emperors; the first monumental churches and their decoration; the emergence of the book, textiles, coinage; artworks in mosaic, silver and ivory. *Prerequisite:* Any 200-level course in Art History or COI. 1 unit — Kolarik.

412 Senior Seminar. Preliminary work on the senior thesis in art history. Problems of research and writing a major paper. Required of art history majors in their senior year. *Prerequisite:* Senior majors. 1 unit — Bentley, Kolarik, Murray, Tucker.

413 Special Problems in Art History. Independent work and special study in selected fields or periods. *Prerequisite:* Consent of instructor. 1 unit — Bentley, Kolarik, Murray, Tucker.

414 Special Problems in Art History. Independent work and special study in selected fields or periods. *Prerequisite:* Consent of instructor. 1 unit — Bentley, Kolarik, Murray, Tucker.

415 Senior Thesis. Advanced work on the senior thesis in art history. Ordinarily taken following 412. Required of all art majors with a concentration in art history. *Prerequisite:* Consent of instructor and senior majors. 1 unit — Bentley, Kolarik, Murray, Tucker.

Art Studio

101 Basic Studio. Media and concepts. Experiments in two- and three-dimensional form and color. Studio materials, tools, instruments, procedures and terminology. (Not offered 2012–13.) 1 unit.

102 Introduction to Two-Dimensional Arts. An introduction to the principles of two-dimensional composition and the fundamentals of abstraction. (Not offered 2012–13.) 1 unit.

103 Introduction to Drawing. Survey of concepts and procedures in drawing. 1 unit — Gumpfer, Leonard, Swider.

110 Topics in Studio Art. An introduction to studio practice through the study of some specific aspect or topic. 1 unit.

Block 5: 110 Topics in Studio Art: Intro to Three Dimensional Design: Environmental Emphasis. An introduction to the formal elements of three-dimensional composition combined with an investigation of how a successful design solution integrates aesthetics and function with concern for sustainability, vandalism, sense of ownership, community values, etc. No prerequisite required. (Contains CBL content.) 1 unit — Reed.

111 Fiber Arts. Basic techniques in fiber arts with an emphasis on such concepts as transparency, texture, form, pattern, and color. Exploration of both on- and off-loom processes: weaving, dyeing (including Batik and Shibori), basketry, knotting, felting, and stitching. 1 unit — Steiner.

114 Introduction to Three-Dimensional Arts. An introduction to the principles of composing objects and spatial situations in a variety of 3D studio practices. 1 unit — Johnson.

115 Basic Graphics. A foundations course in graphic organization to include elements of the following: letter formation, typographic presentation, page design. Historical as well as contemporary sources will be consulted. (Not offered 2012–13.) 1 unit.

116 Introduction to Digital Practices. An introduction to using the computer to make art including a survey of a variety of basic software. Emphasis on composition using basic techniques. 1 unit — Raffin.

120 Drawing the Winter Landscape. Exploration of drawing fundamentals as they pertain to the winter landscape. (January 2013 half-block.) .5 unit — Swider.

201 Printmaking. Introduction to historic printmaking processes as well as contemporary computer-based techniques. A variety of techniques including etching, lithography, woodcuts, and monotype may be covered. Digital manipulation of imagery in Photoshop for use in photolithography and polymer plate letterpress may also be considered. Although technical processes are introduced, the primary focus is conceptual; emphasis placed on thinking as a graphic artist and printmaker (in reverse, in multiple, etc.). *Prerequisite:* Art Studio 102, 103 or 115. 1 unit — Leonard, Gumpfer.

203 Advanced Drawing. Drawing in various media. May include study of human figure, superficial anatomy, landscape, composition, and conceptual drawing. *Prerequisite:* Art Studio 103. 1 unit — Swider.

205 Painting. Survey of basic painting concepts and procedures, materials and techniques. *Prerequisite:* Any 100 level Art Studio class. (Also listed as Art Studio 305.) 1 unit — Swider.

210 Topics: New Media for Performance and Installation. This studio course will explore the production of fusions of performance and time-based digital media. Aspects to include production of audio, video, and interactive environments with the aim of fusing these elements in a variety of types of work. 1 unit — Herminjard, Raffin.

Block 4: Intermediate Topics in Studio Art: Costume as Form/Form as Costume. This experimental course is designed to challenge students at the intermediate and advanced level who have an interest in the relationship between costume, architecture and various other traditions in the realm of three-dimensional design. Assignments will address formal compositional elements applied to the exploration of concepts and the realization of ideas and works in three-dimensional space. An interdisciplinary approach to creative projects developed in collaboration with students in other classes, particularly DR/DA303: HIJACK: Collaborative Practices will be encouraged in an effort to investigate three-dimensional design in unpredictable ways. (Also listed as DR and DA300.) 1 unit — Ames, Reed.

Block 5: Intermediate Topics in Studio Art: Installation/Performance. Raffin, Herminjard.

212 Design Workshop. Three-dimensional design with an emphasis on conceptual issues related to architecture and functional form. *Prerequisite:* 2 Art Studio Courses. (Not offered 2012–13.) 1 unit — Reed.

214 Sculpture. Introduction to traditional and contemporary practices in sculpture. Will cover intermediate level conceptual approaches and some combination of materials and techniques. Possible materials: wood, steel, stone, clay and plaster. Possible techniques: machining, carving, casting, modeling and construction. *Prerequisite:* Art Studio 114. 1 unit — Johnson.

216 Video Art. Introduction to non-traditional uses of video including non-linear narrative and installation. Will cover basic tools and techniques including camera, lighting and basic editing techniques. *Prerequisite:* Any 100-level Art Studio Course. 1 unit — Raffin.

220 Photography. A foundation course in photographic technique directed toward artistic ends. Using and understanding the camera, films, and printing. Extensive photographing as basis for seeing and composition. Short survey of photographic history. Students provide their own cameras. *Prerequisite:* Any 100-level studio art course. 1 unit — Leonard.

226 Book and Book Structure. A studio course in the invention, design, and making of books, with special emphasis on issues of editorial practice, DIY-tactics, distribution strategies, and the social nature of the small press endeavor. Special attention will be paid to ideas of integrating letterpress printing, and the artists' book tradition more generally, into an overall approach to independent publishing. Students are given a basic grounding in the primary means of book organization, binding, and fabrication. They are encouraged to invent their own books using a wide variety of techniques for the interrelations of text, image and color. Enrollment limited to 10 students. *Prerequisite:* Art Studio 102, Art Studio 103, or Art Studio 115. 1 unit — Department.

301 Advanced Printmaking. Advanced investigation of a variety of printmaking techniques. Traditional techniques may include etching, woodcut, lithography, letterpress, and monotype. Digital techniques may include image manipulation in Photoshop for photolithography and polymer plate letterpress may also be explored. *Prerequisite:* Art Studio 201 or Art Studio 226. 1 unit — Leonard.

305 Advanced Painting. Special problems with emphasis on pictorial design, color, space, structure, imagery, materials and techniques. *Prerequisite:* Art Studio 205. (Also listed as Art Studio 205.) 1 unit — Swider.

310 Advanced Topics in Studio Art. Advanced exploration of topics generally not offered by the department, with an emphasis on independent and/or extended projects. 1 unit.

313 Special Studio Problems. Advanced work in any of the studio media, metal, fiber, and clay. Credit in this course may not be applied toward the art major. Spring semester. *Prerequisite:* Consent of instructor and Art Department Chair required. .25 unit.

314 Advanced Sculpture. Advanced exploration of materials and techniques with emphasis on extended projects and individual concepts. *Prerequisite:* Art Studio 214. 1 unit — Johnson.

316 Interactive Installation Art. Introduction to interactive art. Design of interactive environments for digital media. Techniques include Isadora software and sensor design. Emphasis on design of environment and appropriate composition of media. *Prerequisite:* AS216, FS212, or consent of instructor. 1 unit — Raffin.

317 Advanced Photography. A selection of advanced techniques and development of individual photographic vision. Independent research emphasized. *Prerequisite:* Art Studio 220. (Not offered 2012–13.) 1 unit.

401 Special Studio Problems. Independent studio project for senior art majors. The student must submit a detailed written proposal of intended work to be approved by the department at least one block before taking the course. *Prerequisite:* Consent of instructor and senior Art major. 1 unit — Department.

411 Senior Studio Seminar. Preparation for and execution of a body of work for thesis exhibition. *Prerequisite:* Senior Art Studio major. 1 unit — Raffin, Swider.

Asian Studies

www.coloradocollege.edu/academics/dept/asianstudies/

Professor WILLIAMS (director)

The development and life of Asian cultures from the perspectives of history, humanities, and the social sciences. The program is interdisciplinary, cross-cultural, integrated, and seeks to combine knowledge and action. We encourage the studies of all parts of Asia, including East Asia, Southeast Asia, and South Asia.

Students pursuing a minor in Asian studies must successfully complete a minimum of six blocks of Asian studies courses. These courses include two units of beginning language study (Chinese, Japanese, or other Asian languages which are taught through accredited programs in the United States or abroad). Students must take Studying Asia (PA290) as the Integrative Experience. In addition, students must choose three additional courses listed under the Asian studies program. One of these three courses can be an Asian language course at the 200 level. Students are expected to choose their courses with a consideration for coherence and relation to the Asian language they studied.

Students majoring in Asian studies must successfully complete a minimum of 11 blocks of Asian studies and related courses. These courses will include six (eight if Elementary Language is included) required courses. In addition, students must take at least five electives. Including Elementary Language, the total will be 13 blocks. Students are encouraged to take Adjunct classes to maintain their language skills, but credit for those classes is not included in the requirements for either the major or the minor.

The structure of the major is as follows: There must be a minimum of two blocks of language (at the Intermediate level or beyond), the one-block interdisciplinary core course, Studying Asia (PA290), a disciplinary methods course, five electives, the senior seminar (PA406), and one block of senior thesis.

REQUIRED COURSES:

- 1.) Two blocks of an Asian language at the intermediate level or beyond;
- 2.) The interdisciplinary core course, PA290: Studying Asia;
- 3.) One methodological perspective outside Asia that exposes students to existing disciplinary approaches. This course should be selected from the disciplinary methods courses offered by various departments/majors on campus. Please consult the Asian studies website for approved courses;
- 4.) Five elective courses from at least two disciplines/majors (three of these courses should be directly relevant to the Asian language the student has studied; two of the electives must be at the 300 level; one of these five courses may be a 300-level language course relevant to the major);
- 5.) Senior Seminar PA406 (1 unit);
- 6.) Senior Thesis PA400.

101 Elementary Chinese. Introduction to Mandarin Chinese, emphasis on basic grammar, speaking, and listening comprehension as well as mastery of some 500 characters for reading and writing. Language laboratory required. (Also listed as Chinese Language 101 and Japanese 101.) 2 units — Jiang, Zhang.

102 Elementary Japanese. Introduction to Japanese language. Students will be introduced to basic spoken and written structures of 'standard' Japanese, the two Kana alphabets, approximately 70 kanji, and the development of the basic skills with attention to the cultural context. Language laboratory required. (Also listed as Japanese 101.) 2 units — Maruyama, Ericson.

105 Japanese Skill Maintenance (Beginning). Conversation and limited reading and writing practice in Japanese language. *Prerequisite:* Japanese 101. (Also listed as Japanese 103.) .25 unit — Maruyama.

106 Japanese Skill Maintenance (Beginning). Conversation and limited reading and writing practice in Japanese language. *Prerequisite:* Japanese 101. (Also listed as Japanese 104.) .25 unit — Maruyama.

109 Chinese Meditative Arts. The history and philosophy of Chinese arts will be introduced with its applications for meditation, relaxation, concentration, and physical development. Short forms of Taichi, Taichi sword and health-related techniques will be taught in conjunction with the art and practice of Chinese brush calligraphy and seal carving. Other art forms such as Chinese music, theater, and dance will be introduced briefly. The correlation/interface of the Chinese body movement and the arts practice would, hopefully, rekindle one's interest in and lead to further exploration of the Asian culture. (Offered through the Biology in China program.) *Prerequisite:* consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

111 Civilization in East Asia. East Asian civilization from ancient to modern times. Cultural, social and political developments that shaped East Asian nations and their place in the modern world. Introduces basics of historical method: contextualization, analysis, and critical evaluation of primary sources and their significance. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as FE 157 and History 109.) *Prerequisite:* First-Year Experience course; first-years only. 2 units — Williams.

113 Chinese Skill Maintenance. Conversation and limited reading and writing practice in Chinese language. *Prerequisite:* Chinese Language 101. (Also listed as Chinese Language 103.) .25 unit — Zhang.

114 Chinese Skill Maintenance (Beginning). Conversation and limited reading and writing practice in Chinese language. *Prerequisite:* Chinese Language 101. (Also listed as Chinese Language 104.) .25 unit — Zhang.

115 Confluence and Conflict in Asian Culture. Indian, Chinese, Japanese and Korean literature, art and politics with particular attention to interrelationships among Asian countries and their ongoing dialogue with Western cultures. Course includes a museum visit, a number of films, and opportunities to examine Asian art objects firsthand. (Also listed as AH 115.) *Prerequisite:* First-Year Experience course. First-years only. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 2 units.

117 Introduction to Asian Art. Introduction to Asian art in its historical and cultural context with emphasis on China, Japan and India. (Meets the Critical Perspectives: Diverse Cultures and Critiques Requirement.) (Also listed as AH 113.) No credit after AH115. 1 unit — Bentley.

121 Introduction to the Sanskrit Language. .5 unit.

122 Introduction to the Sanskrit Language. .5 unit.

123 Sanskrit. .5 unit.

124 Sanskrit. .5 unit.

130 Japanese Culture. This course presents a critical appreciation of popular Japanese icons (Shintoism, Buddhism, budo, samurai, haiku poetry, tea ceremony, kabuki theatre, and rice) that scrutinizes how cultural practices and institutions have evolved and been adapted to symbolize Japan, both by Japanese and foreign observers. All readings, discussion, and writing will be in English. (Not offered 2012–13.) 1 unit.

131 Balinese Gamelan Music. Study and performance of the Balinese gamelan angklung orchestral tradition. Group lessons for all levels, developing skills in technique, musicianship and repertory. Meets twice a week. Performances on and off campus. Open without audition. (Semester-long extended format.) .25 unit.

155 The Art of China. Chinese art from ancient to modern times in its cultural context. Artistic and archaeological materials will be examined in order to learn where, when and how the culture we call Chinese evolved. Special attention will be given to attitudes toward art today, and to recent archaeological discoveries. (Not offered 2012–13.) 1 unit.

160 Hinduism. A historical and thematic introduction to Hindu tradition from prehistoric India to the present day, focusing on classic texts and popular rituals. Topics include the Rig Veda, the Upanishads and the rise of Buddhism, the great epics (Mahabharata and Ramayana), Yoga, the Bhagavadgita, Indian art and music, devotional movements and poetry, Goddess worship, dharma, the caste system, Hindu nationalism, Gandhi, and Indian independence. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Religion 160.) 1 unit — Coleman.

170 Buddhism. An introduction to the life and times of the Buddha, his basic teachings and central monastic and lay practices. Emphases include key elements in the development of Buddhist philosophy, the purposes and styles of meditation, and theory and practice in Zen and Tibetan Buddhism. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Religion 170.) 1 unit — Gardiner.

180 East Asian Religions. A survey of the three major religions that originated and continue to thrive in China and Japan: Confucianism, Taoism, and Shinto. Will treat classical texts and practices as well as modern manifestations. Reference will be made to connections with the related traditions of Popular Religion and Buddhism. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

199 Islam. A historical and thematic introduction to Islamic traditions from the seventh century CE to the present day, focusing on fundamental texts and practices. Topics include the Abrahamic context of Islam, the Prophet Muhammad, the Qur'an, the rise of sectarian movements (Shi'a and Sunni), ritual and pilgrimage, Islamic law, Sufism, women in Islam, the challenges of modernity, and Islam in America. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Religion 140.) 1 unit — Wright.

200 Topics. 1 unit.

201 Intermediate Chinese Language I. The course emphasizes the development of speaking, listening, reading and writing skills after the elementary level. Video materials supplement the course and place the language in a cultural context. *Prerequisite:* Chinese Language 101. (Also listed as Chinese Language 201.) 1 unit — Jiang.

202 Intermediate Chinese Language II. The course builds on the language proficiency gained in 201. Increased use of the written and spoken language designed to build proficiency. *Prerequisite:* Chinese Language 201. (Also listed as Chinese Language 202.) 1 unit — Zhang.

205 Chinese Skill Maintenance. Students will develop conceptual and affective tools with which to incorporate interdisciplinary global education into their teaching. Using Japan as a case study, students will examine experiential and hands-on methods of understanding and teaching the history, literature, economics, geography and cultures of another country while also placing that country in the context of regional and global connections, communications, responsibilities, and dependencies. (Also listed as Chinese Language 205.) .25 unit — Zhang.

206 Chinese Skill Maintenance. Advanced conversation reading and writing practice in Chinese language. This course will be offered once a week, three times per block through blocks 5–8 in the spring semester. *Prerequisite:* Chinese language 201. (Also listed as Chinese 206.) .25 unit — Zhang.

207 Asian Philosophies of Art and Beauty. A thematic exploration of philosophical, literary, and cinematic responses to significant 20th century events and issues, for example, the Holocaust, May 1968, and the “linguistic turn.” Possible topics include memory, embodiment, and antifoundationalism. We will look at representative authors, directors, and thinkers, such as Beckett, Woolf, Carver, Duras, Spielberg, Renais, Kurosawa, Allen, Wittgenstein, Foucault, and Benjamin. (Not offered 2012–13.) 2 units.

208 Balinese Dance. This course taught by a native Indonesian artist introduces traditional Balinese dance. (Semester-long extended format.) (Not offered 2012–13.) .25 to 1 unit.

211 Masterpieces of Chinese Literature in Translation. 1 unit.

212 Japanese Literature in Translation. This course examines the way in which post-war Japanese literature reflects the transformation and enduring tensions within Japanese society. Topics include gender roles, the family, individuality, and dissension. Of central concern is the capacity of literature to reflect massive social and economic changes within contemporary Japan and to assess the assumptions of continuity, consensus, and conformity. Works by the following writers will be included: Ibuse Masuji, Yasuoka Shotaro, Hayashi Fumiko, Kawabata Yasunari, Abe Kobo, Enchi Fumiko, and Oe Kenzaburo. Novels and short stories will be supplemented with film and other readings. All readings, discussion, and writing will be in English. (Not offered 2012–13.) 1 unit.

215 Japanese Skill Maintenance. Advanced conversation reading and writing practice in Japanese language. This course will be offered once a week three times per block through blocks 1–4 in the Fall Semester. *Prerequisite:* Japanese language 201. (Also listed as Japanese 205.) .25 unit — Maruyama.

216 Japanese Skill Maintenance. Advanced conversation reading and writing practice in Japanese language. This course will be offered once a week, three times per block through blocks 5–8 in the spring semester. *Prerequisite:* Japanese language 201. (Also listed as Japanese 206.) .25 unit — Maruyama.

217 China in the Age of Confucius. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Williams.

219 Tai Ji. This course introduces the students to the movements of Tai Ji. (Also listed as Dance Studio 209.) .25 unit.

220 Philosophies of India. The development of Indian philosophy from its roots in the Vedic tradition of Hinduism. The focus of the course will be both on the ethical, epistemological, and metaphysical systems that grew out of the Hindu tradition and on the challenges to this tradition posed by Buddhism and by 20th century developments. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Philosophy 281.) 1 unit.

221 Intermediate Japanese I. The course emphasizes the development of speaking, listening, reading and writing skills after the elementary level. Video materials supplement the course and place the language in a cultural context. *Prerequisite:* Japanese 101. (Also listed as Japanese 201.) 1 unit — Maruyama.

222 Advanced Intermediate Japanese II. The course builds on the language proficiency gained in 201. Increased use of the written and spoken language designed to build proficiency. *Prerequisite:* Japanese 201. (Also listed as Japanese 202.) 1 unit — Maruyama.

223 Topics in Ethnomusicology. Special topics in ethnomusicology, approached through emphasis on a particular musical area, theoretical issue, genre or repertory, compositional technique, or instrument. The course is devoted to non-western musical cultures. (Not offered 2012–13.) 1 unit.

224 Chinese Women Writers and Their Works. This course will focus on a comparative study of the voice of Chinese women writers in the 1920s and 1980s, examine women writers' works in a social-historical context, and discuss the difference of women's places and problems in traditional Chinese culture and modern Chinese society. The course will also try to define the similar and different expressions of 'feminism' as a term in the West and the East. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

225 The Dalai Lama of Tibet: Philosopher, Statesman, Monk. .5 unit.

228 East Asia Since 1200. Examines the history of East Asia from the height of the imperial system before the Mongol invasion to the changes in society, economy, and culture during the Late Imperial Period (14th–19th centuries). Political and social history of China, Japan, and Korea will form the focus of this course. This course will prepare students for advanced study on China and Japan. (Not offered 2012–13.) .25 to 2 units.

229 20th Century China. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit.

230 20th Century Japan. This course will trace the social, political, and cultural developments in Japan from the first Parliamentary elections in 1890 to the current fiscal crisis in the 1990s. Using a wide range of sources, students will explore major themes in Japan's empire, World War, economic miracle, and troubled role as Asian leader. Major themes will include cross-cultural contact, world systems, and women's history. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

232 Japanese Society. This course examines contemporary Japanese society and compares it with the United States through an analysis of the construction of social problems in both societies. An understanding of what constitutes 'social problems' in both societies will be used to illuminate some of the basic features of both cultures and the differences between them. *Prerequisite:* Any 100-Level SO course. (Not offered 2012–13.) 1 unit.

233 Women, Religion, and Society: Hinduism, Islam, and Buddhism. 1 unit.

242 Religion in China. 1 unit.

243 Religion in Japan. 1 unit.

248 Environmental Politics of Agriculture. This course focuses on the historical and contemporary processes of environmental change and agrarian transformation as a result of resource scarcity, scientific progress, and capitalist development. (Also listed as Political Science 248.) (Not offered 2012–13.) 1 unit — Ito.

250 Topics in Asian Studies. Study of a selected topic in one or more Asian literatures and cultures. The course will cover subjects not listed in the regular curriculum and may vary from year to year; taught by Asian Studies faculty and visiting faculty. (Also listed as Art History 200, Anthropology 308, Chinese Language 250, Comparative Literature 351, English 380, Race and Ethnic Studies 300, Feminist and Gender Studies 206, History 200, Japanese 250, and Japanese 252.) .25 or 1 unit — Bentley, Clare, Ericson, Jiang, Tu, Williams.

Block 1: Travelers, Kings and Men of God: Literary Encounters between India and the West. Since the earliest records India and the West have encountered each other in traveler's logs, historical accounts and a range of literary genres. In the eyes of the other these cultural and geopolitical bodies have been imagined as the end of the earth, land of opportunity, spiritual destination and center of depravity. This class looks at a range of such constructions of the other in texts from India, Pakistan, England, the United States and Portugal to better understand their long interrelated histories. Selected readings may include Rudyard Kipling's *Kim*, Ruth Jhabvala's *Heat and Dust*, W. Somerset Maugham's *The Razor's Edge*, Gita Mehta's *Karma Cola*, and Mohsin Hamid's *The Reluctant Fundamentalist*. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) *Prerequisite:* 200- or 300-level course in Comparative Literature, English or other literatures or consent of instructor. (Also listed as English 380, Asian Studies 250, Race and Ethnic Studies 300, and Anthropology 308.) 1 unit — Clare.

Block 2: Topics in Asian Literature and Culture Chinese Cinema: Contemporary Chinese Film and Society. This course aims to 1.) help students gain an understanding of some of the social, political, cultural, and economic changes that have taken place in China in the past several decades; 2.) help students understand and evaluate the way Chinese films convey their social and cultural values and commitments; 3.) help students cultivate a greater command over current trends and debates in analysis of Chinese cinema, and help facilitate students' understanding of Chinese cinema, culture and society in the context of globalization; 4.) help students cultivate a greater interest in the history and extraordinary development of Chinese cinema within a social, political and cultural context, focusing mainly on films produced in mainland China. Taught in English. (Also listed as Chinese Language 250.) 1 unit — Jiang.

Blocks 3 and 4: The Art of Chinese Calligraphy and Painting. This course will introduce students to the origin and history of Chinese calligraphy and to the interrelationship between Chinese calligraphy and painting — including bamboo, orchid, and bird painting. This is a hands-on course; students are expected to practice Chinese calligraphy several times a week, to get to know how to use Chinese brushes and charcoal ink, and to develop an understanding of Chinese art and culture through brushwork. *Prerequisite:* Consent of instructor (Also listed as Chinese Language 250.) .25 unit — Tu.

Block 5: Environmental Issues in Asian History. 1 unit — Hill.

Block 6: History of Korea. Study of a selected topic in one or more Asian literatures and cultures. The course will cover subjects not listed in the regular curriculum and may vary from year to year; taught by Asian Studies faculty and visiting faculty. (Also listed as Art History 200 and Anthropology 308 and Chinese Language 250 and Comparative Literature 351 and English 380 and Race and Ethnic Studies 300 and Feminist and Gender Studies 206 and History 200 and Japanese 250 and Japanese 252.) .25 or 1 unit — Williams.

Block 8: Imperial China under Tang and Song 600–1300. Study of a selected topic in one or more Asian literatures and cultures. The course will cover subjects not listed in the regular curriculum and may vary from year to year; taught by Asian Studies faculty and visiting faculty. (Also listed as Art History 200, Anthropology 308, Chinese Language 250, Comparative Literature 351, English 380, Race and Ethnic Studies 300, Feminist and Gender Studies 206, History 200, Japanese 250, and Japanese 252.) .25 or 1 unit — Bentley, Clare, Ericson, Jiang, Tu, Williams.

Block 8: Childhood in Japanese History. In this course we will examine the construction of childhood in Japan, primarily through literary texts about and for children. We will supplement this with a variety of texts from other fields (history, sociology, anthropology, art, and music). Through an analysis of the printed text and cultural artifacts, we will come to an understanding of the process of how childhood in Japan has evolved into its current status. (Also listed as Japanese 250 and Asian Studies 250.) 1 unit — Ericson.

Blocks 7-8: The Art of Chinese Calligraphy and Painting. The Art of Chinese Calligraphy and Painting. This course will introduce students to the origin and history of Chinese calligraphy and to the interrelationship between Chinese calligraphy and painting — including bamboo, orchid, and bird painting. This is a hands-on course; students are expected to practice Chinese calligraphy several times a week, to get to know how to use Chinese brushes and charcoal ink, and to develop an understanding of Chinese art and culture through brushwork. *Prerequisite:* Consent of instructor. (Also listed as Chinese Language 250.) .25 unit — Tu.

251 Japanese Women Writers (with Emphasis on Writing). Japanese women writers wrote the most heralded novels and poetic diaries in the classical literary canon; this celebration of women's literary contributions is an anomaly among world literatures. Yet for over five hundred years, women's literary voices were silenced before reemerging in the modern era, when a renaissance of "women's literature" (*joryu bungaku*) captured popular imagination, even as it confronted critical disparagement. This course traces the rise, fall and return of writing by women and the influence of attitudes toward gender on what was written and read through a wide array of literary texts, historical documents, and cultural artifacts. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit.

252 Gender and Sexuality in Japanese Lit, Film, and Manga. This course explores how Japanese writers have dealt with issues of gender and sexuality from the Heian Period through the modern era. Drawing on literary sources such as *The Tale of Genji* by Murasaki Shikibu (11th c.), *Five Women Who Loved Love* by Ihara Saikaku (17th c.), and *Kitchen* by Yoshimoto Banana (20th c.), as well as films and manga, we will analyze how both male and female authors have portrayed gender and sexuality within an ever-changing landscape. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit.- Ericson.

253 Women in Hinduism and Islam. An exploration of constructions of gender and the status of women in Hindu and Islamic cultures, with attention to both texts and practices. Primary and secondary readings survey a variety of topics from classical and modern periods, including marriage, sexuality and reproduction, sati, Islamic law, devotion, renunciation and tantra. *Prerequisite:* Religion 140 or 160 or consent of instructor. 1 unit.

254 The Art of China. Early Chinese funerary art examined in relation to the Chinese religious philosophies of Confucianism and Daoism. Relationships between Chinese painting and poetry explored, particularly in relation to the handscroll format. The rise of scholar-literati painting in the Song followed by issues of politics, commerce, and art. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

255 The Art of Japan. Classical relationships between Heian-period court art, poetry, and aristocratic patronage; medieval Kamakura and Muromachi periods, dominated respectively by Pure Land Buddhism and Zen Buddhism; consolidation of the tea ceremony and unique qualities of castle architecture and screen paintings in the Momoyama; the Edo-period shift towards more inexpensive and widely-reproducible formats, such as the woodblock print. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Art History 255.) 1 unit. — Bentley.

265 China/Europe/Japan Art and International Trade. Considers the impact on art of expanding sea trade between Europe and East Asia in the early modern period. Begins by examining what goods went where, how increasingly global trade affected particular economies; how the East India companies operated, and what effects stepped up contact had stylistically and iconographically on art forms such as porcelain, prints and paintings. On a theoretical level, the course addresses 'things foreign' as a means of asserting the artist's practice and identity. (Not offered 2012–13.) 1 unit.

281 Religious Poetry in Asia. Poetic traditions in China and Japan and in Indian and Tibetan Buddhism. Topics will include poetry as an expression of the heights and depths of religious experience, as a vehicle for spiritual growth, and as a literary form of prestige and power. We will look at poetry of liberation by early Buddhist nuns, praises of transcendent wisdom by Tibetan spiritual virtuosos, links between verse and painting in China, and the relationship between Japanese haiku and Zen aesthetics. (Also listed at Religion 281.) 1 unit — Gardiner.

290 Studying Asia. An interdisciplinary study of the cultures, peoples, and historical experience of several societies of Asia (South Asia, Southeast Asia, and East Asia) through comparative case studies and theoretical readings. Students will analyze a variety of primary and secondary sources in English translation and learn techniques for interpreting cultures very different from our own. (This seminar is required of Asian Studies majors and must be completed before beginning senior thesis blocks.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Jiang.

295 Indonesian Music. Surveys Indonesian history, culture, society, religion, and aesthetic values through music. Students become familiar with a variety of Indonesian musical repertoires, styles, and performance contexts, including court traditions of Java, Sunda, and Bali and village traditions throughout the Indonesian archipelago. Traditional as well as new music is discussed. (Not offered 2012–13.) 1 unit.

301 Advanced Japanese Language. Intensive practice in reading, writing, speaking and comprehending modern Japanese. (Offered as an extended format course blocks 1–8.) *Prerequisite:* Consent of instructor. (Also listed as Japanese 301.) 1 unit — Department.

302 Advanced Chinese Language. Intensive practice in reading, writing, speaking, and comprehending modern Chinese. (Semester-long extended format.) (Also listed as Chinese Language 301.) 1 unit — Zhang.

303 Advanced Japanese Language. Intensive practice in reading, writing, speaking and comprehending modern Japanese. (Offered as an extended format course blocks 1–8.) *Prerequisite:* Japanese 202. (Also listed as Japanese 302.) 1 unit — Department.

304 Advanced Chinese Language II. *Prerequisite:* Chinese Language 301 or consent of instructor. (Also listed as Chinese Language 302.) 1 unit — Zhang.

311 Advanced Readings in Chinese. Supervised projects in Chinese language, literature and culture for advanced students. Consent of department required. Offered as a block course (1 unit) or semester extended format (.5 unit). *Prerequisite:* Consent of department. 1 unit — Department.

323 Minority Politics. A comparative analysis of the political experience and responses of major ethnic minorities and women to the American political process. (Not offered 2012–13.) 1 unit.

324 Modern China. This survey course, covering Chinese history and politics from the Boxer Rebellion and the first Western influences to the successful revolution by the Chinese Communist Party, will provide a basic understanding of Chinese history and politics in the modern era. (Not offered 2012–13.) 1 unit.

326 Japanese Politics. Survey course on the development of modern politics in Japan, from the Meiji restoration to the contemporary corporatist partnership between the state and the business and financial communities. (Not offered 2012–13.) .25 to 1 unit.

331 Comparative Politics. Emphasis on the period of reform and opening to the world after 1976 and the contemporary politics of the People's Republic of China. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

339 The East Asian Tigers. This course focuses on the common characteristics and diversity of East Asian growth experiences and the rise and fall of belief in a uniquely East Asian model of economic development. (Not offered 2012–13.) 1 unit.

345 Sufism. Selected readings in Islamic literature in translation. (Not offered 2012–13.) 1 unit.

346 Western Political Thought in China. Exploration of contemporary Chinese perspectives on modern Western political thinkers. (Not offered 2012–13.) 1 unit.

350 Advanced Topics in Asian Studies. Study of a selected topic in one or more Asian societies and cultures. The course will cover subjects not listed in the regular curriculum and may vary from year to year; taught by Asian Studies faculty or visiting faculty. 1 unit.

352 Holy Men, Manly Men: Gods, Buddhas, and Gurus in South Asia. Cults of masculinity have been intrinsic to South Asian culture for millennia. Whether in ancient vedic literature, or in the heterodox traditions of Buddhism and Jainism and the Hindu epics that followed; whether in the ascetic traditions of yoga, the popular puranas, or the lives of modern-day saints — the leading Man has been carefully fashioned to represent power, purity and prestige. This course examines such texts and traditions from diverse periods in Indian history in order to identify and deconstruct the ideologies that divinize masculinity and masculinize divinity. *Prerequisite:* Religion 160 or Religion 170 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Feminist and Gender Studies 352 and Religion 352.) 1 unit — Coleman.

357 Women in Hinduism and Buddhism. An exploration of constructions of gender and the status of women in Hinduism and Buddhism, with primary focus on normative developments in ancient and medieval India and the impact of this formative history on the lives of contemporary women. Readings from primary and secondary materials, with attention to both ideology and practice. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Feminist and Gender Studies 357 and Religion 357.) 1 unit — Coleman.

362 Bhakti. A study of diverse Hindu devotional movements from classical and medieval periods. Primary readings include poetry by both men and women, devotees of Vishnu, Krishna, Shiva, Rama, and the Great Goddess. Critical articles help situate the devotees and their songs in cultural context. *Prerequisite:* Religion 160 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

363 Devi: Goddesses of India. A study of various Hindu goddesses, including their iconography and particular powers, as well as the ritualistic ways in which they are worshipped in diverse regions of India, with a glimpse of feminist appropriations of Kali in the West as well. Primary and secondary readings include poetry, theology, and historical-critical studies. Films depict a variety of rituals. *Prerequisite:* Religion 160 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

371 Buddhist Visionary Traditions. A study of the devotional, contemplative, liturgical, and philosophical dimensions of the ritually and artistically rich traditions of Pure Land and Tantric Buddhism. Will investigate historical examples from various Buddhist countries, with particular emphasis on Tibet and Japan. (Offered alternate years.) *Prerequisite:* Religion 170 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Religion 371.) 1 unit — Gardiner.

372 The Madhyamaka School of Buddhism. An in-depth treatment of important themes, or textual traditions, in the history of Buddhist thought. Examples might include topics such as karma, death and rebirth, compassion, or possibly a body of writings from a particular author or Buddhist school. (Also listed as Asian Studies 372.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Offered in alternate years.) *Prerequisite:* RE 170 or COL. 1 unit — Gardiner. *Prerequisite:* Religion 170 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

384 Twentieth Century China. Chinese ways of life and thought and the interaction of local social patterns with government and elite ideals. Focuses on the last great dynasty, the Qing. (Not offered 2012–13.) 1 unit.

385 Twentieth Century Japan. Japanese ways of life and thought and the interaction of local social patterns with government and the elite ideals. Focuses on the Tokugawa shogunate in the 18th century. (May be offered with Emphasis on Writing.) (Not offered 2012–13.) 1 unit.

400 Senior Thesis. Thesis subject chosen by student and approved by the program prior to the beginning of the course. *Prerequisite:* Consent of instructor. 1 unit.

403 Chinese Language and Culture. *Prerequisite:* Chinese 302 or consent of instructor. (Also listed as Chinese Language 401.) 1 unit — Zhang.

406 Senior Seminar. Preparation for the senior thesis; opportunity for students to discuss their work, the work of their colleagues, and theoretical texts of common interest in a workshop setting. Examination of what it means to engage in the study of Asian Studies. Majors will work on independent thesis projects and meet as a group to discuss their works in progress. 1 unit — Ericson.

Biology

www.coloradocollege.edu/academics/dept/biology/

Professors BERTRAND, EBERSOLE, HATHAWAY, KELSO (associate chair), SNYDER;
Associate Professors HESCHEL, LINKHART (chair), LOSTROH, WILSON;
Assistant Professors GRAY, HUANG, KILLIAN; Visiting Associate Professor DRUMMOND

THE MAJOR — REQUIREMENTS:

ORGANISMS, EVOLUTION, AND ECOLOGY (OEE) TRACK:

A student majoring in biology in the OEE track must earn credit for at least 15 units, including:

- 1.) Two courses from Biology 105 Biology of Plants, Biology 107 Biology of Microbes, and Biology 106 Biology of Animals
- 2.) Biology 131 Introduction to Molecular and Cellular Biology
- 3.) Biology 208 Ecology
- 4.) Either Biology 280 Population Genetics or Biology 231 Genetics
- 5.) Five approved elective units:
 - a.) At least three units must be Biology (BY) courses at the 300 level or higher,
 - b.) At least one unit must be completed as a Capstone course. Students should consult the *Biology Majors Handbook* on the departmental website for Capstone requirements and a list of eligible courses.
 - c.) Any Biology (BY) course except BY100 and BY104 is an approved elective. Biology 101 (FYE) counts as one elective unit.
 - d.) One unit of the five electives may be CH251 Reactions of Organic Molecules, CH382 Biochemistry I, GY205 Historical Geology, GY300 Invertebrate Paleontology, SC206 Exercise Physiology, or SC301 Biomechanics: Analysis of Human Performance. Other course may also be approved Biology the department Biology petition.
- 6.) CH107 General Chemistry I
- 7.) CH108 General Chemistry II
- 8.) CH250 Structures of Organic Molecules
- 9.) One mathematics unit from MA125 Pre-Calculus and Calculus, MA126 Calculus 1, MA127 Accelerated Calculus Review, or MA129 Calculus 2; AP or IB Calculus credit.
- 10.) One unit in statistics and experimental design or in modeling from Biology 220 Biostatistics and Experimental Design, EV228 Analysis of Environmental Data, or Biology 256/MA256 Mathematical Models in Biology. AP or IB Statistics credit. Biology 220 and Biology 256/MA256 may not satisfy both the statistics/modeling requirement and count as an approved elective.

MOLECULAR AND CELLULAR BIOLOGY (MCB) TRACK:

A student majoring in biology in the MCB track must earn credit for at least 15 units, including:

- 1.) Biology 131 Introduction to Molecular and Cellular Biology,
- 2.) Either Biology 105 Biology of Plants, Biology 107 Biology of Microbes, or Biology 106 Biology of Animals,
- 3.) Biology 231 Genetics,
- 4.) Six approved elective units,
 - a.) At least three units must be biology courses with Biology 231 Genetics as a prerequisite. Students can petition the department to count up to two units of BY309, 409 or 499 towards this requirement; provided they complete BY231 prior to these courses and the supervising professor agrees.
 - b.) At least one unit must be completed as a Capstone course. Students should consult the *Biology Majors Handbook* on the departmental website for Capstone requirements and a list of eligible courses.
 - c.) Any biology course except Biology 100 and Biology 104 is an approved elective. Biology 101 (FYE) counts as one elective unit.
 - d.) One unit of the five electives may be CH382 Biochemistry I or CH241 Introduction to Analytical Chemistry.
 - e.) One unit of the five electives may be GY300 Invertebrate Paleontology, PY299 Neuroscience, SC206 Exercise Physiology, or SC301 Biomechanics: Analysis of Human Performance. Other courses may also be approved by the department by petition.
- 5.) CH107 General Chemistry I
- 6.) CH108 General Chemistry II
- 7.) CH250 Structures of Organic Molecules
- 8.) CH251 Reactions of Organic Molecules
- 9.) Two mathematics units from MA117 Probability and Statistics or MA217 Probability and Statistical Modeling, MA125 Pre-Calculus and Calculus, MA126 Calculus 1, MA127 Accelerated Calculus Review, or MA129 Calculus 2; Biology 220 Biostatistics and Experimental Design, Biology 256/MA256 Mathematical Models in Biology; AP or IB Calculus credit; AP or IB Statistics credit. Biology 220 and Biology 256/MA256 may not satisfy both the mathematics requirement and count as an approved elective.

Students may declare the biology major at any time, but are strongly urged to speak with a biology faculty member about the major before declaring. All biology majors must have an advisor in the biology department. During the senior year a student majoring in biology must pass a comprehensive examination and present five written abstracts of departmental seminars. See the *Biology Majors Handbook* for further information.

All potential or declared biology majors should read the *Biology Majors Handbook* on the departmental website or pick up a copy of the *Biology Majors Handbook* from the biology department office. Because of the large number of courses required for the major, students are urged to schedule their classes carefully and in consultation with a biology faculty member. Students in pre-health programs and those interested in graduate programs should note that a second unit of calculus, a second unit of organic chemistry, and two units of physics may be required for admission to a program.

A senior biology major may wish to attempt to graduate with “Distinction in Biology,” in part by writing a senior thesis and presenting the thesis orally. Details of the distinction option and department requirements can be found in the *Biology Majors Handbook*. Students seeking off-campus credit toward the major should consult the *Biology Majors Handbook* for guidelines.

100 Studies in Biology. Presents students not majoring in biology with inquiries into contemporary issues and phenomena in the biological sciences. Activities include lectures, readings, discussions, and laboratory or field experiences. May not be counted toward a Biology major. (May meet the laboratory/field requirement for critical perspectives.)

Block 1: Studies in Biology: Science and Ethics of Genetics. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Bertrand.

Block 1: Studies in Biology: Plants and People. (Meets the Critical Perspectives: Scientific Investigations of the Natural World lab or field requirement.) 1 unit — Wilson.

Block 2: Studies in Biology: Science and Ethics of Genetics. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Killian.

Block 3: Studies in Biology: Plants and People. (Meets the Critical Perspectives: Scientific Investigations of the Natural World lab or field requirement.) 1 unit — Heschel.

Block 4: Studies in Biology: Biodiversity and Conservation. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Drummond.

101 Introduction to Molecular Microbiology (FYE). This course introduces the theory and practice of microbiology, with an emphasis on laboratory investigations of bacterial life. The origins of life on earth, the isolation, cultivation and identification of bacteria, bacterial genetics, and infectious disease including HIV/AIDS will be examined through discussion, laboratory work, and lecture. Can count as 1 unit of lower-level elective credit toward a Biology major. *Prerequisite:* 2 years of high school Biology and 1 year of high school Chemistry or COI. (Meets 1 unit Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 2 units — Lostroh, Lang.

105 Biology of Plants. The study of plants with emphasis on the flowering plants. Relationships between form and function, growth and development and evolutionary and ecological relationships are examined with attention given to the chemical bases of plant life, the fundamentals of metabolic pathways, and the integrative nature of plant structures from cellular to ecological levels. *Prerequisite:* Strong high school Chemistry highly recommended. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Ebersole, Heschel, Kelso.

106 Biology of Animals. An introduction to the Biology of invertebrate and vertebrate animals. Evolution and functional architecture of animal body plans, patterns of structure and function, survival strategies, principles of animal ecology and evolution, and phylogeny of animal groups examined through lab, discussion, and investigative activities. *Prerequisite:* Strong high school chemistry highly recommended. No credit after Biology 108 or 109. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Drummond, Gray, Linkhart, Snyder.

107 Biology of Microbes. An introduction to the world of Bacteria, Archaea, microscopic Eukarya and viruses. Emphasizing the role of microbes as causal agents of major human diseases (TB, AIDS, malaria); as essential components of the human microbiome; as critical elements in biogeochemical processes; and as tools in agriculture, industry and food production. Lecture, discussion, student presentations and laboratory projects. No credit towards the Biology major if taken after Biology 101 or 231. *Prerequisite:* Strong high school Chemistry highly recommended. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Wilson.

131 Introduction to Molecular and Cellular Biology. Structures and functions of biomacromolecules, organelles, and cells and the flow of energy and information within and among them. Laboratory and lecture course designed to provide an introduction to molecular and cellular Biology, with emphasis on how to address questions experimentally. *Prerequisite:* Chemistry 107 or COI. No credit after Biology 210. 1 unit — Bertrand, Holzen, Huang, Killian, Lostroh, Wilson.

202 Field Botany. A field course involving collection, identification, and preservation of vascular plants, emphasizing evolution, ecology and biogeography. Takes advantage of the major ecosystems of the Pikes Peak region. *Prerequisite:* Biology 105. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) (Also listed as Southwest Studies 202.) 1 unit — Kelso.

205 Human Evolution. Fossil and genetic evidence for human evolution as well as the implications of evolution for understanding the adaptations of modern humans. Nature and timing of the developments that led from our distant, rodent-like ancestors to humans as we are today. Evolutionary theories that have been proposed to explain these changes. Adaptive significance of changes in the relationship between members of our lineage is also stressed. Through lectures, laboratories, discussions, and student presentations, students learn some of the basic principles of molecular genetics and discuss the use of genetics in evolutionary research. No credit toward Biology major if taken after Biology 231. *Prerequisite:* Biology 105 or 106 or 107 or 108 or 109 or Anthropology 101. (Also listed as Anthropology 201.) (Not offered 2012–13.) 1 unit — Bertrand, Department.

207 Human Anatomy. A cadaver dissection course designed to help students gain an understanding of the fundamental concepts of the structure of the human body. Designed to meet the needs of students interested in pre- and allied health fields when taken in conjunction with BY/SC 321. *Prerequisite:* 1.) Biology 131 or 210; 2.) Biology 106 or 109; and 3.) Chemistry 108. (Also listed as Sport Science 207.) 1 unit — Department.

208 Ecology. The analysis of distributions, abundances, and interrelationships of organisms. Populations, communities, and ecosystems are investigated, and implications for humans considered. *Prerequisite:* Chemistry 107 and 1 unit from Biology 105, 107, 108, 109, Geology 130 or 140. (Meets the Critical Perspectives: Scientific Investigation of the Natural World Lab or field requirement.) (Also listed as Southwest Studies 208.) 1 unit — Drummond, Ebersole, Gray, Heschel, Snyder.

220 Biostatistics and Experimental Design. Emphasis on application rather than theory or derivation. Topics: measures of central tendency and variability, correlation, regression, t-tests, Chi-square, analysis of variance, selected non-parametric methods, statistical inference and experimental design. *Prerequisite:* At least 1 college Biology course or COI. No Credit after Economics 200 or Mathematics 117. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Ebersole.

231 Genetics. Nature, transmission and expression of hereditary information; lecture and laboratory will include principles of molecular and transmission genetics with an emphasis on concepts and laboratory techniques used in contemporary molecular genetic research. *Prerequisite:* Biology 131 or 210; and Chemistry 108; or COI. No credit after Biology 361. 1 unit — Bertrand, Huang, Killian, Lostroh, Wilson.

240 Special Topics in Biology. Special topics in Biology not offered on a regular basis. 1 unit.

244 Histotechnique. Students will acquire the basic knowledge necessary to prepare animal and plant tissues for examination Biology light microscopy. Theoretical aspects of fixation, paraffin embedding, sectioning techniques, and the art of staining will be emphasized. Interpretation of results will be facilitated through lecture/discussion sessions highlighting the basics of histology. *Prerequisite:* Biology 105 or 109 recommended. (Not offered 2012–13.) 5 unit.

249 Special Topics in Biology. (Not offered 2012–13.) 1 unit.

256 Mathematical Models in Biology. An introduction to selected quantitative models drawn from ecology, genetics, and physiology. For each model the course includes an investigation of the mathematical methods used, an evaluation of the model, and some elementary simulation techniques. (Offered alternate years.) *Prerequisite:* Mathematics 126 and 1 college Biology course. (Also listed as Mathematics 256.) (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Brown.

280 Population Genetics. Classical genetics as it applies to understanding the evolution of populations. This course examines the following topics: genetic issues of small and isolated populations, Hardy-Weinberg equilibrium, factors affecting allele frequencies, variance and F-statistics, molecular methods, and quantitative genetics. This course also includes discussions of contemporary issues in applied population genetics and laboratory investigations. *Prerequisite:* Biology 131 or 210; and Biology 208, and Chemistry 108; or COI. 1 unit — Heschel.

304 Immunology. A survey of the main elements of the human body's defenses against invading microorganisms. Emphasis is on the cellular and molecular mechanisms of B and T lymphocyte functioning, along with consideration of autoimmune and immune deficiency diseases. Lecture, discussion and laboratory. *Prerequisite:* Biology 210 (Biology 301 recommended). (Not offered 2012–13.) 1 unit — Department.

308 Advanced Ecology. Field studies and theoretical topics selected to illustrate the research process and ecological thought. Will include use of ecological literature. *Prerequisite:* COI or Biology 208. 1 unit — Ebersole, Snyder.

309 Research Problems in Biology. Independent research projects based on laboratory or field investigation. Experimental studies completed away from campus must receive prior departmental approval. (Class, laboratory or field activities arranged.) (Only 2 units from 309, 403, 409 or 499 may count toward the Biology major.) *Prerequisite:* COI and 2 from 105, 107, 108 or 109 and 210 (total 3) and arranged 1 block ahead. 1 unit — Bertrand, Ebersole, Gray, Hathaway, Heschel, Huang, Kelso, Killian, Linkhart, Lostroh, Snyder, Wilson.

321 Human Physiology. The course provides an integrative approach to understanding basic anatomical and physiological relationships of major organ systems in the human body through human cadaver dissection. Designed to meet the needs of students interested in pre and allied health fields when taken in conjunction with BY/SC 207. *Prerequisite:* BY/SC 207. (Also listed as Sport Science 321.) 1 unit — Department.

330 Parasitic Protozoa. The biology of parasitic protozoa in humans and other animals. Lecture, laboratory and readings will focus on host-parasite relations, life histories, morphology, and physiology of parasitic protozoa. *Prerequisite:* Biology 106, 108 or 109 or COI. 1 unit — Hathaway.

331 Parasitic Helminths. The biology of worms parasitic in humans and other animals. Lecture, laboratory and readings will focus on host-parasite relations, life histories, morphology, and physiology of parasitic helminths. *Prerequisite:* Biology 108 or 109 or COI. 1 unit — Hathaway.

332 Animal Behavior. A comparative study of the diversities of behavioral systems of animals. Lecture, laboratory and field work include ethological theories and methods, emphasizing observation, denotation and analysis of behavior. *Prerequisite:* Biology 208 and either 106 or 109; or COI. (Not offered 2012–13.) Department. 1 unit.

344 Scanning Electron Microscopy. Basic principles of electron optical systems, image formation, specimen preparation, and photography. Individual instruction in the care, use and operation of the instrument as a research tool is emphasized in the natural sciences. *Prerequisite:* Sophomore standing and prior course work in natural science. 1 unit — Hathaway.

345 Transmission Electron Microscopy. Basic principles of electron optical systems, image formation, specimen preparation, ultramicrotomy, and photography. Individual instruction in the care, use, and operation of the instrument as a research tool is emphasized. *Prerequisite:* Biology 210 and sophomore standing. 1 unit — Hathaway.

350 Advanced Genetic Analysis. Lecture and discussion of primary literature and advanced topics in genetics. This course is tailored for students interested in using primary research literature to discuss and learn about current genetic research in and interactive setting. Lecture and literature topics may include mitotic recombination, meiotic drive, recombinant inbreds, SNP mapping, trans-sensing, and techniques in the molecular-genetic manipulation of cells, and organisms. *Prerequisite:* Biology 231, 280, or 361; and Chemistry 250. (Not offered 2012–13.) 1 unit — Bertrand.

359 Bacterial Genetics and Physiology. Molecular biology and genetics of microbes with emphasis on bacteria. Ultrastructure, heredity, physiology, and evolution of bacteria from a molecular perspective. Laboratory emphasizes experimental design and analysis in microbiology. *Prerequisite:* Biology 231 or 361. 1 unit — Lostroh.

362 Plant Ecology. Descriptive and analytical studies of plant communities and populations. Field work includes sampling techniques and their application to answer specific research questions. Readings and discussions cover the various perspectives and theories of plant ecology. *Prerequisite:* Biology 208 (Biology 202 recommended). (Not offered 2012–13.) 1 unit.

363 Virology. The molecular biology and biochemistry of viruses, including attachment to, penetration of, and replication in host cells. Through discussion, laboratory, and lecture, the course emphasizes the experimental basis of current understanding of virus function. Laboratory emphasizes propagation and analysis of bacteriophages. *Prerequisite:* Biology 231 or 361. 1 unit — Lostro.

365 Plant Physiology. Whole plant physiology with an emphasis on growth and development through examination of structure and function of cells and organs, metabolism, stress biology, and phytohormones. Includes discussions of primary literature in the discipline, a laboratory investigation and an emphasis on writing a scientific paper. *Prerequisite:* Biology 105 and 131 or 210; and Chemistry 250; or COI. No credit after Biology 364 or 474. 1 unit — Heschel.

366 Comparative Animal Physiology. A whole-animal perspective on survival and maintenance of homeostasis in variable and often stressful environments. We will focus on aspects of water balance, feeding, digestion, metabolism, respiration and circulation. Course includes field and laboratory investigations. *Prerequisite:* Biology 131 and 208, and one from Biology 106, 108, or 109; or COI. 1 unit — Gray.

367 Animal Ecology. A field course involving collection, identification, and population and life-history studies of animals of regional ecosystems. Principles of animal ecology, behavior, and biogeography are emphasized through field case studies and discussion of primary literature. Field work includes sampling techniques and their application to answer specific research questions. *Prerequisite:* Biology 208 and either Biology 106, 108, or 109; or COI. No credit after Biology 203. (Also listed as Southwest Studies 303.) 1 unit — Linkhart.

369 Tropical Ecology. Introduction to the ecology of tropical wet forests and coral reefs, with emphasis on the high biological diversity common to these ecosystems. The course is linked to Biology 370 Tropical Forest and Coral Reef Ecology, and students must enroll in both courses. *Prerequisite:* Junior or senior standing, Biology 208 and enrollment in Biology 370. (January half-block.) .5 unit — Linkhart, Snyder.

370 Tropical Forest and Coral Reef Ecology. Ecology of tropical wet forests and coral reefs taught at forest and reef sites in the tropics. Field studies, theoretical topics, and primary ecological literature will be used to explore interactions in these systems, with emphasis on selected organisms and system characteristics. The course is linked to cross-cultural experience with local people. The course is linked to Biology 369 Tropical Ecology, and students must enroll in both courses. Additional expense \$\$\$ *Prerequisite:* Junior or senior standing, Biology 208, Biology 369, and good swimming ability. 1 unit — Linkhart, Snyder.

375 Environmental Microbiology. Study of the ecology of microbes in environments as diverse as deep-ocean volcanic vents; termite hind guts; the lithosphere; the human gut; plant roots; ice of the Arctic and Antarctic; and terrestrial models of extra-terrestrial environments. Emphasis on discussion of primary literature in environmental microbiology and microbial ecology. Significant laboratory component and minor field component. *Prerequisite:* Biology 107 or 101, Biology 131 or 210 and Biology 231 or 361, and Chemistry 108; or COI. (Not offered 2012–13.) 1 unit — Wilson.

378 Laboratory Investigations in Molecular Microbiology. A laboratory-intensive course with supplementary discussions and lectures. Topics include experimental design and analysis, genetic manipulation of bacterial plasmids and chromosomes, bioinformatics analysis of bacterial genomes, and physiological analysis of bacterial mutants. *Prerequisite:* Biology 359 or 363. (Not offered 2012–13.) 1 unit — Lostro.

380 Advanced Cell Biology. Study of select processes that occur in eukaryotic cells such as cytoskeletal dynamics, membrane transport, protein targeting, cell-cell communication, and regulation of cell division and death. Heavy emphasis on how questions in cell Biology are addressed experimentally. Course includes lecture, discussion of primary literature, and laboratories. *Prerequisite:* Chemistry 250 and either Biology 231 or 361. 1 unit — Huang.

389 Patagonian Ecology and Biogeography. Introduction to the ecology and biogeography of Patagonia, including montane, steppe and coastal ecosystems. The course is linked to Biology 390. (Not offered 2012–13.) .5 unit — Ebersole, Snyder.

390 Ecology and Biogeography of Patagonia. On-site investigations of the ecology and biogeography of Andean mountain forests and Patagonian steppe and studies of the ecology of several marine vertebrate species at the Atlantic coast. Students will read and present original literature, meet with local scientists at their study sites, and develop hypotheses that could be tested in the ecosystems we visit. *Prerequisite:* Junior or senior standing, Biology 208, Biology 389 (half-block), and COI. (Taught in Patagonia.) (Not offered 2012–13.) Additional expense \$\$\$ 1 unit — Ebersole, Snyder.

403 Research Problems in Biochemistry. An independent research project intended for biochemistry majors and based on laboratory investigation in biochemistry. The student should choose the original research topic with advice from member(s) of the department prior to registration in the class. (Only 2 units from 309, 403, 409 and 499 may count toward the Biology major.) *Prerequisite:* Chemistry 245, 382 and COI. 1 unit.

409 Research Problems in Biology. Independent research projects based on laboratory or field investigation, COI, and registration at least one block prior to the block in which the research is to be initiated. Experimental studies completed away from campus must receive prior departmental approval. (Class, laboratory, or field activities arranged.) (Only 2 units from 309, 403, 409 or 499 may count toward the Biology major.) *Prerequisite:* COI and 2 from Biology 105, 106, 107, 108 or 109 and 210 or 131 (total 3) and arranged 1 block ahead. 1 unit — Bertrand, Ebersole, Gray, Hathaway, Heschel, Huang, Kelso, Killian, Linkhart, Lostroh, Snyder, Wilson.

410 Ornithology. Identification, taxonomy, anatomy, physiology, behavior and ecology of birds, including field and laboratory work. *Prerequisite:* COI or Biology 203 or 367. (Also listed as Southwest Studies 410.) 1 unit — Linkhart.

412 Entomology. Evolution, taxonomy, structure, physiology, development, behavior and ecology of insects. Laboratory includes identification, dissection, experimentation, curation and field work. *Prerequisite:* COI or Biology 108 and 208. (Not offered 2012–13.) 1 unit — Drummond.

415 Seminar in Evolutionary Biology. A Capstone course primarily for upper level Biology students. We will examine and critique classical concepts of evolutionary theory and their modern extensions through reading scientific literature and Biology drawing upon students' previous knowledge and experience in diverse fields of Biology. *Prerequisite:* 2 units from Biology 105, 106, 107, 108, or 109 and 1 unit from Biology 231, 280, or 361. (Not offered 2012–13.) 1 unit — Kelso.

421 Conservation Biology. Conservation issues of plant and animal species, habitats, and ecological systems will be examined through reading, discussion, and project-based exploration of local, national, and global examples. Core components of conservation Biology theory such as habitat fragmentation, problems of small populations, rarity, genetic erosion, reserve design, and invasive species will be emphasized in the context of the local environment. *Prerequisite:* Biology 105, 131, and 208, and one from Biology 106, 108, or 109. 1 unit — Kelso.

422 Biogeochemistry and Ecosystem Ecology. This course explores links between the biosphere, geosphere, atmosphere, and hydrosphere across many different scales, from the microorganism to the globe. The primary focus will be on the cycling of biologically important elements in natural and managed ecosystems with an emphasis on how these cycles will change under increased human influence. Students will gain hands-on research experience using analytical techniques in the field and the laboratory, and they will share their results in a formal scientific paper and presentation. *Prerequisite:* Biology 208 or EV209 and EV155 or Geology 130 or 140 and MA117 or Biology 220 or Economics 200 or COI. (Not offered 2012–13.) 1 unit.

440 Special Topics in Biology. Special topics in Biology not offered on a regular basis.

Block 4: Special Topics in Biology: Stem Cell Biology. Stem cells are undifferentiated cells that are capable of self-renewal and have the potential to develop into specialized cells types. Stem cells are important for development, reproduction, growth, healing, and homeostasis. Students in this course will read about and discuss the microenvironments that are required to maintain stem cells, asymmetric cell division, the genes required for stem cell fate, the use of stem cells for medical applications, and ethical considerations. Serves as a Capstone course if taken in the last 2 semesters at Colorado College. *Prerequisite:* BY231 or 361, COI and junior or senior standing. 1 unit — Killian.

Block 7: Special Topics in Biology: Ecology 2. Through readings of texts, lecture, and extensive use of primary literature, this course goes into depth on several topics introduced in introductory ecology courses, e.g., herbivory and predation, and will survey and apply a wide variety of field techniques. *Prerequisite:* 1.) Biology 208 or EV209; 2.) Biology 220 or EV228; and 3.) one from Biology 105, 106, 107, 108, 109, 202, 203, or COI. 1 unit — Ebersole.

450 Seminar in Molecular Biology. A Capstone course intended for upper level students In the Molecular and Cellular Biology track. The course will focus on understanding the molecular structural principles of proteins, protein-protein interactions, directed evolution, and emerging technologies in molecular biology. Students will present a paper from the literature and critique scientific proposals that address these and other topics. Students will be expected to propose next steps in the research process, given expected results. *Prerequisite:* Biology 231, 280, or 361 and Chemistry 250. (Not offered 2012–13.) 1 unit — Bertrand.

463 Seminar in Bacterial Pathogenesis. Biology of infectious bacterial disease with emphasis on molecular mechanisms of pathogenesis. Through reading, discussing and critiquing primary literature, and developing a research proposal, the course integrates students' knowledge of molecular biology and biochemistry. *Prerequisite:* Biology 231 or 361, and Biology 359, and Chemistry 382. 1 unit — Lostroh.

466 Developmental Biology. Study of the development of the fertilized egg into a multicellular organism with multiple cell types, tissues, and organs working together. Emphasis on the genetic regulation of developmental processes, cell-cell communication, and the methods by which these processes are elucidated. Course includes lectures, discussion of primary literature, and laboratories. *Prerequisite:* Biology 231 and 380, or Biology 361; or COI. 1 unit — Huang.

475 Techniques in Molecular Ecology and Systematics. A course on the techniques employed in molecular ecology and molecular systematics, such as DNA fingerprinting, DNA sequencing, phylogenetics and "DNA barcoding". The class will discuss primary literature in the areas of ecology, systematics, conservation biology and biodiversity, with an emphasis on the appropriate application of molecular techniques in these disciplines and on the interpretation of molecular data. Laboratory projects will involve DNA sequencing and phylogenetics. *Prerequisite:* Biology 208 and either Biology 231, 280, or 361; or COI. 1 unit — Wilson.

499 Senior Thesis. Writing of the senior thesis based on data from an undergraduate research project. The thesis topic is to be chosen by the student following consultation with a member of the Biology Department faculty who agrees to serve as the project and thesis advisor. (Only 2 units from BY309, 403, 409, and 499 may count toward the Biology major; only 1 unit of 499 may count toward the major.) 1 unit — Department.

Chemistry and Biochemistry

www.coloradocollege.edu/academics/dept/chemistry/

Professors BOWER, DROSSMAN, LINDEMAN, MEYER; Associate Professors BRASUEL (chair), GROVER; Assistant Professors DAUGHERTY, DOUNAY, VAGHOO; Visiting Assistant Professors

THE MAJORS — REQUIREMENTS:

A chemistry major must receive credit for courses equivalent to Chemistry 107, 108; Mathematics 126, 128; Physics 241, 242; Chemistry: 241, 250, 366 or 365, 275, 382. One of these five chemistry courses may be replaced by an upper-level chemistry course or an approved upper-level course in a cognate discipline. Students must take three upper-level courses chosen from: Chemistry 251, 342, 351, 367, 383, 475, one credit of (CH301, 401, 403) and other approved upper level chemistry courses that contain a significant laboratory. Students are encouraged to choose a specific sub-discipline and focus in related upper level courses. Upper-level courses in cognate disciplines that fit specific sub-disciplines of chemistry may be considered as equivalent if approved by the department. In addition every senior must enroll in CH490. Computational approaches, including programming and statistical analysis, are integrated in the majors, but more experience may be useful. The department recommends research for all students but especially those intending to pursue graduate study.

A biochemistry major must receive credit for courses equivalent to Chemistry 107, 108; Mathematics 126, 128; Physics 241, 242; Biology 210; Chemistry: 250, 251, 382, 383 and either 241 or 366 or 365; and three additional credits from the upper-level courses: one credit of (CH301, CH401, or CH403), Chemistry 342, 351, 367, 475, Biology 361 with laboratory. Additional upper-level biochemistry or molecular biology courses when taught with a significant lab component may also be approved by the department.

Students interested in graduation with distinction in chemistry or biochemistry should discuss the requirements with a department advisor by spring of their junior year. Distinction involves research and a significant thesis or publication. Students interested in receiving American Chemical Society certification should also consult an adviser within the department.

THE MINOR — REQUIREMENTS:

A chemistry or biochemistry minor must receive credit for courses equivalent to Chemistry 107, 108, 250, and 251 and two additional credits selected from 241, 382 or other 300- and 400-level chemistry and biochemistry courses in this catalog (with their prerequisites). Investigations in Chemistry can count as one of the upper level courses.

100 Studies in Chemistry. Selected topical areas, such as forensic science, materials science, environmental science, history of chemistry, chemistry and art, or nutritional, medicinal, and consumer chemistry taught at the introductory level from a chemical perspective. Intended for (but not typically limited to) non-science majors, these courses will usually include moderate lab or fieldwork and independent or group research projects. Some topics may give Scientific Inquiry and Natural Science Lab credit. 1 or 2 units — Department.

107 General Chemistry I. 107 emphasizes the basic principles of atomic structure, periodic properties, molecular structure and bonding, chemical reactions, and stoichiometry. Laboratory included. *Prerequisite:* Consent of instructor or 2 years Studies in Humanities Algebra and 1 year Studies in Humanities Chemistry. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Daugherty, Bower, Brasuel, Department.

108 General Chemistry II. 108 emphasizes kinetics, thermodynamics, equilibrium, and solution chemistry of acid-base and redox reactions. Laboratory included. *Prerequisite:* Chemistry 107. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Lindeman, Meyer, Bower, Brasuel.

113 Art and Alchemy-Investigating the Origins of Chemistry. *Prerequisite:* FYE Course, Must take Studies in Natural Science 109 for credit. 1 unit — Bower.

201 Investigations in Chemistry. Independent experimental practice research in areas such as biochemistry, organic chemistry, physical chemistry, inorganic chemistry, catalysis, analytical chemistry and environmental chemistry performed in affiliation with a staff member. A total of three units of Investigations may be taken for credit. *Prerequisite:* Consent of instructor. 1 unit — Vaghoo.

202 Investigations in Chemistry. Independent experimental practice research in areas such as biochemistry, organic chemistry, physical chemistry, inorganic chemistry, catalysis, analytical chemistry and environmental chemistry performed in affiliation with a staff member. A total of three units of Investigations may be taken for credit. Extended format course. .5 unit.

210 Environmental Chemistry. A focus on the thermodynamics and kinetics of pollutants in the air, water, and soil, as well as some toxicology. Statistical methods and the analysis of environmental samples using instrumental methods as well as techniques in chemical waste treatment are covered. *Prerequisite:* Chemistry 250 or CH108 and BY208 or Geology 130 or Geology 140. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit.

241 Introduction to Analytical Chemistry. The methodologies of quantitative and qualitative chemistry, applied to analytical and/or bioanalytical problems in aqueous chemistry. Basic techniques of separation, spectroscopy, and electrochemistry are introduced through a study of chemical speciation and the activity of chemicals in solution. Laboratory included. *Prerequisite:* Chemistry 108 and one 200 level college science course or COI. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Brasuel, Bower.

250 Structures of Organic Molecules. Basic concepts necessary for understanding chemical reactions. Nomenclature, structure, physical properties and spectroscopy of simple organic molecules. Fundamentals of thermodynamics and reaction kinetics. Laboratory included. *Prerequisite:* Chemistry 108. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Dounay, Vaghoo.

251 Reactions of Organic Molecules. Characteristic reactions of common organic functional groups. Mechanisms, rates and equilibria. The course depends heavily on concepts developed in 250. Laboratory included. *Prerequisite:* Chemistry 250. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Vaghoo, Dounay.

275 Foundations of Inorganic Chemistry. Atomic structure, models and theories of bonding, bond types underlying metals, semiconductors, ionic solids and materials. Lewis acid-base interactions, coordination complexes, associated reaction mechanisms, and other aspects of transition metal chemistry. Atomic-level origins of special material properties such as ferromagnetism and electroluminescence. *Prerequisite:* Chemistry 107, 108. 1 unit — Lindeman.

296 Special Topics in Chemistry. Selected by the student with the advice of the instructor. Class and laboratory arranged. No more than six of these courses, *i.e.*, 1.5 units, can be counted toward graduation. Only a total of three units of Investigations in Chemistry and Special Topics in Chemistry combined can be counted toward graduation. *Prerequisite:* Consent of instructor. .25 unit.

300 Topics in Chemistry. This course provides opportunity for topical work. Topics will vary from year to year. No more than three units of Investigations, Topics, and Advanced Topics may be taken for department credit. 1 unit.

301 Investigations in Chemistry. Independent experimental practice research in areas such as biochemistry, organic chemistry, physical chemistry, inorganic chemistry, catalysis, analytical chemistry and environmental chemistry performed in affiliation with a staff member. A total of three units of Investigations may be taken for credit. *Prerequisite:* Consent of instructor. 1 unit — Meyer.

302 Investigations in Chemistry. Independent experimental practice research in areas such as biochemistry, organic chemistry, physical chemistry, inorganic chemistry, catalysis, analytical chemistry and environmental chemistry performed in affiliation with a staff member. A total of three units of Investigations may be taken for credit. Extended format course. .5 unit.

342 Introduction to Instrumental Methods. The principles and theory of modern instrumental analysis taught through topics selected from electrochemistry, spectroscopy and chromatography. The design and analysis of optimized experiments will be illustrated through research-oriented topics that also teach the instrumental methods being emphasized. *Prerequisite:* Chemistry 241 or Chemistry 345 and Physics 242 (CH365, CH366, or consent of instructor). 1 unit — Bower, Brasuel.

345 Bioanalytical Chemistry. Analysis of biomolecules using chemical and biological techniques. Emphasis will be placed on protein and DNA structure, chromatographic and electrophoretic separations and methods of quantitation. Course format includes laboratories, special projects and discussions of current literature and reviews. *Prerequisite:* Chemistry 382. 1 unit.

351 Synthesis of Organic Molecules. Application of structural concepts and functional group reactions to the synthesis of organic compounds. Factors in the design of multistep syntheses such as functional group transformation, elaboration of carbon chains, protecting groups and reaction stereochemistry. Examples from the literature of laboratory syntheses of complex molecules such as steroids, alkaloids and pharmaceuticals will be examined. Laboratory included. *Prerequisite:* Chemistry 251. 1 unit — Dounay, Vaghoo.

352 Physical Organic Chemistry. Application of thermodynamics and kinetics to the study of organic reaction mechanisms. Elucidation of mechanisms via the use of molecular orbital theory, isotope effects, substituent effects and linear free-energy relationships, solvent effects, characterization of reactive intermediates, gas-phase chemistry and computations. Laboratory included. (Either 351 or 352 will count as the advanced organic chemistry requirement for the chemistry major, or as an elective for the biochemistry major. The two courses, however, are not the same and both can be applied toward graduation requirements.) *Prerequisite:* Chemistry 250, 251 and 366. 1 unit.

365 Biophysical Chemistry. Thermodynamics, chemical kinetics and dynamics as applied to living systems and biopolymers. Homogeneous and heterogeneous equilibria and chemical potential as a driving force in biological reactions. Measurement and interpretation of rate behavior in biochemical systems. Diffusion, osmotic pressure and sedimentation. Laboratory focusing on biophysical experiments and error analysis included. *Prerequisite:* CH108, PC241, MA128. 1 unit — Lindeman, Meyer.

366 Physical Chemistry I. Thermodynamics and chemical kinetics, especially as applied to practical aspects of technology and living systems. Equilibrium relationships in various homogeneous and heterogeneous states. Laboratory included. *Prerequisite:* Chemistry 107 and Chemistry 108, Physics 241, Mathematics 128. 1 unit — Lindeman.

367 Physical Chemistry II. Structures and dynamics of physical systems, from a molecular point of view. The central aspects of quantum behavior, elementary statistical mechanics and theories of reaction rates. Emphasis on analyzing spectroscopic data, and on computational approaches to quantum-mechanical systems. Laboratory included. *Prerequisite:* CH366 or CH365 or COI. 1 unit — Lindeman, Meyer.

382 Biochemistry I. An introduction to modern biochemistry using fundamental chemical principles in the study of complex natural systems. Topics covered are proteins, carbohydrates, lipids, bioenergetics, enzymology, and metabolism with an emphasis on interrelationships between metabolic pathways and regulation. Laboratory included. Limited to 16 students. *Prerequisite:* Chemistry 251. 1 unit — Daugherty, Grover.

383 Biochemistry II. Study of nucleic acids organization and structure, DNA replication and transcription, RNA processing and protein biosynthesis, and the regulation of gene expression. A special emphasis on the use of the original literature. Laboratory included. Limited to 16 students. *Prerequisite:* Chemistry 382. 1 unit — Grover.

395 Chemistry Tutoring Practicum. This course is designed for students who wish to tutor general and organic chemistry. It includes methods for improved listening skills, assessing student content knowledge, teaching problem solving, and conceptual analysis. Methods used in the course include peer tutoring, experiential exercises, journal writing, and supervised tutoring. The class is recommended for those students desiring chemistry department payment for tutoring. *Prerequisite:* Chemistry 250 or consent of instructor. .25 unit.

396 Special Topics in Chemistry. Selected by the student with the advice of the instructor. Class and laboratory arranged. No more than six of these courses, *i.e.*, 1.5 units, can be counted toward graduation. Only a total of three units of Investigations in Chemistry and Special Topics in Chemistry combined can be counted toward graduation. *Prerequisite:* Consent of instructor. .25 unit.

400 Advanced Topics in Chemistry: Metabolism. This course provides opportunity for advanced topical work. Topics will vary from year to year. No more than three units of Investigations, Topics and Advanced Topics may be taken for department credit. 1 unit — Daugherty, Grover.

401 Investigations in Chemistry. Independent experimental practice research in areas such as biochemistry, organic chemistry, physical chemistry, inorganic chemistry, catalysis, analytical chemistry and environmental chemistry performed in affiliation with a staff member. A total of three units of Investigations may be taken for credit. *Prerequisite:* Consent of instructor. 1 unit.

402 Investigations in Chemistry. Independent experimental practice research in areas such as biochemistry, organic chemistry, physical chemistry, inorganic chemistry, catalysis, analytical chemistry and environmental chemistry performed in affiliation with a staff member. A total of three units of Investigations may be taken for credit. Extended format course. .5 units.

403 Research Problems in Biochemistry. An independent research project based on laboratory investigation in biochemistry. The student should choose the original research topic with advice from member(s) of the department prior to registration in the class. *Prerequisite:* Chemistry 382 or COI and. 1 unit — Daugherty, Grover.

452 Topics in Advanced Organic Chemistry. One of the following topics will be investigated in both the literature and the laboratory: 1.) Nuclear Magnetic Resonance Spectroscopy; 2.) Fourier Transform Infrared Spectroscopy; 3.) Mass Spectrometry/Gas Chromatography; 4.) Spectroscopic Methods in Structure Determination. Extended-format course. *Prerequisite:* Consent of instructor and Chemistry 367 and 351. .5 units.

467 Spectroscopy and Quantum Mechanics. The detailed interpretation of molecular structure and spectra. Quantum theory and chemical statistics are applied to the interactions of electromagnetic radiation with molecules. Laboratory included. *Prerequisite:* Consent of instructor or Chemistry 367 and Mathematics 203. 1 unit.

475 Inorganic Chemistry I. The periodic table and trends within it, focusing on the following substances: metals, ionic compounds, molecular compounds, organometallic compounds and coordination complexes. Models of chemical bonding will be compared for each class of substance. Special topics such as the boron hydrides, metal clusters, inorganic polymers and nonexistent compounds. Laboratory included. *Prerequisite:* Consent of instructor or Chemistry 367. 1 unit.

476 Topics in Transition Metal Chemistry. One of the following topics will be investigated in both the literature and the laboratory: 1.) Electronic Spectra; 2.) Magnetic Properties; 3.) Biochemical Aspects; 4.) Metal Cluster Compounds; 5.) Ligand Substitution Reactions; 6.) Electron Transfer Reactions. Extended-format course. *Prerequisite:* Chemistry 475. 1 unit.

490 Senior Seminar. An adjunct course spread out over the whole year in which guest lecturers and juniors and seniors present their independent research (either literature or laboratory) to the department in both oral and poster disciplinary presentation formats. One semester required in the senior year for both chemistry and biochemistry majors. *Prerequisite:* Required for Chemistry majors. .5 unit — Daugherty.

495 Special Topics in Chemistry. Selected by the student with the advice of the instructor. Class and laboratory arranged. No more than six of these courses, *i.e.*, 1.5 units, can be counted toward graduation. Only a total of three units of Investigations in Chemistry and Special Topics in Chemistry combined can be counted toward graduation. *Prerequisite:* Consent of instructor. .25 unit.

499 Senior Thesis. A thesis topic to be chosen by student with advice from a member (or members) of the department. Upon presentation of thesis proposal by the student, department faculty will authorize or deny registration in 499. *Prerequisite:* Consent of department. 1 unit.

Classics

www.coloradocollege.edu/academics/dept/classics/

Professors CRAMER (chair), DOBSON; Assistant Professor THAKUR; Riley Scholar-in-Residence LEON

THE MAJOR — REQUIREMENTS:

Classics is the study of Greek and Latin languages, Greek and Roman material and intellectual culture, history, archaeology, linguistics, literature, mythology, and religion. Because the studies of these Mediterranean areas span East and West, as well as being rooted in at least 5,000 years of European history, they have profound influence on how we understand our own contemporary worlds. Classics and the classical tradition are of crucial importance in coming to understand the structures of our own minds and experiences, as well as helping us to think multiculturally in historically grounded ways. Because English and many other modern languages are historically dependent upon Greek and Latin, their mastery is crucial in helping us to use our own language with maximum effectiveness.

Our program is an area study with connections to programs and departments of anthropology, art and archaeology, comparative literature, the performing arts, philosophy, political science, and religion. Its center is the study of languages and literature, available to students as a major with varying emphases and intensities.

A stringent major that might lead to graduate study in classics requires two years worth of work beyond the intermediate level in one language, preferably almost that much in the other, coverage of an extensive reading list and work (measured by the comprehensive examination) to establish historical, philosophical and art-historical framework for the literature. Other students will spend less time on the languages (perhaps concentrating on one of them) and emphasize one or more non-classics program areas. The department will provide formal or informal colloquia to bring together the studies of advanced students and faculty. Distinction in Classics will be awarded for the theses of an excellence beyond the mere grade of A.

All students majoring in classics will complete 7–14 units (including work at the 300 level or above in language) of courses in the department, pass comprehensive examinations including reading in at least one classical language, and present senior theses or the equivalent.

THE MINOR — REQUIREMENTS:

Students minoring in classics will complete:

- 1.) A two-block introductory sequence, normally chosen from our classics/history/First-Year Experience offerings;
- 2.) Two units of Greek and/or Latin language, including one unit at the intermediate level;
- 3.) One further unit at the 300 level or above, as a Capstone for the minor; and
- 4.) A paper or project, normally submitted in the Capstone course, which should draw on the student's whole classical studies experience.

The department will provide formal or informal colloquia to bring together the studies of advanced students and faculty. Distinction in Classics will be awarded for the theses of an excellence beyond the mere grade of A.

101 Greek for Beginners. Introduction to the structure and vocabulary of classical Greek, with attention to those features that form the classical basis of Biblical koine and for the classical side of Greek diglossia from Hellenistic times through the 20th century. Short texts from Homer to Kazantzakis and Cavafy provide practice in literary, philosophical and rhetorical reading and initiation in major areas of Western thought. Attention to the history of the language and its relation to ancient, medieval and modern culture. (Meets the Critical Perspectives: The West in Time requirement.) 2 units — Cramer.

111 Latin for Beginners. Introduction to the structure of classical Latin; reading of short texts from Plautus to Milton and Newton to provide practice in literary and rhetorical reading and initiation in major areas of western thought. Attention to the history of the language and its relation to ancient, medieval and modern culture. (Meets the Critical Perspectives: The West in Time requirement.) 2 units — Thakur.

115 An Introduction to Classical Literature and Archaeology: Sounds and Sights of the Greeks and Romans. Introduction to ancient Greek and Roman cultures through reading of original sources and examination of material culture. Students will be exposed to literature from various genres (such as epic, dramatic, lyric and philosophical) and consider modern ways of receiving and interpreting them. Texts include Homeric and Virgilian epic, Greek tragedy and comedy, Platonic and Epicurean philosophy, Greek and Roman historians. The second part of the course will focus on the art, architecture and topography that relate to the texts discussed in course. We will explore sites throughout Greece and the Roman Empire, and objects found therein, while examining monumental building and the use of public space. The course will offer an introduction to printed and online sources of information and to college-level writing. First-Year Experience. (Meets the Critical Perspectives: The West in Time requirement.) 2 units — Cramer, Dobson.

125 Ancient Multicultures. Survey of ancient history as an arena of cultural contact between different ethnic, religious and cultural communities. Emphasis on the Persian Empire as “other” to Greeks and Jews, on Alexandria as a “melting pot” or “salad bowl,” and on the Greco-Roman society of later antiquity as locus of changing identities. Mixed and dialogical cultural forms such as History, New Comedy, Pastoral, Apocalypse, Romance, Acts, and Gospel. Reading selected from Herodotus, the Bible, Plautus, Theocritus, Polybius, Vergil, Caesar Augustus, Philo and Petronius. (Also listed as History 209.) 1 unit — Cramer.

201 Reading in Greek. Introduction to Greek literature, including Homer and dramatic, philosophical or historical writing. *Prerequisite:* Classics 101 or consent of instructor. .5 unit — Cramer.

202 Reading in Greek. Introduction to Greek literature, including Homer and dramatic, philosophical or historical writing. *Prerequisite:* Classics 101 or consent of instructor. .5 unit — Cramer, Dobson.

209 Late Antiquity. Continuity and change from Roman antiquity to the Christian Middle Ages in the art and architecture of Mediterranean lands (200–600 A.D.). The “decline” of Rome and the development of Christian imagery will be studied through art, archaeological sites, and texts—writings from the time as well as later historians. *Prerequisite:* Art History 111, 112 or consent of instructor. 1 unit.

210 Greek Philosophy. Major writers and schools from the thousand year history of Greek philosophical research in the areas of nature, the gods, the mind, and ways of life: Ionian and Italian Pre-Socratics, Plato and the Academy, Aristotle, Pyrrho, the Cynics, the Stoa, Epicurus and Lucretius, and the revival in Late Antiquity of Pyrronian Skepticism and Platonism. Emphasis on close reading of the texts (including certain Greek terms) and on critical and comparative writing. 1 unit.

211 Reading in Latin. Various ancient and medieval Latin works. *Prerequisite:* CL111 or 2yrs High School Latin or consent of instructor. .5 or 1 unit — Thakur, Department.

212 Reading in Latin. Various ancient and medieval Latin works. *Prerequisite:* CL 111 or 2yrs High School Latin or consent of instructor. .5 or 1 unit — Thakur, Department.

216 Roman History I: The Ancient Roman Republic. Focus on the development of Rome, from a small city ruled by kings, to a regional power ruled under a Republic. The course will trace Rome’s expansion through Italy, its conflict with Carthage and will closely examine the end of the Republic. Individuals discussed will include the Gracchi, generals Marius, Sulla, Pompey, Caesar, and Rome’s greatest politician (and author) Cicero. (Also listed as History 216.) 1 unit — Thakur.

218 Homer. The Iliad and Odyssey as oral traditional poems, preservers of Bronze Age and archaic lore, locus of the creation of classical Greek culture and predecessors of European epic; together with Hesiodic epic and Homeric hymns. Reading in English with attention to the formal Greek diction and the problems of translation, except that students who know Greek will read parts of the original text. (Also listed as Comparative Literature 200.) 1 unit — Cramer.

219 Greek Drama: Origins and Early Forms of Theater. A study of origins, early texts, performance practices and developing theatrical conventions in various cultures, with special emphasis on ancient Greek and Roman theatre. 1 unit.

220 Myth and Meaning. Religion and myth of ancient Greece and Rome in relation to that of the ancient Mediterranean (Akkadian, Hittite, Sumerian, Egyptian). Female presence in art, literature and religion compared to treatment of women in their respective cultures. Theoretical approaches to the understanding of myth (Comparative, Jungian, and Structuralist) in relation to myths as they are encoded in their specific cultures. Students may trace a myth through Medieval, Renaissance and modern transformations in art, music, poetry and film, or study myth in other cultures (e.g., Norse and Celtic). (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit.

221 The Invention of History. Herodotus, sometimes called the “father of lies,” and Thucydides, sometimes called the first political scientist, treated as the first historians. Study of the ways of conceiving history and its relation to the peoples and periods explored. No Greek or Latin required. (Also listed as History 302.) 1 unit — Cramer.

222 Topics. Courses vary from year to year, to include offerings in classical and comparative religion and mythology, history, language and literature, anthropology, archaeology and women’s studies supplementary to those offered in the catalog. No Greek or Latin required.

Block 3: Alexander the Great and His Legacy. In this course we will examine the life of Alexander the Great and the ancient Mediterranean world in which he lived. We will also look at the impact he had on the historical development of that world after his death, the political use of his legacy from antiquity to the 21st century, and the fascination he continues to inspire. (Also listed as History 209.) 1 unit — Daniel Leon.

Block 4: Race, Ethnicity and Prejudice in the Ancient World. This course will introduce the theoretical concept of ethnicity and related issues as they played out in the ancient Mediterranean world. In particular, we will focus on the way Greeks and Romans defined themselves and distinguished themselves from other peoples as a way of assigning meaning to the universe, and how those attitudes motivated their behavior towards outsiders. We will also examine the practical effects of such discourses on the lives of people who lived in Greek and Roman communities without belonging to the dominant groups, and some of the ways in which modern approaches to race and ethnicity have structured and sometimes distorted our collective understanding of the past. The materials we will study include literary, artistic, and archaeological evidence, as well as modern scholarship. (Also listed as History 209, Race and Ethnic Studies 200.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Daniel Leon.

Block 7: Introduction to Field Archaeology. (Also listed as Anthropology 209. Taught in Menorca, Spain: airfare and program fee extra.) 1 unit — Thakur.

223 Art of Greece and Rome. Minoan Crete and Mycenaean Greece. The development of Greek art from Geometric to Hellenistic with emphasis on the classical monuments of Athens. Etruscan art. Survey of Roman art from its origins to the late empire with emphasis on the imperial monuments and topography of Rome. Art of the mystery cults and early Christianity. 1 unit.

226 Roman History II: The Rise of the Ancient Roman Empire. Following a brief survey of prior Roman history, the course will examine the development of the Roman state in the late first century under the emperor Augustus. The course will proceed to consider the Empire’s evolution and management under subsequent Julio-Claudian, Flavian, and Antonine dynasties. The city, its monuments, its art, its literature, bureaucracy and territorial expansion, the role of women, various social and minority groups, and the growth of Christianity will all be discussed. (Also listed as History 227.) 1 unit.

250 Athenian Democracy. Development of democratic institutions from Solon to Pericles, their operations in the 5th and 4th centuries BCE, the experiences of citizenship, legal equality, freedom, and love of country. Slavery, sexual inequality and imperialism as notable, perhaps essential features of the system. Reading from contemporary historians (Herodotus, Thucydides), theorists (Plato, Aristotle, the “Old Oligarch”), dramatists (Aeschylus, Aristophanes), political orators (Lysias and Demosthenes) and later commentary from Plutarch to the present. 1 unit.

301 Advanced Reading in Greek. Further exploration of ancient, medieval or Modern Greek literature, done as independent reading. *Prerequisite:* Classics 202 or consent of instructor. .5 or 1 unit — Cramer, Dobson.

302 Advanced Reading in Greek. Further exploration of ancient, medieval or Modern Greek literature, done as independent reading. *Prerequisite:* Classics 202 or consent of instructor. .5 or 1 unit — Cramer, Dobson.

311 Advanced Reading in Latin. Further exploration of ancient or Medieval Latin literature. *Prerequisite:* Classics 212 or consent of instructor. .5 or 1 unit — Thakur, Department.

312 Advanced Reading in Latin. Further exploration of ancient or Medieval Latin literature. *Prerequisite:* Classics 212. .5 or 1 unit — Thakur, Department.

322 Advanced Topics. Study for advanced students in the languages, arts, drama and literature. 1 unit.

401 Directed Readings in Greek. Independent study of various authors and special topics. *Prerequisite:* 301, 302. .5 or 1 unit — Department.

402 Directed Readings in Greek. Independent study of various authors and special topics. *Prerequisite:* 301, 302. .5 or 1 unit — Department.

411 Directed Readings in Latin. Independent study of various authors and special topics. *Prerequisite:* 311, 312 or consent of instructor. .5 or 1 unit — Thakur, Department.

412 Directed Readings in Latin. Independent study of various authors and special topics. *Prerequisite:* 311, 312 or consent of instructor. .5 or 1 unit — Thakur, Department.

431 Thesis. Thesis subjects chosen by student and approved by department. Senior Classics, Classics–History–Politics and Classics –English majors. *Prerequisite:* Senior majors only. 1 unit — Department.

Classics–English

www.coloradocollege.edu/academics/dept/classics/requirements/interdisciplinary-majors/

Advisors — Professors CRAMER, DOBSON; Assistant Professor THAKUR;
Adjunct Associate Professor HUGHES

THE MAJOR — REQUIREMENTS:

This major starts from the observation that English and classics reinforce each other. Classical genres underlie modern poetry, drama, and fiction. Most writers in English, into the 20th century, have studied classical languages (at least Latin) and literature, so that classics is an important interpretive context for them. Moreover, English literature responds to classics in ways that are important for classics itself. We therefore allow students to complete slightly less work in each department than they would need to graduate with the single major. Normal requirements are between 10 and 14 units as follows:

Introduction to Literary Study and to Poetry: English 250/Comparative Literature 210 Introduction to Literary Theory (one unit) and English 221 Introduction to Poetry; English 480 (Senior Seminar, one-two units) plus either English 485 (Senior Project) or Classics 431 (Senior Thesis); the classics department written and oral examination over the department's reading list; English courses at the 300 or 400 level covering three of the following five periods: Medieval-Renaissance, Shakespeare, 1660–1830, 1830–1914, 20th century; English or classics courses covering the genres of poetry, drama, and narrative fiction; one year's work beyond the intermediate level in one classical language (normally two .5 unit courses at the 300 level in extended format).

Total units required: 10–14, assuming that Latin or Greek is begun in college, that the classical reading courses are done in extended format, and that the genres are covered in courses that also count under the period or classical reading requirement. Both departments strongly recommend study of a modern language to a level allowing literary reading.

Classics–History–Politics

www.coloradocollege.edu/academics/curriculum/catalog/departmental/classics-history-politics.dot

www.coloradocollege.edu/academics/dept/politicalscience/requirements/classics-history-politics-major.dot

Advisors — Professors CRAMER, FULLER, NEEL

THE MAJOR — REQUIREMENTS:

The classics–history–politics major offers students interested in the Western intellectual tradition the opportunity for multidisciplinary study supported by training in languages central to that tradition. It culminates in a senior thesis requiring students each to address a major problem in the history of ideas in its historical context. The CHP major is highly flexible, allowing students to fulfill its requirements through varied options within the respective departments. Individuals' programs, however, must be carefully chosen in consultation with CHP staff so that courses within the constituent disciplines form an integrated whole fully supportive of their eventual senior projects.

All students opting for this major will complete an array of courses establishing their familiarity with the major political, social and intellectual developments of the Mediterranean and Europe from antiquity to the contemporary world. Further, all will explore the Western tradition's ways of interpreting its past by attention to both classical and subsequent models. Students' historical and historiographical coursework will be distributed among the three constituent departments. Meanwhile, they will develop skills in at least one classical and one modern language to the point that they are able to use each in independent reading and research. Declared CHP majors in all undergraduate years will participate in an informal seminar meeting once a block, in which they establish intellectual community with their peers and advisers in discussion of significant texts outside their course material.

Finally, all CHP majors will complete substantial projects of research and criticism integrative of their experience throughout this program; their respective theses will be enriched by consideration of the primary sources in which they are based in the original languages, where possible.

Students may choose as primary advisers for their respective thesis projects any faculty members in a constituent department; other members of the college faculty may be invited to consult on or advise theses by student petition and approval of the CHP staff. One of the major's core advisers, however, will always serve as first or second reader of thesis work, and advisory faculty will annually approve and, as appropriate, grant honors for all theses in classics–history–politics.

REQUIREMENTS — ENTRY (2 UNITS):

Students may enter the major by fulfillment of the college's "West in Time" requirement by courses in classics, political science, history, or the cognate disciplines of art history, philosophy, or religion.

Ancient and modern language (to level of proficiency as individually determined by CHP faculty).

Normally, language proficiency will be understood to be the ability to read and respond to literary, historical, and philosophical works in either classical Greek or Latin (or, if appropriate to students' interests, Hebrew or Arabic) and a modern European language.

HISTORY OF IDEAS (6 UNITS):

Students' historical requirement will regularly be fulfilled by the completion of at least one unit in each of four periods (antiquity, Middle Ages and Renaissance, modernity, and the contemporary world), including at least two units of political science. Because suitable political science courses frequently address multiple historical periods, students will consult with their advisers about the appropriateness of particular syllabi to the respective period requirements, sometimes fulfilling two historical requirements with paired, parallel political theory courses. Although students may petition to substitute courses omitted below — for instance topics courses of special interest — for elements among the core CHP offerings, the following list will optimally support their development through the program:

- I. Antiquity: History 213/Classics 250 Greek Foundations/Athenian Democracy, Classics/History 216 Roman History I, Classics 226 Roman History II, Classics 222/Political Science 234 Freedom and Empire: The Drama of Ancient Politics.
- II. Middle Ages and Renaissance: History 274 The Middle Ages: The Making of Europe, History 275 Renaissance and Reformation: Crisis and Dissent, History 312 Faith, Reason, and Medieval Society.

- III. Modern Period: History 252 Origins of Modern Science, History 277 Early Modern Europe, History 278 Europe from 1789–1848, History 287 Enlightenment Culture, History 288 Intellectual History of Modern Europe, Political Science 205 Foundations of Political Economy, Political Science 246 Politics in Literature, Political Science 292 American Political Thought, Political Science 270 Liberty and Equality.
- IV. Contemporary Period: History 280 20th-Century Europe, Political Science 242 Conservatism and Liberalism, Political Science 372 Contemporary Political Theory, Political Science 392 Interpretations of Modern History.

The following courses are or may be also appropriate to the major, and may be used to fulfill requirements in one or more of the respective chronological categories, depending on a given year's syllabus, by permission of the respective instructors and the CHP advisers: History 200 Topics and 209 Topics in Ancient History, History 410 Advanced Seminar, Political Science 298 What Is Political Philosophy?, Political Science 344 Realism and Idealism in Political Philosophy, Political Science 408 Tutorial in Political Theory, Political Science 419 Seminar in Political Philosophy.

THEORY OF HISTORY (2 UNITS):

Students may fulfill the historiographical requirement by completing both Classics 221/History 302 (Invention of History) and any of the following history or political science courses treating the tradition of historical analysis: History 399 Studying History, or Political Science 303 The Uses of the Past, offered as an independent study or summer readings course by Professor Fuller or Neel.

MAJOR SEMINAR:

The seminar meets regularly throughout the academic year. It may offer presentations by CHP faculty and students or their guests, as well as common readings and discussions. Although the seminar offers no credit, regular participation will be considered part of the major's requirements.

SENIOR THESIS (2 UNITS):

Declared majors must submit well-developed thesis proposals to the CHP advisory group by the end of the junior year. Their two-block thesis requirement must be completed by Block 7 of the senior year, and may be designated on their transcript by the appropriate course number in the adviser's discipline: Classics 322 or 401, 402, 411, 412 and 431; History 409 and 415; or Political Science 402 and 450.

Comparative Literature

www.coloradocollege.edu/academics/dept/comparativeliterature/

Associate Professors DAVIS, SCHEINER (director); Adjunct Associate Professor HUGHES; ACM-Mellon Post-Doctoral Fellow CLARE

Comparative methods in literary studies can be seen as the contribution by the humanities to a broad transformation of university disciplines beginning in the early 19th century; a new perception of phenomena in the life sciences (anatomy, psychology), and social sciences (jurisprudence, linguistics, anthropology). The change of perspective was motivated by the need for more systematic relationships within already existing bodies of knowledge, as well as for new connections between objects apparently foreign, alien to one another. Finally, in what might be felt as an ethical dimension, one desires to relativize one's own parochial certainties, and to rethink these from a cosmopolitan, and international, viewpoint.

The comparative literature program is true to these traditions, while attentive to the necessity of revision, change, renewal, of its offerings on the basis of the experience of the multiplicity of literary forms, as well as current work in literary theory and criticism.

The program insists that every course examine works from different linguistic and cultural areas and periods and/or from different disciplines. We call attention to the origin and diffusions of genres, themes, and movements, and the relation between literary and other art forms. We require reading fluency in original languages (as well as translations) for all upper-division studies (seminars, thesis), and expect that students become acquainted with and capable of employing critical methods of textual analysis.

THE MAJOR — REQUIREMENTS:

Eleven units (in addition to language courses below level 306 and in addition to senior thesis work other than 431) required:

- 100 Introduction to Comparative Literature — 2 units.
- Two units in courses listed (or cross-listed) as Comparative Literature 200, 220, 351, or 352 — 2 units.
- 210 Introduction to Literary Theory or EN250 Introduction to Literary Theory — 1 unit.
- 300 Practice in Comparison — 1 unit.
- 310 Junior-Senior Seminar — 1 unit.
- Two courses above 300 level in literature, including one course in a foreign language at level 306 or above and either a second such course in a foreign language or an advanced English course — 2 units.
- 391 Advanced Literary Theory or 390 Theory and Practice of Translation — 1 unit.
- 431 Senior Thesis. *Prerequisite:* Comparative Literature 310 — 1 unit.

Senior students will be permitted to do a creative writing project or a translation project as a thesis under certain conditions and with approval of the program advisor.

LITERATURE AND OTHER DISCIPLINES TRACK:

Comparative literature majors who have a special interest in the study of literature and other disciplines may elect this program. They must fulfill all the requirements of the comparative literature major AND:

- A minimum of three units in the other discipline appropriate to their program of study including an introductory or methodological course (one or two units) in the other discipline;
- Students are strongly encouraged to take topics courses listed as CO 220 or CO 352;
- The thesis must reflect the course of study; and
- All of the above courses and the thesis topic must be approved by the program advisor.

100 Introduction to Comparative Literature. What is literature? What are genres? How should they be read, interpreted and evaluated? What social and personal functions does writing have? How is writing related to oral tradition? How do writers compare themselves to others (admiration and imitation, rejection, transformation)? Study of literary texts from ancient to modern and from a variety of languages and cultures. Emphasis on close reading of literary texts as well as critical research, analysis, and writing. (Meets the Critical Perspectives: The West in Time requirement.) 2 units — Clare, Davis, Hughes, Scheiner.

103 Poetry Reading as a Service to the Community. (Not offered 2012–13.) .25 unit.

118 Order and Chaos in Art. Since very early in the history of the Western philosophical tradition and up to the present, art has often been debated in terms of order versus chaos, and has been considered a privileged arena on which to probe ethical questions. The border between what is beautiful and what is good is a fertile ground for students beginning a liberal arts education. In addition to sharpening an awareness of the fact that even such intimate feelings as the aesthetic experience are theoretically constructed, students will be encouraged to articulate different approaches to account for the artistic phenomenon. An important connection between things personal and things political will come to the fore. Students will be introduced to the thoughts and works of major Western philosophers and poets, from Plato and Aristotle, Nietzsche, Kant and Schiller, and Baudelaire, Gide, and Thoreau. Students will record their personal reflections on art objects and will be encouraged to present them to a community of peers, both in short papers circulated within the class and in class presentations to which other classes will be invited. (A First-Year Experience offering, blocks 5–6. Enrollment is limited to entering first-year students.) *Prerequisite:* First-years only. (Not offered 2012–13.) 2 units.

200 Topics in Comparative Literature. Intermediate level consideration of various topics in comparative literature. Topics might include a single genre, a period or a theme. Texts usually in English but with reference to non-English materials within the competence of students. (May be offered as a January half-block.) .5 or 1 unit — Department.

Block 1: Topics in Comparative Literature: Holocaust. Even though such writers as Jean Paul Sartre, Theodor Adorno, and George Steiner questioned whether one could ever create imaginative writing after Auschwitz, the Holocaust has been a presence in German literature from the 1940s to the present. Because the Nazis employed so many lies to pervert the truth, it has been the concern of a number of post-World War II writers and film-makers to render the horrendous truth in their art. In this class we will focus on the formal as well as on the moral responsibilities those artists had to face in order to understand and communicate the complexities of the Holocaust through literary or filmic representation. (Also listed as German 200.) 1 unit — Geppert.

Block 2: Topics in Comparative Literature: Authority, Freedom, and Revolution: Romanticism in Greece. Examines how various explorations of notions of freedom and authority from antiquity and the physical remains of antiquity fired the imaginations of the Romantic poets of the early 19th century, helping to cause the literary and political revolution that culminated in the creation of the modern Greek state. Readings include works by both ancient and romantic authors, such as Hesiod, Euripides, Plato, Hölderlin, Schiller, Keats, Shelley, and Byron. Through readings and through travel to ancient sites we will work toward an understanding of how the Romantic imagination intertwined with ancient texts and concepts of the ancient world to help create the idea of modern Greece. Taught in Greece. (Also listed as English 280.) 1 unit — Davis, Hughes.

Block 2: Topics in Comparative Literature: Media and Psychoanalysis. For Jacques Lacan, human subjectivity is constituted by an irrevocable failure: individuals function in society only to the extent that they fail to attain the real objects of their desire. Or, as Lacan once put it, “Desire is the desire for desire.” This course considers that status of desire and subjectivity in the contemporary media landscape, a setting in which failure has become a new means for success (Charlie Sheen, Rebecca Black’s “Friday,” and the celebrity status of “The Jersey Shore” cast are just a few recent examples of success through failure). How can we judge the aesthetic value of contemporary media when failure may ensue, rather than prevent, profitability? Is there any possibility for an ethics of media when nothing is off limits? To what extent can the psychoanalytic concept of desire be applied to and extended by the aesthetics of new media? We will pursue these and other questions through readings of Lacan, Slavoj Žižek, Todd McGowan, Lee Edelman, Alenka Župancic, and others, as well as screenings from a variety of contemporary media (including film and television). (Also listed as English 280 and Philosophy 203.) 1 unit — Kryzch.

Block 3: Topics in Comparative Literature: The Age of Romance: Music and History in the 19th Century. Nineteenth-century Europe was the site of great creativity, progressive social thought, and great violence. Artistic movements, ranging from romanticism through realism and naturalism, justified and criticized the creation of modern industrial society, the rise of a new type of city, recurring waves of revolution, and a new understanding of human emotions. This course is designed to explore European culture in the nineteenth century through an interdisciplinary perspective. We utilize different kinds of primary-source texts, such as novels, political philosophy, and opera libretti, and we’ll also analyze several contemporary movies. The nineteenth century will not be presented as a “monolith”; rather we will focus on different European cultures in comparative context (Germanic, French, Italian, British), and we will consider differences in the female and male experience by studying composers such as Clara Schumann and Fanny Mendelssohn. The climax of the course is a prolonged study of “La Traviata.” We’ll read *Camille*, Alexandre Dumas *Fils’* novel that served as a basis for the story; we’ll study the libretto; we’ll learn about the musical elements; and we’ll see the opera. The end of the course will focus on one of the most important fin-de-siècle composers, Richard Wagner, and his romantic imagination. (Also listed as History 200 and Music 227.) 1 unit — M. Grace, Ragan.

Block 4: Topics in Comparative Literature: Modern Theatre 1880–1930. A study of the 20th-century movements in playwriting and theatre practice. Topics will include realism (Ibsen, Strindberg, Chekhov) and the revolts against it, such as the work of Brecht, Artaud, Pirandello, and various artists of “alternative” theatre. (Also listed as Drama 223.) 1 unit — Lindblade.

Block 5: Topics in Comparative Literature: Homeric Epic. The Iliad and Odyssey as oral traditional poems, preservers of Bronze Age and archaic lore, locus of the creation of classical Greek culture and predecessors of European epic; together with Hesiodic epic and Homeric hymns. Reading in English with attention to the formal Greek diction and the problems of translation, except that students who know Greek will read parts of the original text. (Also listed as Classics 218.) 1 unit — Cramer.

Block 6: Topics in Comparative Literature: The Bible as Literature. The Bible considered as one of the great literary works of the Western world and, in the King James translation, a masterpiece of English prose. Emphasis on its narrative structure, its characterization, and the beauty and power of its language, with some attention to its influence on later works of literature. (Also listed as English 223.) 1 unit — Hughes.

Block 6: Topics in Comparative Literature: Gender and Sexuality in Japanese Literature, Film and Manga. This course explores how Japanese writers have dealt with issues of gender and sexuality from the Heian Period through the modern era. Drawing on literary sources such as *The Tale of Genji* by Murasaki Shikibu (11th c.), *Five Women Who Loved Love* by Ihara Saikaku (17th c.) and *Kitchen* by Yoshimoto Banana (20th c.), as well as films and manga. We will analyze how both male and female authors have portrayed gender and sexuality within an ever-changing landscape. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Cross-listed with Japanese 252 and Asian Studies 250.) 1 unit — Ericson.

Block 7: Topics in Comparative Literature: Discovering the Unconscious. Major psychoanalytical perspectives of the late 19th and 20th centuries on the concept of the unconscious, in theory, case studies, and fiction. Emphasis on unconscious processes as they relate to the formation of identity. Reading from such authors as Freud, Jung, Klein, Winnicott, Kohut and Yalom. (Also listed as Philosophy 262 and Psychology 120.) 1 unit — Dobson.

Block 7: Topics in Comparative Literature: Philosophy of Technology in Film and Media. This course explores the ways in which technology serves as a compromise between mind and matter. Technology may begin as an idea in the mind of an inventor, but technologies only come into existence through unpredictable processes that involve historical, cultural, and environmental limitations. In those moments when technology begins to operate unpredictably, independently of its inventors or intended purposes, technology thereby opens up possibilities for philosophical insight into culture, society, and human subjectivity. Readings include thinkers from across the field of Philosophy of Technology, including Martin Heidegger, Walter Benjamin, Marshall McLuhan, and Bernard Stiegler, among others. We will apply our readings and discussions to a variety of issues in film and media; topics may include cybernetics, special effects, digital cinema, and virtual reality. (Also listed as General Studies 222.) 1 unit — Kryzch.

Block 8: Topics in Comparative Literature: Origin and Early Forms of Drama. A study of origins, early texts, performance practices and developing theatrical conventions in various cultures, with special emphasis on ancient Greek and Roman theatre. (Also listed as Classics 219 and Drama 220.) 1 unit — Dobson.

210 Introduction to Literary Theory. Introduction to the major twentieth-century theories of literature, including such approaches as formalism and structuralism, hermeneutics, reception theory, feminist theory, psychoanalytic approaches, post-structuralism and new historicism. Study of important theoretical texts as well as literary works from a variety of language traditions, exploring the ways in which theory informs possibilities of interpretation. (Also listed as English 250.) 1 unit — Davis, Scheiner.

220 Topics in Comparative Literature: Literature and Other Disciplines. Intermediate level consideration of various topics in comparative literature with particular emphasis on comparisons between literature and other disciplines. Topics might include a particular period or theme. Texts usually in English but with reference to non-English materials within the competence of students. (May be offered as a January half-block.) .5 or 1 unit — Department.

Block 2: Topics in Comparative Literature: Philosophy and Literature. Through a study of the literary style of a few philosophical texts, and the philosophical significance of selected literary works of art, this course will study the comparative ability of different modes of writing to address traditional questions of philosophy and to illuminate significant features of human experience. Assuming no prior background in any particular area, it will introduce philosophical questions through literature, and focus upon the literary and poetic aspects of philosophy. Authors studied will include Heidegger, Nussbaum, Kierkegaard, Rilke, Thoreau, and Proust. (Also listed as Philosophy 141.) 1 unit — Furtak.

Block 4: Topics in Comparative Literature: Philosophy and Science Fiction. The most compelling feature of many science fiction movies and novels is an underlying philosophical question. Is time travel possible? What is a person? Are human actions determined by events outside our control, or are we free? Can we ever be sure that reality is as it appears to be? In this class we will explore these and other alarming philosophical questions both through works of science fiction and through non-fiction philosophical essays. (Also listed as Philosophy 203.) 1 unit — Daly.

Block 6: Topics in Comparative Literature: The Spanish Civil War in Literature and History. Like so many other major upheavals of the past century, the Spanish Civil War (1936–1939) was such a cataclysmic event in the history of Spain, Europe and even the world, that the more it gets studied and examined, the more it seems to defy easy analysis or provide definitive answers to the twentieth century's important questions. What we can say definitively is that it sheds much light on those questions and perhaps even some light on the answers. We can also say that a full generation after the death of Francisco Franco, the War continues to inspire novelists, poets, historians, artists and musicians from Spain and elsewhere to express their own notions about what the War was about and they think it all meant. This course, taught by a professor of Spanish literature and a professor of history, takes an inter-disciplinary approach to the current state of Spanish Civil War studies. (Also listed as Spanish 316 and History 200.) 1 unit — Arroyo-Rodriguez, Blasenheim.

Block 8: Topics in Comparative Literature: Literature and the Environmental Imagination. Centering on the works of Henry David Thoreau, this course examines what used to be called more generally “nature writing” in American literature. The term “environmental imagination” refers to imagining the natural environment as a human construction and reflecting upon such issues as these: how is human history implicated in natural history? Is human interest the only legitimate interest? How is human accountability to the environment an ethical matter? Texts that offer an opportunity to reflect on these questions include the writings of William Bartram, Susan Fenimore Cooper, Ralph Waldo Emerson, Aldo Leopold, and others. (Also listed as English 280 and Southwest Studies 200.) 1 unit — Tynan.

Block 8: Topics in Comparative Literature: Modernity and Its Others: the Italian Case. The 1900 is the century of industrial modernization, of an economic transformation of such magnitude that, in a few decades, moved Italy from being an underdeveloped country to being a major industrialized democracy. But this radical change altered also the social, cultural and geographic face of its territory sweeping away archaic traditions and communities that remained almost unchanged for centuries. This rural world, with its myths, hierarchies, static social views (think of patriarchy), and cyclical conception of time represents the other face of modernity that of a heterogeneity that modern development had to colonize and homogenize in order to prosper. This course seeks to unearth the traces of a disappearing peasant world within the canon of Italian culture, literature and cinema (F. T. Marinetti, Giovanni Papini, Carlo Levi, Natalia Ginzburg, Pier Paolo Pasolini). Students will examine its direct representations as the icon of an exoticized dimension where nature rules over the rational, as a place of poverty and oppression, in short as the negative point of reference for the definition of modern progress itself. Yet students may also consider how for some authors the rural world embodies if not an idea of free communal life, at least a space of difference undermining the infrastructure of an equally oppressive modern system of power. Other questions we will seek to ask are: what elements contribute to our definition of modernity? What pre-modern traits did we incorporate in that definition? What modern elements have become obsolete for us today? (Also listed as Italian 320.) 1 unit — Righi.

Block 8: Topics in Comparative Literature: Childhood in Japanese History. In this course we will examine the construction of childhood in Japan, primarily through literary texts about and for children. We will supplement this with a variety of texts from other fields (history, sociology, anthropology, art, and music). Through an analysis of the printed text and cultural artifacts, we will come to an understanding of the process of how childhood in Japan has evolved into its current status. (Also listed as Japanese 250 and Asian Studies 250.) 1 unit — Ericson.

300 Practice in Comparison. Deepening of comparative reading and critical writing begun in 100. Specific topics, themes or genres as well as texts to vary from year to year. Designed to promote the “practice” and encouragement of more sophisticated textual work, greater perception of literary issues, and clarity of writing. *Prerequisite:* Comparative Literature 100 or consent of instructor. 2012–13: New Comedy. In the development of romantic comedy as we know it on the Hollywood screen, Shakespeare stands between its origins in Greco-Roman antiquity and the “Bromance” of the 21st century. In this class we’ll read Greek and Latin new comedy in English translation, noting how the form was developed by Shakespeare, in such plays as *Midsummer Night’s Dream*, *Two Gentlemen of Verona*, and *As You Like It*. The form and spirit of classical new comedy live on in Hollywood romantic comedies and we’ll look for influences in films such as *Meet the Parents* and *I Love You, Man*. (Also listed as English 326.) 1 unit — Hughes.

310 Junior-Senior Seminar in Comparative Literature. Preparation for the senior thesis; opportunity for students to discuss their work, the work of their colleagues, and theoretical texts of common interest in a workshop setting. Examination of what it means to engage in the study of Comparative Literature and, in particular, of current issues and debates within the discipline. Contextualizing of students' work within a larger, disciplinary framework. *Prerequisite:* Junior standing, reading knowledge of a language other than English, and a 300-level course in English, or other literature, or consent of instructor. 1 unit — Scheiner.

351 Advanced Topics in Comparative Literature. Topics to include periods, genres, themes, movements or other groupings of texts. (May be taught as a January half-block.) .5 or 1 unit — Department.

Block 1: Advanced Topics in Comparative Literature: Literary Encounters between India and the West. Since the earliest records India and the West have encountered each other in traveler's logs, historical accounts and a range of literary genres. In the eyes of the other these cultural and geopolitical bodies have been imagined as the end of the earth, land of opportunity, spiritual destination and center of depravity. This class looks at a range of such constructions of the other in texts from India, Pakistan, England, the United States and Portugal to better understand their long interrelated histories. Selected readings may include Rudyard Kipling's *Kim*, Ruth Jhabvala's *Heat and Dust*, W. Somerset Maugham's *The Razor's Edge*, Gita Mehta's *Karma Cola*, and Mohsin Hamid's *The Reluctant Fundamentalist*. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) *Prerequisite:* 200- or 300-level course in Comparative Literature, English or other literatures or consent of instructor. (Also listed as English 380, Asian Studies 250, Race and Ethnic Studies 300, and Anthropology 308.) 1 unit — Clare.

Block 2: Advanced Topics in Comparative Literature: Black Writers in Paris. In this course, we explore Paris and its significance in the lives, work, and thought of African, Antillean, and African American writers during the first half of the twentieth century. From the American slaves who came to Paris to get an education denied to them in the United States, to the architects of the New Negro movement, to the jazz artists who charmed the French, to the African and Antillean francophone colonial subjects who, inspired by their encounters with other intellectuals from the Black Diaspora, returned to their native countries to loosen the bonds of colonialism, to the alienated young Arabs and Africans burning cars in the suburbs in 2005 and 2007, the city of Paris has played a central role in black diasporic culture, discourses of identity and freedom, and global conversations between black intellectuals. We will walk the historic streets, explore relevant museums, cultural sites, and monuments of the city which for generations has symbolized all the promises and betrayals of humanism, modernism and urban culture. In conversations with African American, Antillean, and African expatriate writers and artists, we gain insight into the work of writers such as Langston Hughes, Aimé Césaire, the Nardal sisters, Claude McKay and Cheikh Hamidou Kane as well as into still simmering debates about the power of literature, the legacies of colonialism, diasporic culture, the values of humanism, and social justice. As historian Franck Schoell has noted, "It is in the *quartier* of Pigalle and in the cafés of Montmartre, even in the cafés of Montparnasse, that the first encounters between Harlemites and Dahomeans were formed." It is important to teach this class on site because all of the texts we are studying explicitly engage the Parisian cityscape and the relationships and conversations that could only happen in Paris. We also are able to take advantage of guest lecturers, writers, and performers who illuminate both the history and contemporary realities of race, literature, and art in Paris. For example, our first guest lecturer, Professor Marina Davies of Colby College (she lives and teaches in Paris) starts a conversation with the class about the literary history of "the Parisian imaginary" — the combination of the physical and mythical cityscape which has drawn writers and filmmakers from around the world to the city. She gives us a theoretical vocabulary to bring to our study of the role of Paris in the work and lives of these black writers. A few days later, we meet an expatriate African American writer in a tiny garden in Montmartre, the setting of the closing scene of his first novel. We study black surrealism in the context of seeing André Breton's wall at the Musée Branly, where the French "reading" of "Other" cultures is clear in the curation of the exhibits, which we discuss critically after our guided tour. We see the legacy of French colonialism and contemporary multiculturalism in the streets of the Chateau Rouge neighborhood, and attend cultural and political events, all the while hearing the voices of black writers and activists past and present. The Africana past in dynamic engagement with French culture and history is almost palpable in the museums (from the Picasso Museum to the Branly to the Musée Dapper, which claims to be the only museum of the black diaspora in the world), cultural sites, streets, and contemporary conversations in Paris. Knowledge of French is not necessary to take the course, but students taking the course for French or Comparative Literature credit will read the francophone literature in the original, perform oral and written translation exercises, and write their assignments in French. Taught in France. *Prerequisite:* 200- or 300-level course in Comparative Literature, English or other literatures or consent of instructor. (Also listed as English 385.) 1 unit — Garcia.

Block 2: Advanced Topics in Comparative Literature: Italian Marxism. This course assesses the theoretical impact and the history of Italian Marxist thought in the twentieth century. Key Italian thinkers that will be taken into consideration are, among others, Antonio Gramsci, Leopoldina Fortunati and Antonio Negri. *Prerequisite:* 200- or 300-level course in Comparative Literature, English or other literatures or consent of instructor. (Also listed as Italian 315 and Philosophy 314.) 1 unit — Hernandez-Lemus, Righi.

Block 5: Advanced Topics in Comparative Literature: Borderlands Theory, Song, and Literature. This course is an in depth examination of the theoretical and literary productions of the U.S.-Mexico borderlands. Readings of foundational theorists such as Jose Vasconcelos, Americo Paredes, Octavio Paz, and Gloria Anzaldua will provoke discussions of rapidly evolving concepts of race, gender, and language. *Prerequisite:* 200- or 300-level course in Comparative Literature, English or other literatures or consent of instructor. (Also listed as English 380 and Race and Ethnic Studies 380 and Southwest Studies 308.) 1 unit — Padilla.

352 Topics in Comparative Literature: Literature and Other Disciplines. Advanced consideration of various topics in comparative literature with particular emphasis on comparisons between literature and other disciplines. .5 or 1 unit — Department.

Block 1: Topics in Comparative Literature: Performance Studies. In recent decades, the boundaries between theatre, dance, and theoretical discourse have become increasingly unclear. In response to the changing nature of performance, an alternative discipline has emerged — namely, Performance Studies. Going beyond the limits of page and stage, Performance Studies has introduced a broader range of academically legitimate subjects, including rituals, festivals, political rallies, concerts, and the aesthetics of everyday life. Moreover, its critical approach emphasizes the contingent, often exclusionary construction of social categories, especially gender, sexuality, and race. In order to navigate this expanded field, this course seeks to familiarize students with Performance Studies' most influential authors — such as Richard Schechner, Philip Auslander, and Diana Taylor — and principal theoretical models as drawn from theatre, anthropology, and rhetoric. In addition to these readings, the course will ask students to reconsider the own artistic and critical interests as we explore performance outside the classroom in community events and our own daily lives. *Prerequisite:* 200- or 300-level course in Comparative Literature, English or other literatures or consent of instructor. (Also listed as Drama 321.) 1 unit — Platt.

Block 5: Topics in Comparative Literature: Performing Race and Gender in Brazil. This course uses creative and embodied knowledge as primary texts and focuses on one of Brazil's most contentious and politically charged legacies: *mestiçagem* or, racial mixing. Students will be introduced to some of the key debates on citizenship, namely the inclusion or exclusion of racial and gender minorities, which shaped Brazilian modernization as understood through artistic production. Reading both primary and secondary texts, we will study the evolution of theories of "racial harmony" and the impact of globalization on Brazil's developing sense of national identity. Our analytical focus will be centered on poetry, song lyrics, musical productions, graffiti art, dance schools and performances, and cinematic productions studied in tandem with a range of theoretical texts. The primary goal of this course is to help students develop an understanding of a range of interdisciplinary methodologies that will help them approach critical questions and respond to cultural artifacts. To this end, students will be required to engage in both movement and artistic production as part of the course evaluation. (Portuguese language discussion section optional for advanced language students.) *Prerequisite:* 200- or 300-level course in Comparative Literature, English or other literatures or consent of instructor. (Also listed as Portuguese 320.) 1 unit — Wood.

390 Theory and Practice of Translation. This course will combine the practical experience of translating literary texts with reading and discussion in the rich field of translation studies. The first third of the block will be devoted to exploring the questions that translation raises about language, literature, authority, and power, both through readings and through exercises in translation and in translation criticism. The second third of the block will consist of translation workshops and discussion of the more practical issues of translation. We will end the block with a discussion of translations themselves as a cultural force, and with individual research projects on translation. *Prerequisite:* Comparative Literature 210 or English 250 or Anthropology 258 and a 300 level language course (or equivalent) or consent of instructor. (Not offered 2012–13.) 1 unit.

391 Advanced Literary Theory. In-depth study of important 20th-century movements of thought about literature and art. Topics vary from year to year and may include Russian Formalism, semiotics, New Criticism, phenomenology and hermeneutics, reader response criticism, psychoanalytic theory, feminist theory, post-colonial theory, queer theory and gender theory. *Prerequisite:* Comparative Literature 210 (or English 250) or consent of instructor. **2012-13: Representation and the Real.** What is the relationship between literary representation and the “real world”? What assumptions about truth, art and language are implied in this question? We will examine over 2000 years of reflection on this question in both literature and literary and linguistic theory produced in the Euro-American tradition as well as in the scholarly and literary traditions of South and East Asia. Our discussions on topics ranging from mimesis to performativity and magical language to the representation of the divine will take into account concerns shared across linguistic and geographic boundaries as well as the diverse cultural and historical contexts that produced particular theoretical frameworks. 1 unit — Clare, Scheiner.

400 Independent Readings in Comparative Literature. Opportunity for advanced students to do guided research, specialized topics or thesis preparation. *Prerequisite:* Consent of instructor or Comparative Literature 300. May be arranged any block. 1 unit.

410 Research Topics in Comparative Literature. Opportunity for students, either individually or as a group, to engage in research in collaboration with and under the supervision of a faculty member. *Prerequisite:* Consent of instructor. 1 unit.

431 Senior Thesis. Thesis subject chosen by student and approved by Comparative Literature program director. Choices of subject, research, outline and writing completed in this course. *Prerequisite:* Comparative Literature 310, required for majors. 1 unit — Scheiner.

Computer Science

www.coloradocollege.edu/academics/dept/mathematics/

Professor JANKE; Assistant Professor WHITEHEAD

The department of mathematics and computer science offers a major in computer science; computer science courses are designated by CP. For details about the mathematics major and a list of mathematics (MA) courses, see the listing under mathematics elsewhere in the catalog.

In addition to the general college requirements, a major in computer science must complete:

- 122, MA126 and MA129 (or MA128);
- 222 and either MA201 or MA251 (a student should complete these before declaring the major);
- 215 and 275;
- One unit from 342 and 344;
- One unit from 360, 365, and 341;
- 405 and 407.

A student majoring in computer science must also attend at least four departmental seminars or department-approved talks after declaring the major, and submit a one-page summary of each to the department chair within two weeks of the seminar. This should be completed by the end of Block 7 of the student's senior year.

To be considered for graduation with Distinction in Computer Science, a student must complete two additional units selected from the computer science courses 248, 342, 344, 360, 365, 341, 398, and the mathematics courses MA201, MA217, MA220, MA227, MA251, MA313, MA315, MA318, MA325. In addition, such students must complete a senior project and be approved by a vote of the department faculty. Further information is available from the department.

THE MINOR — REQUIREMENTS:

To minor in computer science, a student must complete each of the following:

- 222, 215, and 275;
- Two additional units of computer science at the 300 or 400 level;
- Obtain approval of the choice of courses from a member of the mathematics and computer science department.

122 Computer Science I. Introduction to the design of algorithms, the design of data structures, and the design of computer programs using the computer language JAVA. This is the first course for those interested in computer science. 1 unit — Janke, McDougall, Whitehead.

215 Application Design. An introduction to the design patterns and methods necessary to solve computational problems in the natural and social sciences. Specific tools will be drawn from various languages (e.g., Python, Perl, shell scripting, MySQL queries, etc.) and various applications (e.g., Mathematica, MATLAB, etc.) Example projects: Building databases of selected web information, finding patterns in survey or genome data, recognizing characters or faces, processing sound files. (Some programming experience is helpful.) *Prerequisite:* CP122 or MA126 or consent of instructor. 1 unit — Whitehead.

222 Computer Science II. Examination of algorithms for searching, sorting, and manipulation of data structures. Exploration of queues, stacks, trees, and graphs using a variety of design techniques including recursion and object-oriented programming. *Prerequisite:* CP122. 1 unit — Whitehead.

248 Introduction to Robotics. Construction and programming of a small robot over the course of a semester. Introduction to algorithms and techniques for navigation, planning, and error correction. *Prerequisite:* CP122. .5 unit — Janke, Whitehead.

255 Independent Study. *Prerequisite:* Consent of instructor. 1 unit.

275 Computer Organization. Exploration of the design and organization of computer processors, memory, and operating systems. Topics include processor architecture, digital circuits, memory management, scheduling, file systems, assembly language, and peripheral device control. *Prerequisite:* CP215 or CP222. 1 unit — Janke.

341 Topics in Computer Science. Special topics in computer science not offered on a regular basis.

Block 8: Topics in Computer Science: Machine Learning. Introduction to machine learning and pattern recognition. The course will cover a variety of topics such as artificial neural networks, support vector machines, Bayesian networks, clustering, and ensemble learning. *Prerequisite:* CP275 or consent of instructor. 1 unit — Whitehead.

342 Distributed Systems. Fundamentals of network design and interaction of computing systems. Topics include network protocols, security, synchronization, transactions, and network programming. (Offered in alternate years.) *Prerequisite:* MA251 or MA201 and CP275. 1 unit — Whitehead.

344 Database Systems. Introduction to data base management systems including the design, implementation, and analysis of data bases. Topics include relational models, concurrent access, data mining, and SQL programming. (Offered in alternate years; not offered 2012–13.) *Prerequisite:* MA251 or MA201 and CP275. 1 unit — Whitehead.

355 Independent Study. *Prerequisite:* Consent of instructor. 1 unit.

360 Computer Graphics. Introduction to the algorithms and theory necessary for producing graphic images with the computer. Topics include perspective, projection, hidden line removal, curve design, fractal images, shading, and some animation. Offered in alternate years. *Prerequisite:* CP 342 or CP344. 1 unit — Janke.

365 Artificial Intelligence. An introduction to the theories and methods of artificial intelligence. Topics include problem solving, game playing, knowledge representation, natural language understanding, and expert systems. Offered in alternate years. (Not offered 2012–13.) *Prerequisite:* CP342 or CP344. 1 unit — Whitehead.

398 Seminar in Computer Science. A semester-long study based on journal articles in computer science or on problems selected by the instructor. Topics will be chosen based on interest and accessibility, and there will be some writing and presentation of material. May be repeated for a total of 1 unit. *Prerequisite:* CP275 and consent of instructor. .5 unit.

405 Theory of Computation. Examination of the logical basis of computation. Topics include automata theory, Turing machines, time complexity, and space complexity theory. (Offered in alternate years.) *Prerequisite:* CP342 or CP344 or (CP222 and MA321). 1 unit — Janke.

407 Analysis of Algorithms. Investigation of the efficiency and design of algorithms including order estimates, complexity, and NP problems. (Offered in alternate years; not offered 2012–13.) *Prerequisite:* CP342 or CP344 or (CP 222 and MA313). 1 unit — Janke.

Drama and Dance

www.coloradocollege.edu/academics/dept/dramadance/

(See "Theatre and Dance")

Economics and Business

www.coloradocollege.edu/academics/dept/economics/

Professors KAPURIA-FOREMAN, LAUX, SMITH, STIMPERT, TIEFENTHALER;
Associate Professors FENN, D. JOHNSON (chair), LYBECKER (associate chair), PARCO, REDMOUNT;
Assistant Professors DE ARAUJO, KHRAICHE;
Schlessman Visiting Executive-in-Residence SKILLING, STREIGEL

THE MAJOR — REQUIREMENTS:

The department of economics and business offers a major in economics and supports several interdisciplinary majors including mathematical economics, international political economy, and environmental science. The college's location, resources, and unique Block Plan calendar allow the faculty to offer students truly extraordinary learning experiences. Many of the department's courses incorporate experiential learning opportunities including guest lecturers, executives-in-residence, and field trips. Field trips range from one-day visits to Denver to visits with the executives of high-tech telecommunications firms and the front offices of professional sports franchises to extensive one- to two-week field trips throughout the Southwest to study environmental economics issues. A large percentage of students take advantage of opportunities to study at another college or university in the United States or to study abroad at institutions such as the London School of Economics and the University of Maastricht. The college also has an exchange agreement with the Jönköping International Business School in Sweden.

The department aims to provide students with rigorous grounding in economic principles and business concepts, providing excellent preparation for careers in business and public service. In addition, many of the department's students attend some of the nation's finest business and law schools, and pursue graduate study in economics, public policy, and environmental management at leading research universities.

To declare a major in economics, students must complete Principles of Economics (150 or 151 and 152) and Principles of Financial Accounting (160). Other courses required for the major include Methods I (200 or MA117 or BY220), Intermediate Microeconomic (207) and Macroeconomic (209) Theory, Methods II (303) or Econometrics (408), and three additional units of economics and business courses at the 300 or 400 level. All economics majors also complete an independent senior thesis research project (499 — 2 units) working closely with a faculty advisor. Majors must also take Mathematics 125 (2 units) or 126.

The department regularly offers courses in international economics, environmental and natural resource economics, labor and sports economics, public finance, economic development, and comparative economic systems. For those students who wish to focus on business, the department offers many elective business courses including Intermediate (301) and Managerial (307) Accounting, Theory of Business Finance (316), Investments (317), Entrepreneurship (320), Consumer Marketing (326), and Business Policy and Strategy (405). Perspectives on Business in a Changing World — an ongoing program of guest speakers, executives-in-residence, and special programs and symposia — enrich departmental and college-community discussions of business and economics issues and challenges.

Students who excel in the major will find many opportunities to pursue independent research projects or to work collaboratively with department faculty, and the department and college have significant resources to support these research activities. Distinction at graduation and other prizes are awarded by the department faculty to majors on the basis of the senior thesis, overall performance in department courses, and performance in courses outside the department and social science division.

104 Legal Environment of Business. Survey of the U.S. system of laws and courts and the role of law in business and personal decision-making. A study of case law and judicial thinking ranging from traditional fields of contracts and torts to recent Supreme Court decisions on the environment, e-commerce, the Internet, licensing, and First Amendment freedoms. 1 unit — Jeter.

108 Water Resource Management. Examines current problems in water resource management on various scales — from local to international (transboundary) supply and quality issues. Aims to demonstrate on an introductory level the value of economic analysis in the context of other approaches for thinking about water resources issues. Intended for non-majors. *Prerequisite:* No credit after 150 (or 151 and 152) or 160 and can't be counted towards Econ or Political Econ majors. (Not offered 2012–13.) .5 unit.

109 Personal Financial Planning. The study of the development and implementation of a personal financial and investment program. Includes analysis of budgeting and tax planning, managing liquidity, financing large purchases, protecting assets and income, analyzing investment information, examining alternative investment types, and investing money for retirement. .5 unit — Parco, Stimpert.

110 Topics in Economics and Business. Selected introductory topics in economics and business. Specific content and emphasis to be determined by the instructor. Exposes students to problems and trends in society which can be illuminated through application of basic tools and concepts drawn from economics and business fields. May be taught with Emphasis on Writing and Speaking. Intended for non-majors. No credit if taken after 150, 151, 152 or 160 and may not be counted toward either the Economics or Political Economy majors. (Not offered 2012–13.) 1 unit.

141 Sustainable Development. Investigates the concept of sustainable development by first introducing students to necessary economic terms and concepts. It next explores traditional economic models of production and distribution. Finally it introduces the concept of sustainable development (meeting the needs of the present without compromising the ability of future generations to meet their own needs). The course includes fieldwork to explore the behavior of traditional economic models and examples of sustainable development. May involve additional expense \$\$\$. This course is intended for non-economics majors. No Economics credit if taken after 150, 151, 152 or 160 and may not be counted toward either the Economics or Political Economy majors. Students can choose to take this course for credit either in Economics (EC141) or Environmental Science (EV141) (Fulfills one unit of the divisional requirement in the Social Sciences, but not in the Natural Sciences.) *Prerequisite:* No Economics credit after Economics 150, 151, 152 or 160 and may not be counted toward Econ or Political Econ majors. (Also listed as Environmental Science 141.) 1 unit — Hecox.

150 Principles of Economics. An introduction to the principles of economics (both microeconomics and macroeconomics) with emphasis on decision-making by households and firms, the way in which individual markets work, the distribution of income, governmental impact on specific markets, and the behavior of economic aggregates such as total output, total employment, the price level, and the rate of economic growth; and government policies which affect them. (Not offered 2012–13.) 2 units.

151 Principles of Microeconomics. An introduction to the principles of microeconomics with emphasis on decision-making by households and firms, the way in which individual markets work, the distribution of income, and governmental impact on specific markets. 1 unit — Department, Kapuria-Foreman, Lybecker, Redmount, Smith.

152 Principles of Macroeconomics. An introduction to the principles of macroeconomics with emphasis on the behavior of economic aggregates such as total output, total employment, the price level, and the rate of economic growth; and government policies which affect them. 1 unit — de Araujo, Department, Khraiche, Redmount.

160 Principles of Financial Accounting. An introduction to the fundamentals of the financial statements of corporations, including statement interpretation and analysis. Exposes students to economic decisions and their consequences as they relate to business activities, including operating, investing, and financing activities. 1 unit — Laux, Stimpert.

200 Methods I: Statistics. An introduction to descriptive and inferential statistics including basic probability theory, distinctions between population and sampling distributions, estimation of population parameters, hypothesis testing and an introduction to nonparametric statistics. Examples, problems and labs are chosen to expose students to the kinds of problems faced in Economics and Business. (No credit if taken after Biology 220 or Mathematics 117 or 217.) *Prerequisite:* Economics 150 (or 151 and 152.) (No credit after Biology 220 or Mathematics 117.) (Not offered 2012–13.) 1 unit.

207 Intermediate Microeconomic Theory. A general theory of pricing for both the product and factor markets within the different market structures of pure competition, monopolistic competition, oligopoly and monopoly; the economic behavior of: 1.) the individual or the household; 2.) the firm; 3.) the industry; and 4.) the economy as a whole. The relationship between economic theory and public policy. *Prerequisite:* 150 (or 151 and 152) and Mathematics 125 or 126. 1 unit — Fenn, Johnson, Kapuria-Foreman, Lybecker, Smith.

209 Intermediate Macroeconomic Theory. Macroeconomic models that study the relationships between economic aggregates such as: income, consumption, employment, savings, investment, government expenditures, net exports, interest rates, wages, and prices. Comparison of models to real world data and applications to fiscal and monetary policies in the short and long run. *Prerequisite:* EC150 (or 151 and 152) and Math 126 or above. 1 unit — de Araujo, Khraiche, Redmount.

301 Intermediate Accounting. Presentation and critical review of the elements of financial statements with concentration on accounting theory and interpretation by users. Addresses problems with income determination. (Offered in alternate years as 391.) *Prerequisite:* 160. (Not offered 2012–13.) 1 unit.

303 Methods II: Research Methods. Examination of methods of analysis commonly used in economics and business. Emphasis on non-experimental and quasi-experimental designs necessitating the use of models. Topics include small sample and large sample methods, case studies, surveys, regression and forecasting. *Prerequisites for Economics majors:* Principles of Economics (either EC150 or EC151 and EC152), Principles of Financial Accounting (EC160), and Probability and Statistics (EC200 or MA117 or MA217 or BY220). *Prerequisites for International Political Economy majors:* Principles of Economics (either EC150 or EC151 and EC152), Introduction to Political Economy (EC375 or PS375), and Probability and Statistics (EC200 or MA117 or MA217 or BY220). 1 unit — Johnson, Parco.

306 Industrial Organization. Problems of competition and coordination among firms in the market at large, including the dynamics of monopoly, oligopoly, monopolistic competition and such practices as price discrimination, tying and bundling, and product differentiation. Examination of the rationales behind antitrust legislation and regulation. May include field trip. *Prerequisite:* 150 (or 151 and 152). (Not offered 2012–13.) 1 unit.

307 Managerial Accounting. Principles and problems of assembling, recording, and interpreting cost data for manufacturing and service firms. Introduces various costing systems, including activity-based and standard costing systems, with emphasis on the economic decisions managers make using this accounting data and the potential impact on employee behavior. *Prerequisite:* 160. 1 unit — Laux.

314 The Economics of Organization. Internal organization of the firm, how incentive structures and problems in contracting and coordination affect patterns of ownership, financial structure, vertical and horizontal integration and internal labor markets. *Prerequisite:* 150 (or 151 and 152); 160. (Not offered 2012–13.) 1 unit.

316 Theory of Business Finance. This course examines the role of the financial manager in determining the appropriate composition and level of assets and their financing within the context of stockholder wealth maximization. Key theoretical constructs include operating and financial leverage, the risk-return tradeoff, liquidity, and agency theory. Topics include financial analysis and planning, working capital management, cost of capital, capital budgeting, and mergers and acquisitions. *Prerequisite:* Economics 150 (or 151 and 152) and 160. 1 unit — Laux.

317 Investments. Elements of sound investment; comparison of types of investments; tests of investment quality. Relation of investment to the business cycle. Marketability; effects of government regulation. Analysis of securities; investment forecasting. *Prerequisite:* Economics 160. 1 unit — Parco.

320 Entrepreneurship. How, why, and by whom firms are brought into being, the role that production, information and transactions costs and risk and uncertainty play in the process of firm entry and exit. May include field trip. *Prerequisite:* Economics 150 (or 151 and 152); 160. 1 unit — Parco.

322 Money, Banking, and Financial Markets. Macroeconomic analysis of capital markets. Issues include Federal Reserve monetary policy, changes in the banking industry, determination of interest rates and stock market valuation. Development of skills to analyze current financial news and make predictions regarding their economic impact. (New York field trip in alternate years with additional expense \$\$\$ and a class size limit of 15.) Class limit is 25 in the years when there is no field trip. *Prerequisite:* Economics 209. (Not offered 2012–13.) 1 unit.

324 Business and Society. An examination of the institutions, operations, and philosophical foundations of business and the social, political and natural environment in which it grew. Emphasis is on the interrelationships of historical foundations of contemporary problems. *Prerequisite:* 150 (or 151 and 152); 160. 1 unit — Laux.

326 Consumer Marketing. The analysis and segmentation of markets; the psychological, emotional, and social bases of consumer behavior; the analytical techniques employed by market research professionals; and the development, implementation, and evaluation of marketing strategies. The course makes considerable use of guest speakers and field learning experiences. *Prerequisite:* Economics 150 (or 151 and 152); 160. 1 unit — Stimpert.

328 Economics of the Environment. Application of economic concepts to analysis of environmental problems. Development of approaches to dealing with the special problems of non-market goods. Discussion of the role of economics in policy analysis. Particular emphasis on problems of market failure, *i.e.*, externalities, public goods, non-market goods, uncertainty, income distribution, inter-temporal resource allocation and policies to correct for imperfect markets. *Prerequisite:* Economics 150 (or 151 and 152). (Not offered 2012–13.) .5 unit.

330 Public Finance. The economic aspects of public revenues, expenditures and debt; the different types of taxes; the interrelationship between the activity of the private and public economy. *Prerequisite:* Economics 150 (or 151 and 152). 1 unit — Johnson.

331 Business Organization and Management. The motivation of individuals in organizations, effective goal setting practices, the sources of power in organizations and how leadership styles influence individual effort and job performance, the characteristics of effective teams, the key human resource management challenges facing organizations, and the importance of organizational culture and how organizational cultures are created. *Prerequisite:* Economics 160 or Psychology 100, 101 or 111. Will count toward the economics major only if taken after Economics 160. 1 unit — Parco.

334 Comparative Economic Systems. Comparison of the nature and operation of modern economic systems, emphasizing structural and policy differences and similarities as well as differences of economic ideology. Emphasis given to contemporary capitalist economies, as well as economies in transition from central planning. *Prerequisite:* Economics 150 (or 151 and 152). (Not offered 2012–13.) 1 unit.

335 Environmental Economics. This course develops: 1.) the tools necessary for the economic analysis of environmental and natural resource problems; 2.) the ability to apply those tools in the investigation of a real world environmental resource problem and; 3.) the insight to form policy recommendations on the basis of such analysis and investigation. Particular emphasis on problems of market failure, such as externalities, public goods, non-market goods, uncertainty, income distribution, inter-temporal resource allocation and policies to correct for imperfect markets. *Prerequisite:* Economics 150 (or 151 and 152), junior standing, Economics or Political Economy major. (Not offered 2012–13.) 1 unit.

336 Economics of Labor. Problems of employment of labor from the standpoint of employees, employers and society including the following: economic analysis of trade unions; union types, theories, policies, methods and weapons; company and union public relations. Junior standing. *Prerequisite:* Economics 150 (or 151 and 152). 1 unit — Redmount.

337 Economic Development. Examines various attempts by Third World countries to achieve higher standards of living; emphasizes the theoretical and policy approaches adopted in both the domestic and international spheres. *Prerequisite:* Economics 150 (or 151 and 152). (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Kapuria-Foreman.

339 The East Asian Tigers. This course focuses on the common characteristics and diversity of East Asian growth experiences and the rise and fall of belief in a uniquely East Asian model of economic development. *Prerequisite:* 150 (or 151 and 152). (Not offered 2012–13.) 1 unit.

341 Ecological Economics and Sustainability. Provides an introduction to ecological economics (an interdisciplinary approach to understanding and managing the ecology and economics of our world) and introduces/extends students' understanding of sustainability (meeting the needs of the present without compromising the ability of future generations to meet their own needs). It reviews options for economically efficient allocation of resources that also protect the stock of natural capital over spatial and temporal space; and investigates the application of tools of analysis and solutions to a regional management problem in the American West. It includes fieldwork and may involve additional expense \$\$\$\$. Students may choose to take this course for credit either in Economics (EC341) or Environmental Studies (EV341) if they meet the necessary prerequisite in either department/program; for Environmental Science credit: EC141 and 151.

(Fulfills one unit of the divisional requirement in the Social Sciences but not in the Natural Sciences.) *Prerequisite:* Economics credit: 150(151/152); Environmental Science credit: EC/EV141 and 151. (Also listed as Environmental Science 341.) 1 unit — Hecox.

342 Economics of International Trade. Historical and economic analysis of foreign trade; theories of international trade; commercial policies and economic integration; changing patterns of trade; regional and world trade organizations. *Prerequisite:* Economics 150 (or 151 and 152). 1 unit — Lybecker.

344 Economics of International Finance. Historical and economic analysis of international financial arrangements; theories of foreign exchange, balance of payments and adjustment mechanisms; alternative world monetary systems in theory and practice; proposals for monetary reform; regional and world financial organization. *Prerequisite:* Economics 150 (or 151 and 152). 1 unit — Khraiche.

365 Economics of Innovation. Exploration of the field of technological change: how technologies develop and evolve; and how technologies subsequently affect our economy and society. Using case studies and journal articles as a springboard for discussion, we will apply economic concepts to events ranging from the Industrial Revolution to the present. Topics may include patent law, copyright infringement, the Green Revolution, e-commerce, health and agricultural biotechnology, and energy-related innovation. Required field study during the block. Additional expense \$\$\$ for students. *Prerequisite:* Economics 151 and 152 or Economics 150. (Not offered 2012–13.) 1 unit.

370 Contemporary Issues. A half-unit topics course intended to explore issues of current public or professional interest generating widespread debate. May be taught extended format or as a half-block course or consent of instructor. No credit as an Economics elective if taken before 150 (or 151 and 152). *Prerequisite:* 150 (or 151 and 152) or consent of instructor. No credit as an Econ elective if taken before 150 (or 151 and 152). (Not offered 2012–13.) .5 unit.

375 Introduction to International Political Economy. Examination of classic and modern conceptions of political economy. Emphasis on understanding theory and applying it to explain political and economic outcomes within states and among states in the international arena. Open to International Political Economy majors and to others with consent of instructor. *Prerequisite:* EC150 (or 151 and 152). (Also listed as Political Science 375.) 1 unit — Kapuria-Foreman, McKendry.

380 Directed Readings in Economics and Business. Student readings of works selected by a faculty member on a common problem not covered directly by regular courses. Intensive research, writing, discussion, and oral reporting of ideas related to the assigned readings. Independent student work and initiative. May be taught as an extended year long course. *Prerequisite:* Consent of instructor and EC150 (or EC151 and EC152), junior standing, Economics, International Political Economy or Mathematical Economics major. 1 unit — Department.

389 The Economics of Sports. The course will examine sports economics models. Students will apply theory to various aspects of both collegiate and professional sports. Topics include (but are not limited to) wage discrimination in sports, the economics of stadiums, alumni giving and collegiate athletics, academics and collegiate athletics, sports rights and broadcasting, and sports and gambling. (Day trips, additional expense \$\$\$ for students.) Field trips may be included. *Prerequisite:* Economics 150 (or 151 and 152) and EC200 (or Mathematics 117 or 217 or Biology 220). (Not offered 2012–13.) 1 unit.

390 Advanced Topics in Economics. Selected topics in the study of economics. Specific content and emphasis are developed by the instructor. (Topics and emphasis will relate to economic development, labor economics, macro theory, environmental economics, governmental regulation of business and similar aspects of economics.)

Block 1: Advanced Topics in Economics: Economics of Gender. This course uses economic methods to analyze gender differences, in particular differences in employment and earnings; topics covered include allocation of time between the household and the labor market, consequences of employment changes for family structure changes and vice-versa, theories of discrimination, and occupational segregation. Policy areas studied include anti-poverty programs, comparable worth, provision of child care, parental leave, affirmative action, and anti-discrimination legislation. *Prerequisites:* Economics 150 (or 151 and 152). 1 unit — Jacobsen.

Block 2: Advanced Topics in Economics: Urban Economics. This course uses economic methods and perspectives to analyze urban issues; topics covered include how and why cities arise and develop, how their growth or decline is affected by various events, and how land prices are determined. Policy areas include regional development and zoning, housing programs and regulations, anti-poverty programs, local public finance, development of transportation systems, education, and crime. *Prerequisites:* Economics 150 (or 151 and 152). 1 unit — Jacobsen.

Block 5: Advanced Topics in Economics: Analyses of Art and Economics. The many dimensions of art and economics that mutually inform each other will be explored. Topics include: economic and political power statements and art in the ancient world; modes of replication and artistic responses to expanding, or changing markets; art and early modern international trade; the development of preferences as an extension of status; the formation of circuits of aesthetic taste among specific patronage groups; and the effects of contemporary, globalized culture, and global markets, on aesthetics in art and art sales. Students taking the course for EC credit will have a longer final economics project; students taking the course for AH credit will have a final project centered on art historical analysis. *Prerequisites:* EC151 or EC152 or one AH course or COI. 1 unit — Fenn, Bentley.

Block 5: Advanced Topics in Economics: Global Public Health and Economic Development. An evaluation of how health affects development and how development reciprocally affects health. This course considers differences in disease burden, examines priority-setting in a global context, and analyzes recent multilateral initiatives to promote health in developing countries. *Prerequisites:* Economics 150 or (151 and 152). 1 unit — Lybecker.

Block 5: Advanced Topics in Economics: Economics of Higher Education. This course applies economic theory and data analysis in an investigation of important issues in higher education. Issues of prestige, admissions, financial aid, access, student and faculty quality, alumni giving and endowments, and externalities will be addressed. *Prerequisite:* EC207, MA117. 1 unit — Rask and Tiefenthaler.

Block 6: Advanced Topics in Economics: Sports Marketing. Students will understand the fundamentals of sports marketing as applied to collegiate and professional sports. Topics include (but are not limited to): marketing the professional athlete, legal aspects of sports marketing, sport consumer behavior, pricing strategies, promotions, sales, public relations, managing sport brands, sponsorship, electronic media, and endorsements. *Prerequisites:* Economics 150 or (151 and 152). 1 unit — Streigel.

Block 6: Advanced Topics in Economics: The Economics of HIV and Risky Sexual Behavior. Statistical and mathematical analysis of various different topics regarding the economics of HIV. Macroeconomic and regression models of economic growth and HIV, cost-benefit analysis, associations between risky sexual behavior, HIV status and knowledge, and various socio-economic indicators. *Prerequisites:* EC150 (or 151 and 152), MA117 or MA217 or EC408, or COI. 1 unit — de Araujo.

391 Advanced Topics in Business. Selected topics in the study of business. Specific content and emphasis developed by the instructor. (Not offered in 2012–13.) 1 unit.

392 Advanced Topics in Mathematical Economics. Selected topics in the study of Mathematical Economics. Specific content and emphasis are developed by the instructor(s). Topics will meet the ME elective requirement for the Mathematical Economics major.

Block 3: Advanced Topics in Mathematical Economics: Addiction. This course provides the student with the mathematical tools to explore the economic models of addiction. The course begins by exploring static demand-side models of addiction before proceeding to their dynamic counterparts. The course will rely on Journal articles that explore the demand for addictive substances such as alcohol, tobacco, marijuana, and cocaine. Also explored are models that treat gambling and sports spectatorship as addictive behaviors. A limited discussion of supply-side models is also included. *Prerequisite:* Consent of instructor. 1 unit — Fenn.

Block 6: Advanced Topics in Mathematical Economics: Game Theory. Introduction to the study of self-interested agents operating through strategic situations. *Prerequisite:* Economics 150 (or 151 and 152); Mathematics 126 or consent of instructor. 1 unit — Redmount.

Block 7: Advanced Topics in Mathematical Economics: Economic Growth. Exogenous and endogenous growth models and the effect of policy variables (functions) such as education, technical progress, and taxes on economic growth. Analysis of steady state equilibrium and convergence in levels and growth rates. Cross-sectional and panel data models of economic growth. *Prerequisites:* EC207, EC209, and MA126, or COI. 1 unit — de Araujo.

405 Business Policy and Strategy. The role of general managers in creating and sustaining competitive advantage. Applies microeconomic principles and organization theory to study how managers position their firms in ever-changing competitive arenas, marshal scarce resources to develop competencies, and design structures that promote learning and efficient flows of knowledge and information. *Prerequisite:* Economics 150 (or 151 and 152) and 160. 1 unit — Skilling, Stimpert.

408 Econometrics. The use of statistical and mathematical techniques in the analysis of economic models. Macro and micro economic applications. *Prerequisite:* Economics 150 (or 151 and 152); 200 (or Mathematics 117 or Biology 220) or consent of instructor. 1 unit — Fenn, Rask.

410 Independent Study in Economics. *Prerequisite:* Consent of instructor. 1 unit.

420 Joint Faculty/Student Research in Economics and Business. Cooperation between advanced students and faculty on an individual basis to jointly pursue research on a selected topic. The student will be responsible for a share of the research, discussion of the findings and significance, and preparation of a paper reflecting the procedures and findings of the investigation. May be taught as an extended yearlong course. 1 unit.

440 Independent Study in Economics and Business. A project normally organized around preparation of a substantial paper or project. Proposed and carried out at student initiative, under supervision of a department faculty member, in an area in which the student has already completed basic coursework and an elective and that extends the student's knowledge beyond regularly offered courses. *Prerequisite:* Consent of department by application and senior major in Econ, IPE or ME. 1 unit.

470 Tutorial in IPE. *Prerequisite:* Consent of instructor or International Political Economy major. (Also listed as Political Science 470.) 1 unit — Gould.

485 Field Seminar. A travel and research opportunity on selected economics, business or political economy topics intended to provide a learning experience in an off-campus setting. Open to junior or senior majors in economics or political economy having completed Principles of Economics, an intermediate theory course (micro or macroeconomics), statistics and additional prerequisites determined by the instructor relevant to the selected topic. Admission to the course by petition to the department and consent of instructor. Majors from other departments will also be considered with strong interest and preparation in the topic area. Offered alternate years. May involve additional expense \$\$\$\$. The Hilliard Fund will provide a stipend for travel expenses to all students. For those needing assistance in covering the additional expenses, financial aid will also be available from this fund. Enrollment limit based on resources available for the selected topic. *Prerequisite:* Consent of instructor. (Not offered 2012–13.) .5 unit.

496 Senior Thesis in Mathematical Economics. Thesis in Mathematical Economics on approved topic. Required for majors in Mathematical Economics. No classes, but conferences scheduled between student and advisor. *Prerequisite:* EC207, EC209, EC408, MA217, and 1 elective at 300 or 400 level, Mathematical Economics major, senior standing. 2 units — Department.

498 Senior Thesis in International Political Economy. Thesis in International Political Economy on approved topic. No classes, but periodic scheduled conferences between student and supervisor. *Prerequisite:* EC207 or 209, 375, International Political Economy major, senior. 2 units — Department.

499 Senior Thesis. Thesis in Economics on approved topic, based on elective taken at 300 or 400 level. Required for majors in Economics. No classes, but periodic scheduled conferences between student and supervisor. *Prerequisite:* 207, 209, 303 or 408, and 1 elective at 300 or 400 level, Econ major, senior. 2 units — Department.

Education

www.coloradocollege.edu/academics/dept/education/

Professors MENDOZA, TABER (chair); Lecturer STANEC; Riley Scholar-in-Residence WHITAKER

The education department offers courses that are designed to meet the interests and needs of students at a liberal arts college who are concerned with issues that comprise and challenge education as a discipline. The education department also offers courses that enable students to become teachers at either the elementary, K–12, or secondary levels, indicated below under “Teacher Licensure Programs.” Additionally, the department sponsors the education studies minor, which may be completed by selected courses in the section that follows (see Thematic Minors).

TEACHER LICENSURE PROGRAMS ADMISSIONS PROCEDURE:

Students who wish to pursue teacher licensure must apply for admission to the Teacher Education Program. After entering the college, a student interested in the program should obtain a description of the admission prerequisites, licensure requirements, and application procedure from the education department. Students applying to either elementary, K–12, or secondary licensure programs must complete an application in November of their junior year. Students will have to submit evidence of fulfilling the following prerequisites for admission: satisfactory completion of one enrollment in ED100 and one enrollment in ED120 (60 hours of observation and successful participation in local public schools); endorsement from two classroom teachers with whom the applicant has interacted as part of the 60-hour requirement; endorsement from the department chair of the applicant’s major field or teaching field. In addition, students must have a cumulative grade point average of at least 2.7, an average in the major or teaching field of at least 3.0. In addition, elementary teacher education students must take and receive a passing grade in MA110 (ED250) Mathematical Explorations: Recognizing and using Patterns in Mathematics or higher (or equivalent approved by department) and a passing grade on a specified course that deals with literacy/writing (please see the education department elementary or secondary program directors for courses that meet the latter specifications). After receipt of completed application, the education department will schedule personal interviews for each student.

ELEMENTARY EDUCATION:

Students who plan to teach at the elementary level (grades K–6) may major in any field. The student who plans to teach at the elementary level must take the following: Education 300, 320, 325, 326, 327, 328, 401 (or 401 combined with 405), and 402; one course selected from: ED150, ED205, History 256, 257, Sociology 280 or Philosophy 208; Psychology 374 or 270/Education 321. During the senior year, each student must complete at least four consecutive units of student teaching (ED401) or four units (when 401 is taken for two units and 405 is taken for two units) in an elementary school. In addition, all student teachers must attend weekly seminars during the fall. Students must be knowledgeable in the following content: literacy, mathematics, civics, economics, geography, health, history, science, music, visual arts, and physical education. Guidance is available from the education department. Students in the Elementary Teacher Education Program must complete an “advising checklist” that summarizes compliance with these requirements. Please see TEACHER LICENSURE further down on this page. For specific advice, please see the elementary program director, Charlotte Mendoza.

K–12 ART, MUSIC and WORLD LANGUAGES EDUCATION:

Students who plan to teach art, music, or language at the elementary and/or secondary level (any grade 6–12) normally major in that area of study (art studio or history, music or a language: French, German, Japanese, Latin, or Spanish). Specific courses may be necessary in addition to those required for the departmental major. Students should obtain from the education department an “advising checklist” for the K–12 field of study. In addition, prospective teacher candidates must be knowledgeable in both literacy and mathematics. Students who wish to be licensed to teach K–12 art, music, or world language must take the following courses: Psychology 374 or 270/Education 321; one course selected from: ED150, ED205, History 256, 257, Sociology 280, or Philosophy 208; and the following Education 300, 398, 399, 401, and 402. ED401, student teaching, is completed in the senior year for a period of four blocks; ED401 may also be completed for two blocks if complemented by ED405 for two blocks. Finally, all student teachers must attend weekly seminars during the fall. Please see TEACHER LICENSURE further down on this page. For specific advice, please see the K–12 programs director, Kris Stanec.

SECONDARY EDUCATION:

Students who wish to be licensed at the secondary (grades 7–12) levels normally major in an academic department that coincides with their teaching field (e.g., English, mathematics, science, social studies).

In some teaching fields, specific courses may be necessary in addition to those required for a particular departmental major. Students should obtain from the education department an “advising checklist” for their particular teaching field. In addition, prospective teacher candidates must be knowledgeable in both literacy and mathematics. Students who wish to be licensed to teach in middle/junior and senior high school must take the following courses: Psychology 374 or 270/Education 321; one course selected from: ED150, ED205, History 256, 257, Sociology 280, or Philosophy 208; Education 300, 398, 399, 401, and 402. ED401, student teaching, is completed in the senior year for a period of four blocks; ED401 may also be completed for two blocks if complemented by ED405 for two blocks. Finally, all student teachers must attend weekly seminars during the fall. Please see TEACHER LICENSURE further down on this page. For specific advice, please see the secondary program director, Mike Taber.

NINTH SEMESTER PROGRAM:

Students who wish to be licensed at the elementary, K–12, or secondary levels may have difficulty in completing student teaching during the eight semesters of undergraduate coursework. Therefore, the college has established a “Ninth Semester Program” where student teaching can be completed, after graduation, with tuition at a fraction of the cost of a regular semester. Eligible students will have completed all graduation requirements and teaching licensure requirements except for student teaching and its related seminar. Please see one of the education program advisors in the education department for further information.

MASTER OF ARTS IN TEACHING PROGRAMS:

Colorado College offers a Master of Arts in Teaching Secondary School Program in English, French, German, Latin, mathematics, music, science, social studies, or Spanish; a Master of Arts in Teaching K–12 Art Program; and a Master of Arts in Teaching Elementary School Program. Descriptions of the schedules and requirements of MAT programs may be obtained from the education department website or education services manager, Debra Mortenson.

TEACHER LICENSURE:

In order to be recommended for licensure, students must pass the appropriate state licensure exam in the content relevant to the area or discipline in which a license is sought. Students should seek information on the test, including test dates, locations, and fees, from the education program manager in the education department. Students who are accepted into the Teacher Education Program are advised that the recommendation for licensure is based on a final evaluation of each student’s record in coursework, tests, and student teaching (which requires at least a grade of C), and that no guarantee of licensure is made by Colorado College. Certification/licensure requirements vary from state to state. The Colorado College program satisfies the requirements in many states. Students wishing to teach outside Colorado should consult with the education services manager.

TEACHER LICENSURE COURSES:

ED100, 120, 140, 150, 205, 300, 320, 321, 325, 326, 327, 328, 398, 399, 401, 402, 405, 501, 506, 507, 530, 531.

Note: Students not pursuing teacher licensure may take courses in the teacher licensure category (for consent of department, see the appropriate program advisor in the education department). Courses that may be taken are: ED100, 120, 300, 320, 325, 326, 327, 328, 398, 399 (various disciplines).

In compliance with Title II of the Higher Education Act, the following data for 2010–11 (the most recent reporting year) is provided: 34 students were enrolled in the teacher education program, the student-faculty ratio was 2.13 to 1, there were three full-time faculty members, and there were 13 part-time faculty in professional education and faculty from other departments involved. There were 9 supervising faculty for the teacher preparation program. Students participate in supervised student teaching for an average of 40 hours/week for a total of 12 weeks. The pass rate of teacher education students on the PLACE content test administered by National Evaluation Systems was 100 percent.

100 College Aides in Colorado Springs Schools. Serve as an aide in cooperation with public schools in the Colorado Springs area. College Aides complete at least 30 hours of service-learning per semester in cooperation with local school personnel. Responsibilities vary according to the needs of the school, but emphasis is on small group and remedial help to students. Coursework and class meetings explore educational theory and issues that arise from the field placements. (Offered in fall, spring and January half-block.) (January half-block.) .5 unit — Gortner.

120 Experienced Aides in the Colorado Springs Schools. Serve as an experienced instructional aide in local schools, completing 30 hours of service-learning in a K–12 classroom per semester. Activity varies according to the needs of the classroom, but the emphasis is on comparing and contrasting educational theories and practices with the earlier aiding experience and on offering direct instruction under the guidance of the classroom teacher. (Offered in fall, spring and January half-block.) *Prerequisite:* Education 100. (January half-block.) .5 unit — Gortner.

140 Advanced Aides in the Colorado Springs Schools. Serve as an advanced instructional aide in local schools, completing 30 hours of service-learning in cooperation with local education personnel. Activity varies according to the needs of the placement, but the emphasis is on gaining a deeper understanding of lesson planning and teaching a lesson with the focus on differentiation under the guidance of the placement personnel. (Offered in Fall.) *Prerequisite:* ED120. .5 unit — Gortner.

150 Contemporary Issues in Education. An interdisciplinary examination of issues that have current or potential effect on American education, *e.g.*, government involvement, special populations programs, assessment dilemmas, curricular controversies, and reform proposals and initiatives. 1 unit — Mendoza.

202 Teaching English as a Second Language. An introduction to theories, applications, and issues related to teaching English as a Second Language (ESL). Topics of study include an overview of second language acquisition theory, working with diverse populations, making content area lessons accessible to ESL students, ESL methodology, and field observation. (January half-block.) .5 unit — Emmer, Hurley.

203 Environmental Education. Environmental education is the process of understanding human interdependence with ecological systems. This course focuses on the purpose of environmental education, the development and evaluation of curriculum that informs ecological literacy, and teaching methods specific to this educational field. Critical examination of the scope, sequence and techniques of environmental education including trends such as multicultural and urban environmental education are explored. Course project includes a service-based learning component requiring program development and execution in local classrooms and/or environmental education centers. *Prerequisite:* A 100-level field science course. (Also listed as Environmental Science 260.) 1 unit — Taber.

204 Globalization and Education. Examination of the intersection of globalization and education in light of current research on the processes and forces that impact schooling here and abroad. Consideration of the challenges and opportunities resulting from mass migration, economic realities, technology, and the growing cultural diversity of communities throughout the world. Comparative and interdisciplinary materials will explore the implications of globalization for education in the increasingly interconnected world in which we live. 1 unit — Mendoza.

205 Education Theory into Practice. An introduction to the theories foundational to the practice of educating youth. The course explores cognitive, metacognitive, dispositional, pedagogical and mastery learning theories. Students participate in a daily practicum in local schools working with specialists in their fields of interest (K-12), where they apply their theoretical knowledge in practice. Attention is given to challenges in contemporary education including culturally relevant education. 1 unit — Taber, Whitaker.

220 Power of the Arts in Education. This community-based research course explores the rationales, history and theories of the arts in education and addresses how the arts can be used as pedagogy to motivate and engage students in learning. Data will be collected on the impact of museum education for teaching core curriculum to PK-12 students through the arts. Requires a substantial lab component, providing extensive hands-on experience in digital storytelling, teaching in school classrooms, and working with PK-12 students in Cornerstone IDEA space. 1 unit — Stanec.

250 Topics in Education. Selected topics in the study of education. Courses will cover topics not listed in the regular education curriculum and may vary from year to year. This course may be offered as a .5 unit extended format or .5 unit half-block course or as a 1 unit block course.

Blocks 1–8: ED250 Topics in Education: Math for Elementary Education. *Prerequisite:* Consent of department. 1 unit — Gilliam.

Blocks 1–4: ED250 Topics in Education: Youth Empowerment Theory. *Prerequisite:* Consent of department. .5 unit — Whitaker.

Block 8: Topics in Education: Teaching and Learning in Urban Schools. *Prerequisite:* Consent of department. 1 unit — Whitaker.

275 Mentoring At-Risk Youth. Designed for students who wish to develop and lead effective programs that serve at-risk youth. Includes three main components: the atmosphere in which youth are growing up and the problems they face in their neighborhoods, families, and schools; developmental stages and characteristics of youth; and the elements of successful program development and leadership. Includes daily fieldwork where students will experience first-hand the issues covered in the course. 1 unit — Department. (Not offered in 2012–13.)

300 Integrating Educational Technology. Teachers should be knowledgeable about how to best integrate technology resources and technology-based pedagogical and assessment methods into curriculum-specific practices. During student teaching, students build upon their own technological competencies and integrate technology into teaching. Students also examine best practice use of educational technology in student teaching-specific areas. Student teachers complete an e-portfolio demonstrating competencies aligned with the National Educational Technology Standards for teachers. This course must be taken during student teaching. *Prerequisite:* Consent of department or enrolled in MAT program. 0 unit — Taber.

320 Teaching through the Arts. How to use visual arts, creative dramatics, movement and music for teaching content curriculum in a regular K–12 classroom. Attention given to the recognition and teaching of exceptional children. Includes media exploration labs and several afternoons of teaching content curriculum through the arts to students in public school classrooms. *Prerequisite:* At least one full-unit education course and junior standing. No prerequisites needed in any art form. 1 unit — Stanec.

321 Educational Psychology: The Science of Learning. Theory, research, and the reality of the everyday classroom are examined to evaluate important issues teachers face: cognitive development, social-emotional issues, motivation, sex roles, management of problematic classroom behaviors, skill enhancement for both teachers and students, and other topics of current controversy and interest. Enrollment is open to all students interested in the theory and practice of teaching. The course may be taken for graduate credit with consent of the Assistant Dean (AD) of the Summer Session (SS). (Cross-listings: PY270.) Contact Mike Taber (mike.taber@coloradocollege.edu; ext. 6026) in the CC department of education for enrollment and consent information. For the AD of SS, contact summer@coloradocollege.edu. 1 unit — Whitaker.

325 Teaching Literacy in the Elementary Grades. Current methods and materials for teaching literacy to elementary school age children. Students observe experienced teachers and teach individuals/groups of children. Attention given to the recognition and teaching of exceptional children in regular classrooms. *Prerequisite:* Consent of instructor and senior standing or MAT. 1 unit — Mendoza.

326 Teaching Mathematics in the Elementary Grades. Current methods and materials for teaching mathematics to elementary school age children. Attention given to the recognition and teaching of exceptional children in regular classrooms. Students observe experienced teachers and teach individuals/groups of children. *Prerequisite:* Consent of instructor and senior standing or MAT. 1 unit — Gilliam.

327 Teaching Social Studies and Language Arts in the Elementary Grades. Current methods and materials for teaching social studies and language arts to children in grades one through five. Attention given to the recognition and teaching of exceptional children in regular classrooms. Observations of/participation in teaching in public school classrooms. *Prerequisite:* Consent of instructor and junior standing. 1 unit — Mendoza.

328 Teaching Science and Health in the Elementary Grades. Current methods and materials for teaching science and health to children in grades one through five. Attention given to the recognition and teaching of exceptional children in regular classrooms. Observations of and participation in teaching in public school classrooms. *Prerequisite:* Consent of instructor and junior standing. 1 unit — Taber.

342 Music Education in the Elementary Grades. Basic principles. Aims, activities, methods and materials in the first five grades. Regular observations included. Taught as an alternative format course and must be taken for a full year. (Also listed as Music 342.) 1 unit — Anderson.

398 Teaching Literacy in the Secondary Schools. Current methods and materials for teaching literacy in the content areas of secondary school. Secondary school observation and participation with normal and exceptional students. Attention given to the recognition and teaching of exceptional students in regular classrooms. *Prerequisite:* Consent of instructor and junior standing. 1 unit — Mendoza.

399 Content Methods and Critical Pedagogy. (Specific discipline indicated: *e.g.*, Secondary Science, K–12 Art, Secondary Math, language, etc.) Content area teaching examined in terms of organization and administrative patterns, curriculum development, community relations and ways of working with exceptional students. Classroom observation, formal planning and teaching the content within a public school setting. Section meetings examine current methods and materials for teaching various subjects. Attention given to the recognition and teaching of exceptional students in regular classrooms. *Prerequisite:* Consent of instructor and junior standing or MAT. 1 unit — Hokanson Davey, Davis, Derr, Hanigan, Gilliam, Stanec, Taber.

401 Student Teaching. Student teaching in the public schools of Colorado Springs and vicinity. Student teaching assignments are adapted to needs and plans of individual students. Each student teacher attends arranged meetings with his or her college supervisor to discuss teaching experiences. *Prerequisite:* Consent of department and senior standing. Must be arranged for 2 consecutive blocks supplemented by an international placement of 2 consecutive blocks for elementary or secondary candidates, or 3 consecutive blocks (elementary) or 4 consecutive blocks (secondary) in the Colorado Springs area. 4 units — Department.

402 Seminar for Student Teachers. A seminar for all undergraduate and MAT student teachers. .25 credit. *Prerequisite:* Consent of instructor and senior standing. .5 unit — Stanec.

405 International Student Teaching. Student teaching abroad, either in international schools or in host country schools. International student teaching assignments are adapted to needs and plans of individual students. Advising, ongoing assignments, and debriefing occur at Colorado College. Placements and supervision are arranged in cooperation with established international student teaching programs. *Prerequisite:* Education 401 for 2 units. 2 units — Mendoza, Stanec, Taber.

451 Readings in Education. May be taken in specified blocks. Content arranged and consent of instructor. *Prerequisite:* Consent of instructor and May be arranged any one block. 1 unit — Department.

501 Student Teaching for Elementary School Interns. *Prerequisite:* MAT candidates only. 3 units — Mendoza.

502 Student Teaching for Secondary/K-12 School Interns. *Prerequisite:* MAT candidates only. 1 unit — Stanec, Taber.

506 Internship in Elementary School Teaching. Internship teaching in an elementary classroom in Colorado Springs and vicinity. Each intern-teacher assumes full responsibility for teaching one semester. No credit. *Prerequisite:* MAT candidates only. — Mendoza.

507 Internship in Secondary/K-12 School Teaching. Internship teaching in a secondary classroom in Colorado Springs and vicinity. Each intern-teacher assumes full responsibility for teaching one semester. No credit. *Prerequisite:* MAT candidates only. — Taber.

508 Internship in International Teaching. Each intern-teacher teaches in either international schools or host-country schools after completing approximately one-half of any internship in Colorado Springs and vicinity. International teaching assignments are adapted to the needs and plans of individual students. Advising, on-going assignments, and debriefing occur at Colorado College. Placements and supervision are arranged in cooperation with established international teaching programs. *Prerequisite:* MAT candidates only. 0 unit — Mendoza.

530 Seminar for Elementary School Interns. A seminar for MAT candidates serving as intern-teachers. *Prerequisite:* MAT candidates only. .25 unit — Mendoza.

531 Seminar for Secondary/K-12 School Interns. A seminar for MAT candidates serving as intern-teachers. *Prerequisite:* MAT candidates only. .25 unit — Stanec.

English

www.coloradocollege.edu/academics/dept/english/

Professors BUTTE, GARCIA, HILBERRY, MASON, SARCHETT, SIMONS, TYNAN;
Associate Professors EVITT (associate chair), LOVE (chair);
Assistant Professors HAYWARD, PADILLA, RICHMAN; Adjunct Associate Professor HUGHES;
Artists-in-Residence HASKELL, NELSON

THE MAJOR — REQUIREMENTS:

A student majoring in English must take between eight and 14 units in English. All English majors must take English 221: Introduction to Poetry and English 250: Introduction to Literary Theory (or its equivalent). These courses are prerequisites for most 300-level courses and for the required senior seminars for each of the three major tracks. The department urges majors to take 221 and 250 early in their literary studies. Each major must also satisfy the following requirements:

- 1.) One departmental 300- or 400-level course in each of these categories:
 - a.) Middle Ages and Renaissance, excluding Shakespeare;
 - b.) Shakespeare;
 - c.) 1660–1830: 18th Century to English Romanticism;
 - d.) 1830–1914: 19th Century;
 - e.) 20th Century;
- 2.) A course in prose fiction;
- 3.) An alternative literature course in minority, non-Western, or women's literature.

Distinction in English is granted by vote of the English faculty to graduating seniors with outstanding records in English courses. For the study of foreign authors in translation, students are advised to see courses in classical, Chinese, French, German, Italian, Japanese, Russian, and Spanish literature in translation in those respective departments. A student planning to teach high school English should consult the education department. Besides completing the state secondary teaching certification requirements as defined by the education department, the student needs to take courses in the history of the English language, contemporary literature, British and American literature before 1900, children's and adolescent literature, minority literature, Shakespeare, and oral communication.

CREATIVE WRITING TRACK:

English majors who have a special interest in writing either poetry or prose fiction and who have taken one of the beginning courses in creative writing (204, 282, or 283) may apply for this program. Students in this program must fulfill most of the regular requirements of the English major but have the opportunity to devote more of their coursework to creative writing. For a more complete description of this program, see the English department secretary, Professor Hayward, Professor Hilberry, or Professor Mason.

FILM TRACK:

English majors who have a special interest in the study of film may elect this program. They must fulfill most of the regular requirements of the English major but have the opportunity to pursue more fully their interest in this area. For students in this program, the senior project will consist of a critical essay, a screenplay, or the production of a film. For a more complete description of this program, see the English department secretary or Professor John Simons.

THE MINOR — REQUIREMENTS:

The English minor requires five units: English 221 Introduction to Poetry, English 250 Introduction to Literary Theory; two literary period courses (one may be a 200 level, at least one must be a 300-level course): one course before 1700 (Medieval, Renaissance, Shakespeare) and one 1700 or later (18th Century, Romanticism, 19th Century, 20th Century); and one further elective English course at any level.

115 Concepts of Freedom From Ancient to Modern Times. This interdisciplinary course explores enduring questions in the Western tradition: What does it mean to be free? What are the basic ideas of freedom that figure prominently in the Western tradition? What is freedom for? Is there a rational use of freedom? Discussion will spring from readings in ancient, medieval and modern philosophy, politics, religion and literature, and complementary films. (Meets the Critical Perspectives: The West in Time requirement.) (Also listed as Political Science 115.) (Not offered 2012–13.) 2 units.

201 Introduction to Literature. The forms of literary expression and experience; the purposes of literature; the relationship between form and content, and genre and theme; the differences between poetry and prose; the approaches to meanings in texts; the analysis of how a work can be both universal and a product of a particular historical period and society. Emphasis on Western tradition, with readings from antiquity to the modern age. (Meets the Critical Perspectives: The West in Time requirement.) (Not offered 2012–13.) 2 units.

203 Tradition and Change in Literature. The study of a single theme or subject as it emerges in selected periods of literature, chiefly English and American, from the Renaissance to the 20th century. Attention will be directed toward the Classical and Medieval origins of texts and traditions. The historical periods and the subjects will vary from section to section and from year to year. The focus will be upon such themes and subjects as nature, cities, love, oppression, satire, the epic, narrative, and critical tradition and revolt. (Meets the Critical Perspectives: The West in Time requirement.) 2 units — Butte, Carlstrom, Evitt, Hayward, Padilla, Shaw.

204 Fiction: Reading It, Writing It. The development of short narrative fiction in Western Literature, from ancient times to the present. Students combine the reading of great short stories with writing short stories of their own and criticizing one another's work. Writers may include Ovid, Boccaccio, Poe, Chekhov, Hemingway, Flannery O'Connor. (Not offered 2012–13.) 2 units.

207 Masterpieces of Literature: Greeks to Modern. Major works of literature by authors from antiquity to modern times, including Homer, Greek dramatists, Dante, Shakespeare and selected authors from later periods. (Offered in some years as Writing Intensive.) (Meets the Critical Perspectives: The West in Time requirement.) (Not offered 2012–13.) 2 units.

211 Introduction to Fiction. An introduction to narrative fiction. (Writing Intensive.) (Not offered 2012–13.) 1 unit.

221 Introduction to Poetry. An introduction to English verse. (Offered in some years for 2 units as Writing Intensive.) 1 unit — Department, Evitt, Love, Mason, Moore.

223 The Bible as Literature. The Bible considered as one of the great literary works of the Western world and, in the King James translation, a masterpiece of English prose. Emphasis on its narrative structure, its characterization, and the beauty and power of its language, with some attention to its influence on later works of literature. (Also listed as Comparative Literature 200.) 1 unit — Hughes.

225 Introduction to Shakespeare. An introduction to Shakespeare's dramatic works. Four to seven representative plays, including a history, a comedy, a tragedy, and a romance. 1 unit — Department, Hilberry, Love.

231 Introduction to Drama. An introduction to dramatic form. (Offered in some years for 2 units with Writing Intensive.) (Not offered 2012–13.) 1 unit.

250 Introduction to Literary Theory. An introduction to literary theory and criticism. Students will study selected poetry, plays and fiction through leading methods such as New Criticism, Structuralism, Deconstruction, and New Historicism, with attention to such topics as Psychoanalytic, Marxist, Feminist, and Post-Colonial approaches. Students will have the opportunity to develop their own critical approaches. 1 unit — Butte, Davis, Garcia, Sarchett.

251 The Study of Folklore I. A survey of the main forms of folklore, with emphasis on definition, identification, and collection of traditional oral forms (tales, legends, myths, ballads, beliefs, jokes, riddles, etc.). Includes a collecting project designed to introduce students to the traditional expressions of ethnic or other cultural groups. (Not offered 2012–13.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Anthropology 251.) 1 unit.

253 The Literature of the American Southwest. The literature of Native American, Spanish, and Anglo-American writers. Readings in poetry and song, diaries, folk literature, and modern authors such as D. H. Lawrence, Willa Cather, Edward Abbey, Rudolfo Anaya, and Leslie Silko. May focus on a particular aspect of Southwestern Literature. (Not offered 2012–13.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit.

259 Lesbian, Gay, Bisexual, Transgender Literature. Introduces features of what might be called a lesbian, gay, bisexual, transgender, and/or queer literary and theoretical tradition. Uses classical, Renaissance, modern postmodern, and contemporary literature, criticism, and film to examine the complicated status and experience of non-majority sexualities. Considers writer, theorists and activists who have explored the relationships among sexuality, knowledge, and literature, including Plato, Michel Foucault, Oscar Wilde, Shakespeare, Nella Larsen, Leslie Feinberg and Jeanette Winterson. (Not offered 2012–13.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit.

271 Themes and Types of Literature: Children's Literature. Prose and poetry for children from early folk tales to the novels of E. B. White. (Not offered 2012–13.) 1 unit.

274 Themes and Types of Literature: Women and Literature. Variable topics course including selected themes organized along regional, generic, interdisciplinary, and cultural boundaries. Also may address specific treatments of women characters in works by and women during different periods of English and American literary history. (Not offered 2012–13.) 1 unit.

275 The Graphic Novel. This course explores the history and craft of graphic narrative from the eighteenth century to the contemporary moment. Examining how the medium engages a variety of literary modes, students will consider how the graphic novel negotiates notions of both visibility and of textuality. More broadly, the course will trace the role of typography and iconography in the development of graphic narrative from its designation as pop cultural ephemera to high literary and artistic form. Building on the critical and theoretical work of Barthes, Groensteen, Drucker, McCloud, Mitchell, McLuhan, and Sabin, students will study graphic narratives by such authors as Lynd Ward, Will Eisner, Art Spiegelman, Marjane Satrapi, Daniel Clöws, Chris Ware, Joe Sacco, Alan Moore, Alison Bechdel, and Charles Burns. (Not offered 2012–13.) 1 unit.

280 Topics in Literature. Studies in a wide array of cultural, social, historical, generic, and aesthetic topics in British and American literature. Designed for first-year students, sophomores, non-majors, as well as majors.

Block 2: Topics in Literature: Romantics in Athens. Examines how various explorations of notions of freedom and authority from antiquity and the physical remains of antiquity fired the imaginations of the Romantic poets of the early 19th century, helping to cause the literary and political revolution that culminated in the creation of the modern Greek state. Readings include works by both ancient and romantic authors, such as Hesiod, Euripides, Plato, Hölderlin, Schiller, Keats, Shelley, and Byron. Through readings and through travel to ancient sites we will work toward an understanding of how the Romantic imagination intertwined with ancient texts and concepts of the ancient world to help create the idea of modern Greece. Taught in Greece. Program fee \$2500 plus airfare. (Also listed as Comparative Literature 200.) 1 unit — Davis and Hughes.

Block 2: Topics in Literature: Media and Psychoanalysis. (Also listed as Philosophy 203.) 1 unit — Kryzch.

Block 3: Topics in Literature: Introduction to Native American Literature. This course provides a broad overview of American concepts of literacy, social movements, and the literary intervention of the Native peoples of North America. This interdisciplinary course emphasizes the relationship between history and literature, the intersections of reading and orality, and how native peoples produce representations of their varied nations and selves. Authors may include Samson Occam, Vine Deloria, Leslie Mramon Silko, Louise Erdrich, and Sherman Alexie. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Southwest Studies 253.) 1 unit — Padilla.

Half-Block: Topics in Literature: "Printing in the Infernal Method," William Blake and the Idea of the Book. This course will provide students with an introduction to the poetry and art of the Romantic visionary and radical, William Blake. We will place a special emphasis on examining Blake's idiosyncratic printing methods in order to understand his place and impact upon visual culture and his role within eighteenth-century book production. Given that the challenge (and delight) of encountering Blake's work often stems from what W.J.T. Mitchell calls its "composite" nature, that is, the union of its textual and visual components, we will spend considerable time discussing the historical and theoretical relationship between the poetic and painterly aspects of Blake's work. In addition to holding daily seminar discussions on the course's primary texts and supplemental readings in book theory, we will also be working with the Press at CC to study Blake's printmaking techniques firsthand and ultimately produce our own illuminated books. Requirements include spirited engagement in class discussion, two medium-length essays, and full participation in the studio component of the course. (Fulfills course requirements for The Book minor.) .5 unit — Cohick and Richman.

Block 6: Topics in Literature: Writing the Land of Enchantment. (Also listed as Southwest Studies 200.) 1 unit — Padilla.

Block 6: Topics in Literature: 19th Century American Women Writers. 1 unit — Tynan.

Block 8: Topics in Literature: Literature and the Environmental Imagination. This course is not simply about "nature writing." It explores the tension between "eco-centric" and "ego-centric" literature. Is it possible for the writer to get out of the way when describing nature at many different levels? Indeed, what do we mean by "nature?" Works include *Green Mansions*, Annie Dillard's *Pilgrim at Tinker Creek*, Terry Tempest Williams's *Refuge* as well as shorter pieces by John Muir and Jack Kerouac, among others. (Also listed as Comparative Literature 220 and Southwest Studies 253.) 1 unit — Tynan, Drummond.

Block 8: Introduction to Native American Literature. See EN280 Topics in Literature Block 3 for description. (Also listed as Southwest Studies 253.) 1 unit — Padilla.

281 Topics in Literature: "The Adventures of Huckleberry Finn." (Not offered 2012–13.) .5 unit.

282 Beginning Poetry Writing. Practice in Writing Poetry. *Prerequisite:* English 221. 2 units — Mason.

283 Beginning Fiction Writing. Practice in Writing Prose Fiction. 2 units — Hayward.

284 Beginning Screenwriting. Practice in Writing Screenplays. 1 unit — Nelson.

285 Beginning Creative Nonfiction Writing. Practice writing nonfiction prose with literary, artistic intention. Typical uses include personal essays, biographical profiles, and prose essays dealing with issues in history, science, nature, travel, and culture which employ the narrative tools commonly used by writers of fiction. May be taken instead of EN280 Literary Journalism, for credit for the thematic minor in Journalism. (Not offered 2012–13.) 1 unit.

286 Topics in Creative Writing. Practice in writing specific genres, both fiction and non-fiction. Topics may include travel writing, autobiography, nature writing, science fiction, detective fiction, and others.

Block 2: Topics in Creative Writing: Writing for Performance. (Also listed as Drama 304.) 1 unit — Department.

Block 3: Topics in Creative Writing: Hip Hop Aesthetics. (Also listed as Drama 200.) 1 unit — Department.

Block 6: Topics in Creative Writing: Writing for Performance. (Also listed as Drama 200.) 1 unit — Department.

290 The Birth of the American Novel. Origins in the New Republic (Charlotte Temple, Wieland, The Last of the Mohicans, Hope Leslie), 19th-century young adulthood (The Blithedale Romance, Adventures of Huckleberry Finn, The American). Historical conditions that nurtured or stymied the development of the novel. Practice in close textual reading. (Not offered 2012–13.) 1 unit.

301 Reading the Popular. Textual and historical analysis of “formula fiction” and popular genres such as romances, Westerns, thrillers, detective stories, horror stories, and science fiction, while also examining traditional ways of distinguishing between “high art” and the popular. Readings from such authors as Harriet Beecher Stowe, H. G. Wells, Edgar Rice Burroughs, Zane Grey, Margaret Mitchell, Raymond Chandler, Ian Fleming, Stephen King, as well as selected critics and theorists. (Not offered 2012–13.) 1 unit.

302 History of the English Language with Literary Examples. The sounds, grammar and syntax of Old, Middle and Early Modern English, with a study of appropriate literary works from these periods of linguistic development. (Not offered 2012–13.) 1 unit.

306 Problems in Literary Theory. Key issues in literary interpretation. Cultural criticism, Marxism, structuralism and deconstruction, feminist theory, ethnic criticism, psychoanalysis, hermeneutics, rhetorical criticism, etc. *Prerequisite:* 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

307 Practice in Fiction Writing. This course allows students to keep working on fiction projects outside the regular block courses of the major. Schedule determined in conversation with instructor. *Prerequisite:* English 283 and consent of instructor. 1 unit.

308 Advanced Poetry Workshop. Writing workshop for experienced writers, with focus on issues of craft in poetry. *Prerequisite:* Consent of instructor and English 282. 1 unit — Department.

309 Advanced Fiction Workshop. Writing workshop for experienced writers, with focus on issues of craft in fiction. *Prerequisite:* Consent of instructor and English 283. 1 unit — Department.

310 Issues in Medieval Literature. Selected English and/or Continental literature of the period 400–1500, organized around such topics as “Chaucer’s Contemporaries,” “Women Authors,” “Fabliaux,” “Dream Visions,” “The Alliterative Tradition,” “Medieval Mysticism,” or “The Lyric.” *Prerequisite:* English 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

311 Chaucer’s “Canterbury Tales.” Introduction to Middle English and close reading of selections from The Canterbury Tales. Offered every other year; alternates with EN312. *Prerequisite:* English 221 or 250 or consent of instructor. 1 unit — Evitt.

312 The Other Chaucer. Introduction to Middle English and close reading of selections from Chaucer’s minor poems, including The Book of the Duchess, Troilus and Criseyde, The Legend of Good Women, and Parlement of Fowles. Offered every other year; alternates with EN311. *Prerequisite:* English 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

313 Dante's "Divine Comedy." Intensive study (in translation) of Dante and his intertexts as context for readings and/or further coursework in later English literature (Chaucer, Shakespeare, Milton, Shelley, Joyce, T. S. Eliot, etc.). *Prerequisite:* English 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

316 History and Literature. An examination of the relationships, both similarities and differences, of history and literature. Using selected theoretical texts from Aristotle to the present, traditional narrative historical texts, fictions based on imagined thoughts and actions of historical figures, and comparisons of historical biographies and historical novels, the course explores the different and/or similar purposes and functions of historical writing and literary writing, and the truth claims of each as forms of narrative and knowledge. In addition, we will read history literarily and literature historically in order to interrogate the uses and limitations of both forms of writing. (Not offered 2012–13.) 1 unit.

318 Medieval Drama. Selected examples of medieval dramatic practice — English and Continental — with emphasis on one or more of the following kinds of medieval drama: Liturgical Drama, Saints' and/or Conversion Plays, Corpus Christi Cycle Drama, Morality Plays. English plays taught in Middle English; Continental plays in translation. *Prerequisite:* English 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

320 Issues in Renaissance Literature. Selected literature of the period 1500–1660 addressing a topic such as time and mutability, gender and genre, nature and art, politics and society. *Prerequisite:* 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

321 Renaissance Poetry. Selected poetry of the period 1500–1660 focusing on a single poet (such as Donne or Spenser), a group of poets (such as Donne and the Metaphysicals or Ben Jonson and the Tribe of Ben), or a particular genre of poetry (such as narrative verse, the lyric, pastoral poetry, the sonnet sequence, or satire.) *Prerequisite:* 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

326 Studies in Shakespeare. Detailed study of one of the following groups: 1.) histories; 2.) comedies and romances; 3.) major tragedies; 4.) a number of the works grouped according to a thematic principle. *Prerequisite:* 221 or 250 or consent of instructor. 1 unit — Hughes, Love.

328 Renaissance Drama. Tragedies, comedies, and tragi-comedies by Shakespeare's contemporaries. *Prerequisite:* English 221 or 250 or consent of instructor. 1 unit — Love.

329 Milton. Major poetry and selected prose of John Milton, with particular emphasis on *Paradise Lost*. *Prerequisite:* English 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

350 Issues in Restoration and/or 18th-Century Literature. Selected British (and occasionally some American) fiction, poetry, and non-fiction prose of the period, with attention to a topic or theme such as satire, the early Gothic novel, town and country, travel narratives, heroines of gentility (images of femininity in the 18th century), and the construction of 'the 18th century' as a literary period. *Prerequisite:* 221 or 250 or consent of instructor.

Block 7: Issues in 18th Century Literature: Seduction and Satire in Women's Prose Fiction. Alongside the more widely studied "fathers" of the modern novel — Defoe, Richardson, Fielding, Sterne, and Smollett — wrote a group of women, no less central to the development of the novel but today much less widely known. Women writers such as Aphra Behn, Delarivier Manley, and Eliza Haywood were tremendously popular during their lifetimes for the creation of a specifically female novel: the seduction novel. Using themes that would ultimately become untouchable for women writers in the later part of the eighteenth century, Behn, Manley, and Haywood explored female desire and sexuality openly in their fiction, often using satire to comment on attitudes towards women in eighteenth-century society. How does such amatory fiction relate to larger themes of gender (and genre) construction in the eighteenth century? What is the gender of the novel in the eighteenth century? Why do these female authors make sustained use of the seduction narrative, and how do they work to combine it with more traditionally "masculine" forms such as satire? Are they conforming to or subverting received notions of femininity with such use? What is the legacy of writers such as Behn, Manley, and Haywood? 1 unit — Golightly.

352 18th Century British Novel. The novel from Defoe to Austen with emphasis on any one or several of the following critical issues: the epistolary novel, satire and the novel, religious quest and narrative strategies, representations of women in the early British novel, representations of 'otherness' in the early British novel, and formal innovation and continuity in the early British novel. *Prerequisite:* English 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

360 Issues in British Romanticism. Selected fiction, poetry, and non-fiction prose of the period, with particular attention to such topics as the Romantic lyric, poetry and revolution, nature and the city, women and romanticism, the romantic use of the Prometheus myth, and romanticism and the Gothic. *Prerequisite:* English 221 or 250 or consent of instructor. (Not offered 2012–13.)

365 British Romantic Authors. Principal works of selected authors, such as Wordsworth, Coleridge, Blake, Byron, Keats, the Shelleys, Hazlitt, and Lamb, with attention to formal, critical and historical issues. *Prerequisite:* 221 or 250 or consent of instructor. 1 unit — Richman.

370 Issues in 19th Century Literature. Selected fiction, poetry, and non-fiction prose which looks at a problem or theme in 19th-century British and/or American literature such as narratives of identity, archetypes of city and nature, the politics of genre, comparisons of British and American culture, and the nature of literary periods themselves. *Prerequisite:* English 221 or 250 or consent of instructor. 1 unit.

Block 3: Issues in 19th Century Literature: Empire and its Discontents. The prevailing political, social, cultural and literary discourses of our times emerge largely out of nineteenth century debates and discussions, narratives and counter narratives. These discourses both drove and were produced by Imperialism. In this course we will take a close and critical look at nineteenth century debates and discussions, narratives and counter narratives. We will look at canonical nineteenth century novels such as Charlotte Brontë's *Jane Eyre*, Jane Austen's *Mansfield Park* and Joseph Conrad's *Heart of Darkness* from what Edward Said calls a "contrapuntal" and "nomadic" perspective. Edward Said's *Culture and Imperialism* will help to frame this course. We will read these classics on their own terms, but then 're-read' them through postcolonial works such as Jean Rhys' *Wide Sargasso Sea*, Chinua Achebe's *Things Fall Apart* and Andrea Levy's *The Long Song* that not only reconsider their points of view but destabilize and disrupt their narratives. While Rudyard Kipling is celebrated for his anthems of Empire, he had a more subversive side to him. Charles Dickens, on the other hand, is celebrated as a humanist, but he had some pretty appalling things to say about the 'subjects' and affairs of Empire. We will read selected poems and short stories by Rudyard Kipling and short pieces such as Charles Dickens' "The Noble Savage" and "The Perils of Certain English Prisoners," both in *Household Words*, Thomas Babington Macaulay's "Minute on Indian Education," and Thomas Carlyle's "Occasional Discourse on the Negro Question." We will also read some of the theories of race on which such works were premised. In addition, we will read short pieces by people in the Empire, such as Cornelia Sorabji, T. N. Mukharji and others. Thus we will 'read' the nineteenth century not only through the canonical works of British writers but also through their more obscure yet revealing writings, as well as through the contrapuntal voices of the people of the Empire. 1 unit — Singh.

371 19th Century British Poetry. Selected works by poets writing after 1830, such as Tennyson, Browning, Arnold, the Rossetts, Hopkins, with attention to formal and historical issues. *Prerequisite:* 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

372 19th Century British Novel. The novel in Britain 1815–1914, with emphasis on such authors as Austen, Thackeray, the Brontës, Dickens, George Eliot, Trollope, Hardy, and the early Conrad. *Prerequisite:* 221 or 250 or consent of instructor. 1 unit — Butte.

379 Irish Writers after Joyce and Yeats. Major works by such writers as Flann O'Brien, Patrick Kavanagh, Louis MacNeice, Edna O'Brien, and Seamus Heaney. Some cultural and historical background, including colonial and post-colonial issues, will be provided. *Prerequisite:* 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

380 Advanced Topics in Literary and Cultural Studies. Studies in a wide array of topics in American and British literature and media.

Block 1: Advanced Topics in Literary and Cultural Studies: Literary Encounters between India and the West. Since the earliest records India and the West have encountered each other in traveler's logs, historical accounts and a range of literary genres. In the eyes of the other these cultural and geopolitical bodies have been imagined as the end of the earth, land of opportunity, spiritual destination and center of depravity. This class looks at a range of such constructions of the other in texts from India, Pakistan, England, the United States and Portugal to better understand their long interrelated histories. Selected readings may include Rudyard Kipling's *Kim*, Ruth Jhabvala's *Heat and Dust*, W. Somerset Maugham's *The Razor's Edge*, Gita Mehta's *Karma Cola*, and Mohsin Hamid's *The Reluctant Fundamentalist*. (Also listed as Comparative Literature 351.) 1 unit — Clare.

Block 3: Advanced Topics in Literary and Cultural Studies: 18th c. Transatlantic Literature: Anglo-American Identities.

What constitutes a national literature? How do literary forms solidify or complicate notions of national identity? In this course we will study the role that the written word played in building a transatlantic literary culture linking the British Isles to the Americas from the late seventeenth to the early nineteenth centuries. We will attend not only to the ways in which Britain shaped the literature of its colonies, but also to the profound influence that texts from and about the Americas exerted on those living in Britain. Central topics will include depictions of African slaves and American Indians, religious and political controversies, circum-Atlantic identity amidst war, conceptions of revolution, empire, the Black Atlantic, and transatlantic travel. Requirements include lively class participation, short weekly response papers, a class presentation, and two research essays. Authors may include Robert Bage, Anna Barbauld, Aphra Behn, Joel Barlow, William Blake, Daniel Defoe, J. Hector St. John de Crèvecoeur, James Grainger, Washington Irving, Thomas Jefferson, Olaudah Equiano, Thomas Paine, Susanna Rowson, Charlotte Smith, Phyllis Wheatley, Unca Eliza Winkfield, Mary Wollstonecraft, and William Wordsworth. 1 unit — Richman.

Block 5: Advanced Topics in Literary and Cultural Studies: Borderlands Theory, Song, and Literature.

Prerequisite: EN250 or EN221 or consent of instructor. This course is an in-depth examination of the theoretical and literary productions of the U.S.-Mexico borderlands. Readings of foundational theorists such as Jose Vasconcelos, Americo Paredes, Octavio Paz, and Gloria Anzaldua will provoke discussions of rapidly evolving concepts of race, gender, and language. (Also listed as Comparative Literature 351 and Southwest Studies 308.) 1 unit — Padilla.

381 Major Authors. In-depth study of one major author, either contemporary or from an earlier period. *Prerequisite:* 221 or 250 or consent of instructor. 1 unit — Garcia.

382 Studies in 20th-Century Fiction. Selected fiction exploring some aspect of the century's literary and cultural concerns or some particular literary movement. *Prerequisite:* 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

383 Studies in 20th-Century Poetry. Selected poetry exploring some aspect of the century's literary and cultural concerns or some particular poetic movement. *Prerequisite:* 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

385 African-American Literature. Readings in black American writers such as W. E. B. Dubois, Ralph Ellison, Nella Larsen, and Rita Dove. Organized around aesthetic and cultural issues such as feminism, the "anxiety of influence," pressures of the marketplace, identity politics, and post-modern theory. Taught in Paris. Course fee. *Prerequisite:* 221 or 250 or consent of instructor. (Also listed as Comparative Literature 351 and Race and Ethnic Studies 385.) 1 unit — Garcia.

386 James Joyce's "Ulysses." A concentrated study of Joyce's masterpiece, using extensive historical, biographical, critical, and theoretical materials. *Prerequisite:* 221 or 250 or consent of instructor. 1 unit — Mason and Simons.

387 African-American Women Writers and Literary Tradition. Three centuries of texts by African-American women who have conspired with, rebelled against, and created literary traditions, such as Zora Neale Hurston, Pauline Hopkins, Rita Dove, Andrea Lee, and Nella Larsen. *Prerequisite:* 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

391 Early American Literature. Major and minor works of the colonial period and the early republic by such writers as Edwards, Franklin, Rowlandson, Charles Brockden Brown, Cooper, and Irving. *Prerequisite:* 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

394 American Literature: The American Renaissance. Major authors of the mid-19th century: Poe, Hawthorne, Melville, Emerson, Thoreau and Whitman. *Prerequisite:* 221 or 250 or consent of instructor. 1 unit — Tynan.

395 American Literature: American Realism 1870–1914. Major works of such authors as Dickinson, Mark Twain, Henry James, Crane, Robinson, Dreiser, Wharton and Henry Adams. *Prerequisite:* 221 or 250 or consent of instructor. 1 unit — Tynan.

397 American Literature: The 20th-Century, 1914–1950. Major works of Eliot, Stevens, Cather, Faulkner, Hemingway, Fitzgerald, Hurston, O'Neill and others. *Prerequisite:* 221 or 250 or consent of instructor. 1 unit — Tynan.

398 American Literature: Contemporary, 1950 to Present. Major works of such authors as Elizabeth Bishop, Robert Lowell, F. O'Connor, Pynchon, Delillo, Carver, Morrison, Mamet, and others. *Prerequisite:* 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

401 Independent Reading. *Prerequisite:* 221 or 250 and junior/senior English major and consent of department. 1 unit.

480 Senior Seminar: Regular Track. Advanced study of a topic of literary significance. Required of all senior Regular Track English majors and of all senior Film Track English majors who are not making a film. Students taking this course for 1 unit must complete EN499 as well. Students taking this course for 2 units complete their senior theses within the course. *Prerequisite:* English 221 and 250 or consent of instructor. 1 or 2 units — Butte, Sarchett.

481 Senior Seminar: Creative Writing Workshop. Advanced study of creative writing, either fiction or poetry, culminating (after the Senior Project block, EN485) in a creative thesis such as a collection of short stories, a novella or novel, a collection of poems. Required of all senior Creative Writing English majors. *Prerequisite:* English 221 and English 250 and Admission to the Creative Writing track. 1 unit — Hayward, Hilberry.

485 Senior Project: Creative Writing. Advanced study of a creative writing topic chosen by the student, approved by the department, in which the student completes a creative senior project (either fiction or poetry). Required of all Creative Writing track seniors. *Prerequisite:* English 221, English 250 and English 481. 1 unit — Hayward, Hilberry.

486 Senior Project: Film. Advanced study of film through film-making on a subject chosen by the student, approved by the department, in which the student completes a film in a workshop setting. Required of all Film Track seniors who are making a film. *Prerequisite:* English 221, English 250, Film Studies 312. 2 units — Nelson.

499 Senior Project: Independent Thesis. Advanced study of a topic chosen by the student, approved by the department, with student research and writing directed by an individual faculty member. Required of all senior Regular Track English majors who have taken a one-unit section of EN480. *Prerequisite:* English 221, English 250, and English 480. 1 unit — Butte, Evitt, Garcia, Hayward, Hilberry, Hughes, Love, Mason, Padilla, Sarchett, Tynan.

Environmental Program

www.coloradocollege.edu/academics/dept/environmentalprogram/

Professors DROSSMAN, HECOX; Associate Professor PERRAMOND (director); Assistant Professor KUMMEL; Distinguished Lecturer and Legal Scholar-in-Residence KANNAN

The environmental program includes coursework in environmental science and policy. The environmental science major includes an integrated major with an interdisciplinary focus, as well as disciplinary tracks in environmental physics and environmental chemistry. The environmental policy major offers an integrated environmental major with emphasis on political science and economics. All majors include three common interdisciplinary courses: environmental inquiry, environmental management, and environmental synthesis.

An environmental issues minor is available (see Thematic Minors) that can be used with any departmental major. There are also options under Environmental Studies LAS majors.

ENVIRONMENTAL SCIENCE MAJOR:

The environmental science major has three tracks:

- Integrated Major
- Chemistry Concentration
- Physics Concentration

All environmental science majors require the following:

- 1.) The integrated major or a major in environmental chemistry or environmental physics.
- 2.) A Capstone experience that includes Environmental Inquiry (EV221); Environmental Management (EV321); Senior Seminar (EV490); and either Environmental Synthesis (EV421) or Senior Thesis (EV499) or Senior Paper (EV420). 3 units.

THE INTEGRATED MAJOR (12 UNITS):

Introduction to Global Climate Change (EV128); Calculus I (MA126); Physical Geology (GY140 or GY130); Sustainable Development or Microeconomics (EV141 or EC151); Environmental Policy (EV271 or PS321); Environmental Ethics (EV281/PH246 or EV275 Nature and Society or EV273 Environmental History or FG 215 Ecofeminism or EV130 Environmental Sociology); Human Impacts on Biogeochemical Cycles (EV211); Analysis of Environmental Data (EV228 or BY220 or MA117 or MA217); Energy: Environmental Thermodynamics and Energetics (EV212); Ecology and the Environment (EV209); Water: Hydrology, Aquatic Chemistry and Ecology (EV311); and Air: Atmospheric Physics and Chemistry (EV431).

CHEMISTRY CONCENTRATION REQUIREMENTS (13 UNITS):

A student interested in a major in environmental science with an emphasis in chemistry is required to take Sustainable Development or Microeconomics (EV141 or EC151); Environmental Policy (EV271 or PS321); General Chemistry I and II (CH107 and 108); Organic Chemistry I (CH250); Analytical Chemistry or Bioanalytical Chemistry (CH241 or CH345); Calculus I and II (MA126 and 128); Classical Physics I and II (PC241 and 242) and any three of the following: Organic Chemistry II (CH251); Environmental Chemistry (CH210); Organic Chemistry III (CH351); Instrumental Analysis (CH342); Biochemistry I (CH382), Biochemistry II (CH383), Physical Chemistry I (CH366); Physical Chemistry II (CH367); Inorganic Chemistry (CH475); Air: Atmospheric Physics and Chemistry (EV431). Students are encouraged to take the three advanced classes as a concerted sequence that can lead to graduate studies or careers in areas such as toxicology: CH251, CH382, CH383 with CH345 or atmospheric chemistry: CH366, CH367, and EV431. Research in Environmental Chemistry and a field biology or geology course are also recommended.

PHYSICS CONCENTRATION REQUIREMENTS (12 UNITS):

A student interested in a major in environmental science with emphasis in physics is required to take Sustainable Development or Microeconomics (EV141 or EC151); Environmental Policy (EV271 or PS321); Calculus (MA126, 128, and 203); Introductory Physics (PC241, 242, and 251); Electronics (PC261); Techniques of Experimental Physics (PC361); Mechanics I (PC341); and Air: Atmospheric Physics and Chemistry (EV431). A field biology or geology course is also recommended. A student interested in graduate school or an environmental science career in fields such as Atmospheric Physics, Meteorology, Geophysics, and Oceanography should take additional courses, such as differential equations, computer science, chemistry, and more physics.

ENVIRONMENTAL POLICY MAJOR — REQUIRED CORE CLASSES (9 UNITS):

Introduction to Global Climate Change (EV128); Human Impacts on Biogeochemical Cycles (EV211); Calculus I (MA126); Analysis of Environmental Data (EV228) or Biostatistics and Experimental Design (BY220) or Probability and Statistics (MA117) or Probability and Statistical Modeling (MA217).

AND ONE OF THE FOLLOWING:

Environmental Ethics (EV281/PH246) or Nature and Society (EV275) or Environmental History (EV273) or Ecofeminism (FG215) or Environmental Sociology (EV130) Political Science and Economics (5 units) Public Policymaking (PS321/EV373, 2 units); Principles of Economics (EC150, 2 units) or Principles of Microeconomics (EC151) and Principles of Macroeconomics (EC152); Intermediate Microeconomic Theory (EC207).

AND ONE OF THE FOLLOWING:

Introduction to International Political Economy (PS375/EC375) or Democracy and Markets (PS306) or Introduction to International Development (PS253, pending course approval by the faculty) or Global Environmental Policy (PS356, pending course approval by the faculty).

AND ONE OF THE FOLLOWING:

Environmental Law and Policy for the Global Commons (EV374/PS324) or Environmental Policy (EV271) or Environmental Health and Security (PS358, pending course approval by the faculty).

AND ONE OF THE FOLLOWING:

Political Ecology of the Southwest (SW301) or Ecological Economics and Sustainability (EV341/EC341/SW341) or Global Environmental Economics (EC335) or Advanced Topics in Economics: Global Environmental Economics (EC390) or Economic Development (EC337) or Public Finance (EC330) or International Trade (EC342) or Natural Resource Economics (EC404)

AND CORE CAPSTONE EXPERIENCE (3 UNITS):

Environmental Inquiry (EV221); Environmental Management (EV321); Senior Seminar (EV490, 0 units); and either Environmental Synthesis (EV421) or Senior Thesis (EV499) or Senior Paper (EV420).

ENVIRONMENTAL ISSUES MINOR:

As an alternative to a major in environmental science, students may consider a minor in environmental studies. This thematic minor is intended to be a core of courses for a student wishing to address environmental issues in their lives.

For more complete details and lists of specific courses please see the environmental program office (Tutt Science building, room 130A).

109 Winter Ecology. An introduction to winter-specific processes on the level of ecosystems, populations, and physiological adaptations of individual organisms. Includes hands-on field investigative projects for each of these three areas in snow-covered montane and high alpine environments. Topics include snow pack dynamics, vegetation-atmosphere- snowpack coupling, habitat use by non-hibernating animals via animal tracking, winter- specific plant adaptations, and aquatic ecosystem ecology under ice. Emphasis on how winter-specific processes constrain dynamics during the growing season. (Half-block.) .5 unit — Kummel.

120 Topics in Environmental Science. Selected topics of current societal interest that relate to our environment offered when interest and opportunity arise. Counts as one unit of natural science credit, a few of which may meet the lab or field requirement. Only one such unit may be counted toward the natural science requirements.

121 Introduction to Environmental Science. This course provides an overview of this interdisciplinary field at a level appropriate even for non-science majors, applying concepts, methods, and models from many disciplines to the major problems facing a sustainable management of the environment. The complex interactions of the “biosphere,” the human systems that make up the “socio-sphere,” and the physical Earth systems that support them are considered. (Does not meet the field/lab credit.) (Not offered 2012–13.) 1 unit.

127 Introduction to Geographic Information Systems (GIS). Explores the basics of computer-based information analysis and manipulation. Teaches students fundamentals of basic GIS tasks: mapmaking, spatial analysis, and database creation. Students learn to use software that links these three functions together. Computer-based exercises are used both in class to teach fundamentals, and in labs that assist students to learn and use basic GIS tools. (January half-block.) .5 unit — Gottfried.

128 Introduction to Global Climate Change. Introduction to the contemporary Earth climate system that focuses on the roles of the atmosphere, oceans, cryosphere, and land surface, and an overview of how this system has changed in the past and is predicted to change in the future. Includes the use of mathematical models to describe complex systems and the role of policy, economics, and ethics in mitigating human impact. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Program faculty.

135 Meteorology. Basic physics principles introduced and used to study dynamic processes in the atmosphere: atmospheric energy flow, solar radiation, green house effect, large-scale circulation of the atmosphere, small scale processes including clouds and storms, weather forecasting, humanity’s impact on weather and climate. Laboratory and field experiments and trips will be utilized. (Also listed as Physics 135.) 1 unit — Taber.

141 Sustainable Development. Investigates the concept of sustainable development by first introducing the necessary economic terms and concepts. It next explores traditional economic models of production and distribution. Finally it introduces the concept of sustainable development (meeting the needs of the present without compromising the ability of future generations to meet their own needs). It includes fieldwork to explore the behavior of traditional economic models and examples of sustainable development. Counts as one unit of social Science credit, but not as a natural science credit. *Prerequisite:* No Economics credit after Economics 150, 151, 152 or 160 and may not be counted toward Econ or Political Econ majors. (Also listed as Economics 141 and Southwest Studies 141.) 1 unit — Hecox.

155 Introductory Earth Systems Science. An overview of the Earth’s surface systems including lithosphere, hydrosphere, and atmosphere. Course will also examine fluxes among these systems such as soil-forming processes, hydrologic processes, and biogeochemical cycles. (Meets the laboratory/field requirement for natural sciences.) (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) (Not offered 2012–13.) 1 unit.

161 Environmental Sociology. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Sociology 130.) (Not offered 2012–13.) 1 unit — Roberts.

202 United States Environmental Politics. Studies environmental politics in the United States from the early twentieth century through the present. Follows changing environmental policies at the federal level and investigates the environmental movement, the greening of industry, and the role of state and local governments in environmental regulation. Illuminates the diversity of approaches to environmental protection taken by different political actors to the U.S., the major debates that have arisen regarding the environment over the past century, and the political challenges and opportunities that mark environmental politics today. (Not offered 2012–13.) 1 unit.

209 Ecology and the Environment. The analysis of distributions, abundances, and interrelationships of organisms, populations, communities, and ecosystems with an emphasis on environmental applications. (No credit if taken after BY208.) *Prerequisite:* Environmental Science 211. 1 unit — Kummel, Snyder.

210 Environmental Chemistry. An introduction to chemical pollutants in the “compartments” of air, water, and soil, and calculation and measurement of their levels using the principles of general chemistry. Chemical perspectives on problems such as toxicology, global warming, the ozone hole, food shortages, and waste disposal are also discussed. Includes a significant laboratory component involving the statistical and instrumental analysis of samples collected in the field. *Prerequisite:* Chemistry 108 or 250 and Biology 208 or Geology 130 or 140. (Not offered 2012–13.) 1 unit.

211 Human Impacts on Biogeochemical Cycles. An introduction to the chemical, physical, geological, and biological processes and reactions that govern the composition of the natural environment and the cycles of matter and energy that transport the Earth’s chemical components in time and space. Course includes a significant emphasis on mathematical modeling of radiative transfer, fossil fuel consumption, the global carbon cycle, and implications of these processes on energy policy. *Prerequisite:* Environment Science 128 and Mathematics 126. 1 unit — Janke.

212 Energy: Environmental Thermodynamics and Energetics. Study of the generation and use of energy in an industrial society, environmental problems created by our energy use, and the physical and chemical principles underlying these issues. Scientific principles include: energy and the laws of thermodynamics, and the chemical equilibrium and kinetics needed to understand chemical systems as means of energy storage. *Prerequisite:* EV211 or the following: CH107, EV128, and MA126 (or MA125). (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Meyer.

221 Environmental Inquiry. A structured analysis for exploring selected transdisciplinary environmental issues and how they are viewed through diverse types of inquiry. Provides a comprehensive framework that facilitates a broad, critical approach to inquiring about any environmental issue. Final project includes a significant proposal dealing with a local or regional environmental issue. *Prerequisite:* EV128 and EV228 (MA117 or BY220 can substitute for EV228). Declared Environmental Science Chemistry and Environmental Science Physics majors who must have completed Sustainable Development or Microeconomics (EV141 or EC151) and Environmental Policy (EV271 or Political Science 321). 1 unit — Program faculty.

222 Quantitative Methods in Environmental Science. Dynamic system modeling applied to environmental examples. Some data analysis and estimation techniques to determine functional relationships and parameters for building models. Analysis of equilibrium and other key system behavior in the context of population models, the carbon cycle, and other ecological phenomena. (Does not meet the laboratory/field requirement for the natural sciences.) *Prerequisite:* Mathematics 125, 125 or 127 (EV221 recommended). (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit.

228 Analysis of Environmental Data. This course will focus on the fundamentals of exploratory data analysis, hypothesis testing, and experimental design in the ecological, environmental, and earth sciences. Topics will include theory and practice of project design, data distribution and description, the central limit theorem, characterization of uncertainty, correlation, univariate hypothesis testing, and multivariate analyses (ANOVA, linear regression). Students will complete a final project using environmental data collected in the field and analyzed using statistical computer software. *Prerequisite:* Mathematics 126 or 125 or 127 or Studies in Humanities equivalent (Calculus I). (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — McDougall.

255 Nature and Society. The course examines the interaction between Europeans and the natural world from the Renaissance to the present. It looks at how nature shaped the ways Europeans lived and worked and how, in turn, they thought about and behaved toward nature. In particular, it explores the impact of the Scientific Revolution, industrialization, and mass culture on the changing interplay between nature, society, and culture. (Not offered 2012–13.) 1 unit.

260 Topics in Environmental Social Sciences. Selected topics of current societal interest that relate to our environment offered when interest and opportunity arise. Counts as one unit of social science credit. Only one such unit may be counted toward the social science requirements.

Half-Block: Topics in Environmental Social Science: Protecting Wetlands. .5 unit — Kannan.

Block 1: Topics in Environmental Social Science: Cities and Sustainability. .5 unit — McKendry.

Block 4: Topics in Environmental Social Science: Globalization, Development and Environment. .5 unit — McKendry.

Block 8: Topics in Environmental Social Science: The U.S. Environmental Movement. .5 unit — McKendry.

271 Environmental Policy. This course will consider environmental policy and law, the role of policy and law in protecting the environment, policymaking, policy strategies, and the relationship of environmental policy, law and science. Counts as one unit of social science credit. *Prerequisite:* 100 or 200 level Environmental Science class or consent of instructor (EC150, 151/152 or Environmental Science 141 recommended). 1 unit — Kannan.

273 American Environmental History. A survey of American history from the perspective of the environment, beginning with the biological and cultural invasion of the New World in 1492 and ending with current environmental problems and their historical roots. Topics include Native American vs. Euro-American views of nature, the impact of changing economic systems on the environment, and the impact of the landscape on various American cultures. Counts as one unit of social science credit. (Also listed as History 212.) 1 unit — Hyde.

275 Nature and Society. The course examines the interaction between Europeans and the natural world from the Renaissance to the present. It looks at how nature shaped the ways Europeans lived and worked and how, in turn, they thought about and behaved toward nature. In particular, it explores the impact of the Scientific Revolution, industrialization, and mass culture on the changing interplay between nature, society, and culture. Counts as one unit of social science credit. (Not offered 2012–13.) 1 unit.

277 Ecofeminism. The interconnections between feminism and ecology. Ecofeminism explores the links between systems of domination such as sexism, racism, economic exploitation and the ecological crisis. We will assess criticism of ecofeminism and evaluate the potential of this philosophy for political practice. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

281 Environmental Ethics. Study of values underlying human relations to the natural environment. Conflicts between values. Preservation, conservation, and exploitation of natural resources. Problems in developing and applying a consistent land ethic. Some social, political, economic, and ecological aspects of current environmental crises. Counts as one unit of humanities credit. (Also listed as Philosophy 246.) 1 unit — Hourdequin.

293 Independent Research in Environmental Science. Independent research based on laboratory or field investigation in a cross-disciplinary field. (Research focused on problems that may be addressed by a departmental discipline should be taken in those departments.) *Prerequisite:* At least one course in Environmental Science, consent of both the instructor and the Environmental Program director and registration at least four weeks prior to the block in which the research is to be initiated. Cannot be counted as the advanced elective for the Environmental Science major. May be taken for a block, January half-block, or as an extended-format course. Does not meet the Studies in Natural Science or any Computer Science requirement. 1 unit.

310 Fate and Transport of Chemicals in the Environment. This course builds upon the skills developed in environmental chemistry or physical chemistry, making use of kinetic and thermodynamic models to examine how chemical pollutants are transported in the environment. Either significant computer simulations or laboratory investigations based on recent journal articles from areas such as the kinetics of metal adsorption on model soils, equilibrium concentrations of pesticide residues in biota based on octanol-water partitioning, and transport modeling of air particulates from an urban environment are included. (Available on a tutorial basis with instructor's consent.) *Prerequisite:* Chemistry 342 or 366; or 210 and consent of instructor. (Not offered 2012–13.) 1 unit.

311 Water: Hydrology, Aquatic Chemistry and Ecology. Introduction to the geochemical, physical hydrological and biological properties of water systems at the level of a watershed. Applies principles of surface hydrology, aquatic ecology, redox and acid-base chemistry, field sampling, and experimental design. Includes a significant field and laboratory component. *Prerequisite:* EV212 and EV228 (or equivalent), and GY140 (or GY130), and BY208 or EV209 required. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Kummel.

320 Advanced Topics in Environmental Science. Selected environmental science topics that require a more advanced science background than those offered through EV120. Offered when interest and opportunity arise. Counts as one unit of natural science credit, a few of which may meet the lab or field requirement. Usually at least one sophomore level science course is expected.) (Not offered 2012–13.) 1 unit.

321 Environmental Management. Focuses on strategies used for the management of humankind's interaction with, and impact upon, the environment. Case studies will allow students to analyze and apply the precautionary principle, environmental assessment, environmental management systems, and planning as strategies of environmental management. *Prerequisite:* Environmental Science 221. 1 unit — Kannan, McKendry.

341 Ecological Economics and Sustainability. Provides an introduction to ecological economics (an interdisciplinary approach to understanding and managing the ecology and economics of our world) and extends concepts of sustainability. It reviews options for economically efficient allocation of resources that also protect the stock of natural capital over time and space. It investigates the application of tools of analysis to a regional management problem in the American West. It includes fieldwork and may involve additional expense. (Counts as one unit of Social Science credit, but not as a natural science credit.) *Prerequisite:* Econ credit: Economics 150 (or 151 and 152); EnvSci credit: EV/EC141 and EC151. (Also listed as Economics 341 and Southwest Studies 341.) 1 unit — Hecox.

348 Economics of the Environment. (Not offered 2012–13.) .5 unit.

373 Public Policymaking. Forces shaping public policies and decisions; internal politics of the national bureaucracy, the Presidency and Congress. Applies theories of policymaking to such cases as the environment, race and military affairs. (Counts as one unit of Social Science credit, but not as a natural science credit.) *Prerequisite:* Political Science 200 or consent of instructor. (Also listed as Political Science 321.) 2 units — Dunham.

374 Environmental Law and Policy for the Global Commons. Examines the application of international policy and law in the protection of the global commons — climate, biological diversity, the marine environment and the atmosphere. Considers the major issues — pollution control, natural resource management, and trade — and focuses on the international infrastructure and treaties that have been negotiated to regulate the environment — the United Nations Convention on the Law of the Seas (UNCLOS), the Rio Declaration, the Convention on Climate Change, the Kyoto Protocol and Convention on the International Trade in Endangered Species (CITES). (Also listed as Political Science 324.) 1 unit — Kannan.

393 Independent Research in Environmental Science. Independent research based on laboratory or field investigation in a cross-disciplinary field. (Research focused on problems that may be addressed by a departmental discipline should be taken in those departments.) *Prerequisite:* At least one 200 level course in EV, consent of both the instructor and the Environmental Program director and registration at least four weeks prior to the block in which the research is to be initiated. May be taken for a block, January half-block, or as an extended-format course. 1 unit.

410 Independent Research in Environmental Science. Independent research based on laboratory or field investigation in a cross-disciplinary field. (Research focused on problems that may be addressed by one of the cognizant disciplines equally well should be taken in those departments.), and registration at least four weeks prior to the block in which the research is to be initiated. EV410 may also be taken as an extended-format course (.5 credit per semester, limited to one credit total). *Prerequisite:* Seniors only. 1 unit.

421 Environmental Synthesis. Research projects that focus on cross-disciplinary, cooperative learning experiences involving current problems from the regional community. Individual and team review of the current literature, culminating in a substantial written report. *Prerequisite:* EV321 Environmental Management; senior declared Environmental Program major; or consent of instructor. 1 unit — Program faculty.

422 Biogeochemistry and Ecosystem Ecology. This course explores links between the biosphere, geosphere, atmosphere, and hydrosphere across many different scales, from the microorganism to the globe. The primary focus will be on the cycling of biologically important elements in natural and managed ecosystems with an emphasis on how these cycles will change under increased human influence. Students will gain hands-on research experience using analytical techniques in the field and the laboratory, and they will share their results in a formal scientific paper and presentation. *Prerequisite:* (BY/EV208) and (EV155 or Geology 130 or 140) and (MA117 or Biology 220 or Economics 200) or consent of instructor. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit.

431 Air: Atmospheric Physics and Chemistry. Introduction to atmospheric circulation, radiation transfer, thermodynamics and radiation balance as they determine the vertical structure of the atmosphere and regulate the surface temperature. Kinetics, modeling, and reaction systems as they relate to air pollution and ozone chemistry in the stratosphere and troposphere. Course includes a student-designed laboratory/field project related to local air pollution issues. *Prerequisite:* 1.) Environmental Science 212; or 2.) Chemistry 108 and Physics 241; or 3.) Physics 251. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Whitten.

490 Senior Seminar. An adjunct course spread out over the academic year in which guest lecturers and juniors and seniors orally present their independent research (either literature or laboratory) to the program students and faculty in an open forum for discussion. Required for an environmental program major. (Must be taken on a P/NC basis.) Pass/Fail only. *Prerequisite:* Required for majors. 0 units — Department.

491 Environmental Science Practicum. Students are placed in organizations working on environmental issues where they work about five hours per week. Students meet in seminar twice a block. In the seminars and written work for the course, students explore the connection between environmental theory and environmental practice, the connections between academic environmental studies and work on behalf of the environment in the community. (Semester-long, extended-format course; to count for major course must be taken for an entire semester for credit with semester-long meetings). (Must be taken on a P/NC basis.) *Prerequisite:* Environmental Science 322 or consent of instructor. (Not offered 2012–13.) .5 unit.

493 Independent Research in Environmental Science. Independent research based on laboratory or field investigation in a cross-disciplinary field. (Research focused on problems that may be addressed by a departmental discipline should be taken in those departments.) *Prerequisite:* At least one 300 level course in Environmental Science, consent of both the instructor and the Environmental Program director and registration at least four weeks prior to the block in which the research is to be initiated. May be taken for a block, January half-block, or as an extended-format course. 1 unit.

499 Senior Thesis. A thesis topic to be chosen by a student with advice from a member (or members) of the Environmental Science Program. Upon presentation of thesis proposal by the student, program faculty will authorize or deny registration in 499. *Prerequisite:* Consent of instructor and an appropriate research experience. 1 unit — Department.

Feminist and Gender Studies

www.coloradocollege.edu/academics/dept/feministandgenderstudies/

Associate Professor MURPHY-GEISS (Co-director); Associate Professor TALLENT (Co-director); Assistant Professor LEWIS

The feminist and gender studies curriculum consists of critical examination of theories about and attitudes toward women, gender, and sexuality both in Western culture and globally, with the goal of broadening our perspectives as well as of considering the conditions for the creation of a more equitable society.

THE MAJOR — REQUIREMENTS:

Students majoring in feminist and gender studies must successfully complete a minimum of 11.75 units of feminist and gender studies courses. These courses must include 110, 200, 311, 404, 405, and 410. In addition majors must take a specialized theory course; e.g., 213, 216, 249, 250, 310 or other courses with consent of the student's FGS major advisor. Majors must also complete at least five electives, at least three of which must comprise a thematic concentration, which may be in one of several suggested areas or may be a self-designed "thematic connections" concentration. Feminist and gender studies majors are encouraged to study foreign languages and to select electives, both in feminist and gender studies and in other departments or programs that examine race, ethnicity, and socioeconomic class.

THE MINOR:

A minor in feminist and gender studies is also offered. Please look under Thematic Minors.

SUGGESTED AREAS OF THEMATIC CONCENTRATION:

- Feminism and Social Change
- Feminism in Science and Technology
- Gender and Sexuality Studies
- Women of Color

Courses in these thematic concentrations change from year to year. Please consult the program for current listings of courses in each thematic concentration. In addition, students may, with the approval of the student's feminist and gender studies major adviser, combine any of the courses selected, from any other area of concentration and/or other appropriate topics courses offered in a given academic year, to create a coherent concentration organized around an area of special interest to the student.

103 Asian Perspectives on Feminism. An examination of feminism in Asia. Emphasis will be placed on the diversity of goals and strategies adopted by Asian women for liberating themselves from oppressive attitudes and customs as well as for empowering them. Traditional philosophical works, contemporary literature, film, and journal articles by Asian women will be consulted. (Not offered 2012–13.) 1 unit.

110 Introduction to Feminist and Gender Studies. is designed to introduce students to Feminist and Gender Studies (FGS), the academic study of gender and sexuality from a feminist, interdisciplinary, and intersectional perspective. The premise of FGS is that historically, as well as in contemporary societies, gender, like race and class, has been a fundamental source of societal stratification. It also recognizes that other forms of inequality have been or are based on age, race, ethnicity, religion, or sexual orientation. Around the world, customs and laws perpetuate gender bias, discrimination, and inequality, while violence against women and children, in both domestic and public spaces, remains a major human rights problem. Hence, this course will also entail an interdisciplinary and intersectional critique and historical examination of the origins of patriarchy in U.S. culture and abroad. This course is required for FGS majors and minors. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Lewis.

112 Gender Inequality. How sex roles shape our experiences. Sources and consequences of the differences between males and females. Biological differences, cross-cultural patterns, socialization processes, participation in the economy and family. Possibilities for and consequences of changing sex roles. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Sociology 112.) (Not offered 2012–13.) 1 unit.

118 Gender and Communications. This course investigates the differences and similarities between male and female communication in contemporary American society within the framework of communication and feminist theory from a number of contexts, including interpersonal communication in family contexts and the work environment, public communication about gender in the media, and interpersonal and mediated communication in the education system. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

138 Feminist Religious Thought. An introduction to feminist theology and ethics in the Christian and Judaic tradition, with attention to such issues as God, love, justice, community, sexuality, liberation, and ecofeminism. Readings to include Ruether, Plaskow, McFague, Welch, and Heyward. (Not offered 2012–13.) 1 unit.

143 Psychology of Gender. An examination of research and theory on psychological gender differences and similarities. This course will explore the ways in which gender is a system of meanings that operate at the individual, interactional, and cultural level to structure people's lives. Special attention is made to methodological issues, and to feminist critiques of traditional methods of data collection, analysis, and interpretation. *Prerequisite:* Psychology 100 or 101 or 111 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

160 The Psychology of Women: Women and Madness. What does it mean to be “mad”? Is madness in the eyes of the beholder? This course examines the concept of madness as it has been applied to women from historical, psychological, social and feminist perspectives. Our goal will be to critically examine the diagnostic criteria used by the psychiatric community and popular culture to case material and investigate the “logic” of madness, asking to what extent madness might be a reasonable response to unreasonable conditions. This course will include a careful consideration of the rising use of psychopharmacology, particularly in the treatment of depression in women. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Psychology 160.) 1 unit — Waters.

182 Prejudice and Intergroup Relations. What are racism and sexism? Why are people prejudiced? What can be done to improve the strained relationship between groups? This course will introduce students to various frameworks for understanding prejudice, intergroup perception/relations, and the management of conflict between social groups. Students will examine case studies, psychology theories, and will think about their own perceptions of and interactions with people from different social groups. Students will also reflect on the notions of multiculturalism and social justice. (Proposed cross-listing with American Cultural Studies.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Race and Ethnic Studies 182 and Psychology 182.) 1 unit.

200 Introduction to Feminist Thought. Feminism refers to several movements aimed at establishing and defending equal political, economic, social rights, and opportunities for women, gays, lesbians, transgendered peoples, transsexuals, people with varying abilities, people of color, and the elderly, among other groups of people commonly discriminated against in the U.S. and abroad. Feminist thought (or feminist theory) emerged from these feminist movements and interrogates the origins of inequality, and, in many cases, the social construction of sex and gender, in a variety of disciplines including, but not limited to, sociology, psychology, history, literature, philosophy, political science, anthropology, economics, religion, and science. Feminist thought aims to understand difference and inequality, providing critiques of social and political power relations. Themes explored in feminist theory include discrimination, stereotyping, objectification (especially sexual objectification), oppression, and patriarchy, among others. This course functions as the introduction to the various modes of feminist theory and to the philosophical, political, and practical considerations and commitments that are their foundations. We will undertake an examination of liberal, radical, socialist, and other variants of feminism, as well as their bases in liberal, anarchist, socialist, and other traditions. This course is required for FGS majors and minors. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Lewis.

203 Women in Art. A survey of women artists in Western Europe and America from ancient to modern times, contrasting feminist and conventional perspectives. Social and historical context as well as special problems faced by women. Why have there been so few “great” women artists? Are there qualities unique to women’s art? *Prerequisite:* Art History 112 or a Feminist and Gender Studies course. (Also listed as Art History 203.) 1 unit.

206 Topics in Feminist and Gender Studies. Focuses on contemporary areas of concern. Courses will vary from year to year. 1 unit — Department.

Block 2: Media and Mediated Constructions of Gender, Sexuality, and Ethnicity. This course, explores the ways that gender, sexuality and ethnicity are constructed within the media, including the sexism, misogyny, homophobia, heterosexism, ethnocentrism, and racism found in modern popular culture. We will also discuss the many impetuses for, implications of, and possible solutions to said constructions. The primary goal of this course is for students to understand how gender, sexuality, and ethnicity are constructed in the media (*i.e.*, television, film, magazines, internet, advertisements, etc.), as well as the impetuses for, implications of, and possible solutions to some problems regarding sexism, misogyny, homophobia, heterosexism and racism found in popular culture. This process will include the examination of and discussions about various “texts,” including television shows, films, advertisements (print, online, television, etc.), and secondary texts. Students will be expected to read, interpret, and respond maturely and critically to all written and visual texts in both a written and oral fashion. *Prerequisite:* FYE Course. First-years only. Must take Feminist and Gender Studies 110 block one for credit. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Lewis.

Block 2: Women, Government and Public Policy. (Also listed as PS221.) 1 unit — Wittmer.

Block 3: Age of Romance: Music and History in the 19th Century. (Also listed as HY200.) 1 unit — Ragan, Grace.

Block 4: Transnational Feminism. The conceptualization of “transnational feminist practices” requires the examination of connections between transnational and exiled positionality, immigrant identities, dislocation, nomadism, cosmopolitanism, and diaspora. In order to study the theory and praxis of transnational feminism, this course will engage several critical questions: Who/what counts as transnational? What are the implications of transnational positionality in the contemporary cultural context? How does this positionality change a traditional rendition of immigrant identities? What are the main characteristics of transnational textualities? How do transnational texts in general complicate such ideas as home, homeland, selfhood, national identity, cultural purity? How do they typically comment on discussions involving such notions as borderlands, border-crossings, nationalistic phobias? What is a connection between transnationality and the discourses of “multiculturalism” and “cultural diversity?” And finally, what might a commitment to transnational feminist practices entail? (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Race and Ethnic Studies 200.) 1 unit — Lewis.

Half-Block: Unpacking the Invisible Knapsack: Critical Whiteness Studies. This course is designed to introduce students to Critical Whiteness Studies (CWS), the scholarly interrogation of the social construction of whiteness, its interaction with gender, socioeconomic status, and other social markers, as well as the historical and contemporary social, cultural, and political resistance to white privilege. The premise of CWS is that historically, as well as in contemporary societies, whiteness, like gender and class, has been a fundamental source of societal stratification. It also recognizes that other forms of inequality have been or are based on age, religion, sexual orientation, and other social markers. Especially in the United States, customs and laws perpetuate discrimination and inequality based on white privilege. Hence, this course will also entail an interdisciplinary and intersectional critique and historical examination of the origins of white privilege in U.S. culture. Throughout the course, students will gauge the economic and political forces responsible for the construction and maintenance of whiteness. In addition, they will critique the multiple axes of race, gender and class in order to gain an understanding of the function of various mechanisms of privilege. (Also listed as Race and Ethnic Studies 200.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) .5 unit — Lewis.

Block 5: Introduction to Feminist and Gender Studies. This course is designed to introduce students to Feminist and Gender Studies (FGS), the academic study of gender and sexuality from a feminist, interdisciplinary, and intersectional perspective. The premise of FGS is that historically, as well as in contemporary societies, gender, like race and class, has been a fundamental source of societal stratification. It also recognizes that other forms of inequality have been or are based on age, race, ethnicity, religion, or sexual orientation. Around the world, customs and laws perpetuate gender bias, discrimination, and inequality, while violence against women and children, in both domestic and public spaces, remains a major human rights problem. Hence, this course will also entail an interdisciplinary and intersectional critique and historical examination of the origins of patriarchy in U.S. culture and abroad. This course is required for FGS majors and minors. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Lewis.

Block 5: Performing Race and Gender in Brazil. (Also listed as ES200/PG320.) 1 unit — Wood.

Block 5: The Modern Middle East: Freedoms and Authorities. How do women, men and children experience issues of freedom and authority in their families and everyday lives? How do they express their desires and critiques? Through Michel de Certeau's theory of 'Everyday Life' we'll explore popular culture, rituals and law, questioning what revisions Certeau's theory may need in the context of Middle Eastern societies. *Prerequisite:* (Writing in the Discipline). (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as History 200.) 1 unit — Murphy.

Block 6: Gender and Sexuality in Japanese Literature, Film and Manga. (Also listed as PA250/JA 252/CO200.) 1 unit — Ericson.

Block 7: Introduction to Feminist Thought. Feminism refers to several movements aimed at establishing and defending equal political, economic, social rights, and opportunities for women, gays, lesbians, transgendered peoples, transsexuals, people with varying abilities, people of color, and the elderly, among other groups of people commonly discriminated against in the U.S. and abroad. Feminist thought (or feminist theory) emerged from these feminist movements and interrogates the origins of inequality, and, in many cases, the social construction of sex and gender, in a variety of disciplines including, but not limited to, sociology, psychology, history, literature, philosophy, political science, anthropology, economics, religion, and science. Feminist thought aims to understand difference and inequality, providing critiques of social and political power relations. Themes explored in feminist theory include discrimination, stereotyping, objectification (especially sexual objectification), oppression, and patriarchy, among others. This course functions as the introduction to the various modes of feminist theory and to the philosophical, political, and practical considerations and commitments that are their foundations. We will undertake an examination of liberal, radical, socialist, and other variants of feminism, as well as their bases in liberal, anarchist, socialist, and other traditions. This course is required for FGS majors and minors. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Lewis.

210 Theories of Race and Ethnicity: Framing Youth Culture. We will examine theories of race, class, and gender construction in the United States and other societies, focusing on their intersections in such areas as labor, sexual relations, community, law, and other forms of cultural production. We will analyze 'identity politics' as a standpoint and as vehicle for, or obstacle to, social change. *Prerequisite:* Feminist and Gender Studies 110 or Race and Ethnic Studies 185. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Anthropology 209 and Race and Ethnic Studies 212.) 1 unit — Garcia.

215 Ecofeminism. The interconnections between feminism and ecology. Ecofeminism explores the links between systems of domination such as sexism, racism, economic exploitation and the ecological crisis. We will assess criticism of ecofeminism and evaluate the potential of this philosophy for political practice. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

216 Gender and Science. The course will consider the scientific description of women at various historical periods and its impact on the social experiences of women. We will explore the lives and work on individual women scientists and assess their contribution to science. We will examine the current feminist critiques of science. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

220 Myth and Meaning. Religion and myth of ancient Greece and Rome in relation to that of the ancient Mediterranean (Akkadian, Hittite, Sumerian, Egyptian). Female presence in art, literature and religion compared to treatment of women in their respective cultures. Theoretical approaches to the understanding of myth (Comparative, Jungian, and Structuralist) in relation to myths as they are encoded in their specific cultures. Students may trace a myth through Medieval, Renaissance and modern transformations in art, music, poetry and film, or study myth in other cultures (e.g., Norse and Celtic). (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

221 Women of the Negritude. Examines the role of women from French colonies in Africa and Caribbean in the anti-colonial Negritude movement in the first half of the twentieth century. Studies how the ideology and values of the Negritude movement engaged with the major political and aesthetic ideologies of the day. Students have the option of reading the class material in the original French for French or Comparative Literature credit. (Not offered 2012–13.) 1 unit.

224 Chinese Women Writers and Their Works. This course will focus on a comparative study of the voice of Chinese women writers in the 1920s and 1980s, examine women writers' works in a social-historical context, and discuss the difference of women's places and problems in traditional Chinese culture and modern Chinese society. The course will also try to define the similar and different expressions of "feminism" as a term in the West and the East. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Chinese Language 221 and Asian Studies 224.) (Not offered 2012–13.) 1 unit.

225 Empire and Power: Individual and Family in Ancient Rome. Focus on how conservative Roman republican ideals were reconciled in an increasingly Hellenized empire dominated by an imperial dynasty. Topics include the changing status of traditional gender types and established class systems, the role of rulers, women and freedmen in Tacitus, Juvenal, Martial, Suetonius, Seneca, Apuleius, Lucian, Plutarch, Aristides, Dio Chrysostom and Claudian. Attention will also be given to representations of women and imperial families in art and statuary. (Not offered 2012–13.) 1 unit.

226 Gender and Politics. Examines the following questions: Are there politically relevant differences between the sexes, and if so, are they the product of nature and/or convention? What is/ought to be the relation between the political community and private attachments? How has liberalism answered these questions? How does consideration of gender challenge liberal theories such as contract, individual rights, and human nature? Readings in both political theory and in feminist literature. 1 unit — Grace.

228 Human Sexual Behavior. A seminar considering and analyzing human sexuality from physiological, sociological, and psychological viewpoints. Discussions will place considerable emphasis on exploring the attitudes, opinions, and values of society, as well as of course participants, in regard to human sexuality and examining the bases, social purposes and consequences of these attitudes, opinions, and values. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as General Studies 228.) 1 unit — Olive.

229 Performing Music, Performing Gender. How do musical experiences help define gender roles and sexuality? These experiences are examined across a wide range of musical genres and cultural contexts. How might gender and sexual identity be shaped, for example, by writing the biography of a homosexual classical composer, joining a community of heavy metal fans, singing as an Italian castrato, or a 19th-century Indian courtesan, impersonating Elvis? Theoretical approaches drawn from feminist studies, gender and sexuality studies, and queer theory. (Also listed as Music 231.) (Not offered 2012–13.) 1 unit.

230 Women in Music. This course examines the interaction of women's musical lives with politics, society, and spirituality, and will focus primarily on the twentieth century. We will look at artists like Aretha Franklin and South Africa's Miriam Makeba and their relationship to the Civil Rights struggles in their countries; Joni Mitchell, Holly Near, punk rocker Patti Smith, and performance artist Laurie Anderson and their relationship to the feminist movement; Mary Lou Williams, Billie Holiday, Bessie Smith and the integration of women into jazz; Joan Tower, Marin Alsop, Maria Callas, Marian Anderson and the traditions of Western Classical Music; and the role of the ingénue and character roles in the Broadway musical — from Rodgers and Hammerstein to Stephen Sondheim. In addition to twentieth century women, we will also review the lives of women frame drummers of earliest history, as well as the seminal figures Amy Beach, Clara Schumann, and the mystic visionary Hildegard von Bingen. Women's diaries and oral histories will be a major source for the class, as well as video and extensive listening to recordings. (Not offered 2012–13.) 1 unit.

231 Women in America Before the Civil War. Women in American society, from colonial times to 1860, including issues of race, class and servitude; transformations in pre-industrial work and family relationships; women and slavery; women and religion; women's efforts to reorder their lives and society. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

232 American Women in Industrial Society. Women in American society from 1860 to the present, including Victorian women on the pedestal and in the factory; social and domestic feminism in the progressive era; work in the home; urban women; immigrant and minority women; women in wartime; contemporary feminism. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

233 Women, Religion, and Society: Hinduism, Islam, and Buddhism. An exploration of construction of gender and the status of women in Hindu, Islamic, and Buddhist cultures, with attention to both texts and practices. Readings survey a variety of topics including marriage, sexuality, sati, Islamic law, devotion, renunciation, and tatra.) (Not offered 2012–13.) 1 unit.

234 Sociology of Women from a Global Perspective. Economic agreements, existence of multinational corporations, information technology, and dissemination of popular culture all remind us that globalism is real, diminishing national boundaries and changing people's lives. This course will cover issues women encounter globally. Utilizing comparative historical perspectives we will study the role of religion, nationalism, and secularism in shaping women's roles. We will also examine issues such as women's role in political parties and governments, education, health and the effect of international agreements on women's status. (Also listed as Sociology 234.) *Prerequisite:* One 100 level Sociology course. (Not offered 2012–13.) 1 unit.

235 Sociology of Family: Family and Social Change. An exploration of the social history of the American family from its extended kinship form through the development of the nuclear family ideal, to the more valid forms existing in contemporary society. Emphasis is placed on how gender and race structure relationships within the family as well as the family forms themselves. (Also listed as Sociology 235.) 1 unit — Murphy-Geiss.

238 Gender and Class in Latin America. Introduces anthropological perspectives on gender and class dynamics, including South and Central America along with the Hispanophone Caribbean. Readings center on women's role in production, reproduction, and development, while also incorporating specific approaches to masculinity and men's social roles. Emphasizes ethnographic analyses in which class and gender are treated as interconnected categories. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

239 Women, Men, and "Others.": Gender Cross-culturally. A cross-cultural approach to gender, emphasizing variability in the ways gender shapes social interaction and organization. After addressing the relationship between biological sex and culturally constructed gender and diverse sex-gender systems, the course proceeds to closely examine non-binary gender systems, where "third" (or more) genders emerge: hijras in India, berdaches in diverse Native American peoples, and travestis in Brazil. Diverse anthropological and feminist theoretical frameworks are applied. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Anthropology 239.) 1 unit — Hautzinger.

243 Philosophy and Politics of Identity. Considers the meanings, problems, and possibilities of contemporary identity politics. Explores different approaches toward identity and politics, including liberal, existential, and traditionalist understandings. Traces the emergence of a new kind of identity politics out of racial, feminist, and queer movements of the late twentieth and early twenty-first centuries. Assesses contemporary discussions of identity and politics, in relation to both the history of Western thought and contemporary multicultural societies. Authors discussed may include Locke, Sartre, MacIntyre, Fanon, Young, Taylor, Butler, Elshtein, Appiah, and Nicholson. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Philosophy 243.) 1 unit.

248 Women, Children and Men: Families in Historical Perspective. This course treats gender roles and family life throughout the European past, with comparative attention to families of other historical cultures and to relationships within non-human primate communities. It emphasizes the historical agency of women and children generally elided from traditional master narratives of Western Civilization, demonstrating how feminist and ethnohistorical approaches can reveal their experience. Course materials will include historiographical and anthropological literature as well as primary documents, literary works and visual sources. 1 unit (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Neel.

249 Feminist Religious Thought. An introduction to feminist theology and ethics in the Christian and Judaic traditions, with attention to feminist thought in Asian religions as well. Topics include God, love, justice, community, liberation, sexuality, reproduction, and social transformation. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

250 African-American Feminist Thought. African-American feminist thought, also called "womanism," is usually considered to be a coherent theory worldwide that uses experience as the arbitrator of Truth. This course will explore the development of this body of feminist theory by reading the "classics" of proto-womanist theory, from Angela Davis, Michelle Wallace, and Bonnie Hill Thorton, to its intellectual maturity in the works of Barbara Smith, Bell Hooks, Darlene Clark Hine, and Patricia Hill Collins in order to discuss the nature of African-American female political activism. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Race and Ethnic Studies 200.) (Not being offered 2012–13.) 1 unit.

251 Japanese Women Writers (with Emphasis on Writing). Japanese women writers wrote the most heralded novels and poetic diaries in the classical literary canon; this celebration of women's literary contributions is an anomaly among world literatures. Yet for over five hundred years, women's literary voices were silenced before reemerging in the modern era, when a renaissance of "women's literature" (*joryu bungaku*) captured popular imagination, even as it confronted critical disparagement. This course traces the rise, fall and return of writing by women and the influence of attitudes toward gender on what was written and read through a wide array of literary texts, historical documents, and cultural artifacts. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

253 Women in Hinduism and Islam. An exploration of constructions of gender and the status of women in Hindu and Islamic cultures, with attention to both texts and practices. Primary and secondary readings survey a variety of topics from classical and modern periods, including marriage, sexuality and reproduction, sati, Islamic law, devotion, renunciation and tantra. *Prerequisite:* Religion 140 or 160 or consent of instructor. (Not offered 2012–13.) 1 unit.

257 Women in Hinduism and Buddhism. An exploration of constructions of gender and the status of women in Hinduism and Buddhism, with primary focus on normative developments in ancient and medieval India and the impact of this formative history on the lives of contemporary women. Readings from primary and secondary materials, with attention to both ideology and practice. *Prerequisite:* Religion 160 or 170 or COI. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Offered in alternate years.) (Also listed as Asian Studies 257 and Religion 357.) (Not offered 2012–13.) 1 unit.

258 Contested Masculinities. This course draws on feminist theory, institutional analysis and sociohistorical study to consider masculinity's meanings and practices. Male power, male pain and group-based differences among men are examined. A specific topic (sports, war/the military, social change movements, individual violence, and religion) is covered in depth to assess how men sustain, resist and recreate available forms of masculinity. Requirements include an original research project. Our goal is to understand masculinity's power in shaping society and our power to reshape masculinity. *Prerequisite:* Any 100 level Sociology course or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Sociology 258.) (Not offered 2012–13.) 1 unit.

259 Lesbian, Gay, Bisexual, Transgender Literature. Introduces features of what might be called a lesbian, gay, bisexual, transgender, and/or queer literary and theoretical tradition. Uses classical, Renaissance, modern, postmodern, and contemporary literature, criticism, and film to examine the complicated status and experience of non-majority sexualities. Considers writer, theorists and activists who have explored the relationships among sexuality, knowledge, and literature, including Plato, Michel Foucault, Oscar Wilde, Shakespeare, Nella Larsen, Leslie Feinberg and Jeanette Winterson. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as English 259.) (Not offered 2012–13.) 1 unit.

271 History of Sex: Traditions. The course analyzes sexual roles and sexual practices in the world before the concept of "sexual identity" emerged in the late nineteenth century. It examines how different religious traditions, such as Judaism, Islam, Hinduism, Christianity, and Buddhism, viewed sex, and explores a wide variety of topics, including pornography, prostitution, and same-sex sexual behavior, throughout the pre-modern world. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as History 271.) (Not offered 2012–13.) 1 unit.

272 History of Sex: Modernity. The course begins with an examination of the birth of "sexuality" in late 19th-century Europe and then explores the acceptance of and resistance to this new conceptual model throughout the world. Topics include heterosexuality and homosexuality, intersexuality, and "perversion." The course concludes with an analysis of the contemporary cultural wars over sexuality in Africa, Asia, Europe, and North and South America. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as History 272.) (Not offered 2012–13.) 1 unit.

274 Literature of the "New Woman" Era. Variable topics course including selected themes organized along regional, generic, interdisciplinary, and cultural boundaries. Also may address specific treatments of women characters in works by and women during different periods of English and American literary history. (Not offered 2012–13.) 1 unit.

280 Topics in Women Studies. Focuses on various topics in literature. Courses will vary from year to year; taught by Women's Studies faculty and visiting faculty.

284 Feminist Philosophies. An exploration of the many "feminisms" which pattern the rich and expanding field of feminist theory. Focus will be on feminism's intersection with many of the important theoretical movements of the 20th century, e.g., American Pragmatism, French philosophies, Marxism, Postmodernism, with special emphasis on Post-colonialism, psychoanalysis, Wittig, de Laetis, Belsey, Minh-ha. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) *Prerequisite:* Philosophy 100 or Feminist and Gender Studies 110 or consent of instructor. (Also listed as Philosophy 284.) 1 unit.

285 Women and the Body. The course will explore the philosophical and rhetorical dimensions of women's bodily experiences. We will examine issues of women's identity, subjectivity and embodiment through an investigation of body image, race, reproduction, and sexuality. Readings will focus on theoretical discussion of these issues. We will also rely on film, music, and narrative to understand the relationship(s) between women's bodies, their identities, and their definition in society. Most importantly, we will also draw from our own experiences as women, and/or the experiences of women we know, to help us make sense of the information we read. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

303 Sociology of Sexuality. An advanced examination of the ways in which sexual identities, desires and practices are socially constructed and, as such, how they vary historically and culturally. Addresses a range of theoretical and methodological approaches that have contributed to the sociological study of sexuality, including psychoanalytic theory, survey research, social constructionism, feminist theory, critical race theory and queer theory. Specific topics include the political economy of sex; the construction of sexual identities; intersections of sexuality, gender, race and class; social movements; sexuality and institutions; families; marriage "moral panics." Offered in some years as a field research and writing course. *Prerequisite:* any 200-level Sociology course and consent of instructor. 1 unit — Pascoe.

304 Studies in European Social History. Selected topics in the study of social and ethnic history. Subjects include, for example, ethnic divisions, women, the family and childhood. Specific content and emphasis to be determined by the instructor. *Prerequisite:* Consent of instructor. (Not offered 2012–13.) 1 unit.

306 Feminist and Gender Studies Colloquium. A critique of traditional knowledge based on interdisciplinary research on women in such fields as history, economics, literature, anthropology, psychology, etc. (Semester-long extended format course.) *Prerequisite:* Consent of instructor or 3 Women Studies courses. (Not offered 2012–13.) (Not offered 2012–13.) .5 unit.

307 Feminist and Gender Studies. A student-designed course in which students in conjunction with the instructor will work and read on a topic or topics of mutual interest to the group, and meet regularly to discuss their work. (Semester-long extended format course.) *Prerequisite:* 3 Feminist and Gender Studies courses. (Not offered 2012–13.) 5 unit — Department.

310 Feminist Theory. An exploration of the many "feminisms" which pattern the rich and expanding field of feminist theory. Focus will be on feminism's intersection with many of the important theoretical movements of the 20th century, e. g., American pragmatism, French philosophies, Marxism, postmodernism, with special emphasis on post-colonialism, psychoanalysis, black, lesbian and gay studies, etc. Possible theorists are: Butler, Kristeva, Irigaray, Lorde, Hooks, Wittig, de Lauretis, Belsey, and Minh-ha. *Prerequisite:* 110 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

311 Feminist Research Methods. Consideration of the places where gender comes into the research process from the formulation of questions through the interpretation and write-up of data. A critical examination of the feminist analysis of standard social science methodologies, including experimental designs, case studies, surveys, ethnographies, and oral histories. Students will conduct their own research using feminist methods. *Prerequisite:* Feminist and Gender Studies 110. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

313 Social History of Dance: The Birth of Mod Dance in America and Abroad. Explores the social and political issues of the period 1880–1950 in the development of modern dance and studies the people — mostly women — who were the innovators of this unique form. Viewing of videotapes, readings about each artist, and interactive projects designed to develop full understanding of each choreographer, innovator, and dancer. Practical dance techniques will also be studied. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

315 French Feminist Theory. An exploration of the writings of several important feminist theorists often labeled collectively as "French feminism," including Beauvoir, Irigaray, Cixous and Kristeva. Focus on the key concepts of the Other, feminist interpretations of Lacanian psychoanalysis, language and gender, difference and the body, and also on critiques of these ways of understanding gender. *Prerequisite:* FG 110 or consent of instructor. 1 unit — Tallent.

321 Public Policymaking. Forces shaping public policies and decisions; internal politics of the national bureaucracy, the Presidency and Congress. Applies theories of policymaking to such cases as the environment, race and military affairs. (Feminist and Gender Studies credit available only for appropriate paper topics.) (Also listed as Environmental Science 373 and Political Science 321.) (Not offered 2012–13.) 2 units.

326 Studies in Shakespeare: Women and Shakespeare. Detailed study of one of the following groups: 1.) histories; 2.) comedies and romances; 3.) major tragedies; 4.) a number of the works grouped according to a thematic principle. (Not offered 2012–13.) 1 unit.

332 Animal Behavior. A comparative study of the diversities of behavioral systems of animals. Lecture, laboratory and field work include ethological theories and methods, emphasizing observation, denotation and analysis of behavior. *Prerequisite:* Biology 208 and either 106 or 109; or consent of instructor. (Not offered 2012–13.) 1 unit.

335 Independent Study. Library or primary research or a combination thereof in an area of Women's Studies in which the student has a personal interest and the background to undertake the project. Must be arranged at least one block in advance. *Prerequisite:* A Proposal and Arranged at least one block in advance. 1 unit Department.

336 Independent Study. Library or primary research or a combination thereof in an area of Women's Studies in which the student has a personal interest and the background to undertake the project. Must be arranged at least one block in advance. *Prerequisite:* A Proposal and Arranged at least one block in advance. 1 unit — Department.

338 Latina/o Literature in the United States. Comparative study of works of Chicana, Puerto Rican, and Cuban authors, as well as Latin American writers in exile in the United States, including works by Cherrie Moraga, Gloria Anzaldua, Cristina Garcia, Nicholasa Mohr, and Julia Alvarez. (Not offered 2012–13.) 1 unit.

339 Chicano Literature. Critical study of the literary production of authors of Mexican heritage in the United States from 1848 to the present, with emphasis on contemporary Chicano works to include Rivera, Anaya, Valdez, El Teatro Campesino, Cisneros, Castillo, and Moraga. *Prerequisite:* Spanish 306 or consent of instructor. (Not offered 2012–13.) 1 unit.

348 Women's Liberation Movement in Communist China. Traces the development of the women's liberation movement in China, the growth of "Communist Party Feminism," the transition of women from "beasts of burden to second-class citizens." (Not offered 2012–13.) 1 unit.

351 Feminist Theology. Womanist theology is talk about God that concentrates on the religious experience of African-American women. Alice Walker's term, womanist, refers to a black feminist who transmits the wisdom of black women's cultural heritage and is concerned with issues of both racism and sexism. As theologian Karen Baker-Fletcher describes the problem, "little attention has been given to women's nature in Euro-centric ontologies, and black women have been excluded most of all." If humankind has been conceived as 'man' to the exclusion of women, 'woman' has been conceived as white women to the exclusion of women of African descent. What it means to be black and female is an ontological questions: what does it mean to be human in relation to God and the world when one is black and female? This course will explore the question from historical, contemporary, ministerial, and personal perspectives as a way of understanding black women and their religious development. (Not offered 2012–13.) 1 unit.

352 Holy Men, Manly Men: Gods, Buddhas, and Gurus in South Asia. Cults of masculinity have been intrinsic to South Asian culture for millennia. Whether in ancient Vedic literature or in the heterodox traditions of Buddhism and Jainism and the Hindu epics that followed; whether in the ascetic traditions of yoga, the popular puranas, or the lives of modern-day saints — the leading Man has been carefully fashioned to represent power, purity and prestige. This course examines such texts and traditions from diverse periods in Indian history in order to identify and deconstruct the ideologies that divinize masculinity and masculinize divinity. *Prerequisite:* Religion 160 or Religion 170 or Consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 352 and Religion 352.) 1 unit — Coleman.

360 Women and Public Policy in 20th Century America. This course will focus on gender issues and public policy. The course will encourage you to look for the structural influences that condition individual options and choices and provide some new tools for analyzing women's lives. Looking at gender justice from a public policy perspective should alert you to the importance of political battles over policy in shaping the context in which women operate as social actors. Our focus will not be on the technical aspects of policy making, but rather on the implicit and often explicit assumptions about gender incorporated into policy and on examining the context and causes of policy shifts over time. We will also be attentive to women as political claimants seeking to influence policies that affect their lives, and to the different ways that women experience politics. One of the primary goals of this course is to address the problem of agreeing on a definition of gender justice and the consequent challenges involved in developing gender-justice policies. Topics may include: reproductive technology and control; sexual violence; workplace problems (discrimination, pay equity, childcare); welfare; women's health; military obligation. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

363 Devi: Goddesses of India. A study of various Hindu goddesses, including their iconography and particular powers, as well as the ritualistic ways in which they are worshipped in diverse regions of India, with a glimpse of feminist appropriations of Kali in the West as well. Primary and secondary readings include poetry, theology, and historical-critical studies, and films depicting various rituals. *Prerequisite:* Religion 160 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

370 Nineteenth Century American Women Writers. We'll study prose works — ranging from previously neglected texts such as Hope Leslie to familiar texts such as *Little Women* — by American women of the nineteenth century. We'll look at some fundamental issues that creative women have faced during this time: the social construction of womanhood, the urgent moral and political issues of the day, the emergence of an American literary culture, and how each writer situated herself in relation to the power of the written word. We'll be looking at how literature of this period both reflects and shapes the lives of middle-class women, affluent women, women of color, immigrant women, working women, married women, single women, girls embarking on womanhood and older women coming to terms with their life choices and social constraints. *Prerequisite:* English 221 or 250 or consent of instructor. (Not offered 2012–13.) 1 unit.

381 Topics. 1 unit.

Block 1: Studies in American Social History: LGBTQ Liberation. 1 unit — Ragan.

Block 4: Major Authors: Virginia Woolf. 1 unit — Garcia.

382 Gender Differences and Similarities. An examination of research and theory on psychological gender differences and similarities. “Nature and nurture” explanations for differences are explored. Special attention is paid to methodological issues, and to critiques of traditional, and androcentric methods of data collection and analysis. *Prerequisite:* Psychology 100 or 101 or consent of instructor (201 recommended). (Not offered 2012–13.) 1 unit.

387 African-American Women Writers. Three centuries of texts by African-American women who have conspired with, rebelled against, and created literary traditions, such as Zora Neale Hurston, Pauline Hopkins, Rita Dove, Andrea Lee, and Nella Larsen. (Not offered 2012–13.) 1 unit.

404 Senior Seminar. Students meet as a group regularly during the semester to discuss their individual senior projects. By the end of the semester, students are expected to have settled on a research question, decided if their senior project will be a thesis or a project, secured first and second readers, and produced a senior project proposal and a preliminary bibliography of materials. (Women's studies majors must take this course autumn semester of their senior year.) (Semester-long adjunct course.) (Course may only be taken on the Pass/Fail track.) *Prerequisite:* Feminist and Gender Studies major; senior status. .25 unit — Lewis.

405 Senior Project. An independent project on a topic of the student's choice. The project might entail a position paper, empirical research, a community service project, a performance or exhibit, or a combination of the above dealing with an issue in women's studies or feminist theory. *Prerequisite:* Feminist and Gender Studies 200, completion of “special theory” requirement, 311, 404 or consent of instructor, major. 2 units — Department.

406 Feminist and Gender Studies Seminar. Students will work on independent projects and meet as a group to discuss their work-in-progress. In addition, a central text may be discussed throughout the semester. (Semester-long extended format course.) *Prerequisite:* 3 Feminist and Gender Studies courses. (Not offered 2012–13.) .5 unit.

410 Practicum in Feminist and Gender Studies. Students are placed in organizations working on women's issues where they work about 12–15 hours per block. Students meet in seminar twice a block. In seminars and written work, students explore the connections between feminist theory and feminist practice, as well as the connections between academic Feminist and Gender Studies and work on behalf of women in the community. (Feminist and Gender Studies majors are strongly advised to complete this course during junior year.) (Semester-long extended format course.) (Course may be taken twice for credit toward graduation.) *Prerequisite:* Consent of instructor or Feminist and Gender Studies 110, junior status and Feminist and Gender Studies major or minor. 5 unit — Department.

Film and New Media Studies

Assistant Professor KRZYCH; Artists-in-Residence HASKELL, NELSON

THE MAJOR — REQUIREMENTS:

Twelve units minimum. Six units (the core courses) are required of all majors. Upon commencement of their junior year, majors must declare either a theoretical emphasis or a practical emphasis. The remaining six units reflect this choice. With the exception of the core courses, majors may petition the Program in Film and New Media Studies for other courses in other college departments to fulfill various requirements.

Our understanding of the world — what it has been, what it is, what it might be — has become increasingly enmeshed with media technologies. Film introduces us to other worlds, both real and imagined; television provides us with instant access to news, events and entertainment; the internet serves as a vast archive of information and provides real-time modes of global communication. The expansive networks and growing archives of content that constitute Film and New Media demand the kind of broad perspective offered by the liberal arts. We intend to provide an intellectual framework responsive to the accelerated pace of technological evolution in its impact on culture and society.

The 6 core units for the major are:

- **FM101 Introduction to Film, Television, and New Media Studies.** 2 units.
- **FM102 Basic Filmmaking.** 1 unit.
- **FM301 Advanced Media Theory.** 1 unit.
- **FM302 Junior Seminar: Collaborative Practices.** 1 unit.
- **FM401 Senior Thesis.** 1 unit.

FM101 Introduction to Film, Television, and New Media Studies. Examines how contemporary media affects our understanding and experience of reality through in-depth reading of influential theories of New Media and Cultural Studies, matched with close analysis of television, film, social networking, and interactive technology. Topics include reality television, representations of gender and sexuality, cable news, the internet, and global positioning systems. Explores theories of ideology, interactivity, and convergence. Also questions the ways in which visual media (and their underlying technologies) extend our beliefs about the world *into* the world, changing the world and us in the process. 2 units — Department.

FM102 Basic Filmmaking. 1 unit.

FM200 Topics in Film and New Media Studies. 1 unit — Department.

FM201 Independent Work in Film and New Media Studies. 1 unit — Department.

FM202 Media and Psychoanalysis. Considers the status of desire and subjectivity in the contemporary media landscape, a setting in which failure often has become a new means for success. How can we judge the aesthetic value of contemporary media when failure may ensure, rather than prevent, profitability? Is there any possibility for an ethics of media when nothing is off limits? To what extent can the psychoanalytic concept of desire be applied to and extended by the aesthetics of new media? 1 unit — Krzych.

FM300 Intermediate Independent Work in Film and New Media Studies.
1 unit — Department.

FM301 Advanced Media Theory. In-depth study of contemporary theoretical approaches to film and/or new media. Topics vary from year to year and include philosophy of new and developing technology, digital media theory, and other emerging discourses. *Prerequisite:* FM101 or COI. 1 unit — Krzych.

FM302 Junior Seminar: Collaborative Practices. Activates theoretical and practical aspects of creative collaboration within the discipline of Film and New Media Studies. Includes immersion in aesthetics, philosophy, history, and collaborative strategies to create an integral final group public performance. Utilizes a process of conceptualization and experimentation to discover which elements (visual, kinesthetic, audio, textual, electronic, real time, and spatial) lend themselves to a unified collaborative work of art in Film and New Media Studies. 1 unit — Department.

FM303 Philosophy of Technology in Film and New Media Studies. Explores the ways in which technology serves as a compromise between mind and matter. Technology may begin as an idea in the mind of an inventor, but technologies only come into existence through unpredictable processes that involve historical, cultural, and environmental limitations. In those moments when technology begins to operate unpredictably, independently of its inventors or intended purposes, it opens up possibilities for philosophical insights into culture, society, and human subjectivity. Investigates examples in film and new media, including cybernetics, special effects, digital cinema, and virtual reality. 1 unit — Krzych.

FM309 Videogames, Aesthetics, Culture. Examines the various ways in which videogames intersect with and borrow from other modes of play, performance, and artistic/cultural/political expression. Begins with a survey of videogame history and the major concepts and debates surrounding the emerging field of game studies. Then considers the aesthetic intersections between videogames and cinema, both in popular forms of “machinima” and in more experimental practices. Finally, examines the various ways in which videogames operate throughout popular culture: in the emerging field of “persuasive” or political games, as allegories of digital culture, and as agents in the development of individual and collective identity. 1 unit — Krzych.

FM401 Senior Thesis. Advanced work in film and/or new media culminating in a Capstone project/senior thesis. The thesis may be fulfilled by a substantial annotated essay or a substantial creative film, video, or new media endeavor, depending upon the choice of a practical or theoretical emphasis. Work that combines both theoretical and practical aspects is also encouraged. 1 unit — Department.

THEORETICAL EMPHASIS (6 UNITS: 1 UNIT EXPERIMENTAL, 1 UNIT COMPARATIVE, 1 UNIT PRACTICAL, 3 UNITS ELECTIVE).

Note: At least 4 units must be at the 200 level or above.

103 Art and Society. (Also listed as SO105.)

104 Language and Culture. (Also listed as AN105.)

105 Creativity: Theory and Practice. (Also listed as SO115.) [Comparative]

106 History of Photography. (Also listed as AH118.) [Comparative]

200 Topics in Film and New Media Studies.

201 Independent Work in Film and New Media Studies.

202 Media and Psychoanalysis. [Comparative]

203 World Cinema. (Also listed as FS.) [Comparative]

204 Genre Studies in Film and New Media. (Also listed as FS.)

205 Auteur Studies in Film and New Media. (Also listed as FS.)

206 Revolution and Tradition in Modern Arts: 1880–1945. (Also listed as AH243.) [Comparative]

207 Art Since 1945. (Also listed as AH245.) [Comparative]

208 Aesthetics. (Also listed as PH247.)

209 Popular Culture. (Also listed as AN245.)

300 Intermediate Independent Work in Film and New Media Studies.

303 Philosophy of Technology in Film and Media Studies. [Comparative]

304 Shakespeare and Film. (Also listed as EN326.) [Comparative]

305 Culture and Power. (Also listed as AN326.) [Comparative]

306 Performance Studies. (Also listed as TH/DA321.) [Experimental]

307 Queer Performance and Body Politics. (Also listed as TH/DA329.) [Comparative]

308 Feminist Performance. (Also listed as TH/DA327.) [Comparative]

309 Videogames, Aesthetics, Culture. [Experimental]

PRACTICAL EMPHASIS (6 UNITS: 1 UNIT EXPERIMENTAL, 1 UNIT COMPARATIVE, 1 UNIT THEORETICAL, 3 UNITS ELECTIVE).

Note: At least 4 units must be at the 200 level or above.

105 Creativity: Theory and Practice. (Also listed as SO115) [Comparative]

110 Basic Studio. (Also listed as AS101.)

111 Intro to Two-Dimensional Arts. (Also listed as AS102.)

112 Intro to Drawing. (Also listed as AS103.)

113 Basic Graphics. (Also listed as AS115.)

114 Pre-Theory. (Also listed as MU199.)

115 Fundamentals of Theatrical Design. (Also listed as TH110.)

116 Computer Science I. (Also listed as CP122.)

200 Topics in Film and New Media Studies.

201 Independent Work in Film and New Media Studies.

210 Documentary Film. (Also listed as FS.)

211 Screenwriting. (Also listed as FS.)

212 Writing for Performance. (Also listed as TH/DA225.) [Comparative]

213 Video Art. (Also listed as AS216.) [Experimental]

214 Intermediate Performance Design. (Also listed as TH/DA210.) [Experimental]

215 Music at the Computer. (Also listed as MU200.) [Experimental]

216 Video Dance. (Also listed as DA230.) [Comparative]

217 Introduction to Journalism. (Also listed as GS216.) [Comparative]

218 New Media, Ethics, and Journalism. (Also listed as GS233.)

219 Computer Science II. (Also listed as CP222.)

300 Intermediate Independent Work in Film and New Media Studies.

311 Advanced Performance. (Also listed as TH/DA304.) [Experimental]

312 Experimental Music. (Also listed as MU399.) [Experimental]

313 Advanced Video Art. (Also listed as AS316.) [Experimental]

314 Advanced Filmmaking.

French, Italian, and Arabic

www.coloradocollege.edu/academics/dept/french-italian-arabic/

Associate Professors O'RILEY (chair), TALLENT, WADE; Assistant Professors EL-SHERIF, RIGHI

French

THE MAJOR — REQUIREMENTS:

Students who have taken French, Italian, or Spanish in high school must take a computerized placement test before enrolling in a language or literature course in the Francophone and Mediterranean studies department. We strongly recommend that they take the 20-minute test at the Keck Humanities Laboratory upon their arrival at the college.

A student majoring in French has two French major options:

1.) FRENCH AND FRANCOPHONE STUDIES:

- a.) All required courses: 305, 306, and 431; plus 432 for those students eligible to write a thesis;
- b.) Six literature or culture courses at the 300-level;
- c.) One additional literature or culture course for those students who do not take 432.

TOTAL: 10 UNITS

2.) ROMANCE LANGUAGES (FRENCH MAJOR; SECOND LANGUAGE FOCUS IN SPANISH OR ITALIAN):

- a.) All required courses: 305, 306, and 431; plus 432 for those students eligible to write a thesis;
- b.) Three literature or culture courses at the 300-level;
- c.) One additional literature or culture course for those students who do not take 432.

COURSES FOR SECOND LANGUAGE FOCUS IN SPANISH:

- d.) 305 and two Spanish culture or literature courses.
- e.) Elementary or more advanced Italian, Portuguese or Latin.

COURSES FOR SECOND LANGUAGE FOCUS IN ITALIAN:

- d.) 305 and two additional Italian courses from 306, 309, 315, 316, and 320, GS 221.
- e.) Elementary or more advanced Spanish, Portuguese, or Latin. TOTAL: 11–12 units.

The department confers distinction based on senior thesis (432) and department work.

Students who study abroad on programs other than Colorado College's must take at least two courses beyond 306, in addition to 431 and 432 (if student is eligible), at Colorado College, as well as completing the detailed major requirements described above, to receive a French degree from the college. Only two credits from any unaffiliated program abroad will be accepted into the major. Students who are not eligible for 432 must take an additional upper division course to satisfy the 10-unit French major requirement and the 11–12 unit Romance languages French major requirement.

Transferring students and students who have taken the Advanced Placement (AP) examination should contact the department before taking any language or literature course, since some of the requirements for the major may be waived.

THE FRENCH LANGUAGE MINOR (6 UNITS BEYOND FR 101):

The prerequisite for admission to the minor is 101 (2 units) or equivalent. Students must complete a minimum of six units, including the following: 201, 305, 306 and two courses at the 300 level. Students may count up to two units of French AP credit (*i.e.*, the equivalent of 201) toward the minor. Students who initially place at the 300 level as a result of previous French, must complete four CC French courses at the 300 level. College transfer credit will be accepted, but at least three 300 level French courses must be completed at Colorado College. Only one credit from an unaffiliated program will be accepted into the minor.

PROGRAM ABROAD:

CC Semester in France: Paris/Tours. Blocks 5 and 6 language study at 201 level or above. Block 7 — FR304 (Cultural Context and Oral Practice), Block 8 — FR329 (Paris and the Arts). *Prerequisite:* FR101 or Equivalent.

101 Elementary French. An introduction to the language and cultures of the French-speaking (Francophone) regions of the world. Emphasis on the acquisition of basic communication skills such as describing people, places, and objects; recounting events from the past; making predictions about the future and asking for information. No prerequisites. 2 units — Diop, O'Riley.

103 Review of Elementary French. *Prerequisite:* French 101 or equivalent. .25 unit — Destouches.

104 Review of Elementary French. *Prerequisite:* French 101 or equivalent. .25 unit — Destouches.

159 Aspects of 20th Century French Culture from WWII until the Present. This course will retrace the most important aspects of French culture from the “entre-deux-guerres” period to the present through fiction, film, essays, and plays. We will study the cultural life of this period and will explore the German Occupation, the Vichy government ideology, the Shoah, the politics of immigration. Readings will include works from Albert Camus, Jean-Paul Sartre, Marguerite Duras, Patrick Modiano, Eugène Ionesco. (Not offered 2012–13.) 2 units.

201 Intermediate French. Goals include improving communication skills acquired in elementary courses. Focus on reading, writing, and speaking in French, as well as increasing understanding of French/Francophone cultures. Encourages students to practice more of their speaking skills while improving their writing and listening aptitudes within a simulated immersive environment. Pedagogical materials include French/Francophone texts, films, selected Internet activities, audio recordings, special projects. *Prerequisite:* French 101 or equivalent. 2 units — Diop.

203 Review of Intermediate French. *Prerequisite:* French 201 or equivalent. .25 unit — Destouches.

204 Review of Intermediate French. *Prerequisite:* French 201 or equivalent. .25 unit — Destouches.

208 Great Authors in Translation. For students who do not have time to develop the French skills necessary to take advanced literature courses, but still want to study and become familiar with well-known works from the French and Francophone literary tradition. Emphasis on historical and literary context, identifying major themes, and close readings of key passages. Authors may include: Molière, Voltaire, Alexandre Dumas, Victor Hugo, Émile Zola, Marguerite Duras, Ousmane Sembène, and Albert Camus. No prerequisites. .5 units — Tallent.

211 Intermediate French and Cultural Studies in Francophone Africa. The sub-Saharan African region, specifically the country of Senegal, offers a unique experience to students, from both linguistic and socio-cultural perspectives. The course for Summer Session 2006 will provide students with the unique opportunities to travel in Africa and study language (in this case intermediate French) and culture within the broader international content. It will be based primarily on perspectives on literature, history, geography, social anthropology, politics, ecology and arts and crafts as well as on a formal and total immersion in language learning. The course will be mostly an exploratory learning experience, which includes an introduction to contemporary Africa through historical perspectives: examining the diversity of African cultures and sub-cultures through their indigenous and inherited legacies, particularly the Francophone regions. The course will also investigate the geo-politics of the colonial legacies by analyzing “the African” definition of the state within the concept of nationhood. Furthermore, the course will expose the participant students to the intricate nature of African cultures, largely through prevailing cultural norms such as notions of caste, class and governmental politics, of the local African religions and the arts, etc. In regards to the ecology, guided field trips will be organized to expose participants to the diverse and rich nature of the Senegalese savanna fauna and flora. (Meets the Critical Perspectives: Diverse Cultures and Critiques designation.) (Not offered 2012–13.) 2 units.

290 Advanced Language Study. Intensive study and review of basic concepts of French grammar in context: sentence structure, syntax, and syntagma. Further development of overall linguistic skills, with the goal of improving writing and speaking skills. Materials include grammar-focused materials on French/Francophone cultures, literary texts, films, and the Internet. *Prerequisite:* French 201 or equivalent. (Not offered 2012–13.) 1 unit.

300 Orientation in France. Taught in France. *Prerequisite:* Must be enrolled in French Semester. (January half-block.) .5 unit.

301 Review of French with Emphasis on French/Francophone Civilizations and Cultures. *Prerequisite:* French 201. .25 unit — Destouches.

302 Review of French with Emphasis on French/Francophone Civilizations and Cultures. .25 unit — Destouches.

304 Cultural Context and Oral Practice. Bridge course between intermediate-level and advanced language courses. Students will develop higher levels of listening comprehension, oral competence, and communicative proficiency and will acquire oral strategies of expression through the study of written and recorded cultural material dealing with a variety of aspects, issues, and realities of the Francophone world. Student activities in the course will include interactive oral presentations of selected web-based materials, of reading and recordings from targeted cultures such as: comic strips, articles, magazines, film clips, songs, etc. *Prerequisite:* 201 or equivalent. 1 unit — Tallent.

305 Cultural Context and Written Expression. Advanced composition and conversation practice through the study of literary and cultural texts of France and the Francophone world. Limited to 15 students. *Prerequisite:* French 201 or equivalent. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Wade.

306 Cultural Context and Critical Analysis. Continues the acquisition of the French language and trains students in the most important methods of critical analysis through readings in different genres. *Prerequisite:* 305 or equivalent. 1 unit — Tallent.

308 Cultures and Civilizations of French-Speaking Regions. The history, art, music, and literature of French-speaking regions (outside of France), such as Quebec, French Africa, French Latin America, and parts of Asia. Taught in French. *Prerequisite:* 305 or equivalent. 1 unit — Wade.

309 Translation Practice French/English/French. Introduction to theories of translation and a focus on techniques of translating technical, commercial, scientific, and literary texts from English into French and vice versa. Seeks to increase students' international communication skills while building up their cultural competence in French and Francophone worlds. *Prerequisite:* French 290, French 305 or equivalent. (Not offered 2012–13.) 1 unit.

310 Literature and Film. Analysis of several novels and screenplays of different periods in comparison with their film versions in order to examine various modes of interpretation of the two media. Conducted in English. Students wishing to obtain credit for the French major, or the minor, must consult the instructor at the beginning of the course. For majors, novels must be read and papers must be written in French. No prerequisite. (Also listed as Comparative Literature 200.) (Not offered 2012–13.) 1 unit.

316 Topics in French Literature and Culture. Study of French authors, genres, literary periods or cultural trends not represented in the regular curriculum. The structure of the course is determined by the topic and the preference of the instructor. *Prerequisite:* French 306 or consent of instructor. 1 unit.

Block 2: Urban Culture and Contemporary French Culture. 1 unit — O'Riley.

317 Topics in Francophone Literature and Culture. Study of topics in the literatures and cultures of the Caribbean, the Maghreb, Sub-Saharan Africa, or Quebec. Topics may include the study of various aspects of Francophone societies, such as history, political and economic structures, and their interaction with art and music, film, language, and literature. *Prerequisite:* French 306 or consent of instructor (Also listed as CO200.) (Not offered 2012–13.) 1 unit.

318 Theatre and Performance in French. Explores theatre as a literary genre and as a form of communication. Students study texts by major French and Francophone playwrights such as Racine, Molière and Ionesco and (when possible) adapt them for a campus performance in French. *Prerequisite:* French 306 or consent of instructor. (Not offered 2012–13.) 1 unit.

319 Genres in French Literature: Fiction in Post-Revolutionary France. Will examine the nature and evolution of the novel in French literature after the Revolution through the study of authors from the 19th-century through the present, such as Hugo, Balzac, Flaubert, Zola, Proust, Sartre, Camus, Duras, Robbe-Grillet, Sarraute and Simon. *Prerequisite:* French 306 or consent of instructor. (Not offered 2012–13.) 1 unit.

320 Genres in French Literature: Fiction in Pre-Revolutionary France. Will examine the formation and evolution of fiction in French literature through the study of sub-genres such as the epic and the romance, and the novels of authors such as Rabelais, Mme de Lafayette, Voltaire, Diderot, and Rousseau. Attention will be paid to the influence of other genres such as lyric poetry and the essay (Montaigne). (Taught in France as part of the CC in France semester.) 1 unit — O'Riley.

321 Identity and Revolution. Examines the questions of identity and revolution in French and Francophone cultures. Topics may include the French Revolution, anti-colonial struggle, feminist theory, philosophical issues in relation to French/Francophone culture. Questions of individual, collective, and national identity examined through film, literature, new media and other sources. *Prerequisite:* French 306 or consent of instructor. 1 unit — O'Riley.

323 Themes in Francophone Literature. Study of various themes in the literatures of the Caribbean, Sub-Saharan Africa, the Maghreb, or Quebec. Themes may include the politics of identity, exile, intertextuality, gender, women writers, etc. The structure and content of the course will depend on the theme and preference of the instructor. *Prerequisite:* French 306 or consent of instructor. (Not offered 2012–13.) 1 unit.

324 Topics in Modern French Culture. In-depth study of one aspect of modern French culture, such as philosophy, feminism, the media, forms of popular cultural expression, film, minorities in French society, etc. *Prerequisite:* French 306 or consent of instructor. (Not offered 2012–13.) 1 unit.

329 Paris and the Arts. This course will introduce students to various aspects of the Parisian world. May include 20th-century theater, prose and poetry, theater as a genre, film, the manner in which the French understand questions of gender, race and the environment; the intersection of low and high culture; the relationship of popular texts to ideology. Taught in Paris, but not offered every year. *Prerequisite:* French 306 or consent of instructor. (Taught in France as part of the CC in France semester.) 1 unit — Tallent.

431 Research Methods. Methods of analysis and theories of literature and culture. Training in research methodology; selection of topic for senior project, portfolio, or senior thesis; research and presentation of work in progress. Required of all majors. *Prerequisite:* Required of all majors. 1 unit — Tallent.

432 Senior Course. Intensive writing and supervised revision of senior thesis with oral defense. Thesis open only to students who have satisfied GPA requirements of 3.5 and 3.7 from the college and the department, respectively. *Prerequisite:* French 431. Only open to students who have a 3.5 college and 3.7 department GPA. 1 unit — Tallent.

Italian

THE MAJOR — REQUIREMENTS:

Students who have taken French, Italian, or Spanish in high school must take a computerized placement test before enrolling in a language or literature course in the Francophone and Mediterranean studies department. We strongly recommend that they take the 20-minute test at the Keck Humanities Laboratory upon their arrival at the college.

A student majoring in Italian has two major options:

ITALIAN STUDIES:

- a.) All required courses: 305, 306, 431, and 432 for those students eligible to write a thesis, or 431 for those graduating seniors not eligible to write a thesis.
- b.) Two Italian courses from 307, 309, 320. If thesis requirement not met, one additional Italian course.
- c.) Electives: Four courses chosen from at least one, but not more than two, disciplines (art history, cinema, classics, history, international relations, linguistics, music). All courses must be directly relevant to Italian cultures and selected in consultation with advisor. Two electives must be at the 300 level; two of these four courses may be 300-level Italian courses relevant to the major. For complete list of elective courses, see department.

ROMANCE LANGUAGES (ITALIAN MAJOR; SECOND LANGUAGE FOCUS IN FRENCH OR SPANISH):

- a.) All required courses: 305, 306, 431 and 432 for those students eligible to write a thesis, or 431 for those graduating seniors not eligible to write a thesis.
- b.) Three Italian courses from 307, 309, 320, General Studies 221. If thesis requirement not met, one additional Italian course.

COURSES FOR SECOND LANGUAGE FOCUS IN FRENCH:

- c.) 305 and two French or Francophone culture or literature courses.
- d.) Elementary or more advanced Spanish, Portuguese, or Latin.

COURSES FOR THE SECOND LANGUAGE FOCUS IN SPANISH:

- c.) 305 or 312, and two Spanish culture or literature courses.
- d.) Elementary or more advanced French, Portuguese, or Latin.

TOTAL: 11–12 UNITS

Distinction is awarded based on senior thesis (432) and departmental work.

Students who study abroad on programs other than Colorado College's should consult both their advisors and the chair of the department for approval of transfer credit. Students must take at least two courses beyond 305, in addition to 431 and 432 (if student is eligible), at Colorado College, as well as completing the detailed major requirements described above, to receive an Italian degree from the college. Only two credits from an unaffiliated program will be accepted into the major. Students who are not eligible for 432 must take an additional upper-division course to satisfy the 11–12 unit Romance languages Italian major requirement.

Transferring students and students who have taken the Advanced Placement (AP) examination should contact the department before taking any language or literature course, since some of the requirements for the major may be waived.

THE MINOR — REQUIREMENTS:

ITALIAN LANGUAGE MINOR (6 UNITS BEYOND IT101):

The prerequisite for admission to the minor is 101 (2 units) or equivalent. Students must complete a minimum of six courses, including the following: 201, 305 and three additional courses from 306, 307, 309, 315, 316, 320, GS221. Students may count up to two units of Italian AP credit (*i.e.*, the equivalent of 201) toward the minor. Students who initially place at the 300-level as a result of previous Italian, must complete four CC Italian courses at the 300 level. College transfer credit will be accepted, but at least three 300-level Italian courses must be completed at Colorado College. Only one credit from an unaffiliated program will be accepted into the minor.

PROGRAM ABROAD:

In addition to courses taught on the Colorado College campus, the French and Italian department sponsors a summer program in Italy.

101 Elementary Italian. Introduction to Italian language and culture, with emphasis on the acquisition of basic oral and written proficiency in order to communicate effectively and accurately in everyday life situations. 2 units — Righi.

103 Review of Elementary Italian. A lower-level maintenance course for students who plan to continue their study of Italian. Review of grammar with supervised oral practice. .25 unit — Department.

104 Review of Elementary Italian. A lower-level maintenance course for students who plan to continue their study of Italian. Review of grammar with supervised oral practice. 100–200 Pre-Beginning or Pre-Intermediate Italian. This course is intended for students who want to study Italian at the beginning (100) or second year level (200) but need additional work either because they have never taken a language before (100) or on grammar and speaking (200). Not offered every year. .25 unit — Department.

201 Intermediate Italian. Immersion in Italian language, culture, and society with a review of fundamentals of Italian linguistic structures and an expansion of additional patterns. Written and oral compositions. *Prerequisite:* Italian 101 or Equivalent. 2 units — Righi, Lanzi.

Revision of IT201 was approved by COI, March 2012

203 Oral Review of Intermediate Italian. A maintenance course for students who have taken Italian 201 and plan to continue their study of Italian. A systematic review of grammar with supervised conversation practice. .25 unit — Department.

204 Oral Review of Intermediate Italian. A maintenance course for students who have taken Italian 201 and plan to continue their study of Italian. A systematic review of grammar with supervised conversation practice. .25 unit — Department.

300 Italy Semester: Intensive Grammar Review. This ten-day course serves as an introduction to our Italy Program. Intensive Italian grammar review and orientation in Italy. Students must complete the full semester program in order to receive credit. *Prerequisite:* 201, consent of Program director and acceptance in the Italy Program. (Not offered 2012–13.) .5 unit.

301 Review of Italian with Emphasis on Italian Civilization. .25 unit — Department.

302 Review of Italian with Emphasis on Italian Civilization and Culture. .25 unit — Department.

304: Cultural Context and Oral Practice. Students develop higher levels of listening comprehension, oral competence, and communicative proficiency and acquire oral strategies of expression through the study of written and recorded cultural materials dealing with a variety of aspects, issues, and realities of the Italian speaking world. *Prerequisite:* IT201 or equivalent. (Not offered 2012–13.) 1 unit.

305 Cultural Context and Written Expression. Advanced composition and conversation practice through the study of Italian literary and cultural texts. Limited to 15 students. *Prerequisite:* Italian 201 or equivalent. 1 unit — Lanzi.

306 Cultural Context and Critical Analysis. Continues the acquisition of the Italian language and trains students in the most important methods of critical analysis through readings in different genres. *Prerequisite:* 305 or equivalent. (Not offered 2012–13.) 1 unit.

309 Independent Readings in Italian Literature. Textual analysis of important literary works, including at least six authors, two genres and three historical periods. Some authors to be studied are: Dante, Pulci, Leonardo, Goldoni, Manzoni, Svevo, Gozzano, Pirandello and Calvino. (Not offered 2012–13.) 1 unit.

315 Readings in Italian: Medieval, Renaissance and Baroque. The nature and evolution of Italian Literature and Culture from 1150 to the 17th century with emphasis on literary form and meaning in poetry, epic and drama. *Prerequisite:* in Italian. (Not offered 2012–13.) 1 unit.

316 Readings in Italian: The Enlightenment to the Postmodern. The nature and evolution of Italian Literature and Culture from the 18th century to the present day with emphasis on literary form and meaning in poetry, the novel, drama and film. *Prerequisite:* in Italian. 1 unit — Righi.

320 Topics in Italian Culture. Study of Italian culture, genres, art, film or literature not represented in the regular curriculum. The structure of the course is determined by the topic and the preference of the instructor. In Italian. 1 unit.

Block 8: Topics in Italian Culture: Italian Political Cinema. This course focuses on the cinematic representations of the political in Italian society from Fascism to the economic crisis of 1970s. We will screen films by the greatest Italian directors (Alessandro Blasetti, Roberto Rossellini, Vittorio De Sica, Gillo Pontecorvo, among others) and discuss the ways in which Italian society organizes itself around notions of identity, social norms and class conflict. The specific objective of the course is to familiarize students both with the formal language of film analysis as well as with a variety of theoretical approaches to Italian cinematography, including political, psychoanalytical, cultural studies and genre. (Also taught as FS205.) 1 unit — Righi.

321 Italian Critical Thought. Explores the intellectual contributions of Italian thinkers to the analysis of societal transformations. Includes a variety of theoretical approaches and thematic focuses such as: philosophy, Marxism, feminism, psychoanalysis, postcolonial studies, and the history of social movements. Taught in English, with work in Italian for interested students. (Also taught as PH314 and CO351.) 1 unit — Righi.

431 Research Methods. Methods of analysis and theories of literature and culture. Training in research methodology; selection of topic for senior project, portfolio, or senior thesis; research and presentation of work in progress. Required of all majors. *Prerequisite:* Required of majors. Two Italian courses above Italian 306 and consent of instructor. 1 unit — Righi.

432 Senior Thesis. Intensive writing and supervised revision of senior thesis with oral defense. Thesis open only to students who have satisfied GPA requirements of 3.5 and 3.7 from the college and the department, respectively. *Prerequisite:* Open only to 3.5 college and 3.7 department GPA's. (Not offered 2012–13.) 1 unit.

Arabic

Assistant Professor EL-SHERIF (advisor)

THE ARABIC LANGUAGE, LITERATURE, AND CULTURE MINOR (5 UNITS):

Students must complete a minimum of five units, including a minimum of 3 units of Arabic language at the intermediate level or higher covering AR 201, AR 202 and AR 304; and two relevant Arabic literature and culture classes at the 300 level.

101 Elementary Arabic. Basic skills in oral comprehension, speaking, reading, and writing Arabic. Also covers the basics of Arabic morphology and grammar. Designed to serve the needs of daily conversation in any part of the Arab world, and also to serve the needs of the prospective scholar. No prior knowledge of Arabic required. 2 units — El Sherif.

103 Elementary Arabic Review. Review course that drills students in basic vocabulary and grammar acquired in AR101. Trains students for efficient reading in Arabic. Highly recommended for students who have completed AR 101. *Prerequisite:* AR101. 0.25 units — Department.

104 Elementary Arabic Review. Review course that drills students in basic vocabulary and grammar acquired in AR101. Highly recommended for students who have completed AR 101. *Prerequisite:* AR101. 0.25 units — Department.

201 Intermediate Arabic. Development of skills in oral comprehension, speaking, reading, and writing Arabic. Builds on the basics of Arabic morphology, syntax, and grammar. Expansion of knowledge of Arabic grammar and development of more advanced reading and writing skills. Vocabulary serves the needs of daily conversation in any part of the Arab world. Attention to the rules of morphology, syntax, and grammar also serves the needs of the prospective scholar. *Prerequisite:* AR101. 1 unit — El Sherif.

202 Intermediate Arabic. Further develops and strengthens knowledge acquired in Arabic 201. *Prerequisite:* AR201. 1 unit — El Sherif.

203 Intermediate Arabic Review. Drills students in the vocabulary and grammar acquired in AR201. Trains students in speed reading and translation in Arabic. Highly recommended for students who finished AR201. *Prerequisite:* AR201. 0.25 units — Department.

204 Intermediate Arabic Review. Drills students in the vocabulary and grammar skills acquired in AR202. Also trains students in speed reading and translation in Arabic. Highly recommended for students who have competed AR202. *Prerequisite:* AR202. 0.25 units — Department.

304 Cultural Context and Oral Practice. Develops skills in reading, writing, listening, and oral practice. Course builds on intermediate knowledge of Arabic morphology, syntax, and grammar. Further knowledge of Arabic grammar and reading and writing skills. Expansion of presentation abilities, and a brief exposure to the Egyptian dialect through media. *Prerequisite:* AR202. 1 unit — El Sherif.

320 Topics in Arabic Language and Culture. Offers students the chance to engage intellectually with representations of Arab culture through literature, film, and popular culture. Taught in English. (This course fulfills the Critical Perspectives: Diverse Cultures and Critiques credit.) 1 unit — El Sherif.

Block 3: Topics on Arabic Language and Culture: Modern Culture in the Arab World. “Modern Culture in the Arab World” is an interdisciplinary course that uses literary and film material in order to investigate expressions of the experience of modernity in various parts of the Arab world. In this course students will read essays, short stories, and novels in conjunction with watching films from different parts of the Arab world in order to learn how Arab intellectuals envision the experience of modernity. The course exposes students to different theoretical approaches to the study of modernity in its western and non-western contexts in order to enable them to develop their critical reading of primary sources — read in translation. During the course students will identify a number of themes that will guide their understanding of the multi-faceted nature of the experience of modernity in the Arab world. The course aims at answering the following questions: What distinguishes the study of modernity in general? What are the political and social dimensions of literary culture in the Arab World? What are the different themes of modernity in the Arab world? And how does modernity differ from one geographic setting to the other? No prior knowledge of Arabic is needed. The course is taught in English. (Also taught as AN308.) 1unit — El Sherif.

Hebrew

121 Elementary Hebrew. An introduction to the Hebrew language, including vocabulary grammar, and syntax, with emphasis on reading passages from the Hebrew Bible and developing conversational skills in modern Hebrew. .25 unit — Chumash.

122 Elementary Hebrew. An introduction to the Hebrew language, including vocabulary grammar, and syntax, with emphasis on reading passages from the Hebrew Bible and developing conversational skills in modern Hebrew. .25 unit — Chumash.

221 Intermediate Hebrew. A brief survey of Semitic language, focusing on the reading and writing of Hebrew phonology, grammar, and syntax. Simple biblical and modern prose will be studied. Adjunct credit will be available to those students who pass an entrance examination indicating sufficient previous study for skill maintenance. .25 unit — Chumash.

222 Intermediate Hebrew. A brief survey of Semitic language, focusing on the reading and writing of Hebrew phonology, grammar, and syntax. Simple biblical and modern prose will be studied. Adjunct credit will be available to those students who pass an entrance examination indicating sufficient previous study for skill maintenance. .25 unit — Chumash.

321 Advanced Hebrew. Advanced work in Semitic language, focusing on the reading and writing of Hebrew phonology, grammar, and syntax. .25 unit — Chumash.

322 Advanced Hebrew. Advanced work in Semitic language, focusing on the reading and writing of Hebrew phonology, grammar, and syntax. .25 unit — Chumash.

Geology

www.coloradocollege.edu/academics/dept/geology/

Professors LEONARD, MYROW, NOBLETT, C. SIDDOWAY; Associate Professor FRICKE (Chair); Assistant Professor M.L. ANDERSON; Visiting Assistant Professor C. SCHRADER

THE MAJOR — REQUIREMENTS:

GEOLOGY COURSES:

All majors must pass courses listed in categories A through E below, with a grade of C– or above:

A.) Entry-level course options:

- GY130 Introductory Geology or GY140 Physical Geology

B.) 200-level courses:

- GY205 Historical Geology
- Either GY210 — Fundamental geological methods and Rocky Mountains evolution
- or GY211 The Rocky Mountains as a Chemical System and GY212 The Rocky Mountains as a Physical System

C.) 'Menu' at 300-level: one course from each group:

- 1.) GY305 Stratigraphy and Sedimentation or GY320 Surface Processes and Geomorphology
- 2.) GY335 Geochemistry or GY310 Igneous Petrology or GY313 Metamorphic Petrology
- 3.) GY308 Geophysics or GY315 Structural Geology

D.) 3 additional units of Geology at the 200 or 300 level (GY207 and GY307, excluded).

- Additional courses taken from the "menu" categories may count as an elective to fulfill this requirement. GY400 or GY445 may count toward this requirement if they are not being used to fulfill "E." Both 400 and 445 can be used towards the electives requirement if another class is used to satisfy the Capstone requirement, but no single course can be counted for both requirements. 405 may not be used to satisfy an elective requirement.

E.) Capstone experience:

- One of: GY400, GY445 Regional Studies, or GY405 (senior project or senior thesis).

11 UNITS TOTAL

SUPPORTING COURSES:

All majors must also pass the following:

- PC141– Introductory Physics I or PC241 — Introductory Classical Physics I
- CH107 — General Chemistry I
- MA117 or BY220 or EV228 — Probability and Statistics
- MA126 — Calculus I

Geology majors, and especially those intending to go on to graduate school in geology, are strongly urged to take additional mathematics and science courses, to take GY400 Senior Seminar in Geology, and to attend a summer geology field camp offered by a university. Geology majors wishing to pursue graduate work or a career in environmental geology should include GY250 Studies in Geology: Hydrogeology in their course work and should consider taking additional course work in Environmental Science, Mathematics, Chemistry, and Biology.

AP credit may not be counted towards the supporting science requirement. Students with AP credit or who have tested out of any of the above courses in PC, CH, or MA must take the next higher course in the department's sequence.

100 Studies in Geology. Geological topics, such as environmental hazards, plate tectonics, and mineral resources and society, offered in different years. No prior knowledge of geology is assumed. May not be taken for credit after 130. (Only one Geology 100 course unit may be applied toward divisional credit in the natural sciences.) (May meet the laboratory/field requirement for natural sciences.) *Prerequisite:* No credit if taken after 130 or 140. (Not offered 2012–13.) 1 or 2 units.

101 Catastrophic Geology: Causes and Consequences of Natural Disasters. An examination of the nature and causes of earthquakes, volcanoes, and floods through in-depth study of several seminal hazardous events and regions. Unique and occasionally conflicting perspectives from historic/pre-historic records, modern science and present/future economics and politics underscore the slow progress in our understanding of these catastrophes. The events will also be examined within the global framework of plate tectonic theory to enhance understanding of dynamic earth processes. .5 or 1 unit. The 1 unit course provides one block toward the Critical Perspective: Scientific Inquiry requirement. 1 unit — Siddoway.

115 Oceanography. Basic principles of physical and chemical oceanography. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Myrow.

130 Introductory Geology. The materials of the earth, earth processes and interrelationships between these domains. History of the earth, with emphasis on how geologists accomplish their historical inquiries. (Meets the laboratory/field requirement for natural sciences.) *Prerequisite:* No credit after Geology 140. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) (Not offered 2012–13.) 2 units.

140 Physical Geology. The fundamentals of physical geology: igneous, metamorphic, and sedimentary rocks; basic mineralogy; structural geology; mapping; and examination of local stratigraphic units. (Meets the laboratory/field requirement for the natural sciences.) *Prerequisite:* No credit after Geology 130. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Anderson, Fricke, Leonard, Schrader, Siddoway.

150 Environmental Geology. A survey of environmental issues from the geologist's perspective, including such topics as: hazards from volcanoes, earthquakes, and floods, bio-geochemical cycles and atmospheric change, and energy and mineral resources. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit.

201 Mineralogy. Crystallography and crystal chemistry; optics; systematic mineralogy of the silicates and non-silicates. *Prerequisite:* Geology 130 or 140, Chemistry 107 and Trigonometry. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit.

202 Introduction to Petrology. Survey of processes in igneous and metamorphic petrogenesis; phase equilibria; microscope analysis of rocks. *Prerequisite:* Geology 201. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit.

205 Historical Geology. Historical development of the Earth and life history emphasizing the major tectonic and stratigraphic patterns and the feedback between the physical Earth and biological evolution. *Prerequisite:* Geology 130 or 140. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Myrow.

207 Independent Study in Geology. Independent research projects based on laboratory, field or library investigations. May be taught in extended or regular format. *Prerequisite:* GY140, consent of instructor and registration at least 1 block prior. 1 unit.

210 Fundamental Geological Methods and Rocky Mountain Evolution. Foundational methods in geology, taught through field studies that examine the regional geology and tectonic evolution of the Rocky Mountain Region. *Prerequisite:* Geology 130 or 140, and CH107, Physics 141 or Physics 241 recommended. No credit if taken after Geology 211 or 212. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 2 units — Fricke, Siddoway.

211 The Rocky Mountains as a Chemical System. Investigation of the chemical processes of formation of igneous, metamorphic, and sedimentary minerals and rocks in the Rocky Mountain region. The project-based course examines links between the lithosphere, hydrosphere and atmosphere. Includes field and lab methods, data collection/analysis, and scientific writing as a foundation for higher-level Geology courses. *Prerequisite:* Geology 130 or 140; Chemistry 107. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit.

212 The Rocky Mountains as a Physical System. Investigation of the geophysical, deformational, and geomorphic processes that gave rise to the modern geology and landscape of the Rocky Mountain region. Introduces field, lab, and computer methods, data collection/analysis, and scientific writing as a foundation for work in higher-level Geology courses. *Prerequisite:* Geology 130 or 140; Physics 141 or 241 No credit if taken after Geology 210. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit.

230 Volcanology. Volcanic types, processes and products. Volcanic hazards and prediction. *Prerequisite:* Consent of instructor or Geology 210 or Geology 211. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Schrader.

240 Plate Tectonics. History of Plate Tectonics and its formulation, paleomagnetic record of ocean crust, geodynamics and tectonic theory, active tectonics, current frontiers. *Prerequisite:* Geology 130 or 140 and one 200-level Geology course. 1 unit — Anderson.

250 Studies in Geology. Geological topics, such as Advanced Environmental Geology, Hydrology, Mineral Resources Problems and Policies, and Colorado Alpine Environments, offered in different years. (May meet the laboratory/field requirement for natural sciences.) *Prerequisite:* Geology 130 or 140. 1 unit — Schrader, Siddoway, Department Visitor.

Block 4: Studies in Geology: Rocks, Ruins and Catastrophes: The Physical Geology of Natural Disasters. 1 unit — Siddoway.

Block 7: Studies in Geology. 1 unit — Department.

Block 8: Studies in Geology. 1 unit — Schrader.

300 Invertebrate Paleontology. Microscopic and megascopic study of the significant fossil invertebrate phyla with emphasis on taxonomy, morphology, ecology and evolution. *Prerequisite:* Geology 130 or Geology 140 and Geology 210 or Geology 212. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit.

305 Stratigraphy and Sedimentation. Transport and deposition of sediment, modern and ancient depositional systems, basin analysis, and correlation of sedimentary rocks. Field work emphasizes analysis of sedimentary structures and facies models for paleoenvironmental interpretation. *Prerequisite:* Geology 210 or Geology 211. 1 unit — Myrow.

307 Independent Study in Geology. Independent research projects based on laboratory, field or library investigations. May be taught in extended format or regular course. *Prerequisite:* Geology 210 or Geology 211 or Geology 212 consent of instructor and registration at least one block prior. 1 unit.

308 Introductory Geophysics. Applications of physics to the study of Earth structure from crust to core. Seismology, magnetism, gravity, and geodesy. Explores history of Earth's formation, current geologic and tectonic problems, and uniqueness of interpretation issues. *Prerequisite:* Mathematics 125 or Mathematics 126, Physics 141 or Physics 241, and Geology 210 or Geology 212 or consent of instructor. 1 unit — Anderson.

310 Igneous Petrology. Classification, modes of occurrence and origin of igneous rocks. *Prerequisite:* Geology 210 or Geology 211 and Chemistry 107. 1 unit — Schrader.

313 Metamorphic Petrology. Classification, modes of occurrence and origin of metamorphic rocks. Emphasis is on field relations and thin section work. *Prerequisite:* Chemistry 107 and Geology 210 or Geology 211. (Not offered 2012–13.) 1 unit.

315 Structural Geology. A study of the geometry and origin of rock structures from microscopic to continental scale. Mechanical behavior of rocks, stress and strain, plate tectonic context of rock deformation. *Prerequisite:* Geology 210 or Geology 212 and Physics 141 or Physics 241. (Not offered 2012–13.) 1 unit.

316 Field Analysis of Geological Structures. Techniques of field and laboratory analysis of deformed rocks. Geological mapping in metamorphic and sedimentary terrains. *Prerequisite:* Geology 315. 1 unit — Siddoway.

320 Surface Processes and Geomorphology. Mechanical and chemical processes involved in the development of landforms. Discussion of weathering and soils, mass movement, fluvial, and glacial/periglacial processes and landforms, tectonic geomorphology, and landscape evolution. Course involves significant components of laboratory and field work. *Prerequisite:* Geology 210 or Geology 212 and Physics 141 or Physics 241. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit.

321 Glacial Geology. An introduction to glaciology and glacial geomorphology. Course also examines the nature, history, and causes of Quaternary glaciation. *Prerequisite:* Geology 320 or consent of instructor. 1 unit — Leonard.

335 Geochemistry of the Rock Cycle. Atomic-scale to lithospheric-scale investigation of geologic processes that occur as a result of chemical reactions, and the evidence of these reactions in the rock record. Includes study of chemical behavior of common and rare elements in the earth, and of isotopes of these elements. Theoretical concepts are reinforced by collection and analysis of geochemical data by students, critical reading of journal articles, and by scientific writing summary papers and research proposals. *Prerequisite:* Geology 210 or Geology 211 and Chemistry 107. (Not offered 2012–13.) 1 unit.

370 Advanced Studies in Geology. Advanced geological topics. These courses are aimed at students with considerable background in geology and will generally involve critical reading of current literature. Topics will vary year-to-year. *Prerequisite:* depending on topic. (Not offered 2012–13.) 1 unit.

400 Senior Seminar in Geology: Virtual Geology of West Antarctica: GIS Interpretation of Bedrock Structure in Glaciated Regions. Thematic Capstone seminar designed to integrate aspects of several geologic disciplines. Emphasis will be placed on current topics in the geological literature, including their historical and philosophical contexts. Topics will vary year-to-year. Senior standing in geology is required. Class size limit is 15 students. *Prerequisite:* Senior Geology major. (Not offered 2012–13.) 1 unit.

405 Research Topics in Geology. Student participation in original research. The particular topic, chosen in conjunction with a faculty member, to be included in the course title whenever offered. (May be taken either as a block course or as an extended format course with .5 unit of credit per semester.)

Block 3: Research Topics in Geology. *Prerequisite:* Consent of instructor. 1 unit — Anderson.

Block 4: Research Topics in Geology. *Prerequisite:* Consent of instructor. 1 unit — Myrow.

Block 5: Research Topics in Geology. *Prerequisite:* Consent of instructor. 1 unit — Siddoway.

445 Regional Studies in Geology. An in-depth study of a geological region that requires students to apply fundamental knowledge and skills acquired through the course of their college education. Involves in-depth study of primary rock relationships in a field setting, critical reading of published geological literature, and interpretation and synthesis in oral/written formats. *Prerequisite:* Senior Geology major and consent of instructor. 1 unit — Anderson, Leonard.

German, Russian, and East Asian Languages

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Professors ERICSON, JIANG, KOC, WISHARD; Associate Professor DAVIS (chair), PAVLENKO;
Lecturers GEPPERT, MARUYAMA, ZHANG

German

THE MAJOR — REQUIREMENTS:

A student majoring in German may choose one of three options: a.) the German language and literature track requires nine units above GR202, the intermediate level, including GR305, 315, and 316, and six additional 300-level courses (though GR210, 211, 220, or 229 may also be substituted for one of those six courses), as well as successful completion of the German Area Studies Test (generally taken in the final semester); b.) the German combination track allows students to combine their study of German with another discipline such as economics, music, history, philosophy, etc.; c.) the German studies track is an interdisciplinary major under the liberal arts and sciences program. Those students wishing to qualify for graduation “with distinction” will, after consultation with the German faculty, additionally be required to write a senior thesis. For details of requirements for the three German major options, see the German department.

German majors are encouraged to apply for one of the two annual stipends for a year of study at the Universities of Regensburg or Göttingen. The college's own spring semester at the University of Lüneburg, Germany, is open to all students who have completed 102 or the equivalent. A student may also minor in German (details below); for students who participate in the Lüneburg semester, two additional 300-level German courses after their return will fulfill the requirements for the German minor. In addition, a German studies thematic minor is available. (See *Catalog* section on Thematic Minors for details.)

THE MINOR (6 UNITS BEYOND 102):

- a.) The prerequisite for admission to the minor is 102 (1 unit) or the equivalent;
- b.) Students must complete a minimum of six courses, including the following: 201, 202, 305 and three 300-level courses, for a total of 6 units;
- c.) Students may count up to two units of German AP credit (*i.e.*, the equivalent of 201 or 202) toward the minor. Students who initially place at the 300-level as a result of previous experience with German, must complete four CC German courses at the 300-level. College transfer credit will be accepted, but at least three German courses at the 300-level must be completed at Colorado College.

101 Elementary German. An introductory German language course with emphasis on the four basic skills — reading, writing, speaking and listening comprehension. 1 unit — Wishard, Davis.

102 Elementary German II. A continuation of the introductory German language course begun in German 101 with emphasis on the four basic skills — reading, writing, speaking and listening comprehension. *Prerequisite:* 101 or placement in 102 by virtue of an adequate score on the CAPE placement exam. 1 unit — Koc.

103 German Skill Maintenance. Reading material and exercises maintain previously acquired skills until the student is able to continue with 201. *Prerequisite:* German 101. .25 unit — Laviolette.

104 German Skill Maintenance. Reading material and exercises maintain previously acquired skills until the student is able to continue with 201. *Prerequisite:* German 101. .25 unit — Laviolette.

201 Intermediate German I. Building language proficiency through a systematic review of German grammar and readings of selected texts. *Prerequisite:* 102 or equivalent. (Also taught in Lüneburg.) 1 unit — Wishard, Koc.

202 Intermediate German II. A continuation of German grammar review begun in German 201, with special emphasis on vocabulary building through readings, discussions and special projects. *Prerequisite:* 201 or equivalent. (Also taught in Lüneburg.) 1 unit — Davis, Koc.

205 German Skill Maintenance. Maintenance of language proficiency for students at the advanced intermediate level or higher. *Prerequisite:* German 201. .25 unit — Laviolette.

206 German Skill Maintenance. Maintenance of language proficiency for students at the advanced intermediate level or higher. *Prerequisite:* German 201. .25 unit — Laviolette.

209 German Theatre Workshop. Participation in performance and production aspects of a German play. Presented in the German language. Rehearsal time: 6–8 weeks. .25 unit — Department.

210 German Film from its Beginnings to 1945. An introduction to the development of German cinema and its contribution to the history of film. Discussions will focus on prevalent themes, film aesthetics, genres and gender roles in a socio-political context. Viewed will be classics of the silent screen by such legendary filmmakers as Lubitsch, Murnau, and Pabst. Secondly, masterpieces of the early German sound-film by directors such as Sternberg, Lang and Sagan and finally the ambiguities of the Nazi propaganda and entertainment films by Riefenstahl and Harlan. Readings and discussions are in English. All films have English subtitles. (Offered alternate years.) (Not offered in 2012–13.) No prerequisites. 1 unit — Geppert.

211 German Film since 1945. A study of German cinema of the post-war era, including more contemporary films. Discussions and films shown will reflect the concerns of a younger generation of filmmakers, including coming to terms with the legacy of the Third Reich in such films as “The Murderers are Amongst Us,” “The Tin Drum,” and “The Nasty Girl,” the “New German Cinema” of Fassbinder, Wenders and Herzog; and alternative points of view by women and gay filmmakers such as Dorrie, von Trotta and von Praunheim. Readings and discussions are in English. (Offered alternate years.) 1 unit — Geppert.

220 Topics in German Literature and Culture.

Block 7: Topics in German Literature and Culture: Holocaust. Even though such writers as Jean Paul Sartre, Theodor Adorno and George Steiner questioned whether one could ever create imaginative writing after Auschwitz, the Holocaust has been a presence in German literature from the 1940's to the present. Because the Nazis employed so many lies to pervert the truth, it has been the concern of a number of post-World War II writers and film-makers to render the horrendous truth in their art. In this class we will focus on the formal as well as on the moral responsibilities those artists had to face in order to understand and communicate the complexities of the Holocaust through literary or filmic representation. *Prerequisite:* Taught in English. (Also listed as Comparative Literature 200.) 1 unit — Geppert.

229 The German Democratic Republic. An overview of historical, political and cultural developments from the end of World War II to the unification of the German states in 1990, with consideration of important works of literature and film in the context of Marxist cultural politics. No prerequisite. Readings and discussion in English. (Not offered in 2012–13.) 1 unit — Wishard.

305 German Composition and Conversation. Extensive speaking and writing practice based on the reading of German cultural materials. *Prerequisite:* 202 or equivalent. 1 unit — Wishard.

306 German Composition and Conversation II. Continued work toward proficiency in written and spoken German with attention to stylistic nuance and fluency of expression. *Prerequisite:* 305 or equivalent. (Not offered 2012–13.) 1 unit.

311 Independent Reading. For students wishing to read literature not covered by courses they have taken or to bridge scheduling difficulties. *Prerequisite:* Consent of instructor. 1 unit.

312 Independent Reading. For students wishing to read literature not covered by courses they have taken or to bridge scheduling difficulties. *Prerequisite:* Consent of instructor. 1 unit.

314 German Culture and Institutions: The German-speaking countries. An introduction to the culture and institutions of the German states. (Offered in Lüneburg only.) *Prerequisite:* 305 or equivalent. 1 unit — Schormann.

315 Survey of German Literature and Culture I. Major developments in German life and letters from the Middle Ages through Classicism, with special attention to antecedents in classical antiquity and significant parallel developments in other European literatures. Works from early periods read in English or New High German. *Prerequisite:* 305 or equivalent. Must take 315 and 316 for CP: W credit. (Meets the Critical Perspectives: The West in Time requirement.) 1 unit — Wishard.

316 Survey of German Literature and Culture II. Major developments in life and letters of the German-speaking countries from Romanticism to the present. *Prerequisite:* 305 or equivalent. Must take 315 and 316 for CP: W credit. (Meets the Critical Perspectives: The West in Time requirement.) 1 unit — Koc.

320 Topics in German Literature and Culture. Studies of a selected topic in the literature and culture of the German speaking countries. The course will cover topics not listed in the regular curriculum and may vary from year to year. Taught in German. *Prerequisite:* 305 or equivalent. 1 unit — Department.

Block 2: GR320 Authority, Freedom, and Revolution: The Romantics in Athens. Examines how various explorations of notions of freedom and authority from antiquity and the physical remains of antiquity fired the imaginations of the Romantic poets of the early 19th century, helping to cause the literary and political revolution that culminated in the creation of the modern Greek state. Readings include works by both ancient and romantic authors, such as Hesiod, Euripides, Plato, Hölderlin, Schiller, Keats, Shelley, and Byron. Through readings and through travel to ancient sites we will work toward an understanding of how the Romantic imagination intertwined with ancient texts and concepts of the ancient world to help create the idea of modern Greece. Taught in Greece. (Also listed as English 360 and Comparative Literature 200.) — Hughes, Davis.

Block 8: Topics in German Literature and Culture: Journeys to the Self: Hermann Hesse and Psychoanalysis. We will focus on connections between some of the shorter novels of Hermann Hesse (1877–1962) and psychoanalysis, with particular emphasis on the life and works of Carl Jung (1875–1961), within the context of modernism. Of Hesse's works, students will read *Siddhartha*, *Die Morgenlandfahrt* (Journey to the East), *Demian*, and *Der Steppenwolf*. We will also watch and analyze film versions of several of the novels. In addition, students will read some basic background on Freud, Jung and the origins of psychoanalysis, as well as selections from Jung's work, particularly from *Archetypes and the Collective Unconscious*. The goal of the course will be for students to gain insight, not only into Hesse's life and works, but also into the discourse of "modernism" as it arises at the turn of the century up through World War I. Hesse's novels help to create a version of "selfhood" that persists in many ways to this day. Our readings and discussion will work toward a critical understanding of modernist version of the psyche. At the same time, we will analyze the literary techniques through which Hesse creates what we might call the "novel of the psychoanalytic self." This will be a "Foreign Language Across the Curriculum" (FLAC) course. Students who register for GR320 will read all texts, and submit written assignments, in German. No German language ability is required for students who register for CO220. (Also listed as CO220.) 1 unit — Davis.

Block 8: Topics in German Literature and Culture: Contemporary German Drama. In this course we will read and study German dramas currently being performed in the theaters in Lüneburg, Hamburg, and Vienna. The specific course readings will be closely coordinated with theater visits. We will discuss the significance of the pieces, as well as the artistic considerations of their staging, in the contemporary political, social and cultural climate of Germany and Austria. This course will include a week long field trip to Vienna. *Prerequisite:* 305 or equivalent. (Offered in Lüneburg only.) 1 unit — Koc.

327 German Literature from 1918 to 1945. Literature of the Weimar Republic, the Third Reich and works by writers in exile. Selections from Brecht, Thomas and Heinrich Mann, Hesse, Kafka, et. al. *Prerequisite:* 305 or equivalent. (Not offered 2012–13.) 1 unit.

328 German Literature since 1945. Literature from the Federal Republic, Austria and Switzerland with focus on topics such as the Nazi past and problems associated with economic and political growth in the post-war period. (Offered alternate years.) (Not offered 2012–13.) *Prerequisite:* 305 or equivalent. 1 unit.

334 German Literature at the Turn of the Century. A discussion of the fin de siècle. The literature of Naturalism, Impressionism and early Expressionism as the basis for an investigation of society in the German and Austro-Hungarian Empires. (Offered alternate years.) *Prerequisite:* 305 or equivalent. (Not offered 2012–13.) 1 unit.

335 Realism. German literature in the mid- to late-19th century. Reading selections from Büchner, Kleist, Storm, Fontane and other major writers. (Offered alternate years.) *Prerequisite:* 305 or equivalent. (Not offered 2012–13.) 1 unit.

336 German Romanticism. Representative German writers of the Romantic Movement such as Tieck, Novalis and Hoffmann, with attention to underlying philosophical and social trends. (Offered alternate years.) *Prerequisite:* 305 or equivalent. 1 unit — Wishard.

347 The Age of Goethe. Readings selected from the dramas, prose fiction, poetry and critical writings of Goethe, Schiller, Lessing, et al., from the late 18th century into the early 19th century. Reflections on developments in German literature in the periods generally designated as Enlightenment, Storm and Stress, and Classicism. *Prerequisite:* German 305 or equivalent. (Not offered 2012–13.) 1 unit.

416 Senior Thesis. Required only of those students wishing to qualify for graduation "with distinction." An independent research project dealing with an aspect of German life and letters chosen by the student with the approval of the department. *Prerequisite:* Completion of requirements for major, arranged any block and consent of instructor. 1 unit.

Russian

101 Elementary Russian. Introduction to Russian life and culture through the study of language. This course focuses on the development of functional socio-cultural competence in listening, speaking, reading and writing. No prerequisite. 2 units — Nikolskaya, Pavlenko.

102 Elementary Russian. 1 unit.

103 Elementary Russian Skill Maintenance. Review and maintenance of existing skills through readings and conversation until the student is able to progress to Russian 201. *Prerequisite:* Russian 101. .25 unit — Department.

104 Elementary Russian Skill Maintenance. Review and maintenance of existing skills through readings and conversation until the student is able to progress to Russian 201. *Prerequisite:* Russian 101. .25 unit — Department.

201 Intermediate Russian I: Language through Film I. Focus on development of four communicative skills (speaking, aural comprehension, reading comprehension, writing) through interactive activities and integrated use of popular Russian films. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (This course is also offered during the CC program in Russia.) *Prerequisite:* Russian 101 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Pavlenko.

202 Intermediate Russian II: Language through Film. Emphasis on active control of basic grammatical structures, readings, short essays, and discussions based on popular Russian films. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (This course is also offered during the CC program in Russia.) *Prerequisite:* Russian 201 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Pavlenko.

205 Intermediate Russian Skill Maintenance. For students between 201 and 202 or 305. *Prerequisite:* Russian 201. .25 unit — Department.

206 Intermediate Russian Skill Maintenance. For students between 201 and 202 or 305. *Prerequisite:* Russian 201. .25 unit — Department.

255 Survey of Russian Literature I. Survey of selected texts representing the periods of Russian literary tradition preceding the Age of the Novel: from the ecclesiastic texts of the Kievan era, through the baroque (first biographies, rise of the secular tale), the Russian Enlightenment (emergence of satire), to Russian Romanticism and the beginning of Realism (Pushkin, Lermontov, and Gogol). Taught in English. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit — Pavlenko.

256 Survey of Russian Literature II. This sequel to RU255 focuses on Realism, Modernism, Socialist Realism, and Postmodernism in Russian literature; it serves as an introduction to Russian major writers from the second half of the 19th century to the present: Dostoevsky, Tolstoy, Chekhov, Solzhenitsyn, Tolstaya and others. Taught in English. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit — Pavlenko.

305 Advanced Russian Language I. Intensive practice in oral self-expression and comprehension based on literary and audio-visual sources of modern standard Russian. (Only offered in Russia 2012–13.) *Prerequisite:* Russian 202. 1 unit.

306 Advanced Russian Language II. Continued work toward proficiency in spoken and written modern standard Russian. (Only offered in Russia 2012–13.) *Prerequisite:* Russian 305. 1 unit — Pavlenko.

311 Independent Study. For students wishing to read literature not covered by courses they have taken or to bridge scheduling difficulties. *Prerequisite:* Russian 306 and consent of instructor. 1 unit — Pavlenko.

312 Independent Study. For students wishing to read literature or to enhance their individual skills in Russian. (May be taken as one block or half-block or as an extended format course for one semester each, *i.e.*, 311, 312.) *Prerequisite:* Consent of instructor and Russian 306. 1 unit.

350 Tolstoy in Translation. Readings of selected fictional and nonfictional works. Close analysis of texts and study of Russian and European background of Tolstoy's works. Taught in English.) 1 unit — Pavlenko.

351 Dostoevsky in Translation. Readings in the various forms of psychological narrative explored by Dostoevsky with emphasis on close study of his major works in their Russian and European contexts. Taught in English. No prerequisite. 1 unit.

East Asian Languages — Chinese

THE CHINESE LANGUAGE MINOR (6 UNITS):

- A minimum of 5 units of Chinese Language, including 2 units of Advanced Chinese
- One (1) relevant literature course approved by the department.

101 Elementary Chinese. Introduction to Mandarin Chinese; emphasis on basic grammar, speaking, and listening comprehension, as well as mastery of some 500 characters for reading and writing. (Also listed as Asian Studies 101.) 2 units — Jiang, Zhang.

103 Chinese Skill Maintenance. Conversation and limited reading and writing practice in Chinese language. *Prerequisite:* Chinese Language 101. (Also listed as Asian Studies 113.) .25 unit — Zhang.

104 Chinese Skill Maintenance. Conversation and limited reading and writing practice in Chinese language. *Prerequisite:* Chinese Language 101. (Also listed as Asian Studies 114.) .25 unit — Zhang.

201 Intermediate Chinese I. Emphasis on continued development of speaking and listening skills and the use of basic structures through reading, writing and films with a view to building proficiency in using the language. *Prerequisite:* Chinese Language 101. (Also listed as Asian Studies 201.) 1 unit — Jiang.

202 Advanced Intermediate Chinese II. The course builds on the language progress made in Chinese 201. Extensive use of films and increased application of the written and spoken language in order to build proficiency. *Prerequisite:* Chinese Language 201. (Also listed as Asian Studies 202.) (Only taught in China 2012–13.) 1 unit — Jiang.

205 Chinese Skill Maintenance. Advanced conversation, reading and writing practice in Chinese language. This course will be offered once a week, three times per block through blocks 1 to 4 in the fall semester and will be offered again from blocks 5 to 8 in the spring semester. *Prerequisite:* Chinese Language 201. (Also listed as Asian Studies 205.) .25 unit — Zhang.

206 Chinese Skill Maintenance. (Upper level.) Advanced conversation, reading and writing practice in Chinese language. This course will be offered once a week, three times per block through blocks 1 to 4 in the fall semester and will be offered again from blocks 5 to 8 in the spring semester. *Prerequisite:* Chinese Language 201. (Also listed as Asian Studies 206.) .25 unit — Zhang.

212 Masterpieces of Chinese Literature in Translation. The course will acquaint students with Chinese poetry and major forms of Chinese fiction — pi-chi, ch'uan-ch'i, pien-wen, hua-pen, kung-an, and the novel, as well as modern Chinese vernacular literature. Students are expected to develop a critical interest in placing literary works in broader social, political and cultural contexts. No prerequisite. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

221 Chinese Women Writers and Their Works. This course will focus on a comparative study of the voice of Chinese women writers in the 1920s and 1980s, examine women writers' works in a social-historical context, and discuss the difference of women's places and problems in traditional Chinese culture and modern Chinese society. The course will also try to define the similar and different expressions of "feminism" as a term in the West and the East. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit — Jiang.

250 Topics.

Block 2: CN250 Topics in Chinese: Chinese Cinema. This course is to help students evaluate, both politically and aesthetically, the way Chinese films convey their social and cultural values and commitments. Given the belief in film's historical and social significance, it is the particular purpose of this course to look at Chinese films since the 1980s to the present and analyze how they perceived and conjured up the social and cultural landscape. This course will help students to understand of Chinese society and culture through film language and help students cultivate a greater interest in cross-cultural studies and language studies. In addition, it will aim to integrate Chinese language with exploration of the literary and film themes. Students will then gain the foundations of leaning a foreign culture not only cross-culturally but also in its own language. (Taught only as FYE 2012–13.) 1 unit — Jiang.

Blocks 3–4: Topics: The Art of Chinese Calligraphy and Painting. This course will introduce students to the origin and history of Chinese calligraphy and to the interrelationship between Chinese calligraphy and painting, including bamboo, orchid, and bird painting. This is a hands-on course; students are expected to practice Chinese calligraphy several times a week, to get to know how to use Chinese brushes and charcoal ink, and to develop an understanding of Chinese art and culture through brushwork. This course will be offered once a week, three times per block from blocks 1 to 4 in the fall semester. (Also listed as Asian Studies 250.) .25 unit — Tu.

Blocks 7-8: Topics: The Art of Chinese Calligraphy and Painting. This course will introduce students to the origin and history of Chinese calligraphy and to the interrelationship between Chinese calligraphy and painting- including bamboo, orchid, and bird painting. This is a hands-on course; students are expected to practice Chinese calligraphy several times a week, to get to know how to use Chinese brushes and charcoal ink, and to develop an understanding of Chinese art and culture through brushwork. This course will be offered once a week, three times per block from blocks 5 to 8 in the spring semester. (Also listed as Asian Studies 250.) .25 unit — Tu.

301 Advanced Chinese Language I. Intensive practice in reading, writing, speaking, and comprehending modern Chinese. *Prerequisite:* Chinese Language 202 or consent of instructor. (Also listed as Asian Studies 302.) 1 unit — Zhang.

302 Advanced Chinese Language II. Intensive practice in reading, writing, speaking and comprehending modern Chinese. *Prerequisite:* Chinese Language 301 or consent of instructor. (Also listed as Asian Studies 304.) 1 unit — Zhang.

311 Independent Study in Chinese. Supervised projects in Chinese language, literature and culture for advanced students. Consent of department required. Offered as a block course (1 unit) or semester extended format (.5 unit). *Prerequisite:* Consent of department. 1 unit — Jiang.

350 Advanced Topics in Chinese Literature and Culture. Study of a selected topic in Chinese literature and culture. The course will cover subjects not listed in the regular curriculum and may vary from year to year. (Not offered 2012–13.) 1 unit.

401 Chinese Culture and Language. Application of Chinese language skills in the study of Chinese culture, including literature, history, or business. Taught as an extended format course over the full academic year. *Prerequisite:* Chinese 302 or consent of instructor. (Also listed as Asian Studies 403.) 1 unit — Zhang.

East Asian Languages — Japanese

THE JAPANESE LANGUAGE MINOR (6 UNITS):

- A minimum of 5 units of Japanese Language, including 2 units of Advanced Japanese
- One (1) relevant literature course approved by the department.

101 Elementary Japanese. Introduction to Japanese language. Students will be introduced to basic spoken and written structures of “standard” Japanese, the two Kana alphabets, and the development of basic aural/oral skills with attention to the cultural context. A video program supplements the course. (Also listed as Asian Studies 102.) 2 units — Maruyama, Ericson.

103 Japanese Skill Maintenance. Conversation and limited reading and writing practice in Japanese language. *Prerequisite:* Japanese 101. (Also listed as Asian Studies 105.) .25 unit — Maruyama.

104 Japanese Skill Maintenance. Conversation and limited reading and writing practice in Japanese language. *Prerequisite:* Japanese 101. (Also listed as Asian Studies 106.) .25 unit — Maruyama.

130 Japanese Culture. This course presents a critical appreciation of popular Japanese Icons (haiku poetry, tea ceremony, kabuki theatre, samurai, Shinto rituals, and rice) that scrutinizes how cultural practices and institutions have evolved and been adapted to symbolize Japan, both by Japanese and foreign observers. All readings, discussion, and writing will be in English. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 130.) (Offered as FYE 2012–13.) 1 unit — Ericson.

201 Intermediate Japanese I. The course emphasizes the development of speaking, listening, reading and writing skills after the elementary level. Video materials supplement the course and place the language in a cultural context. *Prerequisite:* Japanese 101. (Also listed as Asian Studies 221.) 1 unit — Maruyama.

202 Advanced Intermediate Japanese II. The course builds on the language proficiency gained in 201. Increased use of the written and spoken language designed to build proficiency. *Prerequisite:* Japanese 201. (Also listed as Asian Studies 222.) 1 unit — Maruyama.

205 Japanese Skill Maintenance. Advanced conversation, reading and writing practice in Japanese language. *Prerequisite:* Japanese 201 (Also listed as Asian Studies 215.) .25 unit — Maruyama.

206 Japanese Skill Maintenance. Advanced conversation, reading and writing practice in Japanese language. *Prerequisite:* Japanese 201. (Also listed as Asian Studies 216.) .25 unit — Maruyama.

212 Japanese Literature in Translation. This course examines the way in which post-war Japanese literature reflects the transformation and enduring tensions within Japanese society. Topics include gender roles, the family, individuality, and dissension. Of central concern is the capacity of literature to reflect massive social and economic changes within contemporary Japan and to assess the assumptions of continuity, consensus, and conformity. Works by the following writers will be included: Ibuse Masuji, Yasuoka Shotaro, Hayashi Fumiko, Kawabata Yasunari, Abe Kobo, Enchi Fumiko, and Oe Kenzaburo. Novels and short stories will be supplemented with film and other readings. All readings, discussion, and writing will be in English. (Not offered 2012–13.) 1 unit.

250 Topics in Japanese Studies. Childhood in Japanese History. In this course we will examine the construction of childhood in Japan, primarily through literary texts about and for children. We will supplement this with a variety of texts from other fields (history, sociology, anthropology, art, and music). Through an analysis of the printed text and cultural artifacts, we will come to an understanding of the process of how childhood in Japan has evolved into its current status. (Also listed as Comparative Literature 220 and Asian Studies 250.) 1 unit — Ericson.

251 Japanese Women Writers. Japanese women writers wrote the most heralded novels and poetic diaries in the classical literary canon; this celebration of women's literary contributions is an anomaly among world literatures. Yet for over five hundred years, women's literary voices were silenced before reemerging in the modern era, when a renaissance of "women's literature" (*joryu bungaku*) captured popular imagination, even as it confronted critical disparagement. This course traces the rise, fall and return of writing by women and the influence of attitudes toward gender on what was written and read through a wide array of literary texts, historical documents, and cultural artifacts. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

252 Gender and Sexuality in Japanese Literature, Film and Manga. Explores how Japanese writers have dealt with issues of gender and sexuality from the Heian Period through the modern era. Drawing on literary sources such as *The Tale of Genji* by Murasaki Shikibu (11th c.), *Five Women Who Loved Love* by Ihara Saikaku (17th c.), and *Kitchen* by Yoshimoto Banana (20th c.), as well as films and manga. We will analyze how both male and female authors have portrayed gender and sexuality within an ever-changing landscape. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Comparative Literature 200, Feminist and Gender Studies 206, and Asian Studies 250.) 1 unit.

301 Advanced Japanese Language I. Intensive practice in reading, writing, speaking and comprehending modern Japanese. Taught as an extended format course over one semester or as one block course. *Prerequisite:* Japanese 202 or consent of instructor. (Also listed as Asian Studies 301.) 1 unit — Department.

302 Advanced Japanese Language II. Intensive practice in reading, writing, speaking and comprehending modern Japanese. Taught as an extended format course over the spring semester. *Prerequisite:* Japanese 301 or consent of instructor. (Also listed as Asian Studies 303.) Department.

311 Independent Study in Japanese. Supervised projects in Japanese language, literature and culture for advanced students. Consent of department required. Offered as a block course (1 unit) or semester extended format (.5 unit). *Prerequisite:* Consent of instructor. 1 unit.

326 Japanese Politics through Literature. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered in 2012–13.) 1 unit.

350 Advanced Topics in Japanese Literature and Culture. Study of a selected topic in Japanese literature and culture. The course will cover subjects not listed in the regular curriculum and may vary from year to year. (Not offered 2012–13.) 1 unit.

401 Japanese Culture and Language. Application of Japanese language skills in the study of Japanese culture, including literature, history, or business. Taught as an extended format course over the full academic year. *Prerequisite:* Japanese 302 or consent of instructor. (Also listed as Asian Studies 403.) 1 unit — Department.

History

www.coloradocollege.edu/academics/dept/history/

Professors ASHLEY, BLASENHEIM, HYDE (chair), MONROY, NEEL, RAGAN, SHOWALTER;
Associate Professors ROMMEL-RUIZ, WILLIAMS; Assistant Professors MURPHY;
Visiting Assistant Professors ALBERTS, PANGBURN

THE MAJOR — REQUIREMENTS:

A student majoring in history must take a minimum of 11 units, including an introductory course; at least 6 units at the 200- or 300-levels; HY399: Junior Seminar; and a two-block senior sequence. Among the 6 elective units, students must satisfy the departmental Time Distribution requirement (2 units) and the departmental Geographic Distribution requirement (3 units). The department strongly recommends foreign language competence beyond the intermediate level.

COURSE OF STUDY:

- Introductory Course: 1 two-block course at the 100-level.
- Minimum of 6 elective units at the 200- or 300-levels. Within these 6 units, students must satisfy the following departmental requirements:
 - Time Distribution (two courses): At least one course addressing a period up through the 18th century and one course addressing a period from the 18th century forward. (*Note: may also count toward geographic distribution.*)
 - Geographic Distribution (three courses): At least one course in each of the three regions: Europe, United States, and World (Africa, East and South Asia, Latin America, Middle East). (*Note: may also count toward period distribution.*)
- Junior Seminar: Studying History (HY399).
- Senior Sequence: (HY410) Advanced Seminar and (HY420) Senior Essay (two courses taken in consecutive blocks during the senior year). Students have the opportunity to write a senior thesis in lieu of the senior essay. This option requires departmental approval and a 3-unit Senior Sequence (HY410, HY430, and HY431). Students with a minimum G.P.A. of 3.6 within the major may submit their senior essays or senior theses to be considered for distinction.

104 Culture, Society and History. An introductory survey of human culture and society through the comparison of Europe and one other major area of the world from ancient to the modern period, focusing on fundamental topics in the development of world civilizations, including material culture, political organization, and aesthetics. The course will emphasize critical moments in historical development, thematic connections, and primary textual and visual sources. (Meets either the Critical Perspectives: Diverse Cultures and Critiques or The West in Time requirement.) 2 units.

105 Civilization in the West. Western civilization from ancient to modern times. Cultural, social, and political developments that shaped the modern world. The department offers this course in sections designated Europe or Atlantic World. Atlantic World includes the study of the heritage of Western civilization in the Western hemisphere. (Meets the Critical Perspectives: The West in Time requirement.) 2 units — Pangburn.

110 Historical Studies: Hitler (with Emphasis on Writing). An introduction to history through the study of a special aspect in depth. (Topics to be designated according to the specialties of the faculty.) (Not open to seniors.) *Prerequisite:* First- or second-year standing or consent of instructor. 1 unit.

114 Goddesses, Heroes, Sages and Statesmen: An Introduction to Greece and Rome. *Prerequisite:* FYE course, First-years only. (Not offered 2012–13.) 2 units.

116 Greek History and Philosophy. Aegean and Greek archeological, historical, literary, and philosophical texts, with emphasis on those ideas formative in shaping Western culture. The development and transformations of these ideas as reflected in selected texts from the early Christian era, the Enlightenment or the Modern Age. The rise of individualism and its conflicts with community, ritual relationships to nature vs. separation and exploitation, the relation of theology to the ordering of experience, and how psyche both forms and is formed by its relationships to community, nature, and god(s). (Meets the Critical Perspectives: The West in Time requirement.) 2 units — Dobson, Riker.

120 The American Past. Two block course that introduces the full sweep of American History from its pre-contact, “New World” beginnings to the recent past. Students will experience how history is made, understood, revised, and debated. Themes include cultural encounters and adaptation complexities of ethnicity and immigration; movement; the success and failures of republican ideology, capitalism, individualism and community; and the formation of American cultures. (Meets the Critical Perspectives: The West in Time requirement.) 2 units — Boger, Rommel-Ruiz.

130 The Reinvention of the Greeks: Identity, Empire and Diaspora. *Prerequisite:* FYE Course. First-years only. (Meets the Critical Perspectives The West in Time Requirement.) (Not offered 2012–13.) 2 units.

131 Civilization in the Middle East. Examines large-scale social structures and the question of “ordinary” men and women from the seventh century C.E. to the present. Through a range of historical approaches — cultural, intellectual, political and social — and an emphasis on close reading of primary materials, students explore in what ways the histories of Islamic Civilization, Western Civilization, African Civilization, and Central Asian Civilization were connected histories and how people in the Middle East have critiqued their own societies and those of their contemporaries. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 2 units — Murphy.

200 Topics In History. Selected topics in the study of history. Specific content and emphasis to be determined by the instructor.

Block 1: Topics in History: Spanish Civil War. Like so many other major upheavals of the past century. The Spanish War (1936-1939) was such a cataclysmic event in the history of Spain, Europe and even the world, that the more it gets studied and examined, the more it seems to defy easy analysis or provide definite answers to the twentieth century's important questions. What we can say definitely is that it sheds much light on those questions and perhaps even some light on the answers. We can also say that a full generation after the death of Francisco Franco, the War continues to inspire novelists, poets, historians, artists and musicians from Spain and elsewhere to express their own notions about what the War was about and what they think it all meant. This course, taught by a professor of Spanish literature and a professor of history, takes an interdisciplinary approach to the current state of Spanish Civil War studies. 1 unit — Blasenheim, Arroyo-Rodriguez.

Block 2: Topics in History: Race in America. Examines those social forces, both historical and contemporary, that have brought about racial and ethnic ‘diversity’ and ‘difference’ in the U.S. Attention to the histories and experiences of Native Peoples, African Americans, Latinos and Asian Americans. Taking a comparative approach, this course puts into focus the shared histories of racialization among these groups without losing sight of asymmetrical relations of power informing these histories. It sheds light on the ways these groups position themselves and are positioned as racial subjects in distinct and historically specific ways but also in relational and mutually constitutive ways. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (ES185 Introduction to the Comparative study of Race and Ethnicity.) 1 unit — Hyde.

Block 3: Topics in History: Age of Romance: Music and History in the Nineteenth-Century.

Nineteenth Europe was the site of great creativity, progressive social thought, and great violence. Artistic movements, ranging from romanticism through realism and naturalism, justified and criticized the creation of modern industrial society, the rise of a new type of city, recurring waves of revolution, and a new understanding of human emotions. This course is designed to explore European culture in the nineteenth century through an interdisciplinary perspective. We utilize different kinds of primary-source texts, such as novels, political philosophy, and opera libretti, and we'll also analyze several contemporary movies. The nineteenth century will not be presented as a "monolith"; rather we will focus on different European cultures in comparative context (Germanic, French, Italian, British), and we will consider differences in the female and male experience by studying composers such as Clara Schumann and Fanny Mendelssohn. The climax of the course is a prolonged study of "La Traviata." We'll read *Camille*, Alexandre Dumas *Fils'* novel that served as a basis for the story; we'll study the libretto; we'll learn about the musical elements; and we'll see the opera. The end of the course will focus on one of the most important fin-de-siècle composers, Richard Wagner, and his romantic imagination. 1 unit — Ragan, Grace.

Block 5: Topics in History: Death and Grieving in the West: A Cultural History.

This one-block seminar explores the history of death and the afterlife in the West from the Early Modern Period to the mid-twentieth century. The course framework is provided by the French historian Philippe Ariès (1914-1984), who proposed five historical stages in the transformation of Western attitudes toward death. We will examine Ariès's theories by reading excerpts from his book, supplemented by a variety of secondary and primary sources. Special attention will be paid to exploring the causes of the attitude shifts that Ariès identifies, an exploration that will lead us to consider the impact of the Black Plague, the Reformation, the Enlightenment, and World War I on ideas and practices related to death and grieving. Students will be required to produce a research paper utilizing primary sources. 1 unit — Pangburn.

Block 6: Topics in History: Mexico: From Aztec Lords to Drug Lords.

This highly topical course will investigate pivotal episodes in the long history of Mexico. These will include the Aztecs and their defeat; the social and political structures of colonial Mexico; matters of race and hierarchy; independence and liberals and conservatives; the Porfiriato and efforts at modernity; the Revolution; the rise and strength of the PRI; the emergence of democracy, free markets, and the drug trade. 1 unit — Monroy.

Block 7: Topics in History: Everyday Life in the Third Reich. This reading-intensive course examines everyday life in Nazi Germany (1933-1945) by focusing on the testimonials of ordinary Germans who lived under the regime. Questions to be considered include: who voted for the National Socialists and why? Did the masses genuinely support the regime, or were they coerced into doing so? How deeply ingrained were anti-Semitic attitudes among the people? What did the average German know about the Holocaust? Why did the ordinary soldier fight, and should he be regarded as a criminal? Readings will concentrate on the memoirs, diaries, and letters of both Jewish and “Aryan” Germans, supplemented by some recent scholarship on the Third Reich. Documentary and feature films will be incorporated into class on a regular basis. Students will be required to compile a detailed journal, as well as to submit two in-depth analytical essays. 1 unit — Pangburn.

Block 8: Topics In History: Chinese History and Culture. A survey of Korean history from the earliest times to the present. Covers social, cultural and political developments from the Three Kingdoms period through the Silla unification, Koryo and Choson dynasties to the modern era; with special emphasis on the twentieth century. Special consideration will be given to the period of Japanese colonial rule and era of division since the Korean war. The course will consider: how was the modern Korean nation formed and defined? What is the legacy of 19th and 20th century history for developments in contemporary North and South Korea? How was ‘modernity’ defined and constructed on the Korean peninsula? What is the relationship between the formation of the Korean diaspora and historical events in the two Koreas? What is the role of Korea (north and south) in the broader context of contemporary East Asian history? (taught in Singapore) 1 unit — Williams Singapore.

Block 8: Topics in History: World War II. This course addresses the causes, conduct, and consequences of the history’s greatest conflict in a global context. It begins in 1918, ends in 1947, and emphasizes the years from 1939 to 1945. It focuses on the human experience and the factors that shape human behavior in war. It encourages critical thinking through consideration of diverse interpretation of events, the worth of historical analogies, and the relationships of the military experience to “normal” life. 1unit — Showalter.

209 Ancient Multicultures. Survey of ancient history as an arena of cultural contact between different ethnic, religious and cultural communities. Emphasis on the Persian Empire as “other” to Greeks and Jews, on Alexandria as a “melting pot” or “salad bowl,” and on the Greco-Roman society of later antiquity as locus of changing identities. Mixed and dialogical cultural forms such as History, New Comedy, Pastoral, Apocalypse, Romance, Acts, and Gospel. Reading selected from Herodotus, the Bible, Plautus, Theocritus, Polybius, Vergil, Caesar Augustus, Philo and Petronius. (Also listed as Classics 125.) 1 unit — Cramer.

210 History of Native America. Introduces students to the history of native peoples primarily in North America. The course includes histories of individual native groups as well as the relationship between American Indians and a variety of Europeans from before contact until the present. Examines a variety of primary and secondary materials to see patterns in the ways that Native Americans have been affected by the process of conquest, the ways in which Anglo-Europeans have responded to Native Americans, and in the ways in which American Indians have become a part of and remained apart from ‘mainstream’ American culture. As a broader goal, we also look at the way ‘history’ is made, understood, and used by very different cultural traditions. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Southwest Studies 214.) (Not offered 2012–13.) 1 unit.

211 Crime and Punishment. This course explores the ways the state, church, and the people dealt with crime and viewed justice in Renaissance, early modern and modern Europe. Attention to topics such as heresy, the witch craze, and treason and to what ordinary and great trials reveal about changing attitudes toward criminal justice. 1 unit.

212 American Environmental History. A survey of American history from the perspective of the environment, beginning with the biological and cultural invasion of the New World in 1492 and ending with current environmental problems and their historical roots. Topics include Native American vs. Euro-American views of nature, the impact of changing economic systems on the environment, and the impact of the landscape on various American cultures. 1 unit.

213 Foundations of Classical Culture: Athenian Democracy. The Greeks with Near Eastern and Indo-European background. Pan-Hellenic epic and religion, the polis, philosophy, history, tragedy and comedy. Attention throughout to Greek and Latin literary forms, but no knowledge of ancient languages required. *Prerequisite:* Completion of CP: W required. 1 unit — Cramer.

216 Roman History I: The Ancient Roman Republic. Focus on the development of Rome, from a small city ruled by kings, to a regional power ruled under a Republic. The course will trace Rome’s expansion through Italy, its conflict with Carthage and will closely examine the end of the Republic. Individuals discussed will include the Gracchi, generals Marius, Sulla, Pompey, Caesar, and Rome’s greatest politician (and author) Cicero. (Also listed as Classics 216.) *Prerequisite:* Completion of AP: A required. (Also listed as Classics 216.) 1 unit.

217 American Frontiers. The process of conquering the American continent from 1492 to the present. An examination of the variety of forms that Euro-American conquest took (exploration, religion, economic development, settlement, and military encounter), the impact of conquest on native peoples, the social and economic development of the frontiers, and the lives that people led and lead in places considered frontiers. (Also listed as Southwest Studies 217.) (Not offered 2012–13.) 1 unit.

218 Eastern Europe, Russia, and Eurasia. This two-block course will survey the history of the Eurasian region from Eastern Europe to the Central Asian and Pacific areas of Eurasia, with an important theme being the rise and fall of the Russian Empire, and the rise and fall of the Soviet bloc. The focus throughout will be on the ways in which religious, cultural, and ethnic identities were shaped by, accommodated to, and resisted the construction of national boundaries and identities. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 2 units.

221 Africa and Europe to 1919. Traditional African states, Portugal and Africa, the slave trade, European conquest, occupation and administration. The African response to the European presence in terms of social change, the origins of a ‘Europeanized’ African elite and the beginnings of modern African politics. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Blasenheim.

222 The Emergence of Modern Africa, 1885 to the Present. Africa and the Berlin Conference, primary and secondary resistance to European colonialism, political independence, conflicts between traditional and modern cultural patterns and ideologies, one-party rule and economic dependence. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit.

224 Survey in Latin American History Latin American history from pre-Columbian times to the present. Emphasis on colonial Mexico and Peru, the centers of Spanish power in the New World, and the political and social development of post-independence Argentina, Brazil, Chile and Mexico. *Prerequisite:* Will not fulfill both Critical Perspective requirements! Will be CP:D or CP:W. (Meets either the Critical Perspectives: Diverse Cultures and Critiques or the West in Time requirement.) (Not offered 2012–13.) 1 to 2 units.

225 20th Century China. This course will follow the turbulent history and politics of China from the Boxer Rebellion of 1900 through the post-Mao reforms. Using primary documents, personal accounts, and scholarly studies, students will assess China's political and cultural changes and continuities in historical context. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 229.) 1 unit — Alberts.

226 20th Century Japan. This course will trace the social, political, and cultural developments in Japan from the first Parliamentary elections in 1890 to the current fiscal crisis in the 1990s. Using a wide range of sources, students will explore major themes in Japan's empire, World War, economic miracle, and troubled role as Asian leader. Major themes will include cross-cultural contact, world systems, and women's history. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 230.) 1 unit — Alberts.

227 Roman History II: The Rise of the Ancient Roman Empire. Following a brief survey of prior Roman history, the course will examine the development of the Roman state in the late first century under the emperor Augustus. The course will proceed to consider the Empire's evolution and management under subsequent Julio-Claudian, Flavian, and Antonine dynasties. The city, its monuments, its art, its literature, bureaucracy and territorial expansion, the role of women, various social and minority groups, and the growth of Christianity will all be discussed. (Also listed as Classics 226.) (Not offered 2012–13.) 1 unit.

231 Women in America before the Civil War. Women in American society, from colonial times to 1860, including issues of race, class and servitude; transformations in pre-industrial work and family relationships; women and slavery; women and religion; women's efforts to reorder their lives and society. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

232 American Women in Industrial Society. Women in American society from 1860 to the present, including Victorian women on the pedestal and in the factory; social and domestic feminism in the progressive era; work in the home; urban women; immigrant and minority women; women in wartime; contemporary feminism. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

236 Argentina, Chile, and Uruguay Since Independence. Political independence in the 1810s in La Plata and Chile. The impact of immigration, urbanization, modernization, populism, nationalism, militarism and redemocratization. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Blasenheim.

238 Colonial Hispano-America. Spanish conquest and administration in New Spain and Peru, the Catholic Church, internal and external colonial economies, the Bourbon reforms and political independence in the 1820s; class, caste and gender during the colonial period. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Blasenheim.

240 Foundations of American Constitutionalism and Diplomacy to 1865. *Prerequisite:* Meets AP: A if taken immediately before Political Science 101. (Also listed as Political Science 396.) 1 unit — Hendrickson.

241 The Emergence of Modern America, 1919–1942. Political liberty, cultural expression, and race relations in the aftermath of WWI; changing sexual and racial relations and the anti-modernist response in the 1920s; the Harlem Renaissance; the causes and consequences of the Great Depression and FDR and the New Deal; the coming of World War II. 1 unit — Monroy.

242 Recent U.S. History, 1943–1973. Domestic politics and political realignments from Truman to Nixon: McCarthyism and the beginnings of the Cold War; covert action and direct intervention in U.S. foreign policy; Civil Rights; Black Power; feminism; and controversies regarding the American family. 1 unit — Monroy.

243 Slavery and Antislavery Movements to 1860. African cultural backgrounds, African slavery in colonial British America and the U. S. to 1860; free Black people from 1790 to 1860 and antislavery movements. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

244 Black People in the U.S. Since the Civil War. Black Reconstruction; Black urban settlement; literary and artistic movements in the 1920s; civil rights struggles; recent social and political expressions. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

245 Contemporary U.S. History, 1973–2003. American foreign policy from the “Vietnam Syndrome” to the end of the Cold War to the invasion of Iraq; Americans and the Islamic world; transformations of the Republican and Democratic Parties and the Office of the President; negotiating race in the post-Civil Rights era; the “New World Order and the new immigration; religion, families, and gender and their roles in partisan politics. 1 unit — Monroy.

249 Women, Children and Men: Families in Historical Perspective. This course treats gender roles and family life throughout the European past, with comparative attention to families of other historical cultures and to relationships within non-human primate communities. It emphasizes the historical agency of women and children generally elided from traditional master narratives of Western Civilization, demonstrating how feminist and ethnohistorical approaches can reveal their experience. Course materials will include historiographical and anthropological literature as well as primary documents, literary works and visual sources. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Feminist and Gender Studies 247.) (Not offered 2012–13.) 1 unit.

250 Social Movements in United States History. This course examines the role of social movements that have strived to achieve social, cultural, political and economic change in the United States. Cases will include movements of the 19th and 20th centuries including antislavery, Populism, nativist movements, workers’ movements, the 1960s reform cycle (civil rights, student, and welfare rights movements and feminism), direct action anti-nuclear movements, and the Christian right. (Not offered 2012–13.) 1 unit.

252 Magic, Science, and Religion in the Mediterranean. How have science and religion come to be seen as such different enterprises? What role has the charge of ‘magic’ played in setting boundaries between communities as they sought to understand both the workings of the natural world and spiritual revelation? This course examines the intertwined histories of what we now call magic, science, and religion, through Babylonian, Hebrew, Greek, Arabic, and Latin sources, from the ancient through the early modern periods. 1 unit — Murphy, Schwarz.

255 Nature and Society. The course examines the interaction between Europeans and the natural world from the Renaissance to the present. It looks at how nature shaped the ways Europeans lived and worked and how, in turn, they thought about and behaved toward nature. In particular, it explores the impact of the Scientific Revolution, industrialization, and mass culture on the changing interplay between nature, society, and culture. 1 unit.

256 Education in the West. Educational institutions and their relationship to society from the Renaissance to the present. The rise of mass education and its impact on the structure and purpose of the educational system. (Not offered 2012–13.) 1 unit.

261 Formation of Islamic Societies. Development of an Islamic world through formation of key institutions of Islamic urban life, the changing relationships of tribal and agrarian societies to urban society, and the differentiation of public and private space. 1 unit — Murphy.

262 The Modern Middle East: Freedoms and Authorities. Analysis of the variety of lived experiences and questions of freedom and authority in everyday life in the Middle East. Attention to the impact of modernity on gender roles and social order in the Middle East. 1 unit — Murphy.

267 The Southwest under Spain and Mexico. The pre-contact history of Anasazi and Athabascan peoples from anthropological and mythological perspectives; the causes and consequences of the Spanish entrada and attempts at missionization of the Indian peoples of New Mexico and the California coast; development of mestizo society; the arrival of the Anglo-Americans and the Mexican-American War. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

268 History of the Southwest since the Mexican War. The adaptation of Native American and Hispanic peoples to Anglo-American culture and politics; the causes and consequences of the loss of Hispanic lands; the evolution of family life and religious practices; indigenous views of modernity. Films, artistic expressions, and works of fiction as well as historical sources. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Race and Ethnic Studies 268 and Southwest Studies 268.) 1 unit — Monroy.

269 The Old South: Settlement, Slavery, Secession. Explores key themes in Southern history from colonial settlement through the American Civil War. Examines the distinctiveness of the American South, and how Southern life was shaped by slavery, particularly in the ways the plantation economy informed Southern political culture, gender and race relations. Other important issues include: Anglo-American encounters with Native Americans, the Great Awakening, the American Revolution, Jeffersonian republicanism, the War of 1812, the Mexican-American War, and the rise of Southern nationalism. 1 unit — Rommel-Ruiz.

270 The New South: Modernity, Race and the Transformation of Southern Life. Examines the ways the American Civil War and Reconstruction re-shaped the American South and forced the region to live in a world without plantation slavery, the historic foundation of its political economy and social relations. This course will also look at how white supremacy defined regional race and class relations from the civil rights movement during Reconstruction through the 1960s. Key issues include the legacy of Jeffersonian agrarianism, the history of the Ku Klux Klan, industrial capitalism, the Great Depression and the New Deal, religious life, the American two-party system, and whether the South remains a distinctive region in the modern United States. 1 unit — Rommel-Ruiz.

271 History of Sex: Traditions. The course analyzes sexual roles and sexual practices in the world before the concept of 'sexual identity' emerged in the late nineteenth century. It examines how different religious traditions, such as Judaism, Islam, Hinduism, Christianity, and Buddhism, viewed sex, and explores a wide variety of topics, including pornography, prostitution, and same-sex sexual behavior, throughout the pre-modern world. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

272 History of Sex: Modernity. The course begins with an examination of the birth of "sexuality" in late nineteenth-century Europe and then explores the acceptance of and resistance to this new conceptual model throughout the world. Topics include heterosexuality and homosexuality, intersexuality, and "perversion." The course concludes with an analysis of the contemporary cultural wars over sexuality in Africa, Asia, Europe, and North and South America. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Feminist and Gender Studies 272.) (Not offered 2012–13.) 1 unit.

274 The Middle Ages: The Making of Europe. The transition from Mediterranean-centered ancient to European-centered medieval civilization. Major cultural developments within the Christian West through the 13th century. 1 unit — Neel.

275 The Renaissance and the Reformation: Crisis and Dissent. Scientific, religious and artistic achievements of the 14th, 15th and 16th centuries. 1 unit.

277 Early Modern Europe, 1660–1789. Louis XIV and the Balance of Power; Locke, Voltaire, and the Enlightenment; Frederick the Great and Enlightened Despotism; Wilkes, Jefferson and the beginning of the Democratic Revolutions. (Not offered 2012–13.) 1 unit.

278 Europe from 1789 to 1848. The French Revolution and Napoleon; the Industrial Revolution and its effect on society; Romanticism; the age of democratic revolution. (Not offered 2012–13.) 1 unit.

279 Europe from 1848 to 1914. Liberalism and democracy; nationalism and imperialism; industrialism and technology; the Concert of Europe; the balance of power; and the coming of World War I. (Not offered 2012–13.) 1 unit.

280 20th Century Europe. The roots and impact of total war, the rise and triumph of Fascism, Reconstruction, the Cold War, European Unification, and the fall of the Berlin Wall. Attention to the development of mass culture and consumer society and to the prospects of democracy throughout Europe. 1 unit — Pangburn.

283 The Jews in the Modern World. The Jews of Poland, Western Europe, and the Islamic world during the 17th century. The Impact of Enlightenment and Assimilation; Hassidism and reform; Anti-Semitism; Zionism; and the American experience. World War I and its consequences: the changing Middle Eastern framework, Communism, Nazism. Israel, and its neighbors, and the world. 1 unit — Showalter.

286 War and Society since the Middle Ages. The experience of war in Western contexts compared to other major military cultures. Administrative, technical, and ideological contexts of war's evolution as the ultimate test of the cohesion of societies and the viability of nations. (Meets the Critical Perspectives: The West in Time requirement.) (Not offered 2012–13.) 2 units.

287 Enlightenment Culture. The course analyzes the origins of ‘modernity’ in the seventeenth and eighteenth centuries. Beginning with the Scientific Revolution, it then looks at the social and political environment that made the ‘Republic of Letters’ possible. A wide variety of primary-source texts, including social and political criticism, novels and poetry, painting and sculpture, will be examined. 1 unit — Pangburn.

288 Intellectual History of Modern Europe. Woolf, Sartre, Foucault, and others. The relationships between these changes and social developments. (Not offered 2012–13.) 1 to 2 units.

302 The Invention of History. Herodotus, sometimes called the “father of lies,” and Thucydides, sometimes called the first political scientist, treated as the first historians. Study of the ways of conceiving history and its relation to the peoples and periods explored. No Greek or Latin required. (Also listed as Classics 221.) 1 unit — Cramer.

303 The Uses of the Past: Studies in Philosophy and History. Critical issues in the philosophy of history and historical methodology as seen from the standpoint of the historian and the philosopher. (Offered by individual arrangement.) 1 unit.

304 Studies in European Social History. Selected topics in the study of social and ethnic history. Subjects include, for example, ethnic divisions, women, the family, childhood. Specific content and emphasis to be determined by the instructor. *Prerequisite:* consent of instructor. (Not offered 2012–13.) 1 unit.

305 Studies in American Social History. 1 unit.

Block 1: Studies in American Social History: LGBTQ Liberation. This course will focus on queer history in twentieth-century America. Following an examination of pre-war culture, in particular the various ways that homosexuals created spaces to exist in a heteronormative culture generally hostile to them, the course will explore the growing animus faced by lesbians, homosexual men, and transgendered individuals in the aftermath of World War II. The climax of the course will be an analysis of the Stonewall Uprising of 1969, the push for gay liberation in the 1970s, and the scourge of AIDS in the 1980s and 1990s. Short stories, novels, and movies will provide students with the opportunity to interrogate the impact of Stonewall on transgendered, bisexual, lesbian, and gay peoples from different racial and ethnic backgrounds. The course will conclude with a study of the challenges posed by queerness to post-Stonewall gay identities in recent times. (Also listed as Feminist & Gender Studies 381.) 1 unit — Ragan.

312 Faith, Reason and Medieval Society. Intellectual history in its cultural context from Augustine to Thomas à Kempis. Philosophical, theological and historiographical texts. (Not offered 2012–13.) 1 unit.

315 Film and History. Examines the representation of history in film. It compares a series of films to major themes and issues in the historiographical literature and raises questions about the ways films should adhere to the academic standards of the historical discipline. Students will read significant debates among cinematic and academic historians and explore the possibilities and limitations of cinematic presentations of history. 1 unit — Rommel-Ruiz, Showalter, Neel.

316 History and Literature. An examination of the relationships, both similarities and differences, of history and literature. Using selected theoretical texts from Aristotle to the present, traditional narrative historical texts, experimental histories, fictions based on imagined thoughts and actions of historical figures, and comparisons of historical/biographical texts and historical novels, the course explores the different and/or similar purposes and functions of historical writing and literary writing, and the truth claims of each as forms of narrative and knowledge. In addition, we will read history literally and literature historically in order to interrogate the uses and limitations of both forms of writing. (Not offered 2012–13.) 1 unit.

317 Modern Central and Eastern Europe. This course will examine the rise, fall, and legacy of the modern German, Austro-Hungarian, Ottoman, and Russian Empires in the lands of Central and Eastern Europe. Important themes will be the struggles over historical memory and national identity within or against continental and imperial paradigms, the complex patterns of resistance and adaptation to foreign domination, and the struggles for national independence. (Not offered 2012–13.) 1 unit.

318 Modern Russia and the Soviet Union. This course will focus on more advanced study of the Russian Empire, the Soviet Union, and the Soviet successor states in the 20th century. Topics will include the collapse of the Empire during the First World War, the attempted “building of socialism” in the Soviet period, the crisis of the Soviet system, and how Soviet conceptions of the relation between ethnicity and nationality shaped political and cultural identities before and after 1991. 1 unit — Showalter.

319 Modern Central Asia and Eurasia. This course will focus on those regions that stand at the crossroads of European and Asian history, and that are often neglected in traditionally bounded survey courses. Topics will include the patterns of conquest, trade, technological diffusion, and religious conversion across these regions; the effects of Ottoman, Persian, Russian, Chinese, Soviet and Japanese colonialism; and the emergence of independent nations in the 20th century. *Prerequisite:* History 218 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

330 Colloquium in History and Politics. A junior seminar organized around comparative analysis of a common theme or topic, employing both historical and political science approaches to analysis and research. Designed principally for History/Political Science majors, but others may be admitted with consent of instructors. *Prerequisite:* HY/PS major or consent of instructor. (Also listed as Political Science 330.) 1 unit — Blasenheim, Lindau.

340 History of Brazil, 1500 to Present. Portuguese colonization, political independence in a neo-colonial economy, the Brazilian Empire, the Republic. The emergence of modern Brazil: populism, corporatism, and militarism. The institution of slavery and its legacy. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

344 Modern France and Italy: Fascism, War and Resistance. An examination of the effect of total war, extremism, and economic crisis on politics and society, with special attention to fascism, the resistance, post World War II revival, and to cultural movements such as the avantgarde, futurism, and existentialism. (Not offered 2012–13.) 1 unit.

360 Women and Public Policy in 20th Century America. This course will focus on gender issues and public policy. Our focus will not be on the technical aspects of policy making, but rather on the implicit and often explicit assumptions about gender incorporated into policy and on examining the context and causes of policy shifts over time. We will also be attentive to women as political claimants seeking to influence policies that affect their lives, and to the different ways that women experience policies. One of the primary goals of this course is to address the problem of agreeing on a definition of gender justice and the consequent challenges involved in developing gender-justice policies. Topics will include reproductive technology and control, sexual violence, workplace problems (discrimination, pay equity, and childcare), legal rights, welfare, and military obligation. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

362 The Civil War and Reconstruction, 1845–1877. The causes, strategies, and impact of the Civil War on the United States. Slavery; sectional controversy; political crises; civilian and military life during the war; the successes and failures of Reconstruction; the problems of race. 1 unit — Hyde.

364 American Colonies, 1492–1763. The English colonies in America, their founding and development within the British Empire. (Not offered 2012–13.) 1 unit.

365 The American Revolution and the Constitution, 1763–1789. The movement for independence and the corollary movement to restructure politics internally, from the end of the Seven Years War through the Revolution and Confederation to the adoption of the U. S. Constitution. (Not offered 2012–13.) 1 unit.

366 The New Republic, 1789–1844. Initial development of the United States under the Constitution through the Virginia dynasty and Jacksonian democracy. Party formation; conflicts in political economy; diplomacy; expansion; social and cultural growth. 1 unit — Hyde.

369 Industrial America, 1877–1919. The United States as it moves from a rural, provincial nation to an industrial world player. Immigration, industrialization, foreign affairs, political and cultural reform provide the focus of the course. (Not offered 2012–13.) 1 unit.

384 Cultural and Social History of China. Chinese ways of life and thought and the interaction of local social patterns with government and elite ideals. Focuses on the last great dynasty, the Qing. With Emphasis on Writing. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Williams.

393 Germany since 1918: Dissolution and Reunification. From Empire to Republic. Weimar: promise and fulfillment. Left and Right in postwar Germany. The use of National Socialism. The Twelve-Year Reich. Defeat, reorganization and reunification: two Germanies, then one. (Not offered 2012–13.) 1 unit.

399 Junior Seminar: Studying History. An examination of traditional and new methods of studying the past and an exploration of the debate over the nature and the meaning of history. Designed primarily for history majors, but others may be admitted with the consent of the department. *Prerequisite:* consent of instructor and junior standing. 1 unit — Hyde, Murphy, Williams.

409 Directed Readings in History. *Prerequisite:* Consent of instructor and 3 units of History. 1 unit.

410 Senior Seminar. An advanced seminar on selected topics and themes in historical study. *Prerequisite:* History 399, consent of instructor and senior standing. 1 unit — Neel, Rommel-Ruiz.

Block 3: Senior Seminar. *Prerequisite:* Consent of instructor History 399 and senior standing. (Writing Intensive.) 1 unit — Showalter.

Block 5: Senior Seminar. *Prerequisite:* Consent of instructor, History 399 and senior standing. (Writing Intensive.) 1 unit — Rommel-Ruiz.

420 Senior Essay. Independent, primary source research. Particular content and emphasis of the paper to be determined in consultation with supervising professor. To be taken in the block immediately following HY410. *Prerequisite:* History 399 and 410, consent of instructor, senior standing. 1 unit — Rommel-Ruiz, Showalter.

424 History–Political Science Thesis. An interdisciplinary, primary-source-based thesis on a subject of interest to the student. Independent study format with regular consultation between the student and the faculty supervisors. *Prerequisite:* Consent of both departments. 2 units.

425 History–Philosophy Thesis. An interdisciplinary, primary-source-based thesis on a subject of interest to the student and approved by two faculty supervisors, one in Philosophy and one in History. Independent study format with regular consultation between the student and the faculty supervisors. *Prerequisite:* Consent of both faculty supervisors and registration in Philosophy 425 in the same academic year. Both courses must be completed at some point during blocks 1–6 of the senior year. 1 unit.

430 Senior Thesis. *Prerequisite:* 399, 410, consent of instructor, senior standing. 1 unit.

431 Senior Thesis. Directed reading and preparation of a thesis. *Prerequisite:* 399, consent of instructor, senior standing. 1 unit — Department.

History–Philosophy

www.coloradocollege.edu/academics/dept/history/

Professors ASHLEY, HOURDEQUIN, J. LEE, MCENNERNEY, MURPHY, NEEL, RAGAN, WILLIAMS

The departments of history and philosophy offer a combined major. Admission to the major is by application and must be accomplished by the end of the first semester of the junior year. Each student develops an integrated program of historical and philosophical inquiry in conjunction with two advisors, one from each of the sponsoring departments. Students may develop a program that focuses on a period (e.g., the Middle Ages, the 19th Century), an area (e.g., East Asia, the Mediterranean), or an issue (e.g., the environment, feminism).

THE MAJOR REQUIRES 16 UNITS, DISTRIBUTED AS FOLLOWS:

- a.) Introductory Coursework (four blocks):
 - Any 100-level history survey; AND
 - PH201 History of Modern Philosophy.
- b.) Four electives in the concentration of an area, period, or issue (four blocks):
 - A minimum of one block must be taken in each of the two sponsoring departments. These four blocks must be approved by the two coordinating advisors to ensure that a coherent field-of-inquiry is being addressed.

c.) Two methods courses (two blocks):

- HY399 Junior Seminar: Studying History; AND
- Either PH301 20th Century Analytic Philosophy; OR PH302 20th Century Continental Philosophy; OR PH452 Junior Seminar.

d.) Senior Thesis (two blocks):

- HY425 History–Philosophy Thesis; AND
- PH425 History–Philosophy Thesis.
- The thesis is due by the last day of Block 6 in the senior year.

e.) Foreign Language (four blocks):

- The language must be appropriate to the field of study and approved by the two advisors. Proficiency through the end of intermediate language instruction must be demonstrated, either through coursework or advanced placement (or some combination of the two).

History–Political Science

Advisers — Professors BLASENHEIM, GRACE, B. LEE, MURPHY

This major gives a student the opportunity to apply the perspectives of history and political science to an area of the world of his or her choosing.

ENTRY INTO THE MAJOR:

To enter this major, students must take either History 104 or 105, or Political Science 103.

REGIONAL CONCENTRATION:

Each student must then take four units in each of the departments. A concentration in United States, Europe, Latin America, Asia, or Africa/Middle East satisfies the requirement. Students are strongly advised to consult the advisors for the major in each department in choosing courses relevant to each region in order to make sure that they fulfill all requirements. In political science: all four units must be taken within the chosen region of concentration. In history: a minimum of three units of the four required units must be taken within the chosen region of concentration. A student who wishes to do so may propose, subject to the approval of the advisors and the chairs of each department, a coherent program for the study of another world region other than those listed here.

LANGUAGE REQUIREMENT:

Regional concentrations outside the United States must include the second-year or the equivalent in a foreign language appropriate to the area.

CAPSTONE REQUIREMENT:

In addition, each student must complete the Colloquium in History/Political Science (330) and one unit of advanced research (History 420, or a tutorial in political science in the subfield area in which most political science courses were taken for the major).

THESIS:

Any history–political science major may apply to write a thesis instead of taking the unit of advanced research, subject to the approval of both departments. A student must submit a proposal outlining the subject and identifying general sources by the beginning of Block 8 of the junior year, or, if a student is off campus in the junior year, the proposal may be submitted at the beginning of Block 1 of the senior year. The thesis should be interdisciplinary in nature and include the use of primary materials. The proposal should be submitted to both departments.

The majors' advisers may approve credit toward the major for other special or advanced courses when appropriate to a student's concentration. "Topics" courses in both history and political science are examples. Approval should be sought prior to taking the course.

International Political Economy

Advisers — Professors HENDRICKSON, KAPURIA-FOREMAN;
Associate Professors GOULD, LYBECKER; Assistant Professor KHRAICHE

THE MAJOR — REQUIREMENTS:

The major in international political economy prepares students for careers in government, international organizations, international business, or private foundations; for further study in international economics and politics; and for constructive citizenship in a world of increasing interdependence. The major is designed for students with broad interests in international studies.

The major focuses on the interaction between politics and economics in comparative politics and international settings. It examines the possibilities and constraints furnished by social structures, institutions, ideologies, and culture within and across societies, and it looks at the interplay of economic and political forces in the world arena.

Students are introduced to the field in their junior year when they take Introduction to International Political Economy, a course emphasizing theoretical foundations. They draw upon this body of theory as they undertake a research experience during the senior year.

A student majoring in international political economy must complete a minimum of 16 units of credit, including the following requirements:

- a.) At least five units of credit in political science, including one theory course (PS205, 270, 292, or 298) AND PS209 or 225. Either PS209 or 225 can be counted towards the IPE major, but not both. The remaining units must come from the comparative and international relations subfields, including at least one unit from each. Students may take a maximum of one pre-approved elective from outside the political science department;
- b.) At least four units of credit in economics and MA125 or 126, EC150 (or 151 and 152), 207 or 209, and 342 or 344. While not required for the IPE major it is highly recommended that majors include some of the following 300-level courses in their course of study as well: EC334, 337, 390 (some topics; e.g., Global Environmental Economics), or EC391 (some topics);
- c.) Demonstrate second-year college proficiency in a modern foreign language or earn at least three units of credit from an approved program of studies outside the United States;
- d.) EC/PS375 (normally taken in the junior year);
- e.) Statistics (EC200, MA117 or BY220);
- f.) Capstone Research Experience — student must complete one of the following: PS470 (or 410 or 412), EC498, or PS450.

Whatever the choice of research experience, students must present their projects to their peers and discuss the research of fellow majors.

Mathematics

www.coloradocollege.edu/academics/dept/mathematics/

Professors M. ANDERSON, JANKE, M. SIDDOWAY, TINSLEY;
Associate Professors BROWN (chair), McDOUGALL (associate chair), A. TAYLOR;
Assistant Professors BRUDER, ERICKSON, WHITEHEAD; Visiting Assistant Professor MALMSKOG

A student may major in either mathematics or in computer science; mathematics courses are designated by MA. For details about the computer science major and a list of computer science (CP) courses, see the listing under computer science elsewhere in the catalog.

In addition to the general college requirements, a major in mathematics must complete:

- 126 and 129 (or equivalent);
- 204, 220, and 251 (a student should complete these before declaring the major);
- 321 and 375;
- 322 or 376 or 417 (should be taken in the same year as its prerequisite whenever possible) or both 316 and 318;
- Three other 300–400 level one-unit courses, or two other 300–400 level one-unit courses and two other 200-level one-unit courses (not meeting one of the requirements above), excluding 255, 355, 455. EC392 can also count as a 200-level elective.

A student majoring in mathematics must:

- Attend at least four departmental seminars or department-approved talks after declaring the major, and submit a one-page summary of each to the chair within two weeks of the seminar. This should be completed by the end of Block 7 of the student's senior year. Consult the mathematics department for further details on what constitutes an approved talk.
- Complete one the following Capstone experiences; in either case, this must be completed during the student's senior year:
 - 1.) MA408 — History of Mathematics;
 - 2.) A year-long project culminating in a summary paper and seminar during Block 7. The student should select a faculty adviser for this project and submit a proposal by the end of Block 3 of the senior year. (Consult the mathematics department for further details.)

To be considered for graduation with Distinction in Mathematics, a student must complete three courses with a 300-level prerequisite, one of which must be MA410. In addition, such students must complete a distinction project and be approved by a vote of the department faculty. (The distinction project satisfies the Capstone experience requirement.) Further information is available from the department.

THE MINOR — REQUIREMENTS:

To minor in mathematics a student must either:

- 1.) Successfully complete one of the “options for a minor in mathematics” listed on the department webpage www.coloradocollege.edu/academics/dept/mathematics/
- 2.) Successfully complete a mathematics minor designed in consultation with a department member and approved by the department. A plan for a minor not covered in #1 must be approved by the department by the end of the first block of the student’s senior year.

110 Mathematical Explorations. An introduction to mathematical thinking through specified topics drawn from number theory, geometry, graph theory, algebra or combinatorics. The course will focus on giving students the opportunity to discover mathematics on their own. No previous mathematical background is required, but students will be expected to come with curiosity and a willingness to experiment. Not recommended for math majors. (Meets the Critical Perspectives: Scientific Investigations of the Natural World requirement if taken as a 1 unit course.) (Not offered 2012–13.) .5 or 1 unit.

117 Probability and Statistics. An introduction to the ideas of probability, including counting techniques, random variables and distributions. Elementary parametric and non-parametric statistical tests with examples drawn from the social sciences and life sciences. (No credit if taken after any other college-level statistics course.) Not recommended for mathematics majors. *Prerequisite:* No credit after BY220/EC200. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Brown, McDougall, Siddoway, Tinsley.

125 Pre-Calculus and Calculus. The same calculus as 126 together with materials from algebra, trigonometry, analytic geometry and the study of functions. Intended solely for students not sufficiently prepared for 126. *Prerequisite:* Consent of instructor and (equals 1 unit N, 1 unit Outside). (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 2 units — Malmskog.

126 Calculus 1. Differential and integral calculus of algebraic and transcendental functions and applications. Students normally begin the calculus sequence with this course. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Anderson, Brown, Bruder, Erickson, Malmskog, Tinsley.

127 Calculus 1 and 2 Accelerated Review. An accelerated review of differential and integral calculus of one variable, including a study of the differential calculus for functions of several variables. Designed for students who have already been exposed to topics traditionally included in two semesters of calculus. MA127 fulfills all requirements met by MA129; no credit after MA128 or MA129. *Prerequisite:* One year of high school calculus and consent of instructor. (Meets the Critical Perspectives: Scientific Investigations of the Natural World requirement.) 1 unit — Department. (Not offered 2012–13.) 1 unit.

129 Calculus 2. Techniques of integration, applications of the definite integral, differential equations, Taylor polynomials, vectors in two and three dimensions, differential calculus of functions of several variables. *Prerequisite:* Mathematics 125 or 126. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) No Credit after MA127 or MA128. 1 unit — Anderson, Bruder, Erickson, Siddoway.

151 The World of Numbers: From Euclid to the Information Age. People have been writing numbers for as long as they have been writing. This course traces the use of numbers from ancient civilizations to modern times and examines how our view of numbers has changed over that period: natural numbers, prime numbers, rational numbers, Fibonacci numbers, real numbers and complex numbers, as well as the way in which our ability to calculate has evolved. (Meets the Critical Perspectives: West in Time requirement.) (First-Year Experience course; first-years only.) 2 units — Anderson, Erickson.

155 Independent Study. *Prerequisite:* Consent of instructor. 1 unit.

175 Chaos under Control: Computation, Calculus, and Order Within Chaotic Systems.

Traces the evolution of geometry and dynamics from antiquity to the present, while following the thread of developing technology. Geometry in Euclid's time and Aristotle's dynamics are inadequate for the study of natural objects such as fern leaves or the weather. Examines how the development of calculating machines has affected and deepened understanding of the natural world. Following the development of early calculating machines into modern day computers, we will see how Newton's and Leibniz's calculus laid the foundations for the study of differential equations, chaotic and nonlinear dynamics, fractals, and the butterfly effect. First-Year Experience course; first-year students only. *Prerequisite:* Calculus 1 from high school, or COI. (Meets the Critical Perspectives: The West in Time Requirement.) 2 units — Bruder, McDougall.

201 Foundations of Discrete Mathematics. An introduction to sets and logic, relations and functions, combinatorics, graphs, recursion, and algorithms. The topics are fundamental for the study of many areas of mathematics as well as for the study of computer science. *Prerequisite:* Any 100 level Mathematics course or consent of instructor. (Not offered 2012–13.) 1 unit.

204 Calculus 3. Sequences and infinite series, non-Cartesian coordinate systems, integral calculus for functions of several variables, and the calculus of vector valued functions. *Prerequisite:* MA129, or MA128 and COI, or 2 units of college level calculus and COI. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Erickson, Malmkog, McDougall.

217 Probability and Statistical Modeling. Introduction to probability distribution theory and statistical inference. Descriptive methods for building models with emphasis on linear regression models including variance and covariance. Analysis of model fit and discussion of modern robust techniques. (This course is an appropriate first course in statistics for students with stronger mathematical backgrounds.) *Prerequisite:* MA117 or MA126. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Janke, Tinsley.

218 Analysis of Environmental Data. This course will focus on the fundamentals of exploratory data analysis, hypothesis testing, and experimental design in the ecological, environmental, and the earth sciences. Topics will include theory and practice of project design, data distribution and description, the central limit theorem, characterization of uncertainty, correlation, univariate hypothesis testing, and multivariate analyses (ANOVA, linear regression). Students will complete a final project using environmental data collected in the field and analyzed using statistical computer software. *Prerequisite:* MA126 or MA125 or MA127 or Studies in Humanities equivalent (Calculus I). (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — McDougall.

220 Linear Algebra. Matrix Algebra and Gaussian Elimination. The geometry of vectors in R^2 , R^3 and R^n . Vector spaces and linear transformation. Introduction to orthogonal geometry and eigenvalue problems. *Prerequisite:* MA129 or MA203 or 2 credits of college level calculus with COI. 1 unit — Bruder, Malmkog.

227 Mathematical Software. An introduction to one of the major mathematical software packages such as Mathematica or Matlab. Investigation of symbolic computation, numerical algorithms, and graphics as used in these programs. Students may take the course more than once to learn additional software packages, but they may take it a maximum of two times for credit. (May be taught either in the extended format or as a half-block.) *Prerequisite:* MA129 or COI. (Not offered 2012–13.) .5 unit.

228 Mathematical Problem-Solving Seminar. Students will meet regularly during the semester, in order to learn problem solving techniques as applied to interesting mathematical problems, often drawn from the national William Lowell Putnam competition, or the COMAP Mathematical Modeling Contest. Students may take the course more than once, but at most two times for credit (in different years). *Prerequisite:* MA129 or COI. .5 unit — Bruder, Erickson, Siddoway.

229 Seminar in Mathematical Biology. This course will provide a forum for discussing current research and classic papers in mathematical biology. Topics will be chosen that both relate to students' research experiences and broaden their knowledge of mathematical biology. The seminar will also provide a forum for discussing research with visiting scientists. It will meet twice per block for one semester. *Prerequisite:* MA126. May be taken for credit twice. .5 unit — Brown.

240 Topics in Mathematics. Special topics in mathematics not offered on a regular basis. (Not offered 2012–13.) 1 unit.

251 Number Theory. A careful study of major topics in elementary number theory, including divisibility, factorization, prime numbers, perfect numbers, congruences, Diophantine equations and primitive roots. *Prerequisite:* MA129 or MA203 or (MA128 and CS22) or 2 credits of college level calculus with COI. 1 unit — Erickson, Tinsley.

255 Independent Study. *Prerequisite:* Consent of instructor. 1 unit.

256 Mathematical Models in Biology. An introduction to selected quantitative models drawn from areas of biology such as ecology, genetics and physiology. For each model, the course includes an investigation of the mathematical methods, an evaluation of the model, and some elementary simulation techniques. *Prerequisite:* MA126 and 1 college biology course. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Also listed as Biology 356.) (Not offered 2012–13.) 1 unit.

275 Calculus Under Control: Computation, Calculus, and the Order Within Chaotic Systems. We will study geometry and dynamics, while following the thread of developing technology. Our course will evaluate the use of Newton's and Leibniz' Calculus to model the motion of projectiles on earth and of celestial bodies through space and time. We will consider this in contrast with analyses from around 1900 of *chaotic* motion in the "three body problem": the tiniest change in the initial position or velocity of an object, even in a system involving just three masses, can lead to vastly different outcomes over time. This course will examine "the butterfly effect", and address debates on free will and the deterministic outlook of the Newtonian universe. Modern chaos theory with its hallmark fractal-type behaviors has had far reaching implications not only for dynamics in space and time, but also for applied sciences such as population biology and economics. *Prerequisite:* One year of high school calculus and consent of instructor. (First-Year Experience course; first-years only). (Meets the Critical Perspectives: West in Time requirement.) 2 units — Bruder, McDougall.

300 Geometry. Some current topics in advanced and modern geometry. Topics drawn from linear geometry, affine, inversive and projective geometries, foundations and axiomatics, transformation groups, geometry of complex numbers. (Offered alternate years.) *Prerequisite:* MA251. 1 unit — Anderson.

311 Vector Analysis. Vector functions, divergence and curl. Green's and Stoke's theorems and the properties of three-dimensional curves and surfaces. Related topics from linear algebra and differential equations. *Prerequisite:* MA203. (Also listed as Physics 311.) 1 unit — DiCenzo.

313 Probability. Probability spaces, discrete and continuous random variables, independence, expectation, distribution functions. *Prerequisite:* MA203 or MA204. 1 unit — Siddoway.

315 Ordinary Differential Equations. Introduction to methods for finding solutions to differential equations involving a single, independent variable. Topics include linear equations, exact solutions, and series solutions. Laplace transforms, Sturm Separation and Comparison Theorems, systems of equations, and existence and uniqueness theorems. *Prerequisite:* MA220. 1 unit — Bruder.

316 Partial Differential Equations. Introduction to analytical and numerical methods for finding solutions to differential equations involving two or more independent variables. Topics include linear partial differential equations, boundary and initial value problems, Fourier series solutions, finite element methods, the Laplace equation, the wave equation and the heat equation. *Prerequisite:* MA315 or some experience with ordinary differential equations with consent of instructor. 1 unit — Brown.

318 Numerical Analysis. The development and analysis of algorithms for approximating solutions to mathematical problems. Topics covered include: approximating functions, finding roots, approximating derivatives and integrals, solving differential equations, solving systems of linear equations, and finding eigenvalues. *Prerequisite:* MA220. (Not offered 2012–13.) 1 unit.

321 Abstract Algebra I. An introduction to the abstract algebraic properties of groups, rings and fields. *Prerequisite:* MA220 and MA251. 1 unit — Anderson.

322 Abstract Algebra II. Continuation of Mathematics 321. *Prerequisite:* MA321. 1 unit — Siddoway.

325 Graph Theory. A study of graphs as finite mathematical structures. Emphasis on algorithms, optimization and proofs. (Offered alternate years.) *Prerequisite:* MA220 and MA251. (Not offered 2012–13.) 1 unit.

340 Topics in Mathematics: Algebraic Number Theory. In this course, we will study how modern number theory utilizes and motivates some advanced techniques from abstract algebra. The main focus will be the structure of number fields. Some topics include how primes factor in number fields, the group of units, algebraic integers, elliptic curves, and applications to cryptography. We will also learn some computational number theory using Pari and Sage. *Prerequisites:* MA251 or consent of instructor. 1 unit — Erickson.

345 Research in Mathematics. An introduction to the nature of mathematical research. Investigation with a faculty member of current mathematical problems, usually chosen from the field of the faculty member's own research. (Offered in alternate years. May be offered some years as an extended format course for .5 unit.) *Prerequisite:* Consent of instructor. (Not offered 2012–13.) 1 unit.

355 Independent Study. *Prerequisite:* Consent of instructor. 1 unit — Bruder.

375 Mathematical Analysis I. An introduction to the theoretical basis for the calculus. Sequences and series; topology of the real line; metric spaces; definitions of limit, continuity, compactness. *Prerequisite:* MA203 or MA204, MA220, MA251. 1 unit — Brown.

376 Mathematical Analysis II. Continuation of Mathematics 375. A rigorous treatment of derivatives and integrals, culminating in an introduction to continuity and differentiation of functions of several variables and of vector-valued functions. *Prerequisite:* MA375. 1 unit — Tinsley.

392 Advanced Topics in Mathematical Economics. Selected topics in the study of Mathematical Economics. Specific content and emphasis are developed by the instructor(s). Topics will meet the ME elective requirement for the Mathematical Economics major. 1 unit.

400 Topology. An introduction to the study of point-set topology. Examples of topological spaces; compactness, connectedness, and continuity; separation axioms. Additional topics chosen from algebraic or geometric topology. (Offered alternate years.) *Prerequisite:* MA375. 1 unit — Tinsley.

408 History of Mathematics. A study of selected developments in the history of mathematics and the role of mathematics in different cultures across time. The course often draws on original sources and traces the relationships among different fields within mathematics through the in-depth study of major unifying results. When used to fulfill the Capstone requirement for the mathematics department, the course must be taken in the senior year. *Prerequisite:* MA321 and MA375. 1 unit — Siddoway.

410 Complex Analysis. The calculus of functions of a complex variable. Differentiation, contour integration, power-series, residue theory and applications, conformal mapping and applications. *Prerequisite:* Consent of instructor or MA375. 1 unit — McDougall.

417 Mathematical Statistics. Brief introduction of probability, descriptive statistics, classical and Bayesian statistical inference, including point and interval estimation, hypothesis tests and decision theory. (Offered alternate years.) *Prerequisite:* Consent of instructor or MA313. 1 unit — Janke.

440 Special Topics in Mathematics. Given on demand for a group of students interested in a topic not included in the regular curriculum. (Not offered 2012–13.) 1 unit.

455 Independent Study. 1 unit.

Mathematical Economics

www.coloradocollege.edu/academics/dept/economics/

Advisers — Associate Professor FENN; Assistant Professors DE ARAUJO, ERICKSON

THE MAJOR — REQUIREMENTS:

The mathematical economics major provides strong training for students pursuing private-sector careers in investment banking, forecasting, applied mathematics, or finance, as well as graduate work in economics, operations research, and finance. Students majoring in mathematical economics must successfully complete no fewer than 15 units of listed courses in mathematics (MA) and economics and business (EC), including a senior thesis.

To solidify basic problem-solving skills, all majors must initially take a common set of required courses in economic theory, calculus, linear algebra and differential equations. Depending on individual course prerequisites, majors may then directly fulfill the elective requirement, which undertakes a more advanced treatment of mathematical economics, and complete a sequence of courses that provide exposure to the statistical modeling of data.

Students desiring to major in mathematical economics are required to pass the following prerequisites prior to admission into the major: EC150 (or 151 and 152), MA126, and MA129.

In addition to those courses, all majors must complete MA220, MA315, EC207, EC209, MA217, EC408, EC392, and EC496, plus one approved MA elective course and one approved EC elective course. A list of approved electives may be obtained from either department or from the economics and business department website. Distinction in Mathematical Economics is awarded by action of the departments to up to the top 20 percent of graduating majors based on their GPA within the major, with the provision that they have also received an A in Senior Thesis.

Music

www.coloradocollege.edu/academics/dept/music/

Professors AGEE, BEN-AMOTS (chair), M. GRACE, LEVINE, SCOTT; Assistant Professor BAÑAGALE; Artist-in-Residence S. GRACE (associate chair); Lecturer D. BRINK; Visitor SCHORMANN

THE MAJOR — REQUIREMENTS:

All students who wish to major in music must complete the core curriculum, consisting of the following eight block courses: MU391, 392, 393, 411, 412 (MU393, Comparative Music Theory, should be completed before the end of the junior year); MU315, 316 (music history); and MU301 or MU399 (creative component/music since 1945). Two other elective block courses from the department offerings, at least one of which is 200-level or above, are also required (only one block of MU104, "World Music", of MU150, "Music in Western Culture," or any music FYE can be applied toward the major). All music majors must complete an integrative Capstone experience by taking MU435, "Senior Seminar" during their senior year. Seniors will sign up for MU401 or MU402 (Reading in Music) in order to complete their Capstone Project.

In addition, all music majors must complete at least one unit of private performance study, participate in an ensemble directed by the department for four semesters (one of these must be a world music ensemble, such as Balinese Gamelan, African Music, or Bluegrass Ensemble, taken before or during MU393). Majors must satisfy the piano proficiency requirement (all major and minor scales, one Bach two-part invention or the first movement of a classical sonatina, one Chopin prelude, and one 20th-century work of at least intermediate difficulty) no later than the beginning of the junior year, or take four semesters of piano lessons at Colorado College. Majors must also demonstrate knowledge of basic music computer literacy, through examination or by taking MU200; "Music at the Computer." Music majors who plan to satisfy state teaching certification requirements should consult with their advisors as early as possible in their college career.

Departmental distinction at graduation for seniors will be awarded on the criteria of performance in departmental courses, the senior Capstone project, and presence in the department. During the academic year the department will sponsor a series of performances by faculty and student ensembles and soloists, as well as extended visits by distinguished visiting artists. Music majors must attend 10 such department-approved concerts per semester in the semesters following the declaration of the major to broaden their understanding of the joys and challenges of the concert world and to gain a deeper understanding of performance and literature.

THE MINOR — REQUIREMENTS:

To fulfill requirements for a music minor at Colorado College, students must complete a minimum of 6 units of course work, including one unit of ethnomusicology (such as 104, 221, 222, 295, 393, etc.). In addition, three units out of the four periods dealing with major aspects of the Western classical tradition: 1.) Baroque Music (one unit in aspects of western classical music before 1750) (150: Music in Western Culture; 210: Splendor of the Baroque; 227-8: other appropriate topics courses; 315: Music History I); 2.) Viennese Classicism (one unit in aspects of the Viennese Classical period) (150: Music in Western Culture; 204: From Mozart to Mahler; 212: Mozart and his Age; 223: Beethoven; 227-8: other appropriate topics courses; 315: Music History II); 3.) Romanticism (one unit in aspects of the Romantic period) (150: Music in Western Culture; 204: From Mozart to Mahler; 207: Opera; 227-8: other appropriate topics courses; 316: Music History II); and 4.) Music since 1900 (one unit in aspects of 20th- and 21st-century musics) (150: Music in Western Culture; 205: Jazz; 211: The Miles Davis Years; 227-8: other appropriate topics courses; 301: Composition; 399: Experimental Music). Also required is at least one-half unit in theory or composition (199: Pre-Theory; 200: Music @ the Computer; 228: Topics: Intro. to Jazz Theory; 301: Composition; 391: Theory I, or any subsequent course in the theory sequence; 399: Experimental Music). The minor requires at least one additional one-block academic course in music, one year of ensemble performance or studio music at Colorado College, and attendance at five department-approved concerts per semester following the declaration of the minor to broaden their understanding of the problems of the concert world and to gain a deeper understanding of performance and literature.

Students wishing to declare a music major or minor must obtain the appropriate form from the registrar or music department supervisor and meet with the music department chair.

104 World Music. This course explores the role of music in the fascinating cultures of Bali, Native North America, Africa, Ireland, India, and Japan. Students develop an appreciation of the rich and meaningful musical traditions the members of these cultures have developed and learn to interpret music and performance events using interdisciplinary methods. Working with musicians from the cultures represented, students learn to perform songs and instrumental music from Bali, Ireland, and Zimbabwe and perform a public recital of world music on authentic instruments. Students further enhance their musical skills through creative, analytical, and research projects. The course addresses both historic and new musical repertoires, including popular music. No prior musical background is necessary. (Fulfills only one unit of the Social Science distribution requirement.) This course meets the ethnomusicology requirement for the music minor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) First-year students only. 2 units — V. Levine.

150 Music in Western Culture. For the non-music major. This course will examine the socio-cultural influences on music from antiquity to modern times. The music of each period will be examined in terms of its stylistic characteristics, its performance practices and its function within the society. Selected genres, composers and musical form will be studied through directed listening sessions. Special attention will be given to the aesthetic ideas that shaped the music of each period. (Meets the Critical Perspectives: The West in Time requirement.) 2 units — D. Brink, M. Grace.

182 Emotion and Meaning in Music. What do listeners find appealing in music? Some cite the way that music affects their emotions, while others point to its formal structure of composition. The history of music includes ages of unbridled romanticism and others that are marked by a more methodical approach. This course explores such trends in music from Bach to the Beatles. (Meets the Critical Perspectives: The West in Time requirement.) *Prerequisite:* First-Year Experience course; first years only. Must take both blocks for credit. 2 units — M. Grace, Bañagale.

190 Art and Music From Ancient to Modern Times: Harmony or Discord? Examines the histories of western art and music, how the arts reflect cultural ideas and how their evolving styles and meanings seem either “harmonious” or “discordant” with one another. The course will cover key developments in both disciplines in antiquity, the Middle Ages, the Renaissance, Baroque, Romantic Impressionist, and Modern eras. (Meets the Critical Perspectives: The West in Time requirement.) (Also listed as Art History 190.) (Not offered 2012–13.) 2 units.

199 Pre-Theory. Develops understanding of the basic elements of music through written and aural exercises and analysis. Rudiments of music theory involving melody, rhythm, and harmony. Concentration on notation and aural recognitions of rhythm and meter, key signatures, scales, and intervals; the construction and connection of basic triads and chords; basic keyboard and sight singing skills. Designed to assist students planning to take Theory I–IV or for students interested in gaining knowledge of the musician’s basic materials and skills. Cannot be used as a credit toward the music major. *Prerequisite:* Consent of instructor. 1 unit — Ben-Amots, D. Brink.

200 Music @ the Computer. Introduction to digital sound in all three categories of composition, orchestration and musical arrangement, with primary focus on Finale Notation Software. Work in the computer lab will explore a range of possibilities that combine digital samples, multimedia, and the Internet. Students will create their own orchestral arrangements and explore new combinations of sound and rhythm in an atmosphere of experimentation and discovery. Students will print, playback and record their own music. *Prerequisite:* Consent of instructor. (Offered as a January half-block.) .5 unit — Ben-Amots.

201 American Music History. Overview of classical and popular traditions in American music. Draws out this music’s relevance to audiences of the past and of the present. Assigned listening and readings paired with source materials (such as correspondence, diary entries, and historical reviews) selected to increase understanding of a given work or historical figure. Writing in the Discipline. *Prerequisite:* MU199 or COI. 1 unit — Bañagale.

204 From Mozart to Mahler: A History of the Symphony. No previous musical experience needed. An exploration of the development of the symphony, beginning with its inception as an amalgamation of various national characteristics in courtly circles during the middle of the 18th century. Haydn, Mozart, and Beethoven elaborated and transformed the genre as it moved into the 19th century, when it flourished as a dramatic vehicle for large public concerts during the great age of Romanticism. An analysis of the symphony’s mid- to late-19th century manifestations will examine the continuity of its forms as well as the myriad innovations that eventually led both to the profound creations of Mahler and others as well as the ultimate decline of the genre in the 20th century. 1 unit — Agee.

205 Introduction to Jazz. Musicians, critics, and historians have struggled to define jazz for a hundred years. This introduction to the history of jazz focuses on the musical processes and cultural concerns that have come to define this genre. Emphasis on the ways that social issues such as racial segregation, discrimination, and the African-American struggle for civil rights have contributed to the aesthetics and political power of jazz music. No previous experience required. Writing in the Discipline. (Meets the Critical Perspectives: Diverse Cultures and Critiques.) Also listed as ES 200. 1 unit — Bañagale.

207 Opera. An introduction to operatic conventions from the origin of opera in the late Renaissance to the operatic masterworks of the 20th century. Sociological elements behind the presentation of opera will be discussed as well as concepts in staging and production. 1 unit — Agee.

210 Splendor of the Baroque. No previous musical experience needed. A kaleidoscopic introduction to the passionate and lofty music of the late 16th, 17th, and early 18th centuries. The course examines the fascinating English developments of the late Renaissance and early Baroque, the rediscovery of ancient music and the invention of opera, the flowering of instrumental music across Europe, and the final apotheosis of the high Baroque in the dramatic spectacle of Handel and the contrapuntal genius of Bach. (Not offered in 2012–13.) 1 unit.

211 Miles Ahead: The Miles Davis Years. This course traces the remarkable fifty-year career of one of jazz's most important innovators. His thinking inspired several distinct stylistic movements in the music, and he was mentor to many younger players who developed into major voices under his leadership. Guided listening to several of Miles' most important recordings as well as those of some of his significant protégés and investigation of some of the extra-musical issues surrounding his life and music. No prerequisite, though 205 (Introduction to Jazz) is recommended. *Prerequisite:* Music 205 is recommended. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Scott.

212 Mozart and His Age. A study of Mozart's life, character and works in the context of 18th-century Europe. The course will examine each genre of music composed by Mozart and compare his works with those of his immediate predecessors and contemporaries such as Handel and Haydn. Mozart's place in 18th century society — his relationships with employers, contemporary musicians and works, family, friends, and the Masonic movement — will be examined as a context for the study of his music. No musical background is required. 1 unit — M. Grace.

221/222 Topics in Ethnomusicology. Special topics in ethnomusicology, approached through emphasis on a particular musical area, theoretical issue, genre or repertory, compositional technique, or instrument. The course is devoted to non-Western musical cultures. Meets the ethnomusicology requirement for the music minor.

Block 1: Topics in Ethnomusicology: Music of Cuba. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Anthropology 221.) 1 unit — Schormann.

223 Beethoven or "Da-Da-Da-DUMMM." An exploration of the life and music of Ludwig van Beethoven (1770–1827). The course will begin with an overview of Beethoven's artistic inheritance from Haydn and Mozart, particularly in regard to symphonies, piano sonatas and concertos, string quartets, music for the stage, and sacred music. The powerful and daring works of Beethoven's middle period, the time of his increasing deafness, proved a challenge to this inheritance, and these compositions dominated the aesthetic concerns of the most important Western composers who followed Beethoven in the nineteenth century. The transcendental, reflective, and even puzzling works that Beethoven created in his last years — while his behavior was becoming more erratic and disturbing — were not fully appreciated by his contemporaries and immediate successors. Indeed, their artistic value and influence were not generally acknowledged until the twentieth century. This course will focus on the musical and biographical considerations that can be used to describe Beethoven as a Viennese Classical, Romantic, and post-Romantic figure, as well as his role in forming the modern concept of the performing artists and composer. No musical background is required. 1 unit — Agee.

224 Jewish Music. This interdisciplinary course traces the many musical traditions of the Jewish world communities in a journey from Temple singing and desert ceremonies in biblical times, through music of Mendelssohn, Mahler, and Schoenberg, to works of individuals such as Gershwin, Copland, Berlin, and Bernstein. Included will be a comparative study of the three major religions of the Western world exploring their respective voices and musical interaction. Sociology, literature, religion and history, as well as issues of ethnicity, cultural unity and self-expression, will be engaged in this multicultural search for musical identity. (Also listed as Religion 224.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

226 Verdi and Wagner. Examines the works of the two greatest opera composers of the nineteenth century: the Italian Giuseppe Verdi and the German Richard Wagner, both born in 1813. The course begins by examining the origins of opera in the Italian renaissance and its development through the baroque and Viennese classical periods as opera spread and developed its own national characteristics in French and German-speaking lands. Italian, German, and French influences during the early romantic period then shaped both artists' output as each developed distinctive and indeed revolutionary styles. The course work includes viewing 12 complete operas, including Verdi's "Romantic Trilogy," (*Rigoletto*, *La traviata*, and *Il trovatore*) and Wagner's massive tetralogy *The Ring of the Nibelung*. The course concludes with the late comedies — Wagner's *Die Meistersinger von Nürnberg* and Verdi's *Falstaff*. No previous musical experience required. (Not offered 2012–13.) 1 unit.

227/228 Topics in Music. Particular aspects in music, approached through emphasis on a form, period, composer(s), area or medium.

Block 1: Topics in Music: Race and Ethnicity in the American Musical. Musicals stood at the center of American culture for much of the twentieth century. They not only generated tunes and tales that became the hits of their day, but also commented on the ever-shifting social and political landscape. Rather than offer a comprehensive survey, this course explores the musical artistry and cultural resonances of the American musical through a cluster of shows that confront issues of race and ethnicity. Musical styles are analyzed alongside cultural themes such as politics, immigration, and globalization. In addition to a focus on critical listening and analysis skills we will spend part of each class singing and/or reading scenes from the particular show under consideration. Also listed as DR200, ES200. 1 unit — Bañagale.

Block 3: Topics in Music: The Age of Romance. Nineteenth-century Europe was the site of great creativity, progressive social thought, and great violence. Artistic movements, ranging from romanticism through realism and naturalism, justified and criticized the creation of modern industrial society, the rise of a new type of city, recurring waves of revolution, and a new understanding of human emotions. This course is designed to explore European culture in the nineteenth century through an interdisciplinary perspective. We utilize different kinds of primary-source texts, such as novels, political philosophy, and opera libretti, and we'll also analyze several contemporary movies. The nineteenth century will not be presented as a "monolith"; rather we will focus on different European cultures in comparative context (Germanic, French, Italian, British), and we will consider differences in the female and male experience by studying composers such as Clara Schumann and Fanny Mendelssohn. The climax of the course is a prolonged study of "*La Traviata*." We'll read Camille, Alexandre Dumas Fils' novel that served as a basis for the story; we'll study the libretto; we'll learn about the musical elements; and we'll see the opera. The end of the course will focus on one of the most important fin-de-siècle composers, Richard Wagner, and his romantic imagination. 1 unit — M. Grace, Ragan.

Half-Block: Topics in Music: Jazz Theory. Review of basic theory skills and the relationships between traditional Western harmony and jazz theory and nomenclature. Comparative analysis of harmonic rhythm, form, and structure in classical and jazz compositions. Study and performance of basic jazz scale and chord theory, standard chord progressions and jazz forms on either piano or other jazz instruments. Analysis of transcribed improvised jazz solos and popular music to develop understanding of practical applications of jazz theory by either improvising on their respective instruments or orchestrating a short composition for performance by class members. *Prerequisite:* Consent of instructor or Music 199. .5 unit — Matzke.

Block 5: Topics in Music: First Nights: Five Musical Premieres. Imagine the excitement of attending the premiere of a never-before heard piece of music. Now pretend that the performance in question is no ordinary composition, but rather one of the masterworks of the western classical tradition. This course focuses on five such premieres: *L'Orfeo* by Monteverdi, *The Messiah* by Handel, *Symphony no. 9* by Beethoven, *Symphonie fantastique* by Berlioz, and *Le sacre du printemps* by Stravinsky. Each composition is assessed as a timeless work of art and as a salient moment in cultural history. Close attention is given to techniques of musical listening and basic analysis, while considering the details and issues surrounding the process bringing a new musical creation into the world. (Satisfies the Writing in Discipline requirement.) 1 unit — Bañagale.

Block 7: Topics in Music: Gershwin. Even if you cannot identify Gershwin's compositions by name, you are likely familiar with his music — it is all around us. Rhapsody in Blue has been the United Airlines theme song for decades and his aria "Summertime" remains a perennial favorite for musicians ranging from Ella Fitzgerald to Janis Joplin to Sublime. This course examines the "Gershwin Style" as a means of understanding the enduring presence of his music nearly a century since its creation. Detailed musical analyses and cultural-historical considerations will guide us through Gershwin's Tin Pan Alley songs, musicals, political operettas, extended compositions for the concert hall, and the opera *Porgy and Bess*. *Prerequisites:* MU392 or consent of instructor. 1 unit — Bañagale.

290 American Indian Music. Explores American Indian history, culture, society, religion, ritual, aesthetic expression, and contemporary issues through the domain of music. Develops ability to identify, describe, and analyze various American Indian music; considers diverse styles and performance contexts. Addresses traditional as well as new music. This course meets the ethnomusicology requirement for the music minor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

291 Southwest American Indian Music. Music and culture of Southwest American Indians, with emphasis on Pueblo and Athabascan peoples. Considers origin narratives, cosmology, ritual drama, dance, and other aesthetic modes as related to Southwest Indian musical performance. Addresses traditional as well as new music. This course meets the ethnomusicology requirement for the music minor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Levine.

295 Indonesian Music. Surveys Indonesian history, culture, society, religion, and aesthetic values through music. Students become familiar with a variety of Indonesian musical repertoires, styles, and performance contexts, including court traditions of Java, Sunda, and Bali and village traditions throughout the Indonesian archipelago. Traditional as well as new music is discussed. This course meets the ethnomusicology requirement for the music minor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 295.) 1 unit — Lasmawan, Levine.

301 Composition. Practical guidance in the composition of original music, with reference to 20th century music theory and compositional methods. Students will be able to concentrate on both the creative and the analytical aspects of contemporary composition. *Prerequisite:* Consent of instructor. 1 unit — Ben-Amots.

315 Music History I. Music of the Ancient World, Middle Ages, Renaissance, and Baroque. Forms, techniques, media, and aesthetic elements as fundamentals of style. An examination of music and music theory from classical antiquity through the middle of the 18th century, including the diffusion of early Christian chant, the rise of mainstream sacred polyphony in Paris during the twelfth and thirteenth centuries, the spread of sacred and secular forms during the late Middle Ages, the influence of English style on the French-Flemish composers who would dominate sacred musical style in the fifteenth and early sixteenth centuries, the appearance of important Italian composers in the late Renaissance, the national manifestations of Renaissance and early Baroque secular forms, and the international High Baroque style of Vivaldi, Bach, Handel, and Rameau. *Note: Music History I and II do not have to be taken in sequence and credit is given for each course completed. Prerequisite:* Consent of instructor and 199. Music 315 and Music 316 TOGETHER equals "W" credit. (Meets the Critical Perspectives: The West in Time requirement.) 1 unit — Agee.

316 Music History II. Music of the Classical and Romantic periods, and the 20th century until 1945. Forms, techniques, media, and aesthetic elements as foundations of style. Music of the Classical era concentrating on the works of Haydn, Mozart, and Beethoven, studied in the context of the age of Enlightenment and the freedom of the composer from patronage systems. The emergence of a romantic ideal in 19th century music with special focus on Schubert, Schumann, Chopin, Liszt, Berlioz, Brahms, Verdi, Wagner, nationalistic composers in Russia, and Mahler. The languages of 20th-century music as a part of rapid cultural change including the music of Debussy, Stravinsky, Schonberg, Webern, Berg, and Bartok. *Note: Music History I and II do not have to be taken in sequence and credit is given for each course completed. Prerequisite:* Consent of instructor and 199. Music 315 and Music 316 TOGETHER equals "W" credit. (Meets the Critical Perspectives: The West in Time requirement.) 1 unit — M. Grace.

325 Conducting (Choral). Basic conducting and rehearsal techniques; interpretation in light of performance practices of various historical periods. Some outside reading required. Taught as an extended format course and must be taken for a full year. *Prerequisite:* Consent of instructor. (Not offered 2012–13.) 1 unit.

342 Music Education in the Elementary Grades. *Prerequisite:* Consent of instructor (extended format). (Also listed as Education 342.) 1 unit — Anderson.

391 Theory I: Introduction to Counterpoint. Fundamentals of counterpoint, with emphasis on two-part species; ear-training and sight-singing and basic keyword work. *Prerequisite:* Consent of instructor and Music 199. 1 unit — Agee.

392 Theory II: Introduction to Diatonic Harmony. Approaches to traditional harmonic practice and the music of the Common-Practice Period; keyboard harmony, ear-training and sight-singing. *Prerequisite:* Music 391. 1 unit — D. Brink.

393 Comparative Music Theory. Explores musical thought and process in non-Western cultures, with emphasis on Native North America, Indonesia, and India; traditional notation and sight-singing systems, ear-training, melodic and rhythmic dictation, and formal analysis. This course meets the ethnomusicology requirement for the music minor. *Prerequisite:* Music 392. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — D. Brink.

393 Comparative Music Theory. Explores musical thought and process in non-Western cultures, with emphasis on Native North America, Indonesia, and India; traditional notation and sight-singing systems, ear-training, melodic and rhythmic dictation, and formal analysis. This course meets the ethnomusicology requirement for the music minor. *Prerequisite:* Music 392. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — V. Levine.

399 Experimental Music. Study and practical work in the “American Experimental Tradition” of Ives, Cowell, Cage, Partch and Young, and their international contemporaries and disciples. Primary focus on the development of new acoustic sound sources, including extended instrumental and vocal techniques, instrument design and building. Some attention also to compositional and performance issues. *Prerequisite:* Music 150 or 391. 1 unit — Scott.

401 Readings in Music. Specialized concentration in fields appropriate to the needs of the individual student, under the direction of the music faculty. May be taken by non-music majors. *Prerequisite:* Consent of instructor. 1 unit — Department.

402 Readings in Music. Specialized concentration in fields appropriate to the needs of the individual student, under the direction of the music faculty. May be taken by non-music majors. *Prerequisite:* Consent of instructor. 1 unit — Department.

411 Theory III: Advanced Diatonic Harmony. Expanded harmonic practice and introduction to the elements of formal analysis; keyboard harmony, ear-training and sight-singing. *Prerequisite:* Music 392. 1 unit — Agee.

412 Theory IV: Chromatic Harmony. Harmonic practices of the late 19th century; elementary instrumentation and score-reading; keyboard harmony, ear-training, and sight-singing. *Prerequisite:* Music 411. 1 unit — Ben-Amots.

425 Advanced Composition and Orchestration. This advanced course combines the study of the ranges, capabilities, and characteristics of orchestral instruments with practical guidance in the composition of original music. Examines orchestration techniques with emphasis on the historical evolution of the orchestra, starting with the Baroque era and its basso continuo, through Classical, Romantic, and 20th-century orchestration techniques. *Prerequisite:* Music 301 or consent of instructor. (Not offered 2012–13.) 1 unit.

435 Senior Seminar. Planning and preparation for the senior Capstone project in music. Research proposal, design, and bibliography for Capstone project, incremental presentations of work in progress, and final departmental presentation in a colloquium format. Required of all music majors in their senior year. Year-long extended format. *Prerequisite:* Senior majors. 1 unit — Levine.

Performance — Instrument Instruction

ANDERSON, BARTA, BOLGER, A. BRINK, D. BRINK, BURNS, COOPER, EKBERG, FOSHA, S. GRACE, HEAD, JORGENSEN, KNIGHT, LASMAWAN, LISS, MATZKE, D. MILLER, M. MILLER, NAGEM, NEIHOF, POLIFKA, REED, ROWLAND, SCHEFFELMAN, SHELTON, SHRESTHA, STEVENS, TAYLOR, TESKE, VAN HOY, VIEIRA, C. WILSON, T. WILSON

Private instruction for a fee by qualified professionals in voice, brass, woodwind, percussion (all instruments) (12 private lessons of 40 minutes per semester). Class instruction for a fee in African music, Bluegrass music, guitar, piano, and voice are available. The instruction includes study of technique, tone production, interpretation, and repertoire depending on the student's ability and degree of previous advancement. All students MUST register with the music department supervisor at the beginning of EACH semester. Private and class instruction are offered as adjunct courses for .25 unit per semester.

124 Class Instruction in Piano. Small group lessons for beginners, developing basic skills in technique, tone production, and musicianship. Music fundamentals, ear-training, sight-reading, and keyboard harmony. Meets once a week. *Prerequisite:* Consent of department. .25 unit — D. Brink.

125 Class Instruction in Voice. Students will discover aspects of good vocal production (singing, speaking) including posture, breathing, general vocal physiology, relaxation techniques, performance skills and more. For students who do not take private lessons. Individual attention given. Four to twelve students, no previous experience required. Meets once a week. *Prerequisite:* Consent of department. .25 unit — Fosha.

126 Class Instruction in Guitar. Small group lessons for beginners, developing basic skills in technique, tone production, and musicianship. Meets once a week. *Prerequisite:* Consent of department. .25 unit — D. Miller.

146 Instrumental Ensemble: Methods. Two-semester course. .5 unit — Hanagan.

Performance — Ensembles

Instrumental Ensemble and Vocal Ensemble credits (only for non-music majors) may be counted toward a degree provided the student does not have a total of more than 2 units of work in all.

130 African Music Ensemble. .25 unit — Department.

131 Balinese Gamelan Music. (Also listed as Asian Studies 131.) .25 unit — Lasmawan.

132 Bluegrass Music Ensemble. .25 unit — Reed.

144 Concert Band. .25 unit — Van Hoy.

145 Chamber Orchestra. .25 unit — D. Brink.

146 Guitar Ensemble. .25. — D. Miller.

147 Jazz Ensemble. .25 unit — Taylor.

148 Bowed Piano Ensemble. .25 unit — Scott.

149 Small Chamber Ensemble Program. .25 unit — Department.

157 Chamber Chorus. .25 unit — Teske.

159 College Choir. .25 unit — Teske.

175 Collegium Musicum Instrumental. .25 unit — Ekberg.

Neuroscience

www.coloradocollege.edu/academics/dept/neuroscience/

Advisers — Professors BERTRAND, ERDAL, HORNER, JACOBS (co-director); Associate Professor DRISCOLL (co-director); Assistant Professors DAUGHERTY, HUANG, KILLIAN

The neurosciences investigate the development, organization, and function of the nervous system. The ultimate goal is to understand behavior in terms of underlying neural structure. Neuroscience at Colorado College is an interdisciplinary major, rather than an independent department or program. The major is a challenging undertaking with required courses in biology, chemistry, mathematics, and psychology.

THE MAJOR — REQUIREMENTS:

Students wishing to major in neuroscience complete a minimum of 14 courses (16 units) across four different departments. Required courses are: PSYCHOLOGY 100 (or 101 or 111), Introductory Psychology; 202, Research Design; 299, Neuroscience; 344, Cognition (or 332, Learning and Adaptive Behavior, or 362, Abnormal Psychology); and two of the following: 412, Neuropsychology; 417, Advanced Neuroscience Seminar; 420, Cognitive Neuroethology; 433, Neuropharmacology. BIOLOGY 106, Biology of Animals; 131, Introduction to Molecular and Cellular Biology; 231, Genetics (or Chemistry 382, Biochemistry I). CHEMISTRY 107–108, General Chemistry I, II; 250, Structures of Organic Molecules; 251, Reactions of Organic Molecules. MATHEMATICS 126, Calculus I.

Although they are not required, PC141/142, Introductory Physics I, II (or PC241/242, Introductory Classical Physics I, II) is highly recommended, especially for students planning to attend medical school. In addition, the following courses may also be useful for graduate study in Neuroscience: BY280, Population Genetics; BY332, Animal Behavior; BY350, Advanced Genetic Analysis; BY356, Mathematical Models in Biology; BY366, Comparative Animal Physiology; BY380, Advanced Cell Biology; BY466, Developmental Biology; PC151, Biophysics: Physics and Living Things. Note that some of these courses have prerequisites that are not part of the neuroscience major requirements.

Students who wish to pursue graduate studies in the neurosciences are strongly encouraged to complete at least one block of relevant independent laboratory research under close faculty supervision from one of the following: PY451–454; BY309/409; CH201/301/403. Note that such research projects must be conducted with one of the neuroscience advisers. If the adviser is in the psychology department, the student must complete a proposal the academic year before the research is to be conducted. Proposal forms are available on the psychology webpage.

Note: Before a student can declare a major in neuroscience, s/he must first complete five of the above courses, one of which must be PY299, Neuroscience.

Philosophy

www.coloradocollege.edu/academics/dept/philosophy/

Professors J. LEE, RIKER; Associate Professors FURTAK (chair), HERNANDEZ-LEMUS, HOURDEQUIN; Assistant Professor DALY; Adjunct Associate Professor MCENNERNEY

THE MAJOR — REQUIREMENTS:

Students majoring in philosophy must satisfactorily complete 12 units in philosophy. a.) Five of these units are in the history of philosophy: Greek Philosophy (101), History of Modern Philosophy (201) (two units), 20th-Century Analytic Philosophy (301), and 20th-Century Continental Philosophy (302). b.) Four units are meant to demonstrate breadth in the discipline of philosophy and involve taking one course in each of the following four areas: Knowledge and Reality, Value Theory, Philosophical Psychology, and Comparative Philosophy, at least one of which must at the 300 level. c.) The three remaining units are Junior Seminar (452), Senior Essay (475), and Senior Seminar (476).

Independent reading courses cannot substitute for any of these requirements without written permission from the department. We urge students to take Greek Philosophy (101) and History of Modern Philosophy (201) prior to the end of their sophomore year, since they are the prerequisites for most upper-division courses in the department.

KNOWLEDGE AND REALITY:

PH122, PH226, PH227, PH228, PH229, PH321

VALUE THEORY:

PH140, PH141, PH244, PH245, PH246, PH247, PH249, PH340, PH341, PH342

PHILOSOPHICAL PSYCHOLOGY:

PH260, PH261, PH262, PH360, PH361

COMPARATIVE PHILOSOPHY:

PH243, PH281, PH282, PH283, PH284, PH285

We also strongly recommend that students achieve at least second-year proficiency in a foreign language: French, German, Greek, and Latin are the most usual languages for the pursuit of higher degrees in Western philosophy.

THE MINOR — REQUIREMENTS:

Students minoring in philosophy must satisfactorily complete six units in philosophy, including 201 (two units) and at least two units of advanced work at the 300 or 400 level.

101 Greek Philosophy. An examination of the origins of Western philosophy as it arose in ancient Greece. The course begins with the Pre-Socratic philosophers, centers on the philosophies of Plato and Aristotle, and closes with the important Hellenistic traditions of Stoicism, Skepticism, Epicureanism, Cynicism, and Neo-Platonism. 1 unit — Furtak.

116 Greek History and Philosophy: Origins of Western Culture. Aegean and Greek archaeological, historical, literary and philosophical texts, with emphasis on ideas formative of Western culture. The development and transformations of these ideas as reflected in selected texts from the early Christian era, the Enlightenment, and the Modern Age. We concentrate on concepts of what it means to be human, and the relation of individuals to community, nature, and the divine in such authors as Homer, Sophocles, Aeschylus, Euripides, Plato, Aristotle, Augustine, Dante, Descartes, Goethe, Nietzsche, and Heidegger (Also listed as History 116 and Philosophy 116.) (Meets the Critical Perspectives: The West in Time requirement.) (Also listed as Classics 116 and History 116.) (Not offered 2012–13.)

122 Philosophical Argument and Writing (with Emphasis on Writing). Beginning with an introduction to critical thinking and conceptual argument, this course will cover basic principles of logic as they pertain to philosophical writing. The latter half of the course will be devoted to an intensive workshop on the grammatical and stylistic techniques that make for clarity and coherence in spoken and written argument. (A writing-intensive course, limited to 12 students. Not offered 2012–13.) 1 unit.

140 Ethics. An exploration of the questions of what constitutes a good human life, what it means to be a moral human being, and whether reasoning about ethical and moral values can be objective. Texts may include works by Plato, Aristotle, Kant, and Nietzsche, among others. 1 unit — Riker.

141 Philosophy and Literature. Through a study of the literary style of certain philosophical texts and the philosophical significance of selected literary works of art, this course will study the comparative ability of different modes of writing to address traditional philosophical questions and to illuminate particular features of human experience. 1 unit — Furtak.

201 History of Modern Philosophy. A study of the evolution of philosophical “modernity” and of the “modern” concept of the subject or self. While the course focuses on major ethical, epistemological, and metaphysical developments from the beginning of the 17th century to the end of the 19th century, it begins by situating these issues in the history of medieval philosophy. Philosophers covered may include Augustine, Thomas Aquinas, Descartes, Spinoza, Hume, Kant, Hegel, Marx, Kierkegaard, Mill, and Nietzsche, among others. (Meets the Critical Perspectives: The West in Time requirement.) 2 units — Lee, Mayerhofer, Riker.

203 Topics in Philosophy. Experimental and occasional courses taught by either visiting professors or permanent staff. Courses offered under this rubric will vary from year to year. 1 unit.

Block 1: American Philosophy. A survey of the history of philosophy in the United States from 19th-century Transcendentalism to the present. Philosophers covered may include Emerson, Thoreau, Peirce, James, Dewey, Quine, and Rorty, among others. 1 unit — Riker.

Block 4: Philosophy and Science Fiction. What is most compelling about a science fiction movie or novel is often its underlying philosophical question. Is time travel possible? What is a person? Are human actions determined by events outside our control, or are we free? Can we ever be sure that reality is as it appears to be? In this class we will explore these and other philosophical questions both through works of science fiction and through philosophical texts. 1 unit — Daly.

226 Formal Logic. An introduction to the formal language of first-order logic, including the rules of syntax and semantics for sentential and predicate calculus, with a special emphasis on modes of quantification. 1 unit — Daly.

227 Epistemology. In this course we will engage in a critical examination of problems concerning knowledge and belief: how beliefs are acquired and justified, the possible limits to knowledge, and the interplay between reason and experience. Readings will be from historical and contemporary sources. 1 unit — Mayerhofer.

228 Philosophy of Science. This course investigates basic concepts, assumptions, structures, and methods of science, and confronts philosophical ideas about the significance, justification, and production of science. In this course we will examine some historical and contemporary case studies of scientific controversy to illustrate competing views about the nature of science. (Not offered 2012–13.) 1 unit.

229 Philosophy of Language. A study of the nature, origins, and significance of language. Discussion of various theories from such thinkers as Cassirer, Piaget, Quine, Wittgenstein, Whorf, Heidegger, Austin, Chomsky and Merleau-Ponty regarding language's relation to thought, reality, culture, formal systems and non-verbal systems of communication. (Not offered 2012–13.) 1 unit.

243 Philosophy and Politics of Identity. Considers the meanings, problems, and possibilities of contemporary identity politics. Explores different approaches toward identity and politics, including liberal, existential, and traditionalist understandings. Traces the emergence of a new kind of identity politics out of racial, feminist, and queer movements of the late twentieth and early twenty-first centuries. Assesses contemporary discussions of identity and politics, in relation to both the history of Western thought and contemporary multicultural societies. Authors discussed may include Locke, Sartre, MacIntyre, Fanon, Young, Taylor, Butler, Elshtein, Appiah, and Nicholson. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — McEnnerney.

244 History of Social and Political Philosophy: Classical Visions. Explores major works of classical idealist philosophy, considered in contexts of Greek, Roman, Biblical, and medieval political orders. Addresses the tensions between philosophical visions of the good and democratic or republican politics. Texts discussed may include works by Plato, Aristotle, Cicero, Augustine, or Pizan, as well as Biblical sources. (Critical Perspectives: West in Time will be granted only if taken with PH245 in sequence and within three blocks of each other.) (Not offered 2012–13.) 1 unit.

245 History of Social and Political Philosophy: Modern Debates. Investigates leading modern and contemporary political philosophers, considering contrasts and continuities between classical idealism and modern pragmatism as well as the evolution of modern states and societies. Addresses the question of whether the contemporary era is best understood as one of moral and intellectual decline, as some insist, or as one of democratic promise, as other argue. Philosophers discussed may include Hobbes, Locke, Rousseau, Bentham, Marx, J.S. Mill, Nietzsche, Bloom, Arendt, and Rorty. (Critical Perspectives: West in Time will be granted only if taken after PH244 in sequence and within three blocks of each other.) (Not offered 2012–13.) 1 unit.

246 Environmental Ethics. An analysis of human attitudes toward the rest of the natural world and of the ways in which our beliefs and values influence our relation to the environment. The course will focus on the challenge of finding conceptual resources adequate to the creation of a sustainable way of life and on the difficulty of transforming habits of mind which contribute to the current ecological crisis. 1 unit — Hourdequin.

247 Aesthetics. This course deals with the creation and appreciation of works of the imagination, including such questions as: what is art, how are we to evaluate works of art, and how does art enrich our lives? (Not offered 2012–13.) 1 unit.

249 Philosophy of Education. (Not offered 2012–13.) 1 unit.

260 Existential Philosophy. A study of several thinkers in the existential tradition, which has its origin in the 19th century writings of Kierkegaard and Nietzsche and includes such 20th century authors as Heidegger and Camus, among others. Issues to be covered include freedom, authenticity, meaning, the absurd, the predicament of the contingent individual, and the aims of philosophy itself. 1 unit — Riker.

261 Philosophy of Mind. An examination of different ways of understanding the mind, beginning with classic arguments for dualism and materialism and moving on to contemporary views which seek to avoid either separating mind and body or reducing one to the other. Consideration of various functions of the embodied mind and of the difference between mental and physical concepts. (Not offered 2012–13.) 1 unit.

262 Discovering the Unconscious. Major psychoanalytic perspectives of the late 19th and 20th centuries on the concept of the unconscious in theory, case studies, and fiction. Emphasis on unconscious processes as they relate to the formation of identity. Readings from such authors as Freud, Jung, Klein, Winnicott, Kohut, and Yalom. (Also listed as Comparative Literature 200 and Psychology 120.) 1 unit — Dobson.

281 Indian Philosophy. The development of Indian philosophy from its roots in the Vedic tradition of Hinduism. The focus of the course will be both on the ethical, epistemological, and metaphysical systems that grew out of the Hindu tradition and on the challenges to this tradition posed by Buddhism and by 20th century developments. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 220.) (Not offered 2012–13.) 1 unit.

282 Africana Philosophy. An exploration of themes in African, Caribbean, and North American thought, this course looks closely at ways in which philosophers of the African diaspora have responded to colonialism, the process of decolonization, and the postcolonial situation. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

283 Latin-American Philosophy. A survey of philosophical writings by Latin-American authors in the social and historical context of the region. Texts studied include Indigenous philosophies of the pre-Hispanic tradition, as well as those of the colonial and postcolonial periods. Particular attention will be devoted to issues that are central to this philosophical tradition, such as identity, consciousness through education, and philosophies of liberation. Our readings draw from Aztec or Maya sources, as well as from Leon-Portilla, Vasconcelos, Paz, Freire, Gutierrez, and Dussel. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Race and Ethnic Studies 282.) 1 unit — Hernandez-Lemus.

284 Feminist Philosophies. An exploration of the many “feminisms” which pattern the rich and expanding field of feminist theory. Focus will be on feminism’s intersection with many of the important theoretical movements of the 20th century, *e.g.*, American Pragmatism, French philosophies, Marxism, Postmodernism, with special emphasis on Postcolonialism, psychoanalysis, Black, Lesbian, and Gay Studies, etc. Possible theorists are: Butler, Kristeva, Irigaray, Lorde, Hooks, Wittig, de Lauretis, Belsey, and Minh-ha. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

285 Philosophy and Race. Race is a social construct that invites a number of philosophical questions, such as those of identity, inter-subjectivity, justice, rationality, and culturally different ways of knowing. The course will examine, among others, philosophical reflections on race by the following thinkers: Douglass, West, Fanon, Vasconcelos, Appiah, Bernsconi, Outlaw, Levinas, and Mendieta. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

301 20th Century Analytic Philosophy. A study of the Anglo-American tradition that involves careful attention to logic, language, and analysis of concepts. Philosophers covered include Frege, Russell, Wittgenstein, Ayer, Carnap, Austin, Quine, and Davidson. *Prerequisite:* PH201. 1 unit — Daly.

302 20th Century Continental Philosophy. A study of the existential, phenomenological, and postmodern traditions that arise in the 20th century in Germany and France. Philosophers covered may include, among others, Husserl, Heidegger, Sartre, Merleau-Ponty, Foucault, Lyotard, Deleuze, and Derrida. *Prerequisite:* Philosophy 201. 1 unit — Lee.

303 Advanced Topics in Philosophy. In depth study of an important period, idea, text or philosopher. Courses offered under this rubric will vary from year to year. 1 unit.

314 Text Seminar. A study of one or more major texts by a single important philosopher. Possible texts for study might include, among others: Plato, Republic; Aristotle, Metaphysics; Descartes, Meditations on First Philosophy and The Passions of the Soul; Spinoza, Ethics; Hume, A Treatise of Human Nature; Kant, Critique of Pure Reason; Hegel, Philosophy of Right; Heidegger, Being and Time; Wittgenstein, Philosophical Investigations; Derrida, Margins of Philosophy. 1 unit.

Block 1: Ludwig Wittgenstein. 1 unit — Genova.

Block 2: Italian Marxism. (Also listed as Italian 315.) 1 unit — Hernandez-Lemus, Righi.

321 Metaphysics. An exploration of the traditional questions of metaphysics, such as those concerning the existence and nature of God, the nature of Being, realism and idealism, identity, causation, freedom and determinism, and the relation of mind and body. Readings from traditional and contemporary philosophers. *Prerequisite:* 2 units in philosophy. 1 unit — Daly.

340 Ethics and Contemporary Life. A probing into the question of what it means to live a good human life in a contemporary world dominated by capitalism, abstract individualism, and psychic and social fragmentation. Readings from contemporary philosophy, psychoanalytic theory, and social theory. (Not offered 2012–13.) 1 unit.

341 Contemporary Political Philosophy. Examines works of influential recent or contemporary political philosophers, with a focus on debates raised initially by the works of prominent liberal theorist John Rawls. The concepts or topics discussed reflect concerns central to contemporary political philosophy: justice and liberalism, discourse and the public, equality and law, representation and diversity, sovereignty, and human rights, and capabilities and globalization. In addition to Rawls, authors discussed may include Habermas, Dworkin, Young, Taylor, Mouffe, Nussbaum, and Connelly. 1 unit — McEnnerney.

342 Critical Theory. Investigates the radical interdisciplinary social philosophy that German scholars hostile to fascism developed, by combining Marxist philosophy with Freudian psychoanalysis, in an effort to understand the promise and dangers of mass societies. The course addresses both the origins of critical theory and the more contemporary modernist and postmodernist variants that developed subsequently. Authors discussed may include Horkheimer, Adorno, Marcuse, Habermas, Foucault, Lyotard, Fraser, and Deleuze. (Not offered 2012–13.) 1 unit.

360 Philosophy and Psychoanalysis. An exploration of what the discovery of unconscious mental functioning means in relation to philosophical problems in ethics, philosophical psychology, social theory, and theory of meaning. The course is grounded in the work of Freud and may include such post-Freudians as Lacan, Cixous, Winnicott, Klein, and Kohut. *Prerequisite:* 2 units in philosophy. (Not offered 2012–13.) 1 unit.

361 Philosophy of Emotions. This course will explore a range of attempts to explain the emotions and their place in human life. Fear, pride, hope, disappointment, love, and regret will be studied both for their own sake and as sources of insight into the nature of meaningful action. Attention will be paid to the phenomenology and moral psychology of emotions and to such questions as how they might be justified and what sort of knowledge they may be able to provide. *Prerequisite:* 2 units in philosophy. 1 unit — Furtak.

425 History–Philosophy Thesis. An interdisciplinary, primary-source based thesis on a subject of interest to the student and supervised by two faculty supervisors, one in Philosophy and one in History. Independent study format with regular consultation between the student and faculty supervisors. *Prerequisite:* Consent of both faculty supervisors and registration in History 425 in the same academic year. Both courses must be completed at some point during blocks 1–6 of the senior year. 1 unit — Department.

452 Junior Seminar. An examination of the work of a living philosopher, especially as this contemporary work rereads or relates to a figure from the history of philosophy. When possible, the philosopher in question will participate in the seminar. *Prerequisite:* Philosophy 101, Philosophy 201, and a declared major in philosophy. 1 unit — Lee, Riker.

453 Independent Readings. Independent study for advanced students who wish to do work supplementary to that offered in the Catalog. 1 unit — Department.

454 Independent Readings. Independent study for advanced students who wish to do work supplementary to that offered in the Catalog. 1 unit — Department.

456 Senior Colloquium. Year-long, extended format seminar centering on the work of the philosophy department's colloquium speakers and on the practice of philosophical discourse. In advance of colloquium lectures, students read relevant background papers and engage in seminar discussions. Students also attend all colloquia, interact with speakers during their visits, and write response papers following colloquium talks. Course emphasizes critical engagement with contemporary philosophical research. *Prerequisite:* Philosophy majors with senior standing. Pass/Fail only. 1 unit — Daly, McEnnerney.

475 Senior Essay. An intensive individual exploration of how a particular philosopher inquires into a particular philosophical problem. Leads to the production of a senior essay. Must be taken prior to Senior Seminar (Blocks 1–6). Arranged by the student and the department. Limited to senior philosophy majors. 1 unit — Department.

476 Senior Seminar. Revision and presentation of senior essays. Students complete final drafts of their essays, respond to others' essays, and develop oral presentations contextualizing their essays in relation to the history of Western philosophy and comparative/critical philosophical perspectives. *Prerequisite:* Philosophy 475. 1 unit — Daly, Furtak.

Physics

www.coloradocollege.edu/academics/dept/physics/

Professors BURNS, HILT, WHITTEN; Associate Professors CERVANTES, LANG, PURDUE (chair); Adjunct Associate Professor DICENZO

THE MAJOR — REQUIREMENTS:

Students majoring in physics must receive credit for the core curriculum. The core curriculum consists of 12 courses: PC241, 242, 251, 261, 361 (or 362 or 462), 450, three upper-division electives (courses numbered 262 or above), and three mathematics prerequisites, MA126, MA129, and MA204. One block of Investigations in Physics (Physics 391 or 491) may be substituted for an upper division elective, but Readings in Physics (Physics 270, 370, or 470) may not. We strongly recommend that all students majoring in physics do one or more summer research programs in physics or a field specific to their emphasis.

THE MINOR — REQUIREMENTS:

Students minoring in physics must receive credit for Physics 241 and 242 (Introductory Classical Physics I and II), Physics 251 (Modern Physics), Physics 261 (Electronics), plus one other course numbered 200 or above.

EMPHASES IN PHYSICS:

Each emphasis consists of the core curriculum and additional advanced courses in physics, mathematics, and other fields specific to a student's career. There are currently six emphases offered, four of which are interdisciplinary: Comprehensive Major, Astrophysics, Teaching, Environmental, Geophysics, Chemistry/Material Science. See the physics department website for requirements and a sample four year schedule.

COMPREHENSIVE MAJOR:

This emphasis is for students interested in pursuing graduate school in physics or a related field. A broad coverage of major topics of physics is represented, preparing students for graduate school in any field of physics. This emphasis includes nearly every available physics course offered at CC.

ASTROPHYSICS EMPHASIS:

The astrophysics emphasis is designed for physics majors who are interested in astronomy and astrophysics. Although this emphasis provides a good preparation for graduate work in astronomy and astrophysics, it is also a good choice for those interested in a liberal arts education with a strong background in the physical sciences.

INTERDISCIPLINARY EMPHASIS:

The following emphases are interdisciplinary and consist of the physics core curriculum and an emphasis in another department. It is recommended that students planning on completing one of these emphases consult an adviser in both departments. See the physics department website for requirements and a sample four year schedule.

TEACHING EMPHASIS:

The teaching emphasis is intended for students interested in teaching physics at a high school level. In Colorado, physics teachers are certified to teach all sciences. This means that students need to major in physics, but also take at least two courses in other sciences. Options for becoming a certified physics teacher as can be found on the physics department website.

ENVIRONMENTAL EMPHASIS:

This is an interdisciplinary major in physics and the environmental program (where it is called EV/physics). Students who are interested in applying physics to environmental issues should consider this emphasis.

GEOPHYSICS EMPHASIS:

Students who are interested in going into employment or graduate school in geophysics may be interested in this emphasis, which combines the physics core curriculum with four courses in geology.

CHEMISTRY/MATERIAL SCIENCE EMPHASIS:

Students interested in employment or graduate school in chemical physics or material science may be interested in the chemistry/material science emphasis, which combines the core requirements with courses in chemistry.

OTHER COURSES:

Courses 123 and 124 (Scientific Revolutions I and II) through 137 (Conceptual Physics) are intended primarily for students with no professional interest in the sciences, but a curiosity about what physicists and astronomers know about various aspects of the world and how they found it out.

The Topics in Physics courses (120, 220, 320, and 420) are experimental or occasional courses taught by visiting professors or permanent faculty. Courses offered under this designation will vary year to year. .5 unit or 1 unit.

120 Topics in Physics. Experimental or occasional courses taught by visiting professors or permanent faculty. Courses under this rubric will vary year to year. 1 unit.

123 Scientific Revolutions: The Copernican Revolution. Planetary astronomy from the Greeks to the age of Newton. This course is a blend of history and science, and it explores the role of planetary astronomy in the development of Western thought. Readings from Aristotle, Ptolemy, Copernicus, Galileo, Kepler, and Newton. Astronomical observations and laboratory work. (Satisfies the laboratory/field requirement for natural sciences.) (Meets either the Critical Perspectives: Scientific Investigation of the Natural World or The West in Time requirement.) 1 unit — Burns.

124 Scientific Revolutions: Relativity. This course examines 19th and 20th-century modifications of Newtonian ideas of space, time and interactions. We focus on the concepts and consequences of the theory of relativity: length contraction, time dilation, the relativity of simultaneity, the equivalence of mass and energy, new approaches to gravitation, and black holes. We also explore the impact of relativity outside science. Readings from Einstein, Minkowski, Holton, Kuhn and others. (Meets either the Critical Perspectives: Scientific Investigation of the Natural World or The West in Time requirement.) 1 unit — Hilt.

129 Acoustics. Physics of motion, vibrations and waves, with application to hearing, music and architectural acoustics. (Meets the laboratory/field requirement for natural sciences.) (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — DiCenzo.

131 Cultural Astronomy of the Southwest. Surveys the history and concepts of Western astronomy as background for other cultural approaches to astronomy. Focuses on archaeoastronomy and ethnoastronomy of native Southwestern peoples, including Ancestral Puebloans as well as modern Pueblo and Athabascan tribes. Explores relationships among astronomy, rock art, ritual, oral narratives, social patterns and belief systems. (Also listed as SW200 and AN 211.) (Meets either the Critical Perspectives: Diverse Cultures and Critiques or Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Hilt, Department.

132 Observational Astronomy for Amateurs. A course for non-physics majors who are interested in learning to use a telescope and studying the sky. Class activities will include: understanding and learning to use the telescope and CCD camera, learning to manipulate and reduce images, offering observational opportunities for campus and community members, and performing individual or group observational projects, such as looking for Messier objects, tracking the orbits of Uranus and Neptune, and observing the tilt of Saturn's rings. (No credit after completing PC362; may be taken up to two times for credit.) .25 unit — Department.

133 Astronomy. Our solar system, our galaxy, the expanding universe of galaxies. Methods for obtaining astronomical data; fundamental properties of planets, stars, interstellar matter and galaxies; their origin and evolution; unusual objects like pulsars, quasars and black holes; life in the universe. (Meets the laboratory/field requirement for natural sciences.) (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Lang, Whitten.

135 Meteorology. Basic physics principles are introduced and used to study dynamic processes in the atmosphere: atmospheric energy flow, solar radiation, green-house effect, large-scale circulation of the atmosphere, small-scale processes including clouds and storms, weather forecasting, man's impact on weather and climate. Laboratory and field experiments and field trips will be utilized. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) 1 unit — Taber.

136 How Things Work. A practical introduction to the physics in everyday life. Covers examples from simple experiences like ice skating and drinking through a straw to complicated devices like televisions and microwaves, these are explained using physical principles, logical arguments, schematic diagrams, lots of demonstrations, and a few equations. Each student dissects and explains a mechanical or electrical device, such as a wind up clock, bicycle, or vacuum cleaner, using principles and techniques developed in the course. Requires no previous experience with physics. Those with significant previous physics experience will find some repetition, but significant new applications. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit — Lang.

137 Conceptual Physics. A nonmathematical introduction to some of the important concepts in physics such as inertia, gravity, energy, relativity, and quanta. Some examples of phenomena and devices that might be covered include falling and floating bodies, rocket action, tides, waves of many kinds, the behavior of atoms, fission and fusion, lasers, the twin paradox, and black holes. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) (Not offered 2012–13.) 1 unit.

141 Introductory Physics I. An introduction to scientific thought and method through a study of the major theories in physics and the phenomena that provoked them from their origins in Greek civilization through the 20th century. The first block: mechanics, heat and relativity; the second block: electricity, magnetism, waves, and quantum physics. (Primarily for students who do not intend to major in the physical sciences). Calculus 1 (MA126) is recommended. Ideas from calculus will be used in the development of the subject, but formal training in calculus is not required. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Burns, Cervantes, Purdue.

142 Introductory Physics II. An introduction to scientific thought and method through a study of the major theories in physics and the phenomena that provoked them from their origins in Greek civilization through the 20th century. The first block: mechanics, heat and relativity; the second block: electricity, magnetism, waves, and quantum physics. (Primarily for students who do not intend to major in the physical sciences). Calculus 1 (MA126) is recommended. Ideas from calculus will be used in the development of the subject, but formal training in calculus is not required. *Prerequisite:* Physics 141. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Cervantes.

151 Biophysics: Physics and Living Things. How physical principles apply to living things. Some examples of the kinds of topics to be discussed are muscle action, running, jumping, flying, circulation of blood, keeping warm, keeping cool, nerve action, hearing, and seeing. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit.

220 Topics in Physics. Experimental or occasional courses taught by visiting professors or permanent faculty. Courses offered under this rubric will vary year to year. 1 unit — Stiles.

224 Spacetime Physics. An introductory examination of some of the physics of spacetime. Flat spacetime geometry, momentum and energy, gravity and curved spacetime. Effects of relativity in mechanics, optics and particle physics. More mathematical than 124. *Prerequisite:* High school mathematics. (Not offered 2012–13.) .5 unit.

241 Introductory Classical Physics I. These courses provide an introduction to the theories of classical physics at a mathematical level that involves the use of calculus where appropriate. It is similar in content to 141, 142 except that relativity and quantum physics are not covered and the material is treated with more advanced mathematics. The first block includes the areas of mechanics, waves, thermodynamics and kinetic theory; the second continues with electricity, magnetism and optics. This sequence of courses is designed to meet the needs of students planning to major in the physical sciences or enter an engineering program. *Prerequisite:* Consent of instructor or Mathematics 128 or equivalent (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Burns, Lang, Whitten.

242 Introductory Classical Physics II. These courses provide an introduction to the theories of classical physics at a mathematical level that involves the use of calculus where appropriate. It is similar in content to 141, 142 except that relativity and quantum physics are not covered and the material is treated with more advanced mathematics. The first block includes the areas of mechanics, waves, thermodynamics and kinetic theory; the second continues with electricity, magnetism and optics. This sequence of courses is designed to meet the needs of students planning to major in the physical sciences or enter an engineering program. *Prerequisite:* Consent of instructor or Physics 241. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — DiCenzo, Lang, Purdue, Whitten.

251 Introductory Modern Physics. A continuation of introductory physics using calculus begun in 241 and carried forward in 242. Special relativity and quantum theory are introduced and then used to understand such things as atomic structure, statistical mechanics, and radioactive decay. Experimental exploration of these topics is an especially important component of this course. *Prerequisite:* Physics 242 or equivalent. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — DiCenzo, Purdue.

253 Computational Physics. Numerical modeling of physical systems, data acquisition and analysis. The use of data analysis/visualization tools, analytic computation tools, and a general scientific programming language are covered. Students will use topics from regular block courses as the basis for computational projects. *Prerequisite:* Physics 242. .5 unit — Burns.

261 Electronics I. The block begins with basic circuit theory and discrete circuit elements. We then go on to a study of analog and digital electronics. The emphasis is on experimental work. *Prerequisite:* Physics 242 or equivalent. 1 unit — Cervantes, DiCenzo.

262 Electronics II. The block begins with more analog and digital electronics using integrated circuits. The applications are to physics instrumentation. An introduction to micro-processors may be included. The emphasis is again on experimental work. *Prerequisite:* Physics 261. (Not offered 2012–13.) 1 unit.

270 Readings in Physics. Directed readings in selected areas of physics with discussions and written reports. 1 unit.

308 Introductory Geophysics. Applications of physics to the study of Earth structure from crust to core. Seismology, magnetism, gravity, and geodesy. Explores history of Earth's formation, current geologic and tectonic problems, and uniqueness of interpretation issues. (Also listed as Geology 308.) *Prerequisite:* Calc 1 (MA125 or 126), Introductory Physics (PC141 or 241), and Geology 130 or 140, or consent of instructor. 1 unit — Anderson.

311 Vector Analysis. Vector functions, divergence and curl. Green's and Stokes's theorems and the properties of three-dimensional curves and surfaces. Related topics from linear algebra and differential equations. *Prerequisite:* Mathematics 204. (Also listed as Mathematics 311.) 1 unit — DiCenzo.

320 Topics in Physics. Experimental or occasional courses taught by visiting professors or permanent faculty. Courses offered under this rubric will vary year to year. *Prerequisite:* Physics 251. 1 unit.

333 Solid State Physics. Explores the nature of condensed matter and the geometrical arrangement of atoms in a crystal and how that arrangement affects the electronic structure of that material. Understanding of the different band structures of metals, semiconductors, and insulators, and how these govern the interactions of each material with photons and electrons and lead to the very different roles of these materials in the objects we create and use. Particular subjects are likely to include semiconductor devices, alloys, and the effect of dislocations and impurities on material properties. *Prerequisite:* PC251. 1 unit — DiCenzo.

335 Atmospheric Physics and Climate Change. A survey of the physical and chemical components of weather, air pollution and climate at both global and local scales that will outline local, national and global political responses to threats to our atmospheric environment. *Prerequisite:* Physics 251. (Not offered 2012–13.) 1 unit.

341 Mechanics. Forces, potentials and motion according to Newton, Lagrange and Hamilton. Conditions for conservation of momentum, energy and angular momentum. Topics such as gravitation, oscillations, chaos, scattering and things that go bump in the night. *Prerequisite:* 251 and Mathematics 204 or consent of instructor. 1 unit — Hilt.

349 Thermal Physics. First and second laws of thermodynamics and their applications. Statistical mechanics, kinetic theory, elementary transport processes. Maxwell-Boltzman, Fermi Dirac, and Bose-Einstein statistics and their applications in solid state, nuclear and molecular physics. *Prerequisite:* Consent of instructor or Physics 251 and Mathematics 204. 1 unit — Cervantes.

353 Electromagnetic Theory. The theory of electricity and magnetism: electric charges, forces, fields and potentials; electric currents, magnetic forces, fields and potentials. Electromagnetic induction. Maxwell's equations, plane waves in vacuum. *Prerequisite:* Consent of instructor or Physics 251, 311. 1 unit — Burns.

354 Electromagnetic Waves and Optics. The continuation of 353. Electromagnetic fields in matter: conduction, polarization, magnetization; a brief introduction to condensed matter physics. Plane waves in linear media, boundary conditions, interference, and diffraction. Radiation from simple sources, coherence. *Prerequisite:* Physics 353. 1 unit — Purdue.

357 Astrophysics. An introduction to stellar structure and evolution with an emphasis on the physics underlying the observed phenomena. Topics include the birth, evolution, and death of stars, pulsars, black holes, and white dwarfs. *Prerequisite:* Physics 251. (Not offered 2012–13.) 1 unit — Burns.

358 Extragalactic Astronomy and Cosmology. A study of the large scale structure of the universe and evolution of the universe from the Big Bang to the present epoch. Topics include expansion of the universe, dark matter, dark energy, cosmic background radiation and the formation and evolution of galaxies and clusters of galaxies. *Prerequisite:* Physics 251. 1 unit — Burns.

361 Techniques of Experimental Physics. The design, execution, and analysis of experiments in physics. Data analysis, probability and statistics. One or more laboratory projects to be completed. *Prerequisite:* Physics 251, 261 or consent of instructor. 1 unit — Cervantes.

362 Observational Astronomy. The design and execution of observations of astronomical objects. Reduction and analysis of astronomical data. Probability and statistics applied to astronomical observations. Includes a weeklong observing run at major research observatory. Class size limit: 12 students. This includes a weeklong observing run at a major research observatory. *Prerequisite:* Physics 251, 261. 1 unit — Burns.

370 Readings in Physics. Directed readings in selected areas of physics with discussions and written reports. 1 unit.

391 Investigations in Physics. Independent experimental and/or theoretical practice-research in areas such as nuclear magnetic resonance, geophysics, atomic physics, non-linear dynamics, and astrophysics. Affiliation with a staff member for work as an apprentice researcher in the area of his or her interest. As many as four units of Investigations may be taken for credit. *Prerequisite:* Consent of instructor and Physics 251, 261. 1 unit.

392 Investigations in Physics. Independent experimental and/or theoretical practice-research in areas such as nuclear magnetic resonance, geophysics, atomic physics, non-linear dynamics, and astrophysics. Affiliation with a staff member for work as an apprentice researcher in the area of his or her interest. As many as four units of Investigations may be taken for credit. 1 unit.

420 Advanced Topics in Physics. An advanced course in a topic of current interest in physics. Examples: special and general relativity; quantum mechanics of atoms, molecules, and solids; elementary particle physics, relativistic quantum mechanics. Topics vary from year to year. *Prerequisite:* Consent of instructor. 1 unit — Purdue.

431 Air: Atmospheric Physics and Chemistry. Introduction to atmospheric circulation, radiation transfer, thermodynamics and radiation balance as they determine the vertical structure of the atmosphere and regulate the surface temperature. Kinetics, modeling, and reaction systems as they relate to air pollution and ozone chemistry in the stratosphere and troposphere. Course includes a student-designed laboratory/field project related to local air pollution issues. *Prerequisite:* Environmental Science 212 or Chemistry 108 and Physics 241 or Physics 251. (Also listed as EV431). 1 unit — Whitten.

441 Quantum Mechanics I. General formulation of quantum mechanics: hermitian operators, eigenfunctions and eigenvalues, physical content of the wave function, indeterminacy relations and simultaneous observables, angular momentum and spin. Solutions of the Schrodinger equation in one and several dimensions, the hydrogen atom. *Prerequisite:* Physics 311, 341, Mathematics 220 or consent of instructor. 1 unit — Whitten.

442 Quantum Mechanics and Relativity II. Applications of quantum mechanics. Perturbation theory, scattering theory, and interpretations of quantum mechanics. A short introduction to relativistic quantum theory. *Prerequisite:* Physics 441. 1 unit — Hilt.

450 Senior Seminar. A course emphasizing research and presentation of physics. Students will prepare and deliver a series of presentations on a variety of topics, and will learn to research a topic in the physics literature. The presentations will increase in length and complexity throughout the block. The last part of the course will be devoted to preparing a full-length seminar on a suitable topic. This seminar will be presented later in the semester, and a major part of the student's evaluation will be based upon it. Successful completion of this course is required of all physics majors. 1 unit — DiCenzo.

461 Field Research in Physics. The design, execution, and evaluation of field research in physics. Use of instrumentation including computerized data acquisition, construction and testing of equipment for fieldwork, planning a field program and carrying out field research, analyzing and reporting results. PC461 is a .5 unit extended format course, and must be completed prior to PC462, the 1 unit block course devoted to field research. *Prerequisite:* Physics 251, 261 or consent of instructor Must be completed prior to 462. (Not offered 2012–13.) .25 to .5 units.

462 Field Research in Physics. The design, execution, and evaluation of field research in physics. Use of instrumentation including computerized data acquisition, construction and testing of equipment for fieldwork, planning a field program and carrying out field research, analyzing and reporting results. PC461 is a .5 unit extended format course, and must be completed prior to PC462, the 1 unit block course devoted to field research. *Prerequisite:* Physics 461. (Not offered 2012–13.) 1 unit.

470 Readings in Physics. Directed readings in selected areas of physics with discussions and written reports. 1 unit.

491 Advanced Investigations in Physics. Year-long independent experimental and/or theoretical research in areas such as nuclear magnetic resonance, geophysics, atomic physics, non-linear dynamics, and astrophysics. Affiliation with a staff member for work as an apprentice researcher in an area of the faculty member's interest. Combines an extended format course (one-half unit of credit) working with a faculty member to plan and begin research with a block of intensive work (one unit of credit) resulting in a formal written report and an oral seminar presentation before the Physics Department faculty and students. *Prerequisite:* Physics 251, 261 and. 1 unit.

Political Economy–International

(See “International Political Economy”)

Political Science

www.coloradocollege.edu/academics/dept/politicalscience/

Professors CRONIN, DUNHAM, FULLER, HENDRICKSON, R. LEE, LINDAU;
Associate Professors GOULD (chair), E. GRACE, PRICE-SMITH;
Assistant Professors ITO, MCKENDRY, WITTMER; ACM-Mellon Post-Doctoral Fellow FAHEY

THE MAJOR — REQUIREMENTS:

Political science prepares students for a variety of careers, public and private, some related directly to politics and some not, some based in graduate training and some not. Departmental requirements are designed not just to prepare students for graduate school, but to give all majors broad exposure to the discipline and to prepare them for responsible citizenship in the contemporary world.

A minimum of 10 units in the political science department is required, to include the following:

- 1.) Two units in each of four subfields. The four subfields are: American politics, comparative politics, international relations, and political theory. Students must take 200 in the American politics subfield; 209 or 225 in the international relations subfield; 236 in comparative politics; and 205 or 270 or 292 or 298 in the political theory subfield. Either 209 or 225 can be counted towards the major, but not both.
- 2.) A tutorial in one subfield selected for emphasis. Students who are admitted to write theses are exempt from the tutorial requirement.
- 3.) One additional course to reach the 10-unit minimum. The elective may not be 231 or 233. In addition to the regular courses offered by the department, students may count as their elective one of the following courses: a topics course (203), an independent study (402), or one course taken at another institution.

Distinction in Political Science will be awarded based on a graduating senior's cumulative GPA in courses within the major. Proposals to write a senior thesis must normally be submitted by the beginning of the final block of the student's junior year, but a student studying off campus at the end of their junior year may submit a proposal in the first week of Block 1 of the senior year. The department strongly urges all its majors to achieve fluency in a foreign language and to take Principles of Economics and at least two courses in history. Students are strongly advised to take the prescribed courses at the 200 level before taking courses at the 300 level. Non-majors are welcome to sample departmental offerings at that level, but need consent of instructor or chair to do so.

Further information is available on the web at www.coloradocollege.edu/academics/dept/politicalscience/.

American Politics and Government Courses

200 American Politics and Government. The structure and process of United States national politics and government. Special attention to the ideas and values, institutions, and political processes that shape contemporary public policies in this country. 1 unit — Dunham, Wittmer.

202 United States Environmental Movement. This course examines the politics of environmentalism and environmental activism in the United States. Though making note of key legal milestones, this course is not principally about environmental policy. Instead, it focuses on the development and transformation of environmentalism as a social movement from its roots in the early preservationists of the late 19th century, through the emergence of the modern environmental movement in the mid-twentieth century, through the challenges environmentalism has faced from across the political spectrum in the past thirty years. The course will also examine many of the principal debates that have divided the environmental movement itself, including the debate between conservationism and preservationism, the relationship between protecting nature and environmental justice, and debates about the “end of nature” and the “death of environmentalism.” (Also listed as EV260) 1 unit — McKendry.

211 Women, Government, and Public Policy. Examines the relationship between women, government, and public policy — with the primary goal of understanding how politics is gendered. Topics include the ‘waves’ of feminism, how female lawmakers navigate the electoral and legislative arenas, and the role of gender in public policy. (Also listed as FG206.) 1 unit — Wittmer.

213 Leadership and Governance. Introduction to models and theories of leadership. Analysis of skills, styles and abilities that are frequently associated with effective leadership in political and organizational settings. Analysis of the paradoxes of leadership and the tensions among leadership, democracy, and creativity. (1 unit — Cronin.

221 Women and Politics. 1 unit — Wittmer.

304 Political Psychology. An overview of the interdisciplinary field of political psychology. Questions include: 1.) Why do people engage in evil behavior; 2.) Why is there intergroup conflict; 3.) How does the media alter political attitudes; and 4.) Why do people make irrational political decisions? To answer these questions we will engage the situationist — dispositionist debate: which shapes political behavior more, the situations in which individuals find themselves, or the psychological dispositions of those individuals? 1 unit — Wittmer.

315 Parties and Voting Behavior. 1 unit — Wittmer.

318 The American Presidency. Examines and evaluates the institution, the politics and policy impact of the American presidency with special emphasis on theories, models and strategies of presidential leadership. 1 unit — Cronin.

320 The United States Congress. Structure and operation of the United States House of Representatives and the United States Senate. Emphasis on political organization, the committee system, lobby groups, roll-call analysis, and congressional relations with the executive and the bureaucracy. 1 unit — Dunham.

321 Public Policymaking. Forces shaping public policies and decisions; internal politics of the national bureaucracy, the Presidency and Congress. Applies theories of policymaking to such cases as the environment, race and military affairs. (Also listed as EV373.) 2 units — Dunham.

323 Minority Politics. A comparative analysis of the political experience and responses of major ethnic minorities and women to the American political process. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Race and Ethnic Studies 323 and Asian Studies 323.) (Not offered 2012–13.) 1 unit.

380 Constitutional Law in American Politics. Examines 1.) The political and social dynamics and interpretive methods that shape the constitutional decisions of the U.S. Supreme Court; and 2.) The political impact of the Court's constitutional decisions and doctrines on political and social conditions. Emphasis given to the shift from judicial concern with governmental structures and powers to the contemporary concern with individual and group rights. *Prerequisite:* Consent of instructor or Political Science 200. (Not offered 2012–13.) 1 unit.

404 Tutorial in American Politics. *Prerequisite:* Consent of instructor. 1 unit — Dunham, Wittmer.

Comparative Politics

236 Introduction to Comparative Politics. This course introduces the concepts, definitions, theories and scholarly approaches used to study comparative politics with reference to selected case studies in different regions of the world. 1 unit — Lindau, Department.

243 Southeast Asian Politics. By providing an overview of states and societies in pre-colonial, colonial, and post-colonial Southeast Asia, this course aims to make sense of key forces which have shaped the region's diverse political systems today — the military juntas in Burma and Thailand, the socialist regime in Vietnam, single party dominant systems in Singapore and Malaysia, and multiparty presidential systems in Indonesia and the Philippines. (Also listed as Asian Studies 200.) 1 unit — Ito.

248 Environmental Politics of Agriculture. This course focuses on the historical and contemporary processes of environmental change and agrarian transformation as a result of resource scarcity, scientific progress, and capitalist development. (Not offered 2012–13.) 1 unit.

272 Cities, Sustainability, and Environmental Justice. Examines the relationship between cities and nature, with a particular emphasis on current efforts by cities around the world to become more environmentally sustainable. Explores the meanings of sustainability in the context of urban areas, and how these meanings differ among cities in the Global North and the Global South. Considers the major political challenges that cities face in their efforts to reduce their environmental impact and questions of environmental justice. 1 unit — McKendry.

301 Europe and its Governments. A comparative study of the political systems and political cultures of selected European countries with consideration of the history and prospects of European Union. (Not offered 2012–13.) 1 unit.

306 Democracy and Markets. A comparative examination of the introduction of democracy and markets in Latin America, Africa, Eastern Europe, and Asia, featuring an analysis of how the contemporary package of neo-liberal policies known as “the Washington consensus” interacts with political institutions. 1 unit — Gould.

308 Comparative Politics: Russia. The roots, rise, maturity, and collapse of Soviet Leninism. Addresses implications of the Soviet legacy and contemporary conditions of the post-Soviet political order in Russia and other successor states of the Soviet Union. (Not offered 2012–13.) 1 unit.

310 Post-Communist Politics and Literature. Examination of post-communist political and economic changes in Eastern Europe, Central Europe, and Russia following the fall of communism through the lenses of political theory, economic theory, and literature. Exploration of how literature not only reflects and comments on political and economic developments but also enacts them. Prerequisite CO 200, or CO 300; or Any PS 200 level; or consent of instructor. (Not offered 2012–13.) 1 unit.

312 Balkan Politics. Focuses on Yugoslavia’s disintegration in the 1990’s and the subsequent international response. Evaluates theories developed in the fields of international relations and comparative politics that purport to explain events. Places specific focus on the interaction of identity and political institutions. (Not offered 2012–13.) 1 unit.

313 The Comparative Politics of the Middle East and North Africa. A comparative study of the internal politics of selected states in the region, with emphasis on the relationship between the religious and political spheres and on the question of democratization. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Department.

326 Japanese Politics. Survey course on the development of modern politics in Japan, from the Meiji Restoration to the contemporary corporatist partnership between the state and the business and financial community. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

331 China. The development of Chinese politics, with emphasis on the period of reform and opening to the world after 1976 and the contemporary politics of the People’s Republic of China. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 331.) (Not offered 2012–13.) 1 unit.

335 Latin America I. A comparative overview of theories of political development, and the political culture, institutions, and processes of Latin America. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Lindau.

336 Latin America II. Political life of selected major Latin American nations, including the role of the United States. *Prerequisite:* Consent of instructor or Political Science 335. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Lindau.

351 State Formation and Social Movements. Examines the historical processes of state formation in the West and elsewhere. Explores reactions from societies, which took the forms of social movements — from peasant rebellions to social revolutions. (Not offered 2012–13.) 1 unit.

412 Tutorial in Comparative Politics. *Prerequisite:* Consent of instructor. 1 unit — Lindau.

International Relations

209 Introduction to International Politics. Introduction to the theory and practice of the contemporary state system. Emphasis on the last hundred years of inter-state rivalry. *Prerequisite:* Either 209 or 225 can be counted towards the Political Science or IPE majors, but not both. 1 unit — Hendrickson, Price-Smith.

225 Conduct of American Foreign Policy. Ideas and Institutions which condition the formulation and execution of the nation’s foreign policy. *Prerequisite:* Either PS209 or 225 can be counted towards the Political Science or IPE majors, but not both. 1 unit — Price-Smith, Gould.

253 Introduction to International Development. Drawing on politics, economics, sociology and anthropology, this course critically examines the First World’s relations with the Third World through the lens of “development.” 1 unit — Fahey.

314 International Politics of the Middle East and North Africa. The re-emergence of the Middle East as a regional subsystem in the 20th Century. The role of foreign powers, the rise and decline of Arabism, the Israeli-Palestinian conflict, wars in the Gulf, and the impact of the Islamist movements since 1967. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

324 Environmental Law and Policy for the Global Commons. Examines the application of international policy and law in the protection of the global commons — climate, biological diversity, the marine environment and the atmosphere. Considers the major issues — pollution control, natural resource management, and trade — and focuses on the international infrastructure and treaties that have been negotiated to regulate the environment — the United Nations Convention on the Law of the Seas (UNCLOS), the Rio Declaration, the Convention on Climate Change, the Kyoto Protocol and Convention on the International Trade in Endangered Species (CITES). (Also listed as Environmental Science 374.) 1 unit — Kannan.

333 Building The European Union: Integration, Institutions and Policies. Students acquire the historical background and analytical tools necessary to make sense of the European Union. Covers EU history, institutions, and contemporary policies with a focus on security, the 'Euro zone,' the single market, common agricultural and social policies, international trade and EU enlargement. 1 unit — Gould.

342 Inter-American Relations. International Politics in the Americas during the 20th century. Special focus on contemporary subjects including: foreign debt; economic integration; regional conflicts; drug trafficking and production; and environmental issues. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

356 Global Environmental Policy. An interdisciplinary analysis of environmental policy formulation and regulation at the international level. Examines the negative impact of human activity upon complex ecosystems and the 'global commons,' and analyses the efficacy of international regimes, such as the Kyoto Protocol. Debates the linkages between environmental change, prosperity, and conceptualizations of security. 1 unit — Price-Smith.

358 Environment, Health and Security. Focuses on the global dimensions of environmental change, resource scarcity, and their interactions with human health within the domain of political science. Examines the utility of orthodox "national security" paradigms versus emerging conceptualizations of "human security." (Not offered 2012–13.) 1 unit.

375 Introduction to International Political Economy. Examination of classic and modern conceptions of political economy. Emphasis on understanding theory and applying it to explain political and economic outcomes within states and among states in the international arena. Open to declared junior International Political Economy majors, and to others with consent of instructor. *Prerequisite:* Economics 150 (151 or 152). 1 unit — McKendry.

396 Foundations of American Constitutional and Diplomacy to 1865. Emphasizes the intellectual precursors and historical development of the federal union of 1787 and of early American foreign policy. Considers America before the Civil War as a system of states and explores through debates over the American union and early foreign policy a range of theoretical issues in international relations. *Prerequisite:* Also listed as History 240. 1 unit — Hendrickson.

397 Interpretations of American Diplomacy. Examines the rise of the United States to world power in the 20th century and its role in the contemporary international system. 1 unit — Hendrickson.

398 Origins of the Modern State System: Theory and Practice. Examines the philosophical significance and historical development of thought concerning the relations of states and peoples from the Renaissance to the American and French Revolutions, with attention to thinkers such as Erasmus, Machiavelli, Las Casas, Grotius, Hobbes, Locke, Bolingbroke, Hume, Smith, Burke, Rousseau, Constant, Gentz, Kant, and the American Founding Fathers. 1 unit — Hendrickson.

399 Theories of the Contemporary International System. Surveys contending theories of the contemporary global system, with attention to topics such as globalization, U.S. hegemony, the just war, the environment, and terrorism. *Prerequisite:* Political Science 209, 225 or consent of instructor. (Not offered 2012–13.) 1 unit.

410 Tutorial in International Relations. *Prerequisite:* Consent of instructor. 1 unit — Hendrickson, Price-Smith.

Political Theory

205 Foundations of Political Economy. Examines enduring themes of political economy with a focus on the balance between individual liberty, state authority, regulation of economic activity and the relation of the polity to economy. 1 unit — Fuller.

226 Gender and Politics. Examines the following questions: Are there politically relevant differences between the sexes, and if so, are they the product of nature and/or convention? What is/ought to be the relation between the political community and private attachments? How has liberalism answered these questions? How does consideration of gender challenge liberal theories such as contract, individual rights, and human nature? Readings in both political theory and in feminist literature. (Also listed as Feminist and Gender Studies 226.) 1 unit.- Grace.

234 Freedom and Empire: The Drama of Ancient Politics. Examines ancient politics, from the struggle for freedom to the temptations of empire, insofar as it is vividly portrayed in Shakespeare and the classical literature of Greece and Rome: the greatness, challenges, and defects of the ancient republic; the nature of political and military ambition; and the causes and character of empire. Possible works: Shakespeare's Roman plays; the Socratic Xenophon's novel on the rise and rule of Cyrus the Great; Tacitus on Roman emperors. The course may also draw upon Machiavelli on Rome. (Also listed as Classics 222 and Comparative Literature 220.) 1 unit — Grace, J.

242 Conservatism and Liberalism. Examination of leading conservative and liberal thinkers in America since 1945. (Not offered 2012–13.) 1 unit —

246 Politics in Literature. Reading and discussion of classic and contemporary works of fiction and drama known both for their literary merit and for their insight into politics. (Not offered 2012–13.) 1 unit.

270 Liberty and Equality. Explores the question whether there is a fundamental justification for democratic rule by analyzing diverse defenses and critiques of the claims that democracy is founded on the truth of human equality and best provides for individual liberty. (Cannot be taken after PS265.) 1 unit — Grace.

290 Foundations of Political Thought. Examines the origins and development of political theory from Plato to Machiavelli. (Not offered 2012–13.) 1 unit.

292 American Political Thought. An examination of the political theory of the American founding and its relevance to contemporary political problems. 1 unit — Fuller.

298 What is Political Philosophy? Among the fundamental questions to be raised: How does the perspective of a political philosopher differ from that of an experienced practitioner of politics? What — if anything — makes for a philosophical approach to politics, and what accounts for the differences in approaches and conclusions among various political philosophies? Why have philosophers turned their attention to politics, and why is it the case that, for some political philosophers, a concern for affecting political practice is not the primary interest, nor even a goal, while for others it is? *Prerequisite:* Cannot be taken after Political Science 270. (Not offered 2012–13.) 1 unit.

344 Realism and Idealism in Political Philosophy. We examine the meanings of political “idealism” and “realism” by focusing on two indispensable works of political philosophy, and on their treatments of human aspirations to justice and to the rule of law. Through interpretation of Rousseau's *On the Social Contract* (as well as shorter works) and Plato's *Republic*, we consider how philosophic engagement with political “idealism” can lead to philosophic “realism” toward politics. 1 unit — Grace.

372 Political Thought since Nietzsche. Reading of major essays from 1950 to the present of such thinkers as Hannah Arendt, Friedrich Hayek, Pierre Manent, Michael Oakeshott, John Rawls, Leo Strauss and Eric Voegelin. *Prerequisite:* Junior standing or consent of instructor. 1 unit — Fuller.

408 Tutorial in Political Theory. May be taught as a block course or as an extended format year-long course. *Prerequisite:* Consent of instructor. 1 unit — Grace.

419 Seminar in Political Philosophy. A semester long intensive study of advanced texts and topics in political philosophy. The seminar takes one of two forms: *Morality of Power*. Examines various accounts and defenses of the human interest in the pursuit of power; what constitutes power; and the relations among power, political rule, and justice. *Philosophy and Politics in Post-modernity*. An introduction to radical changes in philosophic thinking and their potential significance for our understanding of American politics and its principles. This introduction will take place, in part, through a debate with a modern approach to philosophy, politics and morals, including a consideration of its possible connection to Nihilism. *Prerequisite:* Consent of instructor. 1 unit.

Other Courses

101 What is Politics? Examines enduring themes in political life. Questions explored include the balance between state authority and individual liberty; analogies between the exercise of power in government and other areas of human life; the nature of ethical judgment in governance; and the varying ways in which constitutional regimes give expression to and tame the exercise of power. (Cannot be taken after 103.) 1 unit — Cronin.

103 Western Political Traditions. A survey of the experiences and ideas that have shaped political life in the West. Treatment of selected periods and political philosophies from Ancient Greece through the 20th century. The foundations and development of liberal-democratic thought, together with critiques of, and alternatives to, liberal-democratic thought and practice. Focus on the constitutional democracy of the United States. Cannot be taken after PS101. 1 unit counts toward NAS minor. (Meets the Critical Perspectives: The West in Time requirement.) (Offered as an First-Year Experience course.) (Not offered 2012–13.) 2 units.

115 Ancient and Modern Concepts of Liberty. This interdisciplinary course explores enduring questions in the Western tradition: What does it mean to be free? What are the basic ideas of freedom that figure prominently in the Western tradition? What is freedom for? Is there a rational use of freedom? Discussion will spring from readings in ancient, medieval and modern philosophy, politics, religion and literature, and complementary films. (Meets the Critical Perspectives: The West in Time requirement.) (Also listed as English 115.) 2 units — Fuller, Simons.

150 Fundamental Debates on the Common Good. A major controversy in the history of Western political philosophy has been over the foundation and aims of political rule. Crucial to this debate is the question of the character and limits of a “common good,” and indeed, the question whether such a good can even exist. Basic but competing perspectives drawn from ancient, medieval, modern, and contemporary texts will be examined, and stress will be placed on how the question of the “common good” continues to animate political debate, as well as on its potential for shaping a student’s moral and political outlook. (Meets the Critical Perspectives: The West in Time requirement.) 2 units — Grace, Grace.

203 Topics in Politics.

Block 2: American Foreign Policy in the Middle East and North Africa. 1 unit — Derzinski.

Block 3: Politics in Film. 1 unit — Fuller, Simons.

Block 4: Politics of Energy. 1 unit — Price-Smith.

Block 4: International Politics of Sub-Saharan Africa. 1 unit — Fahey.

Block 4: Globalization, Development, and the Environment. This course examines the relationship between economic growth, global equity, and environmental protection. In particular it focuses on the environmental implications of changing understandings of “development” in the global South, including debates about the relationship between the global economy and environmental protection; poverty, consumption and the ‘limits to growth;’ and the possibility of achieving global environmental and social justice within the current political-economic and environmental order. The course includes both a global-level analysis of these debates and a comparative investigation into how states and non-governmental actors within countries of the global South are working to balance the needs of people and the environment with the pressures and opportunities of the globalized economy. 1 unit -McKendry.

Block 5: Media and Politics. (Also listed as GS222). 1 unit — Wittmer.

Block 6: The Socio-political and Environmental Effects of Globalization of Rural Costa Rica. 1 unit — Lindau. COL.

Block 7: Reporting on Government: Theory and Practice. (Also listed GS 233). 1 unit — Prendergast.

Block 8: Smiling Through the Apocalypse. 1 unit — Hendrickson.

Block 8: Rebel Groups of the World. 1 unit — Fahey.

Block 8: The Politics of Global Health. 1 unit — Price- Smith.

231 Political Campaigning. Student internships in primary and general elections. Post-campaign written analysis required. (Offered as an independent study.) *Prerequisite:* Consent of instructor and may be arranged any block. 1 unit.

233 Governmental Participation. Directed internships in national, state and local government agencies. Written analysis of the work experience required. (Offered as an independent study.) *Prerequisite:* Consent of instructor and may be arranged any block. 1 unit. B5 unit.

330 Colloquium in History and Politics. A seminar organized around comparative analysis of a common theme or topic, employing both historical and political science approaches to analysis and research. Designed principally for History/Political Science majors, but others may be admitted with consent of instructor. *Prerequisite:* HY/PS major or consent of instructor. (Also listed as History 330.) 1 unit — Lee, Murphy.

362 Seminar in Political Science: Methods Workshop. A year-long lecture series covering a wide variety of contemporary political issues and disputes. *Prerequisite:* Only .5 units count toward graduation. .25 unit.

402 Independent Research in Political Science. A project normally organized around preparation of a substantial paper. Proposed and carried out at student initiative, under supervision of a department faculty member, in an area in which the student has already completed basic course work. (May also be listed as North American Studies 402 if emphasis is on Canada.) 1 unit.

403 Independent Study. 1 unit.

424 History–Political Science Thesis. *Prerequisite:* Consent of both departments. 2 units.

450 Political Science Thesis. Thesis on a subject chosen by the student with approval from the department. Independent-study format with regular consultation between student and faculty supervisor. 2 units.

470 Tutorial in International Political Economy. Focuses on the historical development and current role of international institutions and multilateral treaties in the regulation of the world economy and environment, with emphasis on the impact of and challenges presented by globalization. Students write a substantial paper exploring some aspect of this interaction, but have considerable freedom in defining their research agenda. *Prerequisite:* IPE major or consent of instructor. (Also listed as Economics 470.) 1 unit — Gould.

490 Political Economy Distinction Thesis. Optional for majors in International Political Economy, upon application to, and approval of, the departments of Political Science and Economics and Business. (Must be taken in conjunction with Economics 491 for a total of 2 units.) 2 units.

Psychology

www.coloradocollege.edu/academics/dept/psychology/

Professors ERDAL, HORNER, JACOBS, ROBERTS;
Associate Professors CHAN, DRISCOLL (chair), WATERS; Visiting Professors BENNETT, MARTIN

THE MAJOR — REQUIREMENTS:

Consistent with the liberal arts tradition, the psychology department at Colorado College is dedicated to providing an academic program that helps students develop the necessary skills and knowledge for achieving an intellectually enriched life, preparing them for both graduate studies and professional work. The psychology department provides broad coverage of academic psychology, emphasizing empirical research literature and a scientific understanding of human and non-human animal behavior. Psychology majors are expected to obtain methodological competence in a variety of research techniques, which are introduced in research design and elaborated in the upper-level courses. Ethical responsibility is inherent in psychology, both in the treatment of research participants (human and non-human) and in the preparation of academic and professional work, and psychology majors are trained in understanding to uphold this responsibility. Psychology majors acquire a knowledge base in core areas of psychology, with an expectation for depth of inquiry in advanced study. Psychology majors are expected to demonstrate effective oral and written communication and to show critical evaluation of assumptions and evidence regarding psychological phenomena.

Students must earn a grade of C– or higher to pass in ALL courses taken to fulfill major requirements (whether within or outside of the psychology department). When a grade of D+ or lower is received in such a course, students must repeat the course for a passing grade. Although the D+, D, and CR grades fulfill graduation requirements, they do not fulfill major or prerequisite requirements. The psychology section of the Colorado College Catalog of Courses is also reproduced on the web address listed above.

The following outline presents the Bachelor of Arts degree in psychology course requirements for the declared psychology major, including major courses within and outside the department. Students majoring in psychology complete a minimum of ten courses in psychology including: 100 or 101 or 111, 202, 209 or 281, 299, 332 or 344, 362, 374, two 400-level seminars (408, 412, 413, 417, 420, 421, 422, 423, 425, 426, 427, 430, 433, 437, 441, 449), and a minimum of one unit of Final Project (451, 452, 453). In addition, majors must receive credit for two courses from the natural science division, and either Mathematics 125 or 126. Students interested in majoring in psychology are advised to take courses that will count toward the major by their second year. Students should have completed 100 or 101 or 111, and 202 before declaring a major in psychology. Details of the department's requirements can be found in the *Psychology Majors' Handbook* available on the web address listed above.

100 Introduction to Psychology: Bases of Behavior. Examination of psychological phenomena from biobehavioral and sociobehavioral perspectives. Contemporary issues in psychology such as intelligence, development, perception, learning, abnormal behavior, language, and social behavior are explored. Scientific methodology and its application to psychological phenomena are stressed. (Meets the laboratory/field requirement for natural sciences.) (No credit if taken after 101 or 111.) (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Bennett, Chan, Erdal, Martin Jacobs, Roberts, Waters.

101 Introduction to Psychology: Enduring Ideas and Present Principles. Psychological concepts traced from Plato, Aristotle, Hippocrates, through the Middle Ages, and Renaissance, to the 19th and 20th centuries. Current psychological data and theory, ranging from brain mechanisms to learning, motivation, cognition, personality and social psychology. (Meets the laboratory/field requirement for the natural sciences.) (No credit if taken after 100 or 111.) (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) (Not offered 2012–13.) 2 units.

107 Brain and Society. Explorations of the individual and society from a brain-based perspective. Humans are relatively large, hairless, social primates with large brains. This course explores how humans fit in the natural world and shape their social environment from a neural-based perspective. Research from neuroscience, evolutionary, and behavioral biology is examined to provide scientific insight into topics such as social behavior, politics, racism, religion, love, and psychiatric disorders. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Jacobs.

111 Introduction to Psychology: General Laws and Individual Differences. An introductory course about the two major traditions that represent academic psychology, general laws and individual differences. Some of the topics covered are learning, perception, personality, cognition, developmental psychology, social psychology, emotion and behavior genetics. *Prerequisite:* First-Year Experience course. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) (Not offered 2012–13.) 2 units.

120 Psychoanalysis and Psychotherapy: Discovering the Unconscious. Major psychoanalytic perspectives of the late 19th and 20th centuries on the concept of the unconscious in theory, case studies, and fiction. Emphasis on unconscious processes as they relate to the formation of identity. Reading from such authors as Freud, Jung, Klein, Winnicott, Kohut, and Yalom. (Also PH262; CO200.) (Also listed as Comparative Literature 200 and Philosophy 262.) (Fulfills Humanities requirement. Does not meet the divisional requirements in the Natural Sciences, or requirements in the Psychology major.) 1 unit — Dobson.

135 Introduction to Behavioral Game Theory. Whenever people make decisions that depend upon what others do or are expected to do, they are playing games. Game theory explores how people should play games in order to achieve the best outcome. However, failing to employ an optimal strategy can reveal a great deal about the psychological processes involved in decision making. This course offers an introduction to game theory and explores why people fail to make optimal decisions. (Cannot be taken for credit after PY435.) (This course meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit — Horner.

143 Psychology of Gender. An examination of research and theory on psychological gender differences and similarities. This course will explore the ways in which gender is a system of meanings that operate at the individual, interactional, and cultural level to structure people's lives. Special attention is made to methodological issues and to feminist critiques of traditional methods of data collection, analysis and interpretation. *Prerequisite:* Psychology 100 or 101 or 111 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit — Roberts.

151 Readings in Psychology. Independent readings in areas of psychology with close faculty supervision; designed for non-majors. *Prerequisite:* Consent of instructor. 1 unit.

160 Women and Madness. What does it mean to be “mad?” Is madness in the eyes of the beholder? This course examines the concept of madness as it has been applied to women from historical, psychological, social and feminist perspectives. Our goal will be to critically examine the diagnostic criteria used by the psychiatric community and popular culture to define deviance. Using case material we will investigate the “logic” of madness, asking to what extent madness might be a reasonable response to unreasonable conditions? The course will include a careful consideration of the rising use of psychopharmacology, particularly in the treatment of depression in women. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Feminist and Gender Studies 160.) 1 unit — Waters.

178 Topics in Psychology. Introduction to a problem of classic or contemporary interest covering source material in depth, and stressing history, theory and method. 1 unit.

Block 8: Topics in Psychology: Family Psychology. Explores family processes and relationships from a lifespan developmental perspective. Psychological theory and research methods that pertain to the study of marriage and parenting are critically examined. Topics include marital satisfaction, parenting beliefs and behaviors, sibling relationships, family violence and work-family issues. Ecological systems theory and family diversity are emphasized. 1 unit — Martin.

181 Attitudes, Persuasion, and Social Influence. The goal of this course is to help us understand the psychology behind persuasion and social influence. Content will include topics such as: What is an attitude? How are attitudes formed? Under what conditions are attitudes changed (or remain resistant to changes)? How well does our behavior correspond to our attitudes? What effects do persuasion tactics have on our behavior? Students will learn about psychology theories, examine real life examples, and conduct research on persuasion. Students will also reflect on the role of persuasion in society and the ethics associated with using psychological research in applied settings such as in marketing and politics. (Not offered 2012–13.) 1 unit.

182 The Psychology of Prejudice and Intergroup Relations. What are racism and sexism? Why are people prejudiced? What can be done to improve the strained relationship between groups? This course will introduce students to various frameworks for understanding prejudice, intergroup perception/relations, and the management of conflict between social groups. Students will examine case studies, psychology theories, and will think about their own perceptions of and interactions with people from different social groups. Students will also reflect on the notions of multiculturalism and social justice. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Cross-listed as CS182.) 1 unit — Chan.

183 Psychology of Environmental Conservation. Introduction to how psychological processes influence behaviors that help or hurt the environment, and how psychology can help encourage environmental conservation. Readings will be drawn from all areas of psychology. Investigates psychological theories relevant to environmental conservation and how to design research-based interventions to promote conservation. (January half-block) .5 unit — Chan.

202 Research Design. Introduction to basic statistics and to research methods in the context of psychological research. Principles of experimental designs and analysis will be taught, especially the use and interpretation of inferential tests. Also included will be psychological topics that rely on correlation and linear regression, and principles of psychological testing. Students design, conduct, and write up their own experiment. *Prerequisite:* Psychology 100 or 101 or 111. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 2 units — Driscoll, Horner.

207 Measuring Individual Differences with Psychological Tests. The course introduces students to principles of psychological tests that are used in making decisions in educational, business, legal, and medical settings. Principles to be considered include test reliability, validity, ethics of assessment, and steps in developing psychological tests. Some specific aptitude, achievement, intelligence, and personality tests will be studied in addition to behavioral assessment.

An aim of the course is to make students critical consumers of methods of psychological assessment. *Prerequisite:* One of Biology 220, Economics 200, Mathematics 117, Psychology 202 or Sociology 228. (Not offered 2012–13.) 1 unit.

209 Social Psychology. Social psychology is the scientific study of the way people think, feel, and behave in social situations. Topics include attitudes and persuasion, conformity and obedience, social cognition, aggression, prejudice, self-justification, and attraction, with emphasis on critical thinking about integrating theory, research, and everyday situations. *Prerequisite:* Psychology 100, 101, or 111. 1 unit — Chan.

251 Psychological Investigations. Research in an area supervised by a faculty member. The project may be a review of the literature or a research apprenticeship with a faculty member. *Prerequisite:* Consent of instructor and Psychology 202. 1 unit.

270 Educational Psychology: The Science and Art of Teaching. Theory, research, and the reality of the everyday classroom are examined to evaluate important issues teachers face: cognitive development, social-emotional issues, motivation, sex roles, management of problematic classroom behaviors, skill enhancement for both teachers and students, and other topics of current controversy and interest. Enrollment is open to all students interested in the theory and practice of teaching. The course may be taken for graduate credit with consent of the assistant dean (AD) of the Summer Session (SS). (Cross-listings: ED321, PY521, and ED521. Contact Charlotte Mendoza (cmendoza@coloradocollege.edu; ext. 6472) in the CC department of education for enrollment and consent information. For the assistant dean of Summer Session, contact summer@coloradocollege.edu. 1 unit.

281 Personality. This course will be an in-depth exploration into the lives and theories of a number of influential personality theorists. We will cover several theories from their earliest versions, through changes and modifications with time and research, in order to explore the process of theory-building with respect to understanding people. We will also delve into a number of scientific controversies surrounding personality. For example, what units shall be used to measure personality? Are humans more the product of their dispositions or of the situations in which they find themselves? Is the concept of the self useful and necessary? What is the unconscious? Why do or don't people change? *Prerequisite:* Psychology 100 or 101 or 111. 1 unit — Roberts.

299 Neuroscience. An introduction to brain-behavior relations that explores human and non-human neuroanatomy, neurophysiology, and neuropharmacology. The neural substrates and physiological underpinnings of processes such as sensation, movement, emotion, memory, and higher cortical functions are explored. Laboratory work emphasizes gross neuroanatomy and neurohistology. (Limit: 45 students.) *Prerequisite:* Psychology 100 or 101 or 111 or Biology 109 or consent of instructor. 2 units — Driscoll, Jacobs.

300 Topical Issues in Psychology. Provides students with the opportunity to explore topical areas of psychology in depth, study the current literature, and conduct empirical research. May be taught as .5–1 unit as a regular block or in extended format. May be repeated multiple times for credit. *Prerequisites:* PY202. .5 or 1 unit — Department.

318 Topical Issues in Neuroscience. This half-block course provides students with the opportunity to explore topical areas of neuroscience through current publications. These readings will consist of recent trade books, review articles, journal articles, and/or neuroscience information in the popular press. The course will be conducted in a seminar format with heavy emphasis on discussion of the relevant readings. May be repeated multiple times for credit. *Prerequisite:* Psychology 299. Does NOT count toward neuroscience major. (January half-block.) .5 unit — Jacobs.

332 Learning and Adaptive Behavior. Functional relations between animal and environment that defines learning. The course emphasizes the significance of behavior and plasticity in adaptation and concentrates on learning and how evolutionary processes affect learning. Experimental work involves a range of animals. Lecture, discussion and laboratory. *Prerequisite:* Psychology 202 or consent of instructor. 1 unit — Horner.

344 Cognition. The process of knowing explored from an empirical perspective. Topics include remembering, thinking, categorizing, meaning, representing, problem solving, imaging, sensing, perceiving and acting. The course has a significant laboratory component of original research using human subjects. *Prerequisite:* Psychology 202. 1 unit — Horner.

362 Abnormal Psychology. Surveys major psychological disorders as scientific as well as sociocultural constructs. Prevalence, assessment, causal factors, treatment approaches, and the legal and ethical implications of “abnormality” are addressed. *Prerequisite:* Psychology 202. 1 unit — Erdal.

363 Science and Pseudoscience in Clinical Psychology. An investigation into the efficacy claims of controversial assessment techniques, diagnoses, and forms of psychotherapy. Assessment of whether claims are empirically supported according to scientific as well as legal standards of evidence. The commercialization of mental health treatments will also be addressed. *Prerequisite:* Psychology 100 or 101 or 111. Psychology 362 recommended or consent of instructor. (Not offered 2012–13.) (January half-block.) .5 unit — Erdal.

374 Lifespan Developmental Psychology. A research-based analysis of perspectives, issues, and influences on human development from conception to death. Content areas to be examined include aspects of cognitive, social-emotional, and physical development. Course combines lecture, discussion and laboratory work. *Prerequisite:* Psychology 202. 1 unit — Martin, Waters.

405, 406, 407, 408 Topical Seminar. For advanced students to do intensive study in a special area of current faculty interest.

409 Social Cognition. An examination of three important areas of social cognition: 1.) basic cognitive processes such as automatic perception, and schematic versus controlled thinking; 2.) stereotyping and prejudice from the perceivers' and targets' perspectives; 3.) social cognitive processes related to culture, power, and well-being. *Prerequisites:* PY202 and either PY209 or PY344 or COI. 1 unit — Chan.

412 Human Neuropsychology. An in-depth consideration of the functional organization of the human central nervous system. General topics explored include neurology (e.g., language, spatial memory, sensorimotor, and emotional disorders), brain imaging techniques, and neuropsychological assessment. Field experience with brain-damaged/impaired individuals. *Prerequisite:* Psychology 202, 299. 1 unit — Erdal.

413 Developmental Psychopathology. An empirically-based survey of the prevalence, etiology, course and treatment of child and adolescent psychological disorders. Biological and sociocultural aspects of psychopathology are addressed and ethical implications of common treatment strategies are discussed. *Prerequisite:* Psychology 202, 374 (362 or 299 recommended). (Not offered 2012–13.) 1 unit.

417 Advanced Neuroscience Seminar. An in-depth, student-centered exploration of advanced issues in fundamental areas of neuroscience. Topics may include but are not limited to cellular and molecular neuroscience, nervous system development, sensory and motor systems, regulatory systems, behavioral and cognitive neuroscience. *Prerequisite:* Psychology 202 or Biology 220, and Psychology 299. (Not offered 2012–13.) 1 unit — Jacobs.

420 Cognitive Ethology. This course provides an overview of cognitive ethology (the study of animal behavior in the natural environment), with a focus on non-human animal communication systems. The natural communication systems and cognitive abilities of several species will be examined, including bees, birds, non-human primates, and cetacea. In addition, the course will explore attempts to teach non-human animals (e.g., *Pan paniscus* and *Tursiops truncatus*) human-based artificial languages. *Prerequisite:* Psychology 202, 299, or consent of instructor. 1 unit — Jacobs.

421 Perception. A research based analysis of perceptual processes including vision, audition, the skin senses, pain, and the integration of these processes. Emphasis will be placed on psychophysical methods, experimental techniques used to investigate perception, and changes in perception over the lifespan. Lecture, discussion and laboratory. *Prerequisite:* Psychology 202 or declared Art major with at least 5 courses in Art or consent of instructor. (Not offered 2012–13.) 1 unit.

422 Emotion. An in-depth exploration of the scientific research on emotion, paying particular attention to new theoretical frameworks, and new experimental investigations into the nature of emotional experience and expression. *Prerequisite:* Psychology 202, 281 or 209, or consent of instructor. (Not offered 2012–13.) 1 unit — Roberts.

423 Psychology of Morality and Conflict. This course will examine questions of morality, moral behavior and conflict in humans and non-humans from a wide variety of angles within psychology. We will place special emphasis on social psychology's efforts to unravel the causes and consequences of "evil." Finally, we will conduct an in-depth analysis of a current area of moral and political conflict — capital punishment, abortion, global sustainability, etc. — in an effort to apply the lessons learned from psychology to its resolution. *Prerequisite:* Psychology 202, 281 or 209. (Not offered 2012–13.) 1 unit.

425 Depression. An examination of the etiology, course and treatment of affective disorders. Risk factors in the onset of depressive disorders are investigated, including biological and genetic contributions, environmental and familial factors, and individual differences or personality factors. Distinguishing features of the multiple forms of depression are examined, as well as differences in the prognosis and treatment of these various forms. The impact of depression on health, relationships and family systems, and cultural and gender issues in etiology and treatment are explored. *Prerequisite:* Psychology 202, 362 or consent of instructor. (Not offered 2012–13.) 1 unit.

426 Sport Psychology. An exploration of psychological variables that impact sport participation and behavior in sport settings. Applied, experimental, and clinical aspects of sport psychology are covered in a discussion-based format. Specific topics, which originate from core psychological principles, include but are not limited to sport-related motivation, superstition, and anxiety, the use of imagery and drugs, and how age, gender, race, and spectators impact sport. *Prerequisite:* Psychology 202, 3 core courses in Psychology. 1 unit — Erdal.

427 Moral Reasoning in Context. This course is a community-based learning experience in which students examine the psychology of morality from developmental, social and clinical perspectives. Readings range from historical and philosophical renderings of morality to recent empirical investigations of moral development and prosocial behavior. A 6–8 hour/week internship combined with journal entries, short papers, and a final research paper provide opportunities for students to integrate psychological research as it is reflected in community practice. *Prerequisite:* Psychology 202, 374 or 209. (Not offered 2012–13.) 1 unit.

430 Adolescence. Is “storm and stress” a normal part of adolescence? Is adolescence a discrete developmental stage or a social construction? This course examines the adolescent experience from theoretical, empirical, cross-cultural, and biographical perspectives. A case analysis approach is used to examine the implications of cognitive, socio-emotional and physical changes that occur during adolescence. The course investigates the nature of the adolescent passage in its typical and atypical forms and examines socio-cultural factors that contribute to healthy or maladaptive adolescent development. *Prerequisite:* Psychology 362 or 374. 1 unit — Waters.

433 Neuropsychopharmacology. Neuroscience is based on the premise that thoughts, sensations and actions are, at some level, encoded in chemical and electrical signals. This course explores central nervous system pharmacology at multiple levels, including the cellular and molecular bases of neurochemical signaling and its modulation, mechanisms of action of pharmacological agents on neurotransmitter system dynamics, and foundations of behavioral pharmacology. Having covered these fundamentals, the course explores current topics, including cellular models of learning and memory, pharmacology of neurological diseases and their treatment, and drug abuse and dependence. *Prerequisite:* Psychology 202, 299. 1 unit — Driscoll.

435 Behavioral Game Theory. Game Theory is used in a variety of fields to explore how people (and other animals) should make decisions when the actions of others are involved in the outcome. Game theory can tell us the optimal solution in these kinds of interactions. However, failing to employ an optimal strategy can reveal a great deal about the psychological processes involved in decision making. This course offers an introduction to game theory and explores why organisms fail to make optimal decisions. (Cannot be taken for credit after PY135.) *Prerequisites:* Psychology 202, and either 209, 332 or 344. (Not offered 2012–13.) 1 unit — Horner.

437 Evolutionary Psychology. This course explores the impact of natural selection on human and animal behavior. It begins with an overview of evolutionary processes and covers such topics as: emotion, morality, mate selection, learning, altruism, parent-offspring interaction, ownership and irrationality. The course focuses on primary reading from Darwin through contemporary scholarship in biology and psychology. Critiques of this approach are also discussed. *Prerequisite:* 202, 3 core courses in psychology, or consent of instructor. 1 unit — Horner.

449 History and Systems of Psychology. Modern and contemporary scientific issues as they pertain to psychology. Historical origins of these issues. Topics such as mathematical models, psychophysics, cognitive psychology, CNS theories, the logic of science and Gestalt theory discussed within the context of the correspondences between constructs and events. *Prerequisite:* Psychology 202 and 3 core courses in psychology or consent of instructor. (Not offered 2012–13.) 1 unit.

451, 452, 453 Final Project. In depth exploration of a particular topic under the supervision of a faculty member. A final project may take several forms: a.) supervised independent research leading to a publishable paper; b.) a review of the literature to address a particular issue; or c.) directed field study. *Prerequisite:* Consent of instructor and Psychology 202. 1 unit — Department.

Religion

www.coloradocollege.edu/academics/dept/religion/

Professor WEDDLE; Associate Professors COLEMAN (chair), GARDINER;
Assistant Professors SCHWARZ, WRIGHT; Lecturer CORIELL; Visiting Associate Professor SHAW

The purpose of the academic study of religion is to analyze and interpret religious beliefs and practices through critical reflection on their cultural contexts and historical development. The discipline of religious studies requires critical reflection on ideas about the nature of reality, ideal forms of human society, rituals of individual and societal identity, and sources of authority in personal and social morality. Our faculty is formally trained in Judaism, Christianity, Islam, Hinduism, and Buddhism. Our areas of expertise range from the ancient period to the present day, spanning the Near East and the Mediterranean, Europe, South, Southeast and East Asia, and the Americas. Every year we cross-list a variety of courses with Asian Studies and with Feminist and Gender Studies, and we regularly offer courses on indigenous traditions. Our department warmly invites you to explore our curriculum and discover the many ways that the study of religion inspires self-reflection and enhances critical thinking, offers knowledge of diverse cultures, and enriches the liberal arts education.

THE MAJOR — REQUIREMENTS:

The major in religion consists of 10.5 courses in religion, including:

- 1.) Three 100-level courses, at least one of which must be chosen from religions originating in Asia (160, 170, 180) and at least one of which must be chosen from religions originating in the Middle East (111, 112, 120, 130, 140). These courses introduce students to basic skills and concepts in the academic study of religion, such as critical methods for the close reading of texts, the relation between religious beliefs and practices and their historical and cultural contexts, and basic elements of religion including myth, ritual, devotion, theology, and ethics.
- 2.) Two 200-level courses on topics in religious studies. These courses include material from two or more religious traditions, examine different interpretive approaches within a tradition, or compare patterns of the formation of religious identity or institutions in various traditions.
- 3.) Three 300-level courses in advanced study of a topic or tradition. These courses carry prerequisites and demand greater depth of reading and higher quality of writing. Students will typically conduct independent research in the completion of a major project.
- 4.) Seminar in Theory and Method (302). This seminar examines theories about the origin and function of religion, as well as leading methods of religious studies, through close reading of classic and contemporary texts. Enrollment is limited to junior and senior majors.
- 5.) Senior Thesis Preparation (405) in the fall of the senior year.
- 6.) Senior Thesis (406) in the spring of the senior year.

We strongly recommend that majors gain proficiency in a foreign language, classical or modern. We further recommend that majors take a course in the study of religion in the social science division. The department awards the graduation honor of Distinction in Religion for superior achievement in a senior thesis or cumulative excellence in departmental courses.

THE MINOR — REQUIREMENTS:

The minor in religion consists of a minimum of five courses, distributed as follows and chosen in consultation with an adviser in the department:

- Two 100-level courses.
- Three upper-division courses, including at least one 200-level course and at least one 300-level course for which the student has completed the prerequisite.

101 Introduction to Religion. An introduction to the contemporary study of religion as a social and symbolic system. An examination of religious experience and convictions and their expression in symbol, ritual, myth, theology, ethics and community. (Not offered 2012–13.) 1 unit.

111 Hebrew Bible. A survey of the Hebrew Bible (Christian “Old Testament”) from an academic point of view, including questions of authorship, geographic and historical context, and preservation and transmission. All texts are read in English translation. (Not offered 2012–13.) 1 unit.

112 New Testament. An exploration of the varied forms of Christianity that emerged among the religions of the ancient Mediterranean world, with special focus on the New Testament and related writings, including those now outside the canon. We will explore what can be known about this formative period through careful critical historical analysis. 1 unit — Schwarz.

120 Judaism. An introduction to the traditions, practices, and beliefs of Judaism as it has changed from biblical foundations to the transformations of the post-biblical period, to the creative flowering of rabbinic Judaism through the medieval and modern periods. This course will explore Judaism’s origins and the questions it faces in the future. (Not offered 2012–13.) 1 unit.

130 Christianity. An introduction to the Christian tradition as it has developed in various historical and cultural contexts. Attention to the generative narratives; rituals; moral commitments and ethical theories; spiritual, artistic and emotional expressions; social and institutional forms; and theological articulations characteristic of Christianity. 1 unit — Weddle.

140 Islam. An historical and thematic introduction to Islamic traditions from the seventh century CE to the present day, focusing on fundamental texts and practices. Topics include the Abrahamic context of Islam, the Prophet Muhammad, the Qur'an, the rise of sectarian movements (Shi'a and Sunni), ritual and pilgrimage, Islamic law, Sufism, women in Islam, the challenges of modernity, and Islam in America. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 199.) 1 unit — Wright.

160 Hinduism. An historical and thematic introduction to Hindu traditions from prehistoric India to the present day, focusing on classic texts and popular rituals. Topics include the Rig Veda, the Upanishads and the rise of Buddhism, the great epics (Mahabharata and Ramayana), Yoga, the Bhagavadgita, Indian art and music, devotional movements and poetry, Goddess worship, dharma, the caste system, Hindu nationalism, Gandhi and Indian independence. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 160.) 1 unit — Coleman.

170 Buddhism. An introduction to the life and times of the Buddha, his basic teachings and central monastic and lay practices. Emphases include key elements in the development of Buddhist philosophy, the purposes and styles of meditation, and theory and practice in Zen and Tibetan Buddhism. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 170.) 1 unit — Gardiner.

180 East Asian Religions. A survey of the three major religions that originated and continue to thrive in China and Japan: Confucianism, Taoism and Shinto. We treat classical texts and practices as well as modern manifestations. Reference will be made to connections with the related traditions of Popular Religion and Buddhism. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

190 Indigenous Religious Traditions. A thematic introduction to the study of religious beliefs and practices in indigenous communities. The course explores issues of land, ceremony, and identity in contemporary native cultures. The class includes a week-long visit to a native community. The approach combines critical academic analysis with experiential engagement and reflection. Course field trip fee. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Race and Ethnic Studies 190.) 1 unit — Coriell.

200 Topics in Religion. Study of a topic in religious studies, drawing material from two or more religious traditions, examining different interpretive approaches within a tradition, or comparing patterns of the formation of religious identity or institutions in various traditions. 1 unit or .5 unit — Department.

Blocks 1 and 2: Demons, Deities, Devas and Dakinis. An adventurous examination of the worlds of spirits — good, bad and in-between — as imagined and negotiated in various world religions. (FYE.) 2 units — Gardiner and Schwarz.

Block 3: Sainthood in the Roman Catholic Tradition. A study of sacred persons in the Roman Catholic tradition, including canonization and veneration of relics, and examination of the lives of extraordinary saints. 1 unit — Shaw.

Block 4: Magic, Science, and Religion in the Mediterranean. How have science and religion come to be seen as such different enterprises? What role has the charge of 'magic' played in setting boundaries between communities as they sought to understand both the workings of the natural world and spiritual revelation? This course examines the intertwined histories of what we now call magic, science, and religion, through Babylonian, Hebrew, Greek, Arabic, and Latin sources, from the ancient through the early modern periods. (Also listed as History 252.) 1 unit — Murphy, Schwarz.

Block 4: Religion and Violence. In popular media, religion and violence are often portrayed as deeply implicated in one another, with religion presumed to be a cause of violence. There is no question that religious texts not only depict violent acts but also may be read to condone them. At the same time, there is a growing body of scholarly literature that contests a simple cause-and-effect relation between the two. This course will introduce students to the claims and counter-claims in current circulation about the relation between religion and violence and, in the process, equip them to think critically about an issue that has become emblematic of our time. 1 unit — Wright.

202 Religious Ethics. Study of the resources different religious traditions employ in ethical reflection and how those resources contribute to resolving debates about the morality of specific actions. Class discussion will focus on cross-cultural case studies in the areas of sexuality, politics, economy, ecology, and medical ethics. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Weddle.

203 Religious Experience. The out-of-body journey of the shaman, a quiet act of prayer, the ecstasy of the Christian mystic, the enlightenment of the Buddhist monk, the reverie of the nature lover, “speaking in tongues” among Christian charismatics — these are examples of what many call “religious experience” and regard as the very essence of religion. This course will examine primary texts that testify to the reality and power of religious experience in various traditions and will acquaint students with scholarly analyses of the claims of devotees and adepts. *Prerequisite:* One course in Religion. (Not offered 2012–13.) 1 unit.

204 Readings in Religion. Directed readings and research in comparative study of religious traditions or in different interpretive approaches within a tradition. Courses under this rubric will not be counted toward fulfillment of distribution requirements of the major or minor in Religion. *Prerequisite:* Consent of instructor. 1 unit — Department.

205 Gnosticism. An examination of the contested category known as “Gnosticism,” the texts found at Nag Hammadi, and the challenges posed by this material to our expectations as we attempt to understand developments in what became orthodox Christianity. 1 unit — Schwarz.

207 Life After Death. According to our earliest historical records, various communities in the West have asked the question “What happens when you die?” This course explores some of the answers to that question; it also explores a second question those answers frequently prompt: “How then shall we live?” Attention to the cultural contexts of different afterlife beliefs and to how these diverse ideas evolved in dialogue with various social and historical circumstances. Topics include heaven and hell, eschatology and apocalypticism, persecution and martyrdom, the immortality of the soul, and the resurrection of the body. (Meets the Critical Perspectives: The West in Time requirement.) 2 units — Schwarz, Wright.

213 Apocalypse. A study of the genre of apocalypse, looking for common themes that characterize this popular and esoteric form of literature. Our primary source readings will be drawn from the Bible and non-canonical documents from early Jewish and Christian traditions. We will use an analytical perspective to explore the social functions of apocalypse, and ask why this form has been so persistent and influential. (Not offered in 2012–13.) 1 unit.

224 Jewish Music. This interdisciplinary course traces the many musical traditions of the Jewish world communities in a journey from the ancient Temple singing in biblical times to the music of individuals such as George Gershwin and Leonard Bernstein. Included will be a comparative study of the three major religions of the Western world exploring their respective voices and musical interaction. Sociology, literature, religion, and history, as well as issues of ethnicity, cultural unity and self-expression will be engaged in this multicultural search for musical identity. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Ben-Amots.

225 The Dalai Lama of Tibet: Philosopher, Statesman, Monk. Examination of the Dalai Lama’s achievements in statesmanship, Buddhist philosophy, inter-religious dialogue, and conversation with Western scientists and intellectuals. Attention to why this man was awarded the Nobel Peace Prize in 1989, his religious status among faithful Tibetan Buddhists, political issues involved in the international movement for Tibetan autonomy, and what the American fascination with this “simple Buddhist monk” tells us about ourselves. (Not offered 2012–13.) .5 unit.

231 Philosophy of Religion. An examination of critical questions philosophers raise about religious claims and a consideration of how religious thinkers respond to those criticisms. Topics of discussion include religious experience, arguments for God, problem of evil, ideas of immortality. 1 unit — Weddle.

251 Feminisms in Religion. An introduction to feminist theology and ethics in various traditions, including Christian, Judaic, and Islamic, with attention to Asian religions as well. Topics include scripture, history, divinity, community, sexuality, and LGBT issues — all within the context of the feminist call for social transformation and justice for all people. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Feminist and Gender Studies 249.) (Not offered 2012–13.) 1 unit.

281 Religious Poetry in Asia. Poetic traditions in China and Japan and in Indian and Tibetan Buddhism. Topics will include poetry as an expression of the heights and depths of religious experience, as a vehicle for spiritual growth, and as a literary form of prestige and power.

We will look at poetry of liberation by early Buddhist nuns, praises of transcendent wisdom by Tibetan spiritual virtuosos, links between verse and painting in China, and the relationship between Japanese haiku and Zen aesthetics. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 281.) 1 unit — Gardiner.

291 Religions in America. A study of the religious movements and traditions that have shaped American culture and politics, including Puritanism, Catholicism, Judaism, revivalism, new religions originating in America, African-American religions, Islam, and Asian religions, with emphasis on the contemporary challenge of religious pluralism in American society. (Not offered in 2012–13.) 1 unit.

292 Wilderness and Spirit. An examination of the notion of wilderness in religious traditions as a location for encountering and fostering spirit. The course includes off-campus experiential learning opportunities. (Summer 2013.) 1 unit — Coriell.

300 Topics in Religion.

Block 3: The Qur'an. The Qur'an is a multi-faceted presence in the lives of practicing Muslims throughout the world: it functions as a devotional aid, a sacrament, a source for prophetic admonition and homiletic commentary upon biblical religion. Its calligraphy is a feast for the eyes; its recitation creates a soundscape for pious reflection; its interpretation contributes to the discursive traditions of Muslim ethics and provides the classical foundation of Islamic humanism. As a physical object, the Qur'an has become, in the modern world, a kind of talisman and an iconic representation of Muslim identity. This course investigates the Qur'an as text and pretext, as auditory and visual experience. *Prerequisite:* RE 140. 1 unit — Wright.

301 Religion and Magic. Magic or miracle? Prayer or spell? Science or superstition? By studying ancient primary sources and modern scholarship, this course will explore the ways in which the boundaries defining and separating the categories of magic and religion have been constructed in Western culture. *Prerequisite:* Religion 111, 112, 120 or consent of instructor. (Not offered 2012–13.) 1 unit.

302 Seminar in Theory and Method. Investigation of theories of the origin and function of religion and of academic methods of religious studies through close reading of classic and contemporary texts. *Prerequisite:* Declared junior or senior major. 1 unit — Weddle.

320 Ritual and Judaism. A study of Judaism through various models of ritual theory, surveying a variety of assumptions, contexts, and functions. Through the block we will explore new frameworks for thinking about ritual, asking what ritual “communicates” and how. *Prerequisite:* Religion 111, 112, 120 or consent of instructor. (Not offered 2012–13.) 1 unit.

331 The Idea of God. Ways of thinking about, and imagining, the reality of God. Critique of traditional symbols of God and comparative analysis of alternatives proposed by religious writers in the Jewish, Christian, and Muslim traditions and represented in selected films. *Prerequisite:* Religion 111, 112, 130 or 231 or consent of instructor.) (Not offered in 2012–13.) 1 unit.

332 The Question of Faith. An examination of faith as a general human disposition exercised in belief, loyalty, and confidence. Religious faith in the monotheistic traditions is the specific disposition to believe in the reality of God and to be assured and directed in a life of fidelity to God and to other creatures. The question of faith is how belief is related to reason, whether loyalty to God is constrained by moral obligation, and how the passion of faith can be restored when confidence in God has been broken or betrayed, as in the Holocaust. Readings will be drawn primarily from Christian and Jewish sources. *Prerequisite:* Religion 111, 112, 130 or 231 or consent of instructor. 1 unit — Weddle.

345 The Dervish Diaries. Selected readings in Islamic literature in translation. *Prerequisite:* RE 140 or consent of instructor. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered in 2012–13.) 1 unit.

352 Holy Men, Manly Men: Gods, Buddhas, and Gurus in South Asia. Cults of masculinity have been intrinsic to South Asian culture for millennia. Whether in ancient Vedic literature, or in the heterodox traditions of Buddhism and Jainism and the Hindu epics that followed; whether in the ascetic traditions of yoga, the popular puranas, or the lives of modern-day saints — the leading Man has been carefully fashioned to represent power, purity and prestige. This course examines such texts and traditions from diverse periods in Indian history in order to identify and deconstruct the ideologies that divinize masculinity and masculinize divinity. *Prerequisite:* Religion 160 or Religion 170 or consent of instructor. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Feminist and Gender Studies 352 and Asian Studies 352.) 1 unit — Coleman.

357 Women in Hinduism and Buddhism. An exploration of constructions of gender and the status of women in Hinduism and Buddhism, with primary focus on normative developments in ancient and medieval India and the impact of this formative history on the lives of contemporary women. Readings from primary and secondary materials, with attention to both ideology and practice. *Prerequisite:* Religion 160 or 170 or consent of instructor. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 257 and Feminist and Gender Studies 257.) 1 unit — Coleman.

362 Bhakti: Devotion in South Asia. A study of diverse Hindu devotional movements from classical and medieval periods. Primary readings include poetry by both men and women, devotees of Vishnu, Krishna, Shiva, Rama, and the Great Goddess. Critical articles help situate the devotees and their songs in cultural context. *Prerequisite:* Religion 160 or consent of instructor. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 362.) (Not offered 2012–13.) 1 unit.

363 Devi: Goddesses of India. A study of various Hindu goddesses, including their iconography and particular powers, as well as the ritualistic ways in which they are worshipped in diverse regions of India, with a glimpse of feminist appropriations of Kali in the West as well. Primary and secondary readings include poetry, theology, and historical-critical studies. Films depict a variety of rituals. *Prerequisite:* Religion 160 or consent of instructor. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 363.) (Not offered 2012–13.) 1 unit.

371 Seminar in Buddhist Practice. An in-depth look at either a particular practice tradition within Buddhism, such as Zen or Tantric meditation, or on a theme central to various traditions, such as devotional elements, artistic representations, ritual, visualization, and so on. *Prerequisite:* Religion 170 or consent of instructor. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 371.) 1 unit — Gardiner.

372 Seminar in Buddhist Philosophy. An in-depth treatment of important themes, or textual traditions, in the history of Buddhist thought. Examples might include topics such as karma, death and rebirth, compassion, or possibly a body of writings from a particular author or Buddhist school. *Prerequisite:* Religion 170 or consent of instructor. (Meets Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 372.) (Not offered in 2012–13.) 1 unit.

391 Shamanism(s). A critical examination of shamanic experience in diverse locations, time periods and cultural settings. Tied to the larger question of the nature of religious experience/experiences, the course investigates shamanic practices through current interpretations of historical traditions and recent neo-shamanic movements. The course includes a week of off-campus study, opportunities for experiential learning and independent research. *Prerequisite:* Religion 190 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered in 2012–13.) 1 unit.

404 Readings in Religion. Directed readings and research for advanced students. *Prerequisite:* Consent of instructor. 1 unit — Department.

405 Senior Thesis Preparation. A half-credit extended-format course aimed at developing a proposal and bibliography on a topic chosen by the student and approved by the faculty. Offered in the fall, required of all majors. .5 unit — Department.

406 Senior Thesis. An independent block of thesis composition and revision. Offered in the spring, required of all majors. 1 unit — Department.

Russian and Eurasian Studies

www.coloradocollege.edu/academics/dept/russianeurasianstudies/

Advisors — Professors KOLARIK, SHOWALTER; Associate Professors GOULD, PAVLENKO, SCHEINER

Russian and Eurasian studies (RES) is an interdisciplinary program affiliated with the departments of history, political science, and German/Russian/East Asian languages. The focus of this program is the region that stretches from Central and Eastern Europe through the breadth of Russia and Central Asia into northeastern Eurasia. We study the histories, languages, politics, economics, and cultures of a significant part of the world long obscured by the intellectual and methodological tensions of the Cold War. The program provides a background for careers in law, teaching, public and foreign service, international business, and the domestic and international non-profit sector. It also prepares students for graduate training in area studies and language instruction.

RES sponsors a variety of activities such as a speaker series, films, and other cultural events associated with the Russian language house. For more complete descriptions of the courses noted below, please refer to the catalog entries for the appropriate departments.

THE MAJOR — REQUIREMENTS:

To fulfill the program major, students must complete a total of 12 units:

- Four units in a relevant language and 2 units in literature;
- Three units in related courses in the social sciences division (at least one of these courses must be in the area history);
- Two units in related courses in any division;
- RS400 or PS tutorial (PS410; PS412; PS470);
- All majors are strongly encouraged to take relevant courses in other disciplines beyond the immediate requirements of the program.

THE MINOR — REQUIREMENTS:

To fulfill the program minor, students must complete 6 units as follows:

- Two units of relevant language; One unit in area history;
- Three units in related courses in any division.

AH208 Byzantine Art. 1 unit — Kolarik.

RS200 Topics in Russian and Eurasian Studies. 1 unit — Gould, Kolarik, Pavlenko, Department.

RS400 Advanced Seminar in Russian and Eurasian Studies. 1 unit — Gould, Kolarik, Pavlenko, Department.

RU101 Elementary Russian. 2 units — Pavlenko, Nikolskaya.

RU103, 104 Elementary Russian Skill Maintenance. .25 unit each — Department.

RU201, 202 Intermediate Russian. 2 units — Pavlenko.

RU205, 206 Intermediate Russian Skill Maintenance. .25 unit each — Department.

RU255 Masterpieces of Russian Literature: From Chronicles to Romanticism (1050s–1850s). 1 unit — Pavlenko.

RU256 Masterpieces of Russian Literature: From Realism to Postmodernism (1860s–Today). 1 unit — Pavlenko.

RU305, 306 Advanced Russian Language. 2 units — Pavlenko, Department.

RU311 Independent Reading. 1 unit — Department.

RU312 Independent Study. 1 unit — Department.

RU325 Topics in Russian Literature and Culture. 1 unit — Pavlenko.

RU350 Tolstoy in Translation. 1 unit — Pavlenko.

RU351 Dostoevsky in Translation. 1 unit — Pavlenko.

HY317 Central and Eastern Europe. 1 unit.

HY318 Modern Russia and the Soviet Union. 1 unit.

HY319 Central Asia and Eurasia. 1 unit.

PS308 Comparative Politics Russia. 1 unit — Gould.

PS310 Comparative Politics Eastern Europe. 1 unit — Gould.

PS312 Balkan Politics. 1 unit — Gould.

RS200 Topics in Russian and Eurasian Studies — Russian Woman: The Search for Identity in Russian Film, 1930s to 2009. Survey of the Soviet and Russian cinema by and/or about Russian women, starting with Stalin's propaganda films of the 1930s, and ending with the Russian version of the "chick flick" of early 2000s. No knowledge of the Russian language is required. Those students who would like to advance their Russian proficiency and have the opportunity to watch, read, write, and talk about these films in Russian may sign up for this course under RU311 after consultation with the instructor. Taught in English. 1 unit — Nikolskaya.

RS400 or PS Tutorial (PS410; PS412; PS470) Advanced Seminar in Russian and Eurasian Studies. This course is required of all majors, and will result in the completion of an extended essay or independent research project, based on a significant body of original research and/or the student's internship experience in the region. Student will present this essay at an annual faculty-student seminar. 1 unit — Gould, Kolarik, Pavlenko, Department.

Sociology

www.coloradocollege.edu/academics/dept/sociology/

Professor LIVESAY; Associate Professors GIUFFRE (chair), MURPHY-GEISS, POPKIN, W. ROBERTS (associate chair), WONG; Assistant Professor PASCOE; Visiting Instructor BAKKER

THE MAJOR — REQUIREMENTS:

A student majoring in sociology must complete 11 units of sociology courses including 229, 301 or 302, 334, and 450.

100 Thinking Sociologically. An introduction to sociological perspectives through investigation of the social sources of the self; the unequal distribution of power, privilege, and prestige; the social construction of institutions and their impact on human activities; and processes of social change. 1 unit — Murphy-Geiss, Giuffre.

105 Art and Society. Examines the influence of art on society and of society on art, including the use of art as propaganda and social protest, the social sources of creativity, the relation between artists and audiences, the roles of patrons and critics, and the workings of arts organization. 1 unit — Giuffre.

107 Inequality. The causes of inequalities of wealth, income, power, and prestige. The effects of economic deprivation on personal life. The reproduction of inequality from generation to generation. The possibilities of the elimination of gross social inequalities. 1 unit — Livesay.

109 Social Psychology. (Not offered 2012–13.) 1 unit.

112 Gender Inequality. How sex roles shape our experiences. Sources and consequences of the differences between males and females. Biological differences, cross-cultural patterns, socialization processes, participation in the economy and the family. Possibilities for and consequences of changing sex roles. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Feminist and Gender Studies 112.) (Not offered 2012–13.) 1 unit.

113 Racial Inequality. The study of race as a dimension of inequality in the United States, Western Europe, Africa and Latin America. Individual and institutional forms of racism and discrimination. Historical, comparative and theoretical perspectives. (No credit if taken after SO/CS233.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Race and Ethnic Studies 113.) (Not offered 2012–13.) 1 unit.

115 Creativity: Theory and Practice. Examines creativity from both a theoretical and a practical standpoint. The course is divided into three sections. The first explores theoretical material on creativity as an individual process and practical exercises on generating creative material. The second examines creativity as a product of social groups, especially as this relates to the issues of "craft". The third focuses on creativity as it is tied to particular times and places and practical issues of making creative products public. 1 unit — Hilberry and Giuffre.

116 Global Inequality. This course introduces the global roots and dimensions of recent social change emphasizing development as a transnational project designed to integrate the world. Economic and political globalization and the powerful counter-movements responding to rising inequality in the global south are explored during the course. 1 unit — Bakker.

118 Deviance and Social Control. An examination of rule and norm-breaking behavior and theories about why individuals and groups engage in such behaviors. This course focuses on how a sociological understanding of deviance is distinct from biological and psychological explanations. The topics to be considered include the origins and functions of deviance, the institutional production and categorization of deviance, the impact of deviance on personal and social identity, deviant careers and the relationship between deviance and social change. 1 unit — Pascoe.

130 Environmental Sociology. The relationship between human societies and their natural and built environments. Topics may include the social construction of nature; the relationships between capitalism, materialism, and environmental degradation at local and global levels; urban development and growth; environmental racism; environmental justice and activism; the politics of environmental regulation and resource management; and the prospects for environmental sustainability. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Environmental Science 161.) (Not offered 2012–13.) 1 unit — Roberts.

190 Topics in Sociology. Examination of a variety of sociological issues and problems. Topics will vary from year to year depending on the interests and expertise of the faculty. (Not offered 2012–13.) 1 unit.

214 Sociology of Religion. The study of the social organization and function of religion with emphasis on its interaction with other ideas, social structures, and processes. Consideration of major theorists (Durkheim, Weber, and Troeltsch) will be integrated with contemporary socio-religious issues such as secularization, fundamentalism, televangelism, new religious movements, globalization, and the relations between religion and race, class, and gender. (No credit if taken after SO114.) *Prerequisite:* Any 100-level Sociology course or consent of instructor. 1 unit — Murphy-Geiss.

218 Political Sociology. A sociological examination of the nature of power in modern society, with a focus on capitalist democracies. Emphasis will be on the relationship between the state and the social structures of capitalist society. Topics may include the politics of the welfare state, policy-making, regulation, and political participation, among other issues. *Prerequisite:* Any 100 level Sociology course or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Roberts.

219 The Sociology of Health and Illness. While modern medicine has claimed credit for the vast improvements in human health and life expectancy that characterized the 20th century, historical and sociological research has demonstrated that this “revolution in health” was the result of changes in social structure and social life. The course traces the emergence of modern medicine and public health as agencies of social control and challenges bio-medicine’s understanding of human health and health inequalities as essentially biological phenomena that are unaffected by social factors. *Prerequisite:* Any 100-level Sociology course or consent of instructor. (Not offered 2012–13.) 1 unit.

229 Sociological Research Design. Survey of the variety of methods of sociological research, both quantitative and qualitative, focusing particularly on survey and interview, field research, content analysis, secondary analysis, experimentation, and historical-comparative methods. Labs will cover the basics of quantitative analysis and computer training in SPSS and N6. Includes the examination of exemplars from the sociological literature, as well as practice of hands-on research skills and sociological writing. *Prerequisite:* Any 100 level Sociology course or consent of instructor. 1 unit — Murphy-Geiss.

230 The Media. Examination of the media as an American institution with emphasis on newspapers, movies, and television. How organizational routines affect what is produced, the issues of the construction of reality, hegemony and socialization. The media as a mobilizing force and expression of community voices. The transformation of the media in the age of ‘zines and the Internet. *Prerequisite:* Any 100-level Sociology course or consent of instructor. 1 unit — Murphy-Geiss.

230 The Media. Examination of the media as an American institution with emphasis on newspapers, movies, and television. How organizational routines affect what is produced, the issues of the construction of reality, hegemony and socialization. The media as a mobilizing force and expression of community voices. The transformation of the media in the age of zines and the Internet. *Prerequisite:* Any 100-level Sociology course or consent of instructor. (Not offered 2012–13.) 1 unit.

234 Sociology of Women from a Global Perspective. Economic agreements, existence of multinational corporations, information technology, and dissemination of popular culture all remind us that globalism is real, diminishing national boundaries and changing people’s lives. This course will cover issues women encounter globally. Utilizing comparative historical perspective we will study the role of religion, nationalism, and secularism in shaping women’s roles. We will also examine issues such as women’s role in political parties and governments, education, health and the effect of international agreements on women’s status. (Also listed as WS234.) *Prerequisite:* One 100 level Sociology course. (Not offered 2012–13.) 1 unit.

235 Sociology of Family. An exploration of the social history of the American family, from its extended kinship form through the development of the nuclear family ideal, to the more varied forms existing in contemporary society. Emphasis is placed on how gender and race structure relationships within the family as well as the family forms themselves. *Prerequisite:* Any 100-level Sociology course or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Feminist and Gender Studies 235.) 1 unit — Murphy-Geiss.

237 Latino Immigration and Social Change. Since the early 1980s, both legal and undocumented immigration to the United States have reached historic highs. This course examines contemporary migration from Latin America and how it has transformed urban and rural areas in the U. S. and prompted new questions about racial and ethnic diversity and immigrant rights. After considering the historical linkages between Latin America and the U. S. and the conditions that have generated high levels of migration, the course assesses urban economic restructuring and the ethnic and gendered divisions of labor, the role of immigrant networks in international migratory processes and immigrant organizing initiatives. *Prerequisite:* Any 100-level Sociology course or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit — Bakker.

241 The Nonprofit Sector. An exploration of the history, structure, and functions of the nonprofit sector, especially in the United States. Topics will include philanthropy and voluntarism, the mixed (public-nonprofit) economy, the roles of the non-profit sector in filling gaps left by the market and the state and in producing social capital, the rise of international nongovernmental organizations, and the emergence of new hybrid social enterprises with double- and triple-bottom lines. *Prerequisite:* Any 100 level Sociology class or consent of instructor. 1 unit — Livesay.

243 Social Movements. An examination of the conditions that facilitate social movement activism and the strategic choices activists face as their movements develop. Analysis of the changing grievances and goals of social movements in late modern societies. Examples from recent social movements of the left and right, such as the civil rights, student, women's, environmental, anti-tax, and anti-abortion movements. *Prerequisite:* Any 100-level Sociology course or consent of instructor. (Not offered 2012–13.) 1 unit.

246 Sociology of Health and Medicine. Presents a sociological alternative and complement to the bio-medical paradigm and critically examines public health, the healthcare system, and medicine in their larger social, economic, and political milieus. Topics may address the social determinants of health; domestic and global health-related inequities; policy; and health work as a profession. *Prerequisite:* Any 100 level Sociology class or consent of instructor. 1 unit — Roberts.

247 Sociology of Developing Countries. This course is an introduction to the sociology of "third world" development and provides an overview of the causes and consequences of economic growth and social development in Latin America, Asia, and Africa. After reviewing the historical creation of the "global south" and the theoretical explanations of development and underdevelopment, the course focuses on emerging trends associated with the current era of globalization including the changing international division of labor, the dominance of the International Monetary Fund and the World Bank and associated neoliberal economic policies, economic integration in the Western hemisphere, international migration, and both grassroots and state development initiatives. (Meets the AP: B requirement.) *Prerequisite:* Any 100-level Sociology course or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Bakker.

257 Globalization and Immigration on the U.S.-Mexico Border. The current era of globalization has generated the apparent contradiction between the free flow of capital across borders and restrictive immigration policy. This course will examine these trends as they apply to the U.S.-Mexican border region and will consider issues such as the following: the North American Free Trade Agreement (NAFTA) and the multifaceted nature of integration between U.S. and Mexican economies, the increase in low wage jobs in the U. S. economy requiring higher levels of Latino immigration, economic development in Mexico that has generated emigration to the U.S., and U.S. and Mexican immigration policies including the militarization of the U.S.-Mexican border. *Prerequisite:* Any 100-level Sociology course, sophomore standing, Spanish language skills recommended and consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

258 Contested Masculinities. This course draws on feminist theory, institutional analysis and sociohistorical study to consider masculinity's meanings and practices. Male power, male pain and group-based differences among men are examined. A specific topic (sports, war/the military, social change movements, individual violence, and religion) is covered in depth to assess how men sustain, resist and recreate available forms of masculinity. Requirements include an original research project.

Our goal is to understand masculinity's power in shaping society and our power to reshape masculinity. (Also listed as Women's Studies 258.) *Prerequisite:* Any 100 level Sociology course or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Feminist and Gender Studies 258.) (Not offered 2012–13.) 1 unit — Pascoe.

260 Symbolic Interaction. An in-depth review of qualitative (phenomenological, symbolic interactionist, ethnomethodological, ethnographic, and social constructionist) approaches to everyday life that demonstrate that aspects of our daily lives that we define and treat as 'natural' are, in fact, the product of social interaction. Particular attention will be paid to the processes of perception and categorization; the historical, political, and interactional regulation of the human body, sex and gender, and emotions; the interactional accomplishment of self and identity; and the nature, structure, and norms of social interactions. *Prerequisite:* Any 100-level Sociology course or consent of instructor. 1 unit — Pascoe.

265 Immigrant Communities in Colorado. The changing demographics of Front Range communities in Colorado and the socio-economic conditions that generate poverty will be examined as a case study of immigration theory. The increasing diversity of Colorado Springs, Denver, and Pueblo, due in part to high levels of immigration particularly from Latin America, creates new challenges for the city including the provision of adequate housing and social services and racial and ethnic integration in public schools and other institutions. This community based learning course offers students the opportunity to volunteer with a local organization serving immigrants. Particular emphasis will be placed on student teaching of English as a Second Language classes to recently arrived immigrants. *Prerequisite:* Any 100-level Sociology course or consent of instructor. Spanish language skills recommended. Must complete half-block and extended format to receive credit. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

280 Sociology of Education. Functions of the school in modern society. The school as a social system and as a formal organization. Development and allocation of resources to public education. Impact of social and technological change on the school. The school as an agent of social control and of innovation and change. Problems of education in the urban setting, including the desegregation issue. (No credit if taken after SO380.) *Prerequisite:* Any 100-level Sociology course or consent of instructor. (Not offered 2012–13.) 1 unit.

290 Advanced Topics in Sociology. A more specialized examination of a variety of sociological issues and problems. Topics will vary from year to year depending on the interests and expertise of the faculty. *Prerequisite:* Any 100-level Sociology class or consent of instructor. (Not offered 2012–13.) 1 unit.

301 Quantitative Research Methods. Fundamental issues in quantitative research design, data collection, and analysis. It focuses on more advanced analytical techniques, including spatial and regression analysis, making use of core software programs such as Stata, SPSS and GIS. Emphasis on the practical application of statistical methods to analyze sociological data, as well as the interpretation and presentation of results. Required of majors who do not take SO 302 Qualitative Research Methods. *Prerequisite:* Sociology 229 or consent of instructor. 1 unit — Roberts.

302 Qualitative Research Methods. Prepares students to conceptualize, design, and conduct research and to analyze and interpret data obtained through qualitative methods such as field research, participant observation, in-depth interviewing, narrative analysis and action research. Required of majors who do not take SO 301 Quantitative Research Methods. *Prerequisite:* Sociology 229 or consent of instructor. 1 unit — Pascoe.

303 Sociology of Sexuality. An advanced examination of the ways in which sexual identities, desires and practices are socially constructed and, as such, how they vary historically and culturally. Addresses a range of theoretical and methodological approaches that have contributed to the sociological study of sexuality, including psychoanalytic theory, survey research, social constructionism, feminist theory, critical race theory and queer theory. Specific topics include the political economy of sex; the construction of sexual identities; intersections of sexuality, gender, race and class; social movements; sexuality and institutions; families; marriage and "moral panics". Offered in some years as a field research and writing course. *Prerequisite:* Any 200-level Sociology course and consent of instructor. (Also listed as Feminist and Gender Studies 303.) 1 unit — Pascoe.

310 Internship in Social Organization. Course designed for the student to intern in an organization which is closely related to the work of one or more standard sociology courses. Students will test a body of classroom theory or description against "reality." Students will examine and describe the structure and workings of the organization and be of assistance to the organization. May be taken as a block course(s) for 1 or 2 units, as a yearlong course for 1 unit, or over 4 blocks for .5 to 2 units — Department.

312 Communities and Networks. How different types of community structures allow for different types of individual and group actions — deviance and conformity, successful and unsuccessful challenges to outside authority, the emergence of spectacular subcultures. Both historical and more contemporary case studies. Emphasis on network theory and its applications, using computer programs to analyze relations among actors. No prior programming experience is necessary. *Prerequisite:* Any 200-level Sociology course or consent of instructor. 1 unit — Giuffre.

314 Sociology of Culture. Examines the social base for cultural institutions, for constructing cultural meanings and for producing both high and popular culture. Cultural institutions as seats of both power and conflict. The impact of cultures and subcultures on identity formation. The response of cultural institutions to the rise of postmodernity. *Prerequisite:* Any 200-level Sociology course or consent of instructor. (Not offered 2012–13.) 1 unit.

316 Development and Underdevelopment in Africa. Explores the social organization of development and underdevelopment in Africa. Issues covered may include: the role of nongovernmental organizations (NGOs) in failed and weak state contexts; obstacles to political development and institution building; inequality and structures of global economic integration; the politics and impact of international aid; the critical status of women and their place in development; the impact of and organizational response to AIDS; the origins, impact, and resolution of civil conflict. Field study component entails additional expense \$\$\$ for students and requires an enrollment limit of 10 students (expandable depending on field site logistics). *Prerequisite:* Any 100-level Sociology course or consent of instructor. (Not offered 2012–13.) 1 unit.

334 Social Theory. An overview of the efforts — from the Enlightenment to postmodernism — to identify patterns of social organization and trends of societal development, to understand how people produce and reproduce shared meanings, and to develop ways to criticize domination. Introductions to Marx, Durkheim, Weber, Simmel, Freud, Mead, Parsons, Habermas, feminist theories, Foucault, and Giddens. *Prerequisite:* 2 Sociology courses and junior standing or consent of instructor. 2 units — Livesay.

343 Independent Study. Library or primary research or a combination thereof in an area of sociology in which the student has a personal interest, curiosity, or concern. *Prerequisite:* Consent of instructor and at least 1 200-level Sociology course. Must be arranged at least 1 block in advance. May be taken as a block course or yearlong course for 1 unit, or over 4 blocks for .5 unit. .5 to 2 units — Department.

344 Independent Study. Library or primary research or a combination thereof in an area of sociology or social psychology in which the student has a personal interest, curiosity, or concern. *Prerequisite:* Consent of instructor and at least 1 200-level Sociology course. Must be arranged at least 1 block in advance. May be taken as a block course or yearlong course for 1 unit, or over 4 blocks for .5 unit. .5 to 1 unit — Department.

345 Research Topics in Sociology. 1 unit.

370 Modernity and Postmodernity. Examination of modern world views and forms of social organization. Consideration of whether current processes of socio-cultural and political-economic change signify a transition to a new postmodern epoch. The revolution in information technology, the increasing centrality of consumerism, globalization and the decline of the nation-state, the politics of identity, and the rediscovery of civil society. *Prerequisite:* Any 200-level Sociology course or consent of instructor. (Not offered in 2012–13.) 1 unit.

450 Senior Thesis. An independent project on a topic of the student's choice. The project might entail a position paper, empirical research designed to test a hypothesis or describe some phenomena, a theoretical piece dealing with an important sociological problem, or a combination of the above. *Prerequisite:* Consent of instructor and major and Sociology 301 or 302. May be arranged any two blocks 1–7. 2 units — Department.

451 Senior Seminar. Advanced study of a topic of sociological significance. *Prerequisite:* SO 450. 1 unit — Department.

Southwest Studies

www.coloradocollege.edu/academics/dept/southweststudies/

Professor LEONARD (director); Associate Professor PERRAMOND;
Distinguished Lecturer and Legal Scholar-in-Residence KANNAN; Visiting Instructor GUERRA

Southwest Studies examines the region of the greater Southwest (southwestern United States and northwestern Mexico) through a variety of lenses, encouraging students to see the complexity that diverse people have created in a specific place. This blend of peoples and histories living in distinctive landscapes provides a model for study applicable to any region. Using the tools of traditional disciplines in combination with interdisciplinary techniques, students will observe and analyze places and people and use these skills to solve real problems.

THE MAJOR — REQUIREMENTS:

A major in Southwest Studies requires a minimum of 13.5 units and a maximum of 15 units.

- Geography “core” course: (1 unit) SW272 Nature, Region and Society of the Southwest.
- Language: (2 units or 4 units) Spanish 201 or equivalent.
- Two appropriate methods/theory courses: (2 units) (many of these have prerequisites), AN215; CO300; CO391; EN250; EV222; EV228; FG311; HY399; MU393; PS321; SO229; SW301 or others by petition.
- Four (4) units of electives from Approved List: Students should choose electives that prepare them for their senior project. (See Program Advisors for Current List.)
- Junior Seminar: SW395 *Prerequisite*: Southwest Studies major (or minor), junior standing, or consent of instructor. 1 unit.
- Senior Capstone Project: SW400–401 Senior Capstone Project. *Prerequisite*: COI. 6 units in the major and approved methods course — 2 units (1 unit for SW400 and 1 unit for SW401).

THE MINOR — REQUIREMENTS:

A minor in Southwest Studies requires a minimum of 7 or a maximum of 8 units including:

- FYE/SW175 The American Southwest: An Introduction or SW272 Nature, Region, and Society of the Southwest.
- Spanish 101 or equivalent (2 units).
- Four (4) units of electives from approved list. (See program advisors for current list.)

102 Place, Space and the Southwest. Survey of the Greater Southwest, the power of place and overlapping cultural geographies of indigenous and European cultures in shaping the history, geography and landscapes of the region. Covers the pre-1492 Southwest, the Spanish conquest and colonial era, and tracks through the Mexican and Anglo-American periods of the Southwest. Considers modern controversies such as land and water use, border issues, environmental challenges, and the maintenance of cultural heritage. Prepares participants for further work in Southwest Studies and affiliated interdisciplinary programs. Some outdoor fieldwork. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

131 Cultural Astronomy of the SW. Surveys the history and concepts of Western astronomy as background for other cultural approaches to astronomy. Focuses on archaeoastronomy and ethnoastronomy of Native Southwestern peoples, including ancestral Puebloans as well as modern Pueblo and Athabaskan tribes. Explores relationships among astronomy, rock art, ritual, oral narratives, social patterns and beliefs systems. (Meets the Critical Perspectives requirement and the laboratory/field requirement in the Natural Sciences.) (Also listed as AN 211.) No prerequisites. (Meets either the Critical Perspectives: Diverse Cultures and Critiques or Scientific Investigation of the Natural World lab or field requirement.) (Also listed as Physics 131.) 1 unit — Hilt.

141 Sustainable Development. Investigates the concept of sustainable development by first introducing students to necessary economic terms and concepts. It next explores traditional economic models of production and distribution. Finally it introduces the concept of sustainable development (meeting the needs of the present without compromising the ability of future generations to meet their own needs). The course includes fieldwork to explore the behavior of traditional economic models and examples of sustainable development. May involve additional expense \$\$\$\$. This course is intended for non-economics majors. No prerequisites. (Also listed as Economics 141 and Environmental Science 141.) 1 unit — Hecox.

175 The American Southwest: An Introduction. An interdisciplinary and multicultural introduction to the Greater Southwest: its physical settings, histories, peoples, cultures, conflicting ethnic demands and common problems. By using a variety of materials that may include anthropological, artistic, geographical, historical, and literary approaches, the course examines the region we call the Greater Southwest over time and space, concluding with research into current concerns. *Prerequisite*: First-years only. (Meets either the Critical Perspectives: Diverse Cultures and Critiques or The West in Time requirement.) (Not offered 2012–13.) 2 units — Guerra, Perramond.

181 Topics in Local and Regional Issues. In cooperation with local and regional experts, Colorado College faculty and students will explore local and regional issues on a variety of topics. Combining theory with practice, students will work to develop long-term research projects in relationship with needs of groups in the Southwest. Taught in extended format. No prerequisites. (Not offered 2012–13.) .5 unit.

183 Community Organizations in the Southwest. Provides students with community learning experiences through a local community organization. Students spend two hours per week working with the organization serving as tutor/mentors for children ages 6 through 12 who are at risk academically. Additional class sessions focus on concepts and theories related to community learning experience, such as race/ethnicity, critical pedagogy, community formation, intercultural dialogue, philanthropy, social justice and social movements. (Offered by the semester as an adjunct course.) No prerequisites. (Not offered 2012–13.) .5 unit.

185 In Our Own Backyard: Social Justice in the Southwest. Examines the relationship between social, environmental, and political issues in the Southwest and choices we make personally and institutionally. Traces the resources, both human and natural, that make it possible to live in Colorado Springs and in a college community. Students will work in the field and in the library, developing data about the region. Finally we will consider modes of writing, speaking, data presentation that are essential to effect change. Full year extended format. *Prerequisite:* Consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

200 Topics in Southwest Studies.

Block 1: Topics in Southwest Studies: Latinos in the Southwest. This course focuses on the experiences of Latinos in the Southwest, specifically their contribution to the culture of the Southwest. This course begins by considering the history of the incorporation of the US Southwest, and considers how the Latino population was significantly impacted by the Battle for Texas Independence and the Mexican American War. While the course centers on the experience of Latinos in the Southwest, we will consider especially the experiences of two Latino subgroups in the Southwest — the Hispanos/Nuevomexicanos of Northern New Mexico and the Tejanos of South Texas. This course will conclude with a brief consideration of how the Latino population is affected by contemporary cultural and political debates concerning the Southwest, including immigration, drug trafficking and border policing. 1 unit — Guerra.

Block 1: SW202 Field Botany. A field course involving collection, identification, and preservation of vascular plants, emphasizing evolution, ecology and biogeography. Takes advantage of the major ecosystems of the Pikes Peak region. (Meets the laboratory/field requirement for natural sciences.) *Prerequisite:* Biology 105. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) (Also listed as Biology 202.) 1 unit — Kelso.

Blocks 3 and 8: Topics in Southwest Studies: Introduction to Native American Literature. This course will explore locally available resources to help students expand their understandings of what it is to be literate, and to provide some models for understanding organically American forms of literacy. The second part of the course will explore how Native American voices are mediated by and for European purposes. Finally, the course will present Native American authors who write from the early twentieth century to the present day, and help students to explore how these authors trouble and work with European and American models of literacy. The goal of this course is to expand first and second year students' ideas about literacy, culture, and Native American lives. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as EN280 and CS253.) 1 unit — Padilla.

Block 4: Topics in Southwest Studies: Southwest Architecture. The study of Southwest Architecture requires consideration of a variety of factors, including the extraordinary physical environment and unique ecology of the region. This course is an unequal mix of history, architecture, ecology and systemic problem-solving, using a number of historical and contemporary buildings and places as case studies and instigators of discussion. 1 unit — Beard.

Block 4 and 8: Topics in Southwest Studies: The Drug War. This course will rely on historical and social analysis in an effort to understand the impact of drug trafficking and drug abuse on the United States-Mexico Border. Central to this analysis will be an interrogation of the correlated process of policing, both international and domestic, of drug traffickers and drug users, especially, in considering the escalation of the drug war in the post-9/11 climate of national securitization. 1 unit — Guerra.

Block 5: SW200 Topics in Southwest Studies: Introduction to Borders and Borderlands.

This course seeks to develop an understanding of borders and borderlands, specifically the U.S.-Mexico Border. The course begins with a survey of the history of the U.S.-Mexico border region, and then considers the important issues concerning the practices of border policing and border militarization. Throughout this course, we will also interrogate how all of these processes have significantly impacted the predominantly Mexican American communities of the borderlands region. Utilizing the U.S.-Mexico borderlands and its inhabitants as a case study, we will interrogate identity formation, cultural hybridity, exclusion, difference, biculturalism, social control, boundaries and "boundedness". Guided by anthropological theory and ethnic studies, we will gain a better understanding of bordered lives and a borderlands existence, which students will find applicable to other cases in American society and around the world. 1 unit — Guerra.

Block 5: SW200 Topics in Southwest Studies: Voices from the Desert: Readings in the Literature of the Southwest.

The course will explore literary themes and techniques by which the cultural landscape of the Southwest is presented by contemporary writers from a variety of ethnic and cultural perspectives through works of poetry, fiction and nonfiction. We will read (all or in part) Edward Abbey's *Desert Solitaire*, Terry Tempest Williams' *Refuge*, M. Scott Momaday's *House Made of Dawn*, Ana Castillo's *The Guardians*, and Cormac McCarthy's *Blood Meridian*, plus a section of shorter texts. While the principal work of the course will be to understand the works in terms of literary values, we will make excursions into issues of regional history and politics, such as settlement and borderland conflicts, the environment, cultural change, and political justice. 1 unit — Crawford.

Topics in Southwest Studies: Forest Ecology of the Colorado Front Range. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) (Also listed as Biology 100.) (Not offered 2012–13.) 1 unit.

Topics in Southwest Studies: Sand and Sky. The Desert Experience from the Middle East to the American Southwest. Explores elements of the experience and spirituality that arise from life in an arid climate, and how desert landscape has affected the "soulcape" of Abrahamic believers — Jewish, Christian, and Muslim — in the Middle East, medieval Spain, and the American Southwest. Compares Edward Abbey's non-religious responses to religious responses to the desert. Field trip. Possible Program fee. (Not offered 2012–13.) 1 unit.

Block 2: Topics in Southwest Studies: Hispanic Folklore of the Southwest. *Prerequisite:* FYE Course. First-years only. Must take Anthropology 102 block one for credit. Credit may be applied to the SWS major or minor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Anthropology 243.) (Not offered 2012–13.) 1 unit.

Block 6: Topics in Southwest Studies: The Mexican Immigrant Experience: Controversies and Realities.

Through social and historical analysis, this course seeks to develop an understanding of process of immigration from Mexico to the United States. The course begins with a historical introduction into American immigration history, with special attention paid to the effects of immigration law on undocumented Mexican migration. The majority of this course will interrogate the impact of several processes on Mexican immigrants including human smuggling, border militarization, vigilante policing, violence against immigrants and anti-immigrant legislation. 1 unit — Guerra.

Topics in Southwest Studies: Student Activism in the Civil Rights Movement. (Also listed as HY2005135.) (Not offered 2012–13.) 1 unit.

Topics in Southwest Studies: Climate, Water and Agriculture. Examines relationships among climate, water and farming in the southwestern United States. Students will consider the policy implications of future water development and growth management strategies that may be derived from historical fluctuations in climate and water availability. Students will also compare and contrast potential benefits and risks associated with the use of carbon-based inputs (fertilizers, pesticides) and seed containing genetically modified organisms with alternative agricultural models. The class may include extended field trips to locations in south central and southwestern Colorado and northern New Mexico. (Not offered 2012–13.) 1 unit.

Topics in Southwest Studies: Prehistory: Southwest Archaeology. (Also listed as Anthropology 204.) (Not offered 2012–13.) 1 unit.

Block 8: Topics in Southwest Studies: Literature and the Environmental Imagination.

Centering on the works of Henry David Thoreau, this course examines what used to be called more generally 'nature writing' in American literature. The term 'environmental imagination' refers to imagining the natural environment as a human construction and reflecting upon such issues as these: how is human history implicated in natural history? Is human interest the only legitimate interest? How is human accountability to the environment an ethical matter? Texts that offer an opportunity to reflect on these questions include the writings of William Bartram, Susan Fenimore Cooper, Ralph Waldo Emerson, Aldo Leopold, and others. (Also listed as EN2808138, CO2208118.) 1 unit — Drummond, Tynan.

202 Field Botany. A field course involving collection, identification, and preservation of vascular plants, emphasizing evolution, ecology and biogeography. Takes advantage of the major ecosystems of the Pikes Peak region. (Meets the laboratory/field requirement for natural sciences.) *Prerequisite:* Consent of instructor or Biology 105 or 212. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) (Also listed as Biology 202.) 1 unit — Kelso.

203 Field Zoology. A field course involving collection, identification, preservation, population studies, and life history studies of animals of regional ecosystems. Systematics, evolution, and biogeography are emphasized. (Meets the laboratory/field requirement for natural sciences.) *Prerequisite:* Biology 108 or 109 or consent of instructor. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) (Also listed as Biology 203.) (Not offered 2012–13.) 1 unit — Linkhart.

204 Prehistory: The Southwest. Human habitation of the Southwest from earliest times, with emphasis on human interaction with environment. Changes in cultural patterns over time. No prerequisites. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

208 Ecology. The analysis of distributions, abundances, and interrelationships of organisms. Populations, communities, and ecosystems are investigated, and implications for humans considered. Laboratory and field experience. (Meets the laboratory/field requirement for natural sciences.) *Prerequisite:* Either 1.) 1 unit from Biology 105, 107, 108, 109, Geology 130 or 140 and Chemistry 107; or 2.) Environmental Science 112 and 155 with strong Studies in Humanities Biology; a college-level Biology course strongly recommended. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) (Also listed as Biology 208.) 1 unit — Ebersole, J.

214 History of Native America. Introduces students to the history of native peoples primarily in North America. The course includes histories of individual native groups as well as the relationship between American Indians and a variety of Europeans from before contact until the present. Examines a variety of primary and secondary materials to see patterns in the ways that Native Americans have been affected by the process of conquest, the ways in which Anglo-Europeans have responded to Native Americans, and the ways in which American Indians have become a part of and remained apart from "mainstream" American culture. As a broader goal, we also look at the way "history" is made, understood, and used by very different cultural traditions. (Also listed as Race and Ethnic Studies 200 and History 210.) (Not offered 2012–13.) 1 unit — Hyde.

217 American Frontiers. (Not offered 2012–13.) 1 unit.

220 Environmental Justice in the Southwest (Writing Intensive). Conflicts and commonalities between practicing environmentalists (pastoral cultures of New Mexico and southern Colorado) and card-carrying environmentalists. Course topics include historic, economic, and social origins of conflicts between these rural cultures and urban environmentalists and today's response by pastoral cultures to re-create equitable economies that sustain environment and culture. Field trip to New Mexico and southern Colorado. (Meets the Critical Perspective Requirement.) With Emphasis on Writing. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Race and Ethnic Studies 200 and Environmental Science 120 and Sociology 190.) (Limited to 12 students.) (Not offered 2012–13.) 1 unit.

230 Native Americans Under Federal Law. The most influential external force that has shaped the status and culture of contemporary Native Americans has been federal law. The course examines these laws and Supreme Court decisions that led to the forced removal of Native Americans, established trustee doctrine, imposed assimilation policy, allocated land and natural resources, and changed the system of government for Native American tribes. We consider current efforts by Native Americans to enforce the laws that were enacted to protect their interests but which have been ignored for centuries. Focus is in the Southwest including current litigation over water rights in Colorado, land in New Mexico, and hunting and fishing rights in much of the region. No prerequisites. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Kannan.

242 The Anthropology of Food (with Emphasis on Writing). This course will explore food concepts, analytical methods, and the food habits of different ethnic groups. The class will have a field trip to the San Luis Valley, and to Northern New Mexico to document the production of food among farmers, cattle ranchers, and restaurateurs. (Limited to 12 students.) No prerequisites. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Montaño.

243 Hispanic Folklore of the Southwest (with Emphasis on Writing). This course is designed to introduce students to several approaches in folklore studies and to Mexican material culture, religion, music, and prose narratives in the Southwest region of the United States. We will examine how the different approaches used by historians, literary critics, anthropologists, and folklorists can enhance the study of Hispanic folklore and material culture. (Limited to 12 students.) No prerequisites. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

250 Regional Studies. (Not offered 2012–13.) 1 unit.

253 Literature of the Southwest. (Not offered 2012–13.) 1 unit.

257 Globalization and Immigration on the U.S.-Mexican Border. The current era of globalization has generated the apparent contradiction between the free flow of capital across borders and restrictive immigration policy. The course examines these trends as they apply to the U.S.-Mexican border region and will consider issues such as the following: the North American Free Trade Agreement (NAFTA) and the multifaceted nature of integration between U.S. and Mexican economies, the increase in low wage jobs in the U.S. economy requiring higher levels of Latino immigration, economic development in Mexico that has generated emigration to the U.S., and U.S. and Mexican immigration policies including the militarization of the U.S.-Mexican border. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Sociology 257.) (Limited to 12 students.) (Taught half-block/Block 8.) (Not offered 2012–13.) 1 unit.

258 Native Peoples of the Southwest. Provides the fundamental building blocks to understanding the distinctive differences between the major Native Nations of the Southwest including language and culture, respective colonization and resistance experiences, identity and cultural vitality, gender and social roles, and expressive culture and representation. Readings may include ethnographic, ethno-historical, biographical, and linguistic works, as well as critiques of the study of Native peoples by Native scholars. Field Trip Possible. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

267 History of the Southwest under Spain and Mexico. The pre-contact history of Anasazi and Athabascan peoples from anthropological and mythological perspectives; the causes and consequences of the Spanish entrada and attempts at missionization of the Indian peoples of New Mexico and the California coast; development of mestizo society; the arrival of the Anglo-Americans and the Mexican-American War. No prerequisites. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

268 History of the Southwest Since the Mexican War. The adaptation of Native American and Hispanic peoples to Anglo-American culture and politics; the causes and consequences of the loss of Hispanic lands; the evolution of family life and religious practices; indigenous views of modernity. Films, artistic expressions, and works of fiction as well as historical sources. No prerequisites. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Monroy.

272 Nature, Region and Society of the Southwest. Social and natural science methodological frameworks and approaches to regional studies, centered on the Greater Southwest. Geographic and regional research techniques, including GIS, field methods and air photos. Includes an independent project and off-campus fieldwork. *Prerequisite:* Required for Southwest Studies majors. (Limited to 12 students.) 1 unit — Perramond.

273 Southwestern Arts and Culture. Introduces interdisciplinary methods of analysis and interpretation in Southwestern expressive media including music, dance, oral literature, drama, visual arts, and material culture. Selected genres and styles of Native American and Latino expression are explored within their cultural and historical contexts. Introduces central issues in Southwestern expressive culture, such as cultural performance, symbolic communication, creativity and social process, acquisition of artistic competence, gender roles, tourism and commodification, authenticity, representation and appropriation, intellectual property rights, and repatriation of expressive media. (Also listed as Race and Ethnic Studies 273.) (Not offered 2012–13.) 1 unit.

280 Topics in Literature: The Poet as Witness to War (Writing Intensive). Writing workshop which explores poetry as a means of writing about war and its social consequences in the tradition of poets who wrote as soldiers, protesters, distant onlookers and innocent civilians. Critiques the role of the poet in society, in times of war (especially Vietnam and Iraq) and in speaking truth to power. Student work produced in a class anthology. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Race and Ethnic Studies 200, English 286 and Feminist and Gender Studies 280.) (Limited to 12 students.) (Not offered 2012–13.) 1 unit.

291 Southwest American Indian Music. Music and culture of Southwest American Indians, with emphasis on Pueblo and Athabascan peoples. Considers origin narratives, cosmology, ritual drama, dance, and other aesthetic modes as related to Southwest Indian musical performance. Addresses traditional as well as new music. This course meets the ethnomusicology requirement for the music minor. No prerequisites. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Levine.

301 Political Ecology of the Southwest. Surveys the geographic, historic, and political diversity of Southwestern livelihoods and cultural strategies. Highlights the struggles and problem solving efforts of local-regional peoples in changing ecological and economic conditions. Uses political ecology as a framework and lens for understanding nature-society problems and solutions. Multi-day-off-campus field trip. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

303 Animal Ecology. A field course involving collection, identification, and population and life-history studies of animals of regional ecosystems. Principles of animal ecology, behavior, and biogeography are emphasized through field case studies and discussion of primary literature. Field work includes sampling techniques and their application to answer specific research questions. *Prerequisite:* Biology 208 and either Biology 106, 108, or 109; or consent of instructor. No credit after Biology 203. (Also listed as Biology 367.) 1 unit — Linkhart.

308 Topics. Literature of the Southwest: Borderlands, Theory, Song, and Literature. This course is an in depth examination of the theoretical and literary productions of the U.S.-Mexico borderlands. Readings of foundational theorists such as Jose Vasconcelos, Americo Paredes, Octavio Paz, and Gloria Anzaldua will provoke discussions of rapidly evolving concepts of race, gender, and language. EN250 and/or EN221 required, or consent of instructor. (Also listed as Comparative Literature 351 and Race and Ethnic Studies 380 and English 380.) 1 unit — Padilla.

316 State and Local Government. Examination of the political structures and leadership patterns in state and local governments. This will be an historical and behavioral approach to exploring who governs, who wins and loses, and what kinds of people and groups make things happen in sub-national America. This course will be comparative in approach but will also focus on Colorado politics and government. (Also listed as Political Science 316.) (Not offered 2012–13.) 1 unit.

320 Field Archaeology. Methods and concepts employed by the archaeologist in excavation. Both field and laboratory techniques are utilized to obtain the information from which site reports are written. What kinds of inferences about culture can be made from excavated material and the excavation process? Four weeks in the field. (Limited to 14 students.) (Not offered 2012–13.) 2 units.

321 Rio Grande: Culture, History and Region. An interdisciplinary course based on history, culture, and water issues. It will explore the cultural heritage and creativity of groups whose historical experience has been shaped by the Rio Grande basin from its origin in Colorado to its mouth in the Gulf of Mexico. The course will engage a broad American and international public in the exploration of how the river basin and the people who live within it change, evolve, and develop together, and can affect each other. Limited to 12 students. *Prerequisite:* Anthropology 102 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Anthropology 321 and Race and Ethnic Studies 321.) 2 units — Montano.

338 Latina/o Literature in the U.S. Comparative study of works of Chicano, Puerto Rican, and Cuban authors, as well as Latin American writers in exile in the United States, including political essays of Martí and Flores Magón and the contemporary works of Hinojosa, Mohr, Laviera, Rivera, Alegria, and Valenzuela. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

341 Ecological Economics and Sustainability. Provides an introduction to ecological economics (an interdisciplinary approach to understanding and managing the ecology and economics of our world) and introduces/extends students' understanding of sustainability (meeting the needs of the present without compromising the ability of future generations to meet their own needs).

It reviews options for economically efficient allocation of resources that also protect the stock of natural capital over spatial and temporal space; and investigates the application of tools of analysis and solutions to a regional management problem in the American West. (Week field trip, additional expense \$\$\$ for students not on campus Board Plan.) For Environmental Science credit: EC141 or EV141. (Also listed as Economics 341 and Environmental Science 341.) (Not offered 2012–13.) 1 unit — Hecox.

395 Junior Research Seminar. A seminar for third-year students, organized around a common set of Southwest readings with coverage of inter-disciplinary research methods, and designed so that majors can complete a research proposal to carry out in their senior Capstone project. Special attention is given to regional or area studies as an organizing principle for the course. *Prerequisite:* Southwest Studies major (or minor), junior standing, or consent of instructor. 1 unit — Program faculty.

400 Senior Capstone Project. Independent research project based on field or archival research to be done in consultation with two faculty members. A proposal for the project would need to be approved by Faculty Advisory Committee by the end of the junior year. *Prerequisite:* Consent of instructor and Southwest Studies 175, 272. 3 units from approved SWS course list and required methodology course. 1 unit — Department.

401 Senior Capstone Project. *Prerequisite:* Southwest Studies 175, 272, 273, 3 units from approved SWS course list and required methodology course. 1 unit — Department.

410 Ornithology. Identification, taxonomy, anatomy, physiology, behavior and ecology of birds, including field and laboratory work. *Prerequisite:* Consent of instructor or Biology 203. (Also listed as Biology 410.) 1 unit — Linkhart.

Spanish

www.coloradocollege.edu/academics/dept/spanish/

Professors S. BIZZARRO, LOMAS (chair); Assistant Professors ARROYO-RODRIGUEZ, MARINESCU, RUIZ, WOOD; Adjunct Associate Professor K. BIZZARRO

SPANISH MAJOR:

A student majoring in Spanish has two Spanish major options:

SPANISH — HISPANIC STUDIES:

All required courses: 305 or 312, 306, 431 and 432 for those students eligible to write a thesis, or 431 for those graduating seniors not eligible to write a thesis and:

- a.) One course from 327, 328;
- b.) One course from 331, 333;
- c.) One course from 324, 325, 326;
- d.) One course from 338, 339;
- e.) Two 300 level literature/culture courses. If thesis requirement not met, one additional Spanish course.

TOTAL: 10 UNITS

ROMANCE LANGUAGES (SPANISH MAJOR; SECOND LANGUAGE FOCUS IN FRENCH OR ITALIAN):

All required courses: 305 or 312, 306, 431, and 432 for those students eligible to write a thesis, or 431 for those graduating seniors not eligible to write a thesis and:

- a.) Three Spanish literature/culture courses;
- b.) If thesis requirement not met, one additional Spanish course.

COURSES FOR SECOND LANGUAGE FOCUS IN FRENCH:

- c.) 305 and two French or Francophone culture or literature courses;
- d.) Elementary or more advanced Italian, Portuguese, or Latin.

COURSES FOR SECOND LANGUAGE FOCUS IN ITALIAN:

- c.) 305 and two additional Italian literature or culture courses;
- d.) Elementary or more advanced French, Portuguese, or Latin.

TOTAL: 11–12 UNITS

Distinction is awarded based on senior thesis (432) and departmental work.

Students who study abroad on programs other than Colorado College's must take at least two courses beyond 306 at Colorado College in addition to 431 and 432 (if student meets thesis requirements), as well as completing major requirements as described above, to receive a Spanish degree from the college. Students who are not eligible for 432 must take an additional upper division course to satisfy the 10-unit Spanish major requirement and the 11–12 unit Romance languages Spanish major requirement.

Transferring students and students who have taken the Advanced Placement exam should contact the department before taking any language or literature course, since some of the requirements for the major may be waived.

SPANISH MINOR — 6 UNITS BEYOND SP 101:

The prerequisite for admission to the minor is 101 (2 units) or equivalent. Student must complete a minimum of six courses, including the following: 201, 305, 306 and two 300-level courses. Students may count up to two units of Spanish AP credit (*i.e.*, the equivalent of 201) toward the minor. Students who initially place at the 300-level as a result of previous Spanish, must complete four CC Spanish courses at the 300 level. College transfer credit will be accepted, but at least three 300-level Spanish courses must be completed at Colorado College.

PROGRAM ABROAD:

In addition to the courses taught on the Colorado College campus, the Spanish department sponsors a semester program in Mexico during blocks 1–4 with a ten-day orientation in Mexico during half-block. The program is open to all students who have completed Spanish 305 or the equivalent, or have the consent of the program director. Students participating in this program will receive a Mexico today minor.

Spanish

100 Pre-Elementary Spanish. This course is intended for students with no previous Romance Language experience, who have never studied Spanish before. A systematic introduction to grammar, pronunciation and the differences between Spanish and English structures. *Prerequisite:* No prior Spanish. (Not offered 2012–13.) .5 unit.

101 Elementary Spanish. Study of basic grammatical structures and patterns with exercises meant to develop proficiency in speaking, listening, reading, and writing presented in a cultural context. 2 units — Bizzarro, S., Bizzaro, K., Ruiz, Arroyo-Rodriguez, Department.

103 Review of Elementary Spanish. An elementary-level maintenance course for students who plan to continue their study of Spanish. A systematic review of grammar with supervised conversation practice. *Prerequisite:* Spanish 101 or equivalent. .25 unit — Fernandez.

104 Review of Elementary Spanish. An elementary-level maintenance course for students who plan to continue their study of Spanish. A systematic review of grammar with supervised conversation practice. *Prerequisite:* Spanish 101 or equivalent. .25 unit — Fernandez.

201 Intermediate Spanish. Review of fundamentals of Spanish grammar, composition, reading, and oral practice. Readings and discussion periods on topics of Hispanic cultures including literature, art, music, and film. *Prerequisite:* SP 101 or equivalent. 2 units — Bizzarro, K., Lomas, Wood, Department.

203 Oral Review of Intermediate Spanish. An intermediate-level maintenance course for students who plan to continue their study of Spanish. A systematic review of grammar with supervised conversation practice. *Prerequisite:* Spanish 201 or equivalent. .25 unit — Fernandez.

204 Oral Review of Intermediate Spanish. An intermediate-level maintenance course for students who plan to continue their study of Spanish. A systematic review of grammar with supervised conversation practice. *Prerequisite:* Spanish 201 or equivalent. .25 unit — Fernandez.

300 Mexico Semester: Intensive Grammar Review. This eight-day course serves as an introduction to our revised Mexico Program. Besides the intensive Spanish grammar review, the course is beneficial to students because it will provide them with a much needed. Students must complete the full semester program in order to receive credit. *Prerequisite:* (Taught in Mexico). (Not offered 2012–13.) .5 unit.

300: Intensive Communication Practice and Grammar Review. This two week (half-block) course will use a communicative approach to review and practice the essential structures and concepts of Spanish grammar. Although grammar review will be covered each day, the class sessions will also include research, debate, writing, and presentations. As a final assessment, students will work together to design a project that integrates both fluency skills and grammatical accuracy. As the need exists, this course may be tailored to serve as an introduction to a program conducted in a Spanish-speaking country, in which case it will also include orientation to the country and culture. *Prerequisite:* Spanish 201 or equivalent or placement at the 300 level. .5 unit — Department.

301 Review of Language with Emphasis on Civilizations and Cultures of the Spanish-speaking Regions. *Prerequisite:* Consent of instructor and Spanish 201. .25 unit — Fernandez.

302 Review of Language with Emphasis on Civilizations and Cultures of the Spanish-speaking Regions. *Prerequisite:* Consent of instructor and Spanish 201. .25 unit — Fernandez.

304 Cultural Context and Oral Practice. Transitional course between intermediate-level and advanced- level language courses. Students will develop higher levels of listening comprehension, oral competence, and socio-cultural communicative proficiency and will acquire oral strategies of expression through the study of written and recorded cultural material dealing with a variety of aspects, issues, and realities of the Spanish speaking world. Student activities in the course will include interactive oral presentations of selected web-based materials, of reading and recordings from targeted cultures such as: comic strips, articles, magazines, film clips, songs, etc. *Prerequisite:* 201 or equivalent. 1 unit — Bizzarro, S.

305 Cultural Context and Written Expression. Intensive writing and conversation through the study of literary and cultural texts of the Spanish-speaking world. Thematic focus will be determined by instructor. Limited to 15 students. *Prerequisite:* SP201 or COI. 1 unit — Bizzarro, S., Marinescu, Ruiz, Arroyo-Rodriguez, Wood.

306 Cultural Context and Critical Analysis. Continues the acquisition of the Spanish language and trains students in the most important methods of literary and critical analysis through readings in different genres. *Prerequisite:* SP305 or COI. 1 unit — Arroyo-Rodriguez, Ruiz, Marinescu.

307 Hispanic Culture. The study of Hispanic societies and their cultural productions, such as film, art, music, language, and literature. Ordinarily taught as part of a foreign study program. *Prerequisite:* SP305 or COI. (Taught in Spain as part of the Mediterranean Semester.) 1 unit — Ruiz, Arroyo-Rodriguez

312 Oral Practice and Composition in Mexico. Advanced composition and conversation through the study of literary and cultural texts. Emphasis on contemporary Mexico. Taught in Mexico. *Prerequisite:* Spanish 201 or equivalent. (Not offered 2012–13.) 1 unit.

316 Topics in Hispanic Literature and Culture. Study of Hispanic authors, genres, literary periods, cinema or cultural trends not represented in the regular curriculum. The structure of the particular course is determined by the nature of the topic and preference of the instructor. *Prerequisite:* SP306. 1 unit.

Block 3: Topics in Hispanic Literature and Culture: Three Faces of Latin America: Borges, García Márquez and Neruda. 1 unit — Bizzarro.

Block 6: Topics in Hispanic Literature and Culture: The Spanish Civil War in Literature and History. (Cross-listed with HY200.) 1 unit — Arroyo-Rodriguez, Blasenheim.

324 Colonial Hispanic American Literatures and Cultures. Introduces students to Hispanic American cultures and literatures from the pre-Columbian period through the Spanish and Portuguese conquest, the Baroque, and up to the wars of Independence. Examines literary texts as well as other written documents (such as *cartas*, *requerimientos*, *relaciones*, *declaraciones*, etc.). Integrates readings from literature, anthropology, history, and art history among others. Analyzes the colonial period with the view of understanding the formation of present-day social injustices. Critical examination of the encounters between the Europeans and the indigenous peoples of the Americas and the consequences of these encounters. *Prerequisite:* SP306. (Not offered 2012–13.) 1 unit.

325 Modern Hispanic American Literatures and Cultures. Focuses on the cultural production following emancipation from Spanish and Portuguese colonial rule. Works reflect the main cultural and historical processes as well as the intellectual projects of the post-independence period. Examines neoclassicism, romanticism, liberalism, realism, *indigenismo*, *gauchesca*, as well as modernism and the early literary vanguards. *Prerequisite:* SP306 (Not offered in 2012–13.) 1 unit.

326 Contemporary Hispanic American Literatures and Cultures. Examines Hispanic American cultural production from the Cold War period to the present day through a selection of literary texts (poetry, essays, short stories, novels, etc.), films, music and performance. Identifies and analyzes the key issues and themes pertaining to a wide range of countries. Integrates the texts within their historical, social, and political contexts. *Prerequisite:* SP306. 1 unit — Marinescu.

327 Golden Age Literature and Culture. Examines topics pertaining to the Renaissance and Baroque periods, roughly from the 16th and 17th centuries. May center on cultural products from both periods or may focus only on one. Topics may be interdisciplinary and may focus on a single or multiple authors, genres, and/or themes. (Offered alternate years.) *Prerequisite:* Spanish 306. 1 unit — Ruiz.

328 Don Quijote. Explores Miguel de Cervantes's masterpiece *El Ingenioso Hidalgo Don Quijote de la Mancha*. Examines *Don Quijote* within its artistic, literary, and historical context. Examines Cervantes's reading of the world around him and explores the social, political, artistic, and literary implications of the novel at the time of its publication. Considers the modern repercussions of Cervantes's novel including subsequent critical approaches and cultural renditions, adaptations and reinterpretations to establish why it continues to be relevant today. *Prerequisite:* SP30. At least one advanced Spanish literature course recommended. (Offered alternate years; not offered in 2012–13.) 1 unit.

331 19th Century Spanish Literature: The Advent of Modernity in Spain. Explores the major literary movements of 19th century Spain through some of its most renowned authors. Analyzes a selection of literary texts in relation to the movements in which they are conceived, such as realism, romanticism, costumbrism, etc. Exploration of key social and political issues that affect literary production in Spain in the 1800s. Students also analyze other forms of cultural expression, inspired in the literature of this period, with attention to such topics as Psychoanalytic, Marxist, and Feminist approaches. *Prerequisite:* SP306. 1 unit — Arroyo-Rodriguez.

333 Contemporary Spanish Literature and Culture. Explores the major literary movements of 20th and 21st century Spanish literature and culture through some of its most renowned authors. Analyzes a selection of literary texts, films and artwork in relation to the cultural movements in which they are conceived. Explores key social and cultural issues that inform the cultural production in Spain during this period. *Prerequisite:* SP306. (Not offered in 2012–13.) 1 unit.

335 Mexican History and Literature Since the Revolution. Topics in 20th-century Mexican history and literature. The course is conducted on a proseminar basis. Taught in Mexico. (Not offered 2012–13.) 1 unit.

338 U.S. Latina/o Literatures and Cultures. Comparative study of works by U.S. Latinas/os of Mexican, Puerto Rican, and Cuban descent as well as Latin American writers in exile in the United States. Explores how these writers' shared history of Spanish colonization and U.S. Imperialism has produced both similar and varying cultural representations of home and homeland, diaspora, migration, nation, community, identity, history and memory. *Prerequisite:* SP306. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered in 2012–13.) 1 unit.

339 Chicana/o Literature and Culture. Critical study of the literary production and expressive culture of people of Mexican origin in what is today the United States from the 19th century to the present. Explores cultural and artistic practices in literature (print and oral), film, visual and performing arts and how these intersect with socio-historical, economic, and political forces. Considers questions of identity construction, racialization, gender, sexuality, class and power and their cultural representations. *Prerequisite:* SP306. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit — Lomas.

409 Independent Reading. Senior majors only. Departmental consent. Primarily for senior thesis work beyond regularly scheduled courses and not available to substitute for those courses. 1 unit.

431 Research Methods. Methods of analysis and theories of literature and culture. Training in research methodology; selection of topic for senior project, portfolio, or senior thesis; research and presentation of work in progress. Required of all majors. Students who are not eligible for 432 must take an additional upper division course to satisfy the Hispanic Studies major requirement and the 11–12 Romance Languages Spanish major requirement. *Prerequisite:* Declared major and 2 Spanish courses above 306. 1 unit — Lomas.

432 Senior Thesis. Intensive writing and supervised revision of senior Thesis with oral defense. Thesis open only to students who have satisfied GPA requirements of 3.5 and 3.7 from the college and the department, respectively. *Prerequisite:* Spanish 431. Only open to majors and 3.5 (college) and 3.7 (department) GPA's. 1 unit — Lomas.

Portuguese

101 Elementary Portuguese. This course is designed to introduce students to basic grammar structures and communication in the Portuguese language, with a focus on Brazilian culture and pronunciation. Basic language study designed to develop proficiency in speaking, listening, reading, and writing. 2 units — Wood.

299 Accelerated Portuguese. Offers Romance Language speaking students the opportunity to study Portuguese language at an accelerated pace. Emphasizes the development of speaking, listening, reading and writing skills beyond the elementary level and incorporates readings and discussion on topics in Lusophone cultures. *Prerequisite:* PG 101, Spanish, French or Italian 305 or COI. .5 unit — Wood.

320 Topics in Lusophone Culture. Study of culture, genres, art, film or literature of one or more Portuguese-speaking countries or region. 1 unit — Wood.

Block 5: Topics in Lusophone Culture: Performing Race and Gender in Brazil. (Taught in English and cross-listed with CO352.) 1 unit — Wood.

Sport Science

www.coloradocollege.edu/academics/dept/sportscience/

Professor FLECK (Chair); Lecturer KOLA

103 Wilderness First Responder. This course is designed to provide outdoor leaders, instructors, guides, rangers, wilderness and foreign travelers with the knowledge needed to deal with emergencies in remote settings. Emphasis is placed upon prevention, leadership skills, and decision-making. The 80-hour national curriculum covers standards of care for urban situations with additional protocols for remote situations. The course is contracted in affiliation with WMI (Wilderness Medicine Institute) as part of NOLS (National Outdoor Leadership School). This course is supported by the Department of Sport Science, Office of Campus Activities/ORC, and the Ritt Kellogg Memorial Fund (www.coloradocollege.edu/other/rittkelloggfund/). Certifications upon completion of this course in conjunction with SC 113: EMT Basic may allow the student to obtain W-EMT certification. This is a course requiring an additional fee. Registrants will be contacted related to fees and deadlines by Campus Activities. Two sections. Limit 30 per section. P track (Pass/Fail) only. Taught during half-block. *Prerequisite:* consent of instructor. .5 unit — Department.

113 E.M.T. Basic A semester-long adjunct course including classroom, and field laboratory experience in emergency medical techniques, including but not limited to patient assessment, airway management, cardiopulmonary emergencies, bleeding and shock, medical emergencies, childbirth, environmental emergencies including a section on wilderness medicine, psychological aspects of emergency care and E.M.S. systems. 6–10 p.m. Monday and Wednesday. Some Saturday lab sessions. No class during block breaks. Successful completion of this course qualifies the student to sit for the Colorado State E.M.T. basic prerequisite (State requirements): Copy of valid driver's license or birth certificate; Proof of Current (TB) Tuberculosis Test (PPD Test) within the last six months; Proof of Vericella (Chicken Pox) vaccination/exposure; Proof of Hep-stat (Hepatitis B) series. Class limit 24. *Prerequisite:* Begins on the first day of the block at 6 p.m. .5 unit — Bushie.

125 Introduction to Human Nutrition. Emphasis on the digestion process of macronutrients (carbohydrate, protein, fat), consumer concerns about food and water safety, and the importance of macronutrients as well as micronutrients (vitamins, minerals) in maintaining normal healthy biological function of the human organism. (No lab/field credit.) (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit.

203 Sports Medicine Seminar. An investigation into the effects of competitive and recreational physical activity upon the human individual. Major topics include an overview of exercise and sport as a cause of injury and disease, the prevention, recognition and management of injury as related to the recreationalist/competitor, and the physiological parameters of exercise as related to carry-over and lifestyle. (Not offered 2012–13.) 1 unit.

206 Exercise Physiology. A physiological analysis of exercise and sport as it relates to the total fitness level of the participant. The characteristics of skeletal muscle and how it functions, the energy sources for muscular contraction, the circulatory and respiratory systems and their adaptations to exercise, and principles of training for the muscular and cardiorespiratory systems will be investigated. *Prerequisite:* HS Biology. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Department.

207 Human Anatomy. A cadaver dissection course designed to help students gain an understanding of the fundamental concepts of the structure of the human body. Designed to meet the needs of students interested in pre- and allied health fields when taken in conjunction with BY/SC 321. *Prerequisite:* Biology 131 or 210, Biology 106 or 109, and Chemistry 108. 1 unit — Bull.

220 Physiological Basis of Resistance Training. Examination of the acute and long-term physiological effects of resistance training are examined. Emphasis is placed on how the acute and long-term effects alter physiological function and how this information can help in developing resistance-training sessions to bring about specific physiological adaptations. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit.

260 Sport Science Seminar. Examines current topics in the broad area of sport science and exercise physiology, including laboratory experiences and visits to laboratories active in sport science research. Offered on campus and in foreign countries. When offered internationally Colorado College students and foreign students will comprise the class, and a portion of the class will be taught by foreign professors. Additional expense \$\$\$ when taught internationally. *Prerequisite:* Consent of instructor; Students who have taken Sport Science 206 Exercise Physiology or 120 Physiological Basis of Weight Training preferred. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2012–13.) 1 unit.

300 Investigations in Sport Science. Independent research projects based on library or laboratory investigation. *Prerequisite:* consent of instructor and May be arranged any block. 1 unit — Department.

302 Surgical Anatomy. A cadaver dissection course with matched surgical observation. Taught in conjunction with orthopedic surgeons and physical therapists. Taught as a yearlong extended format course with focused half-block commitment. Expectations/projects include outreach teaching to select AP high school biology students, multiple format computer/media presentations, scientific writing and patient-based research projects. Course limit 5 to 10 students depending on availability of cadaveric specimens. *Prerequisite:* consent of instructor and BY/SC 207 and BY/SC 321 and junior standing. (Not offered 2012–13.) 1 unit.

306 Advanced Exercise Physiology. Consists of performing human laboratory investigations in an area of exercise physiology, such as ergogenic aids, caloric cost, anaerobic threshold, body composition or oxygen consumption and reporting the results of the investigation in the format of a scientific journal article. Also reading review articles and participation in discussions on selected topics in sports science. (Meets the laboratory/field requirement for natural sciences.) *Prerequisite:* consent of instructor or Sport Science 206. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) 1 unit — Department.

321 Human Physiology. This course provides an integrative approach to understanding basic anatomical and physiological relationships of major organ systems in the human body through human cadaver dissection. Designed to meet the needs of students interested in pre and allied health fields when taken in conjunction with BY/SC 207. *Prerequisite:* BY/SC 207. 1 unit — Bull.

Theatre and Dance

www.coloradocollege.edu/academics/dept/dramadance/

Professors LINDBLADE; Associate Professors MANLEY, WOMACK (chair); Assistant Professors DAVIS-GREEN, PLATT; Adjunct Associate Professors AMES, DAVIS; Artist in Residence HERMINJARD; Part-time Faculty MERCER; Mellon Post Grad GOODWIN; Lecturer LASMAWAN; Department Coordinator QUINN; Technical Director MARTIN; Assistant Technical Director PRIEST; Costume Shop Supervisor AVRAMOV; Guests in Drama and Dance AMIN, EDMONDS, EIKO and KOMA, HOLBROOK, KOENIG, LAI, LAURITZEN, SPENCER, YAEFALL

Theatre

THE MAJOR — REQUIREMENTS:

Theatre majors must complete a minimum of 13 units for the major:

- *Six units required from Principal Courses:* DR105 Acting I; DR110 Fundamentals of Performance Design; DR206 Directing; DR303 Junior Seminar; DR304 Advanced Performance; DR404 Senior Thesis Project.
- *Two units from Historical Perspectives:* DR220 Origins and Early Forms of Theatre; DR221 Medieval and Renaissance Theatre; DR222 Romantic, Commedia and Neoclassic Theatre; DR223 Modern Theatre; DR224 Contemporary Performance 1950–Present.
- *One unit from Intercultural Perspectives:* DR230 African American Theatre; DR231 African Theatre, DR232 Asian Theatre, DR233 Asian American Theatre.
- *One unit from Interdisciplinary Perspectives:* DR326 Performance Studies; DR327 Feminist Performance; DR329 Queer Performance and Body Politics.
- *Two units of Electives:* Choose from any Theatre Course.
- *.25 unit Acting in a Department production:* any one from DR212, 213, 214, 215 Theatre Studio Work/Acting (.25 unit each).
- *.75 unit in Technical Theatre:* choose from DR101 Stagecraft (.5 unit) and/or DR212, 213, 214, 215 Theatre Studio Work/Technical (.25 unit each).

Outstanding work will be rewarded with distinction upon graduation. Theatre majors are urged to take at least one unit in dance that will not count towards the units required for the major. Students are urged to study one or more foreign languages. Please consult the Handbook for Theatre and Dance majors online for further clarification of the major.

THEATRE COURSES: *Please use (DR) when signing up for a theatre course.*

DR100 History of Performance. Surveys performance in the Western tradition from ancient sacred ritual to contemporary performance art, chronological, thematic and theoretical study of Greek theatre and Roman spectacle, the medieval masque and revelry, Lully's ballets and Moliere's plays, and Renaissance public forms of performance. Considers notions of class, genre, industrialization, and expression in 19th century dance and drama, including realism and the revolt against established forms. Introduces elements of technology, reproduction, and multimedia forms in the late 19th and early 20th centuries. Considers film, installation, and early performance art as critical additions to performance. Creative projects and field trips augment the course. This class meets the Critical Perspectives: The West in Time requirement. (DA100.) 2 units — Lindblade, Platt.

DR101 Stagecraft Practicum. A basic technical theatre adjunct course connected to a main stage production. Covers the vocabulary, theory, skills and application within the technical areas of sets, stage management, and production crew. Emphasizes the collaborative nature of technical theatre in production, 2 blocks. (DA101.) .5 unit — Martin.

DR105 Acting I: Introduction. Work on basic acting skills through observation, improvisation, physical and vocal preparation, and the basics of Stanislavsky's theories. The emphasis is on exercises and games that release the imagination and instinct of the performer with the aim of giving everyone the means to approach any role. Work will culminate with scripted scenes and a group presentation. Class limit of 18. 1 unit — Manley.

DR110 Fundamentals of Performance Design. Emphasizes the collaborative nature of 3-dimensional live performance design, its vocabulary, theory and application with a focus on aesthetic integration. Combines artistic practice with critical inquiry to engage simultaneously in creative development and analysis. Class projects introduce students to research, visual analysis, sketching, model making, presentation skills and historical and current performance design trends. No prior experience in theatrical productions expected. Class Limit of 14, lab fee required. (DA110.) 1 unit — Davis-Green.

DR200 Topics in Theatre. Courses offered by resident and visiting faculty on specialized topic areas including theatre history, dramatic literature, performance theory, and film.

Block 1: DR200 Topics in Theatre: Race and Ethnicity in the American Musical.

Musicals stood at the center of American culture for much of the twentieth century. They not only generated tunes and tales that became the hits of their day, but also commented on the ever-shifting social and political landscape. Rather than offer a comprehensive survey, this course explores the musical artistry and cultural resonances of the American musical through a cluster of shows that confront issues of race and ethnicity. Musical styles are analyzed alongside cultural themes such as politics, immigration, and globalization. In addition to a focus on critical listening and analysis skills we will spend part of each class singing and/or reading scenes from the particular show under consideration. (MU227.) 1 unit — Bañagale.

Block 3: DR200 Topics in Theatre: Musical Theatre Workshop. This course is equal parts of theory and practice, studying the styles and challenges of musical theatre performance and the performing a variety of scenes, solo, and group numbers, respectively. The class will culminate in a public performance of musical theatre, reflecting theoretical and historical aspects of this most American of theatrical forms. The ability to read music is helpful, but not necessary. Composers represented include Rodgers, Weill, Bock, Sondheim, Bernstein, and Guettel, among others. (MU227.) 1 unit — Lindblade.

Block 3: DR200 Topics in Theatre: Hip Hop Aesthetics. This course explores the principal aesthetics practiced by Hip Hop artists over the last 40 years. It is not a “how-to-for-dummies/step-by-step” on rapping or scratching records or breakdancing. Students will instead research the origins of these forms, making connections with their own artistic interests. How does the practice of reciting improvised rhymes over re contextualized music inform us as playwrights? How can the application of spray paint to moving surfaces inspire the way we write poetry? In this course we explore these questions through research expeditions, writing and performance exercises. Coursework includes immersion in seminal cultural texts, films, and albums, in addition to field trips to related events in Colorado’s own hip hop/ spoken word community. The course will culminate in multiple on and off site live performances. (EN286.) 1 unit — Goodwin.

Half-Block: DR200 Topics in Theatre: Acting and Directing for the Camera. A practical exploration of the challenges and techniques of acting for the camera and for directing actors for the camera. Culminates with a full presentation of work. .5 unit — Manley.

Block 5: DR200 Topics in Theatre: The Theatre of Carnival. In this course we will study global carnival traditions from Brooklyn to Bahia, Venice to Frankfurt, the Netherlands to New Orleans, with particular emphasis placed on the carnival traditions of Trinidad and selected countries throughout the Caribbean. Using dramatic literature, prose and poetry, film/video, costumes, dance and music as thematic guides, the course will examine the secular and sacred origins of carnival and the languages of performance employed in this world wide cultural tradition and public celebration. During the last week of the course, *pending booking availability*, students will travel to Trinidad to participate in the country’s annual carnival festival (ES 200). Additional expense \$\$\$.

1 unit — Davis.

Block 5: DR200 Topics in Theatre: Classic American Plays. A survey of classic American plays of the postwar era, exhibiting their playwrights’ sensibilities and aesthetics and reflecting the scripts as sociological, historical, and philosophical barometers of the American Experience. Playwrights will include Wilder, Miller, Williams, Albee, Hansberry, Baraka, and Kushner, among others. 1 unit — Lindblade.

Block 6: DR200 Topics in Theatre: Experimental and Expanded Cinema. During the 1960s, underground American filmmakers sought to re-imagine the creative potential of film. Their experiments with film’s visual and material properties inspired succeeding generations of filmmakers to explore new avenues of artistic inquiry, including animation, puppetry, and video. This course explores the legacy of experimental film by first examining how animators and auteur directors use experimental techniques to create graphically fascinating and unsettling worlds. We will in turn consider these grotesque and uncanny films in the context of our expanding media culture and the emergence of new technologies, such as television, video games, and social media. The course will also investigate how these technologies have inspired artists to make multi-media installations and cinematic environments that combine film, live performance, and sculpture. Artists to be studied include Miyazaki, Svankmajer, the Quay Brothers, Oursler, Cronenberg, Linklater, Gilliam, Marker, Benning, Trecartin, Maddin, Jack Smith, Anger, Paik, Schneemann, VanDerBeek, Acconci, Nauman, McCall, Frampton, and Brakhage. (FS205.) 1 unit — Platt.

Block 7: DR200 Topics in Theatre: Writing for Performance: Watch the Clock. How can a writer expand a fleeting moment into a monologue, a lifetime into a quip? In this course, a diverse cadre of contemporary spoken word artists, stand up comics, monologists, hip-hop poets and playwrights will anchor our discussions on performance writing as a “time art.” Students will execute a series of writing challenges based solely on time. Examples: *Write a 1-minute play, a 5-minute opera, a 10-minute testimony, etc.* We’ll explore techniques used to establish and sustain tone and rhythm, while mining the specifics of our individual experiences. This course culminates in a live performance. (EN286.) 1 unit — Goodwin.

Block 8: DR200 Topics in Theatre: Spectacle, Art, and Society. It has become difficult in contemporary society to separate politics, entertainment, and our personal lives. Everything has become a performance — or what Guy Debord calls “spectacle.” This course investigates the appeal of spectacles in art, media, and popular culture. We will examine our fascination with star culture as part of a survey of contemporary entertainment to include professional sports, theme parks, and the Cirque du Soleil. Special attention will be paid to events that cultivate community and member participation, such as fantasy cons, art/music festivals (Burning Man, Love Parade), historical reenactments, and cult films. By staging and comparing screenings of cult films — like *The Rocky Horror Picture Show* and the *Harry Potter* series — we will also consider these events’ subversive potential for cultural appropriation. The course will likewise study other forms of interventionist public performance, such as culture jamming and flash mobs, as well as recent political protests and historically significant mass rallies. Furthermore, we will think about politics as performance in the media’s coverage of U.S. presidential races, events surrounding the 9/11 attacks, and the rising popularity of mega-churches. Students should expect participatory assignments and frequent short field trips to conduct on-site research. Readings may include texts by Eco, Schechner, Jameson, Debord, Baudrillard, and Bakhtin. (DA200.) 1 unit — Platt.

DR205 Acting Workshop. An extended-format adjunct class given twice a week over 4 blocks, designed to enhance and practice the skills from Acting 1 through exercises and scene work. The format is designed to allow for a longer period of assimilation, keeping the acting muscles active and developing on a continuous basis, and for individual attention for each student. *Prerequisite:* DR105 (Not offered 2012–13.) 1 unit — Manley.

DR206 Directing. A practical and theoretical introduction to the basics of directing. Begins with investigation of past and present directing practice and techniques through the work of influential directors from around the world. Considers the essential tools of directing: choosing the material; producing and conceptualizing ideas; pre-production work of analysis, design and planning; casting; rehearsal management; rehearsal techniques with actors; and steering the production through its final stages to performance. The course involves directing actors in scenes. *Prerequisite:* DR105 or DR110 1 unit — Manley.

DR207 Lighting Design. History, theory, and practice of lighting design for the stage. Script analysis, drafting, plotting, and color theory. Laboratory required: participation in one stage production. *Prerequisite:* DR110 or COI 1 unit — Spencer.

DR210 Intermediate Performance Design. Intermediate work in performance design with an emphasis on the emergence of new approaches and innovations in scenic and performance design. Integrates traditional visual languages of the stage with the digital arts. Explores spatial designs for dance, performance installations and the theatrical stage. Includes model making, drawing, drafting and digital/video design programs. Limited to 14 Lab fee required, *Prerequisite:* DR110 or COI (Not offered 2012–13.) 1 unit — Davis- Green.

DR211 Speech Arts. Introduction to public speaking and oral interpretation of literature. (Limited to 18.) (Blocks 4 and 8.) 1 unit — Plaza.

DR212–215 Studio work in technical theatre and acting: required for the major. Students will earn technical theatre credit for work done on a specific departmental production over a span of 2 blocks. Subheading indicates type of work and title of the production.

DR212 Theatre/Acting Studio: Peer Gynt. Blocks 1–2: Studio work in technical theatre or acting required for the major. Students will earn technical theatre credit for work done on a specific departmental production over a span of 2 blocks. .25 units — Manley.

DR213 Theatre/Acting Studio. Blocks 3–4: Studio work in technical theatre or acting required for the major. Students will earn technical theatre credit for work done on a specific departmental production over a span of 2 blocks. (Not offered 2012–13.) .25 units.

DR214 Theatre/Acting Studio: Corners Project. Blocks 5–6: Studio work in technical theatre or acting required for the major. Students will earn technical theatre credit for work done on a specific departmental production over a span of 2 blocks. .25 units — Womack, Herminjard.

DR215 Theatre/Acting Studio: Angels in America, Part 1. Blocks 7–8: Studio work in technical theatre or acting required for the major. Students will earn technical theatre credit for work done on a specific departmental production over a span of 2 blocks. .25 units — Lindblade.

DR218 Costume Design. Costume Design for live performance, including theatre, opera, dance, and performance art, explores color and line theory, script analysis, textiles and textile modification, rendering for costumes, construction and patterning techniques and other costume related skills. Limited to 10 Lab fee required. (Not offered in 2012–13.) 1 unit — Ames.

DR220 Origins and Early Forms of Theatre. A study of origins, early texts, performance practices, and developing theatrical conversations in various cultures, with special emphasis on ancient Greek and Roman theatre (DR220/CO200/CL219.) 1 unit — Dobson.

DR221 Medieval and Renaissance Theatre. A study of theories about the “rebirth” of theatre during the Middle Ages, tracing its development throughout Renaissance Europe, with special emphasis on Elizabethan England. (Not offered in 2012–13.) 1 unit.

DR222 Romantic, Commedia, and Neoclassic Theatre. A survey of Western theatre from the English Restoration through German Romanticism, culminating with the advent of realism throughout Europe. Studies will include the work of Racine, Corneille, Goethe, Schiller, Buchner, Gozzi, Goldoni, and the innovators of modern stage practice. (Not offered in 2012–13.) 1 unit.

DR223 Modern Theatre. A study of 20th Century movements in playwriting and theatre practice. Topics will include realism (Ibsen, Strindberg, Chekhov, Schnitzler) and the anti-realistic revolts against it, such as the work of Maeterlinck, Cocteau, Kaiser, Pirandello, Brecht, and various artists of alternative theatre (CO 220/EN280.) 1 unit — Lindblade.

DR224 Contemporary Performance 1950–Present. Using an interdisciplinary arts approach, investigates varied performance aesthetics, theory and practices of the later 20th and early 21st century with a focus on the American experience, new and disenfranchised voices, and hybrid genres in the arts. Considers perspectives in music, dance, directing, multimedia, and of theorists and playwrights. Disillusionment of the post-WWII era, voices of protest, agitation/propaganda, performance art, and identity politics; Gay, Lesbian, Bi-sexual and Transgender performance, race relations, and the feminist aesthetic. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered in 2012–13.) 1 unit — Platt.

DR226 The Plays of August Wilson. Investigation of the works of leading African-American playwright August Wilson, considering his texts’ socio-historical, economic, musical, folk, cultural, and poetic influences. (ES 200.) 1 unit — Davis.

DR230 African-American Theatre. Examines the history of African-American performance traditions, texts, and forms including autobiographies and slave narratives as performance and protest vehicles to minstrelsy and vaudeville. Study of contemporary musical tradition, and modern text driven works, from individual performance to company productions, political nationalism and the Black Arts Movement to choreo-poems and hip-hop performance; through specifically selected playwrights, theatre artists and institutions the course will explore cultural and ethnic identities that are an integral part of the American cultural landscape. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered in 2012–13.) 1 unit — Davis.

DR231 African Theatre. Survey of a broad range of works from the Griot driven oral tradition and pre-colonial theatrical offerings to documented traditional African indigenous performance — community festivals, seasonal rhythms and religious ritual presentations, dance and masquerade. Examines texts, spoken and drummed/musical languages of performance, post-colonial theatrical traditions, “concert party” theatre, puppetry, South African antiapartheid theatre and contemporary adaptations of Western “classics” in ways that will help comprehend the complexity, richness, and diversity of theatre across the African continent (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (ES200.) 1 unit — Davis.

DR232 Asian Theatre. The history of theatre and performance in selected Asian countries including: China, Japan, Indonesia, India, and Vietnam; explores the traditional styles of Chinese opera, Bunraku, Noh, Kabuki, Kyogen, Indonesian shadow/puppet plays, Vietnamese water puppetry and Sanskrit drama. Combines these with the practice of song, dance, puppetry and mask traditions and techniques as well as performance structure and content to help frame their resonances, representations, differences and similarities by country, culture and aesthetic from original sources to and through contemporary performance(s). (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (ES 200.) 1 unit — Davis.

DR233 Asian American Theatre. Explores the history and contributions of Asian American Theatre artists to contemporary American theatre. Navigating issues of race, gender, class, sexuality and “cultural origin,” explores the significance of these issues and place them in significant historical, political and theoretical contexts. Examines the works and contributions of modern American authors and companies including David Henry Hwang, Chay Yew, Philip Gotanda, Jeannie Barroga, Velina Hasu Houston, Pan Asian Repertory Theatre, Theatre of Yugen, East-West Players, and Asian American Theatre, to identify major themes and genres that contribute to cultural identity, community and frame an Asian American experience (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit — Davis.

DR240 Special Topics in Design. Courses offered by design faculty and guests on specialized topic areas in performance design. Lab fee required.

Block 7: DR240 Special Topics in Design: Violence by Design. A studio design course with emphasis placed on understanding the creative design process. You will develop your own personal understanding and individualized design language as related to the broader context of environmental, cultural and/or global issues connected through physical space. Class limited to 14, Lab Fee required 1 unit — Davis-Green.

DR300 Topics in Theatre. Courses offered by resident and visiting faculty on specialized topic area, including theatre history, dramatic literature, dramatic theory, and film.

Block 4: DR300 Topics in Theatre: Eiko and Koma; Naked and Delicious: The State of Being Delicious. Movement is an experiential and experimental course taught by Eiko, dancer/choreographer and interdisciplinary artist who work as Eiko and Koma (www.eikoandkoma.org). This course combines the “Delicious Movement Workshop” and the study of postwar Japanese arts. Through the study of movement, readings, videos, and films we will learn that space/time is not a white canvas that stands alone and empty. Here and now are continuous parts of a larger geography (space) and history (time) and as such are dense with memories, shadows, and possibilities. We will see art works and films from postwar Japan as examples of artistic representations of despair and perseverance. What is it to forget, remember, mourn, and pray? How do we transcend violence and loss? How does being or becoming a mover or dancer affect our emotional rigor, seeing/learning, and creativity? These are some of the many questions we will explore. This is not a dance class, nor is it geared toward performers. We will learn some movement together, but we encourage you to think about movement as a method of accessing human experiences and building knowledge, a way to explore sensations, thoughts, and reactions to a particular space. See the video created by Colorado College student at (<http://eikoandkoma.org/videoofnakedanddelicious>). (DA300/PA250.) 1 unit — Eiko and Koma.

DR303 Junior Seminar. Activates theoretical and practical aspects of creative collaboration between drama and dance majors and also among artistic disciplines. Studies include immersion in performance theory, aesthetic philosophy, and collaborative strategies to create an integral final group public performance. Collaboration and collision through a process of experimentation and rehearsal to discover which elements (visual, kinesthetic, audio, textual, temporal, and spatial) lend themselves to a unified event in performance. DA110/DR110, DA211, and DA221 recommended. (DA303.) COI. 1 unit — Platt.

DR304 Advanced Performance. Investigation of performance theories and practices with an emphasis in interdisciplinary inquiry. One or more of the following will be taught in a given year: Advanced Directing, Site-specific Performance, Devising Performance, Documentary Performance, Writing for Performance. Can be repeated for credit to fulfill one elective requirement within the major. 1 unit — Department.

Block 2: DR304 Advanced Performance: Site Specific Performance. A creative, historical and theoretical investigation of performing place, off the stage and in specific locations. How might we perform in sites not typically associated with dance and theatre and how does a site — a golf course, a stadium, a high-rise building, a rock quarry, for example — perform in its everyday usages? How does a place move its occupants and how might performance reconstitute a place? How might we reimagine public locations to change the viewers habituated uses and perceptions? Assumptions about where and how one performs will be examined. Sites both on and off campus will be mined as possible performance locations for our aesthetic investigations and social interventions. (DA304.) 1 unit — Womack.

Block 2: DR304 Advanced Performance: Writing for Performance. How can a writer expand a fleeting moment into a monologue, a lifetime into a quip? In this course, a diverse cadre of contemporary spoken word artists, stand up comics, monologists, hip-hop poets and playwrights will anchor our discussions on performance writing as a “time art.” Students will execute a series of writing challenges based solely on time. Examples: *Write a 1-minute play, a 5-minute opera, a 10-minute testimony, etc.* We’ll explore techniques used to establish and sustain tone and rhythm, while mining the specifics of our individual experiences. This course culminates in a live performance. (EN286.) 1 unit — Goodwin.

Block 5: DR304 Advanced Performance: Documentary Theatre. A class that is a unique practical combination of current affairs, writing/devising, history and performance focusing on the process of creating a piece of theater from the basis of real facts — a documentary play. The class will also include an introduction to the history and practice of documentary theatre in the USA and Europe. Documentary plays can be based on an historic event or person or recent news and major sociopolitical issues — local, national or international. One or more topics will be chosen and through research, observation, reading, field trips and interviews, the class will devise, write and perform theater pieces for presentation. 1 unit — Manley.

DR305 Acting 2: Intermediate. Developing and furthering the skills from Acting 1 with an emphasis on intensive scene work that will focus on a wide range of contemporary playwrights. Work will culminate with a public presentation of scenes. Class is limited to 18. (Not offered in 2012–13.) *Prerequisite:* Drama 105 1 unit — Manley.

DR325 Projects in Theatre. Independent work in theatre appropriate to the needs or interests of qualified students.

DR326 Performance Studies. Examines new approaches to the study of performance drawn from sociology, anthropology, and media studies. Uses readings by scholars such as Diana Taylor, Richard Schechner, and Philip Auslander to analyze works by contemporary choreographers, theatre ensembles, and performance artists, as well as performances from everyday life, including concerts, festivals, and political protests. Attention also given to how performances construct race, gender, and nationality. (DA326/CO 352.) 1 unit — Platt.

DR327 Feminist Performance. Examines how performances since 1960 by female artists have challenged the subordinate status of women in art and society. Uses readings by theorists such as Judith Butler, Sue-Ellen Case, and Peggy Phelan to identify strategic positions adopted by artists working in drama, dance, film, performance art, and new media (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (DA327.) (Not offered 2012–13.) 1 unit — Platt.

DR329 Queer Performance and Body Politics. Examines how performances since 1960 by queer artists have challenged conventional ideas about the body, sexuality, and selfhood. Uses readings by theorists such as Michel Foucault, Michael Warner, and José Esteban Muñoz to identify strategic positions adopted by artists working in literature, film, drama, musical theatre, dance, and performance art (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (DA329.) (Not offered in 2012–13.) 1 unit.

DR330 Performance Away. The class takes place in a selected city (London 2013) and sees and analyzes a wide range of performances including drama, dance, opera, puppetry, solo performance, circus, site specific work, foreign language performance and experimental work in all genres. Explores the social, historical and national parameters of the performances and the past and present performance history and significance of the city. Additional expense \$\$\$ 1 unit — Manley.

DR340 Advanced Topics in Design. Courses offered by design faculty and guests on specialized topic areas in performance design. Lab fee required.

Block 4: DR340 Advanced Topics in Design: Costume as Form/Form as Costume. Explores the relationship between the spaces people occupy, forms they use, and the clothing they wear. Although some readings and lectures will be included, the primary emphasis will be on creative problem solving and visual communication. Students will learn basic technical skills to design and create three dimensional spaces and wearable sculpture, or body art. Students will experiment, work collaboratively, and look analytically at our visual environment as a way to generate new ideas. (AS310.) 1 unit — Ames, Reed.

DR350 Design Practicum. An individual practical design project in connection with department main stage productions. Areas of concentration might include properties, masks, and sound design, video design in association with the season productions. Must be arranged with instructor. *Prerequisite:* DR110 and/or COI (Not offered 2012–13.) 1 unit — Department.

DR400 Topics in Theatre. Courses offered by resident and visiting faculty on specialized topic area, including theatre history, dramatic literature, dramatic theory, and film.

Block 8: DR400 Topics in Theatre: The Art of Persuasion. This course combines acting techniques with classical rhetorical theory as a way to guide students in the development of persuasive argument. We will elaborate on ways to structure public speech, debates and lectures. Examples from political speeches and legal opinions may be used as templates for structuring persuasive arguments. This course is especially suitable for seniors. *Prerequisite:* Consent of department. 1 unit — Edmonds.

DR404 Senior Thesis. Advanced work in drama and/or dance culminating in performance, written thesis, major creative or choreographic work, scenic or lighting design, or other work appropriate to the discipline. Proposal must be approved at the end of the junior year by the department faculty *Prerequisite:* Consent of department. 1 unit — Department.

DR405 Acting 3. Consolidating skills from Acting 1 and 2 and working on heightened and poetic texts including Shakespeare, the Greeks, and the Jacobean and Restoration eras. The class is dedicated to seeing Shakespeare as our contemporary and the verse as no barrier to expression or understanding. Work will culminate with a public presentation. Class is limited to 18. *Prerequisite:* Drama 105 1 unit — Manley.

Dance

THE MAJOR — REQUIREMENTS:

Dance majors must complete a minimum of 13 units in the major:

- *Six units required from Principal Courses:* DA110: Fundamentals of Performance Design; DA211: Historical Perspectives in Dance; DA221: Choreography; DA303: Junior Seminar; DA304: Advanced Performance; DA404: Senior Thesis Project.
- *One unit from Intercultural Perspectives:* DA311 Cultural Perspectives in Dance.
- *One unit from Interdisciplinary Perspectives:* DA326 Performance Studies; DA327 Feminist Performance; DA329 Queer Performance and Body Politics.
- *One Elective Block Unit:* DA225 Body in Motion: Anatomy Kinesiology and Somatics, DR211 Costume Design, DR207 Lighting Design, DR105 Acting DA/DR special topics courses.
- *1.5 units Required Dance Studio adjuncts:* .5 in Improvisation (DS223, DS224) and 1 unit completed in four upper-level dance techniques: .25 in ballet at the DS300–400 level, .25 in contemporary dance at the DS300–400 level, .25 in DS225, DS226 African, Africana or DS321 Asian Dance Forms II, .25 in Somatic Practices.
- *1.5 units Elective Dance Studio Adjuncts.*
- *.25 unit of Dance Repertory for the faculty dance Concert.* DA425.
- *.75 unit in Technical Theatre:* Choose from DA/DR101: Stagecraft (.5 unit) and/or DA212–215: Theatre Studio Work/Technical (.25 unit each).

Outstanding work will be rewarded with distinction upon graduation. Students are urged to study one or more foreign languages. Please consult the Handbook for Theatre and Dance majors online for further clarification of the major.

THE MINOR — REQUIREMENTS:

Dance minor must complete a minimum of 6.5 units in the major. The minor in dance consists of 5 units plus .25 unit of crew work, and one integrative project worth one unit:

- *Three units required block courses:* DA221 Choreography, DA211 Historical Perspectives in Dance, DA311 Cultural Perspectives in Dance.
- *Two units Dance Studio adjunct courses:* 1 unit completed in four upper-level dance techniques: .25 in ballet at the 300–400 level, .5 in contemporary dance at the 300–400 level, .25 in African, Africana or Asian Dance Forms II.
- *.25 unit of crew work:* listed as DA212–215 Theatre Studio. Technical theatre job requirements for the minor should ideally be completed before the final semester of the minor. Students will earn technical theatre credit for work done on a specific departmental production over a span of 2 blocks. Subheading indicates type of work and title of the production.
- *One elective Block unit:* The remaining elective unit may be chosen according to individual interests in dance theory and design courses: DA225 Body in Motion: Anatomy Kinesiology and Somatics; DR211 Costume Design; DR207 Lighting Design; DR105 Acting I or DA special topics courses.
- *Integrative project:* Dance minors must also complete an approved junior or senior integrative project that is either appended to DA303, 304 or 311 or is DA404 Senior Thesis.

Dance Theory

Please use (DA) when signing up for a Dance Theory course.

DA100 History of Performance. Surveys performance in the Western tradition from ancient sacred ritual to contemporary performance art. Chronological, thematic and theoretical study of Greek theatre and Roman spectacle, the medieval masque and revelry, Lully's ballets and Moliere's plays, and Renaissance public forms of performance. Considers notions of class, genre, industrialization, and expression in 19th century dance and drama, including realism and the revolt against established forms. Introduces elements of technology, reproduction, and multimedia forms in the late 19th and early 20th centuries. Considers film, installation, and early performance art as critical additions to performance. Creative projects and field trips augment the course. This class meets the Critical Perspectives: The West in Time requirement, and is also listed as Dance Theory 100. (DR100.) 2 units — Lindblade, Platt.

DA101 Stagecraft Practicum. A basic technical theatre adjunct course connected to a main stage production: Covers the vocabulary, theory, skills and application within the technical areas of sets, stage management, and production crew. Emphasizes the collaborative nature of technical theatre in production — two blocks. (DA101.) .5 unit — Martin.

DA110 Fundamentals of Performance Design. Emphasizes the collaborative nature of 3-dimensional live performance design, its vocabulary, theory and application with a focus on aesthetic integration. Combines artistic practice with critical inquiry to engage simultaneously in creative development and analysis. Class projects introduce students to research, visual analysis, sketching, model making, presentation skills and historical and current performance design trends. No prior experience in theatrical productions expected. Limited to 14. Lab fee required. (DR110.) 1 unit — Davis-Green.

DA200 Topics in Dance. Courses offered by resident and visiting faculty on specialized topic area, including theatre history, dramatic literature, dramatic theory, and film.

Block 6: DA200 Topics in Dance: Experimental and Expanded Cinema. Since its infancy, cinema has been predominantly regarded as a narrative form. Beginning with seminal experiments from the sixties, this course will explore an alternative artistic tradition that emphasizes elements peripheral to convention cinema, such as film's visual and physical qualities. We will first establish how filmmakers like Michael Snow and Tony Conrad used irregular rhythmic structures and their medium's materiality to disrupt spectators' passive pleasure and thereby expose limits shared by artistic and social communication. We will also consider the use of similar techniques by feminist filmmakers such as Barbara Hammer and Joan Jonas to resist the subordination of women to the male gaze. Following the invention of video, our line of inquiry will shift to examine the impact of new technologies on experimental cinema, which led to the emergence of hybrid artistic genres, including multi-media performance and installation. By tracing the migration of cinema beyond the screen in work by artists like Nam June Paik, Anthony McCall, and Jeffrey Shaw, the course will ultimately reflect on how these experiments redefine film as it enters a digital age. (DR200/FS205.) (Block 5.) 1 unit — Platt.

Block 8: DA200 Topics in Dance: Dance Traditions in a Changing Europe — Paris. From ballet at the Opéra Garnier to avant-garde contemporary dance at the Théâtre National de Chaillot to hip-hop and traditional African dance performances in the Parisian suburbs, springtime in Paris is burgeoning with dance. This course explores how various traditional and innovative dance forms are both reflecting and contributing to the multicultural conversations, conflicts, and aesthetic cross-pollinations in the city that continues to be the artistic capital of Europe. Students will attend performances and explore various theoretical approaches to understanding dance as a cultural art form. Students will have the opportunity to take ballet and jazz technique classes. COI Extra Program fee 1 unit — Mercer, García.

DA210 Intermediate Performance Design. Intermediate work in performance design with an emphasis on the emergence of new approaches and innovations in scenic and performance design. Integrates traditional visual languages of the stage with the digital arts. Explores spatial designs for dance, performance installations and the theatrical stage. Includes model making, drawing, drafting and digital/video design programs. Limited to 14, Lab fee required *Prerequisite:* DR110 or COI (Not offered 2012–13.) 1 unit — Davis- Green.

DA211 Historical Perspectives in Dance. Introduction to dance history as drawn from ballet, modern, social dance, and contemporary performance. Examines critical methodologies, key authors, and current research in the field of Dance Studies. Topics may address interdisciplinary concerns, social issues, or representations of gender, race, nationality, and class. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement 1 unit — Platt.

DA212–215: Studio work in technical theatre required for the major. Students will earn technical theatre credit for work done on a specific departmental production over a span of 2 blocks. Subheading indicates type of work and title of the production.

DR212 Theatre/Acting Studio: Peer Gynt. Blocks 1–2: Studio work in technical theatre or acting required for the major. Students will earn technical theatre credit for work done on a specific departmental production over a span of two blocks. .25 units — Manley.

DR213 Theatre/Acting Studio. Blocks 3–4: Studio work in technical theatre or acting required for the major. Students will earn technical theatre credit for work done on a specific departmental production over a span of two blocks. (Not offered 2012–13.) .25 unit.

DR214 Theatre/Acting Studio: Corners Project. Blocks 5–6: Studio work in technical theatre or acting required for the major. Students will earn technical theatre credit for work done on a specific departmental production over a span of two blocks. .25 units — Womack.

DR215 Theatre/Acting Studio: Angels in America, Part I. Blocks 7–8: Studio work in technical theatre or acting required for the major. Students will earn technical theatre credit for work done on a specific departmental production over a span of 2 blocks. .25 units — Lindblade.

DA221 Choreography. A theoretical and practical investigation of dance composition. *Prerequisite:* .25 unit of Beginning Modern Dance or Dance Improvisation or prior dance experience recommended. 1 unit — Womack.

DA223 Improvisation. The practical work in dance improvisation, frequently in collaboration with musicians and artists, to evolve an expanding vocabulary of movement, voice and performance possibilities. (Limited to 20.) .25 unit — Womack.

DA225 The Body in Motion: Anatomy, Kinesiology and Somatics. Basic study of anatomy and kinesiology coupled with somatic practices such as Yoga, Feldenkrais and Laban Movement Analysis to develop one's movement potential. Additional study of philosophical and critical discourses theorizes the relationship of mind to body to further contextualize scientific understandings of how the body moves. 1 unit — Womack.

DA230 Video Dance. Introduction to creating dance specifically for the video medium, also known as video dance investigates ways that choreographers might use video technology as a creative tool. Aspects include production of video, audio, and choreography with the aim of fusing these elements (Limited to 20.) (Not offered 2012–13.) 1 unit — Herminjard.

DA300 Topics in Dance. Courses offered by resident and visiting faculty on specialized topic area, including theatre history, dramatic literature, dramatic theory, and film.

Block 4: DA300 Topics in Dance: Eiko and Koma; Naked and Delicious: The State of Being. Delicious Movement is an experiential and experimental course taught by Eiko, dancer/choreographer and interdisciplinary artist who work as Eiko and Koma (www.eikoandkoma.org). This course combines the “Delicious Movement Workshop” and the study of postwar Japanese arts. Through the study of movement, readings, videos, and films we will learn that space/time is not a white canvas that stands alone and empty. Here and now are continuous parts of a larger geography (space) and history (time) and as such are dense with memories, shadows, and possibilities. We will see art works and films from postwar Japan as examples of artistic representations of despair and perseverance. What is it to forget, remember, mourn, and pray? How do we transcend violence and loss? How does being or becoming a mover or dancer affect our emotional rigor, seeing/learning, and creativity? These are some of the many questions we will explore. This is not a dance class, nor is it geared toward performers. We will learn some movement together, but we encourage you to think about movement as a method of accessing human experiences and building knowledge, a way to explore sensations, thoughts, and reactions to a particular space. See the video created by Colorado College student at (<http://eikoandkoma.org/videoofnakedanddelicious>). (DR300.) 1 unit — Eiko and Koma.

Block 5: DA300 Topics in Dance: New Media for Performance and Installation. This studio course will explore the production and fusions of performance and time-based digital media. Aspects will include production of audio, video, and interactive environments with the aim of fusing these elements in a variety of types of work. (AS210.) 1 unit — Herminjard, Raffin.

DA303 Junior Seminar. Activates theoretical and practical aspects of creative collaboration between drama and dance majors and also among artistic disciplines. Studies include immersion in performance theory, aesthetic philosophy, and collaborative strategies to create an integral final group public performance. Collaboration and collision through a process of experimentation and rehearsal to discover which elements (visual, kinesthetic, audio, textual, temporal, and spatial) lend themselves to a unified event in performance. DA110/DR110, DA211, and DA221 recommended. (DR303.) *Prerequisite:* COI 1 unit — Platt.

DA304 Advanced Performance. Investigation of choreographic theories and practices with an emphasis on interdisciplinary inquiry. Topics include: Advanced Choreography, Site-specific Performance, Installation and Performance, Choreographies of Editing, Community and Performance. Can be repeated for credit to fulfill one elective requirement within the major. *Prerequisite:* DA221 or COI. 1 unit — Department.

Block 2: DA304 Advanced Performance: Site Specific Performance. A creative, historical and theoretical investigation of performing places, off the stage and in specific locations. How might we perform in places not typically associated with dance and theatre and how does a site — a golf course, a stadium, a high-rise building, a rock quarry, for example — perform in its everyday usages? How does a place move its occupants and how might performance reconstitute a place? How might we reimagine public locations to change the viewers habituated uses and perceptions? Assumptions about where and how one performs will be examined. Sites both on and off campus will be mined as possible performance locations for our aesthetic investigations and social interventions. (DR304.) 1 unit — Womack.

DA311 Cultural Perspectives in Dance: Black Aesthetics in American Dancing. Study of dance practices and their specific histories within and across cultures. Themes of embodiment, race, ethnicity, identity, migrational flows, appropriation and cultural exchange inform the analysis of the selected dance traditions, fusions and innovations. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Sl.) 1 unit — Amin.

DA325 Projects in Dance. Independent work in dance appropriate to the needs or interests of qualified students.

DA326 Performance Studies. Examines new approaches to the study of performance drawn from sociology, anthropology, and media studies. Uses readings by scholars such as Diana Taylor, Richard Schechner, and Philip Auslander to analyze works by contemporary choreographers, theatre ensembles, and performance artists, as well as performances from everyday life, including concerts, festivals, and political protests. Attention also given to how performances construct race, gender, and nationality. (DR326.) 1 unit — Platt.

DA327 Feminist Performance. Examines how performances since 1960 by female artists have challenged the subordinate status of women in art and society. Uses readings by theorists such as Judith Butler, Sue-Ellen Case, and Peggy Phelan to identify strategic positions adopted by artists working in drama, dance, film, performance, art, and new media. (DR327.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

DA329 Queer Performance and Body Politics. Examines how performances since 1960 by queer artists have challenged conventional ideas about the body, sexuality, and selfhood. Uses readings by theorists such as Michel Foucault, Michael Warner, and José Esteban Muñoz to identify strategic positions adopted by artists working in literature, film, drama, musical theatre, dance, and performance art (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (DR329.) (Not offered in 2012–13.) 1 unit.

DA400 Topics in Dance. Courses offered by resident and visiting faculty on specialized topic area, including theatre history, dramatic literature, dramatic theory, and film.

DA404 Senior Thesis/Project. Advanced study of topics related to theory, criticism, literature, and history of the theatre and dance, resultant thesis or performance. Required of all dance majors. *Prerequisite:* Majors or consent of instructor. 1 unit — Department.

DA425 Dance Repertory. Development of performance and rehearsal techniques through choreographic forms. Repertory works from faculty, Labanotation scores, or guest choreographers will be set on students for performance. *Prerequisite:* Consent of instructor through audition (Extended format blocks 1–8.) .25–1 unit — Herminjard, Mercer, Womack, Guests.

Dance Technique

Please use (DS) when signing up for a Dance Studio class.

Note on dance technique classes: Dance technique classes at Colorado College are developed to satisfy a wide range of student interest and expertise. Students who have never danced before will find that the Beginning Modern class is an appropriate level for them. This class will provide an introduction to various dance styles, improvisation, and expression in movement, while simultaneously developing an awareness and appreciation for anatomically correct movement technique. Beginning Ballet classes are recommended for students who have danced before and would like to continue in ballet, and for students who are taking more than one semester in dance. Improvisation classes are useful for students wishing to do work in choreography, or for students who are curious about spontaneous process. Improvisation is also open to music students who would like to work with improvisational forms. Since students often come to Colorado College with more than a few years of dance training, we advise students to register for the class that they think is most appropriate to their level, with the understanding that the teacher may advise the student to change to a different class once the course is begun.

- DS105 Beginning Contemporary Dance.** (Blocks 1–2.) .25 unit — Koenig.
- DS107 Beginning Contemporary Dance.** (Blocks 5–6.) .25 units — Lai.
- DS113 Beginning Ballet.** .25 (Blocks 1–2.) .25 units — Mercer.
- DS114 Beginning Ballet 2.** (Blocks 3–4.) .25 units — Mercer.
- DS205 Intermediate Contemporary Dance.** (Blocks 1–2.) .25 units — Koenig.
- DS206 Intermediate Contemporary Dance.** (Blocks 3–4.) .25 units — Koenig.
- DS207 Intermediate Contemporary Dance.** (Block 5–6.) .25 units — Lai.
- DS210 Dance Studio: Independent work in Choreography/Performance.** .25 units.
- DS213 Intermediate Ballet.** (Blocks 1–2.) .25 units — Mercer.
- DS214 Intermediate Ballet.** (Blocks 3–4.) .25 units — Mercer.
- DS215 Intermediate Ballet.** (Blocks 5–6.) .25 unit — Mercer.
- DS216 Intermediate Ballet.** (Blocks 7–8.) .25 units — Mercer, Koenig.
- DS221 Asian Dance Forms I: Balinese Dance.** (Blocks 1–8.) .25 units — Lasmawan.
- DS223 Improvisation.** (Blocks 1–2.) .25 units — Womack.
- DS224 Improvisation.** (Blocks 3–4.) .25 units — Womack.
- DS224 Improvisation.** (Blocks 5–6.) .25 units — Lai.
- DS225 Africana Dance Forms: I.** (Blocks 1–2.) .25 units — Yayefall.
- DS226 African Dance Forms: I Capoeira I.** (Blocks 3–4.) .25 units — Lauritzen.
- DS226 African Dance Forms: I.** (Blocks 7–8.) .25 units — Yayefall.
- DS242 Somatic Practices: Qui Gong.** (Blocks 1–2.) .25 units — Holbrook.
- DS245 Somatic Practices: Pilates.** (Blocks 7–8.) .25 units — Herminjard.
- DS313 Intermediate Ballet.** (Blocks 1–2.) .25 units — Mercer.
- DS314 Intermediate Ballet.** (Blocks 3–4.) .25 units — Mercer.
- DS315 Intermediate Ballet.** (Blocks 5–6.) .25 unit — Mercer.
- DS316 Intermediate Ballet.** (Blocks 7–8.) .25 units — Mercer.
- DS325 African Dance Forms II.** .25 units — Lauritzen.
- DS326 African Dance Forms II Capoeira II.** (Blocks 5–6.) .25 units — Lauritzen.
- DS405 Advanced Modern Dance: Technique of Martha Graham.**
(Blocks 1–2.) .25 units — Herminjard.
- DS406 Advanced Contemporary Dance.** (Blocks 3–4.) .25 units — Herminjard.
- DS407 Advanced Contemporary Dance.** (Blocks 5–6.) .25 units — Lai.
- DS408 Advanced Contemporary Dance.** (Blocks 7–8.) .25 units — Herminjard.
- DS413 Advanced Ballet.** (Blocks 1–2.) .25 units — Mercer.
- DS414 Advanced Ballet.** (Blocks 3–4.) .25 units — Mercer.
- DS415 Advanced Ballet.** (Blocks 5–6.) .25 units — Mercer.
- DS416 Advanced Ballet.** (Blocks 7–8.) .25 units — Mercer, Koenig.

Non-Departmental Studies and Courses

Film Studies

Professors BUTTE, SARCHETT, SIMONS; Artists in Residence HASKELL, NELSON

Film studies is a program administered by the English department. The program offers a minor to students with an interest in film and video in addition to their major. The orientation is eclectic and aesthetic, the study of cinema as an art, whatever the genre (narrative, documentary, animation, experimental) or mode of presentation (theater, television, internet). Senior film projects by students in any discipline are encouraged and supported. The curriculum is enriched further by the availability of courses in acting, directing, photography, and video art offered by other departments.

THE MINOR (6 UNITS):

The minor in film studies requires the successful completion of six units of coursework including:

- Two core courses: 212 Basic Filmmaking and 215 Introduction to Film Studies.
- One additional unit in film history/criticism: 315 Film History and Theory, 205 Topics in Cinema, 220 Blacks and the Cinema, 232 Films of Alfred Hitchcock, 244 American Film Comedy, or 305 Advanced Topics in Cinema.
- One additional unit in filmmaking: 312 Advanced Filmmaking, 218 Topics in Filmmaking, 284 Beginning Screenwriting, or 318 Advanced Topics in Filmmaking.

Any two additional film studies units, not to include more than one unit of independent study. (Two half-block courses equal one unit.)

205 Topics in Cinema. Detailed examination of some specific aspect of film: a genre (the Western, Film Noir, the slapstick comedy, the documentary); the work of an individual director; the films of a particular country, etc.

Block 1: Topics in Cinema: American Crime Films Since 1965. 1 unit — Simons.

Block 3: Topics in Cinema: Politics and Film. 1 unit — Fuller and Simons.

Half-Block: Topics in Cinema: Myth of Peter Pan in Literature and Film. (Also listed as English 280.) .5 unit — Butte.

Half-Block: Topics in Cinema: Play it Again, Bogie: The Films of Humphrey Bogart. .5 unit — Simons.

Block 6: Topics in Cinema: Experimental and Expanded Cinema. (Also listed as Drama 200.) 1 unit — Platt.

Block 7: Topics in Cinema: Philosophy of Technology through Film and Media. (Also listed as CO200.) 1 unit — Kryzch.

Block 8: Topics in Cinema: Italian Film. Taught in Italy. Course fee. 1 unit — Bizzarro and Sarchett.

Block 8: Topics in Cinema: Italian Politica Cinema. 1 unit — Righi.

212 Basic Filmmaking. Examines the fundamentals of filmmaking – planning, shooting, and editing – via numerous short projects that culminate in a final public screening. Topics include framing and composition; cinematography, lighting, and sound; storyboards and shot diagrams; editing tools and techniques; digital workflow; and the processes of analysis, evaluation, and revision. 1 unit — Department.

215 Introduction to Film Studies. Film in its formal dimensions, narrative and non-narrative (documentary, experimental). How meaning and pleasure are created visually. Emphasis on film style: the shot, mise-en-scene, cinematography, editing ® (montage) and sound. 1 unit — O'Riley, Sarchett.

218 Topics in Filmmaking. Introductory course in specific film making techniques and genres, such as Stagecraft for Film, Documentary Film making, Film and Video Animation. 1 unit.

Block 2: Topics in Filmmaking: Documentary Form and Filmmaking. First-years only. 1 unit — Nelson.

220 Blacks and the Cinema. An introduction to the relationships Blacks have had to the American cinema: as filmmakers, performers, audiences and as “characters” whose images have formed a critical vocabulary for American race relations. (Not offered in 2012–13.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Race and Ethnic Studies 220.) 1 unit.

232 The Films of Alfred Hitchcock. Study of the major periods, forms and themes of the films of Alfred Hitchcock. Included are comedies (To Catch a Thief) and tragedies (Vertigo), early British period films (The Lady Vanishes), classics of the 1940's (Notorious) and 1950's (Rear Window), and late masterpieces like The Birds or Marnie. (Not offered in 2012–13.) 1 unit.

244 American Film Comedy. A study of the major directors of comedy in American film, from Chaplin and Keaton through Capra, Hawks, and Sturges to more recent masters like Woody Allen the Coen Brothers and Wes Anderson. Includes important works in theory of comedy as context, from Freud to Cornford, Bakhtin and Frye. (Not offered 2012–13.) 1 unit.

284 Beginning Screenwriting. Practice in writing screenplays. 1 unit — Nelson.

305 Advanced Topics in Cinema. Studies in a wide array of topics related to film history, theory, and genres. *Prerequisite:* Film Studies 215 or consent of instructor. (Not offered 2012–13.) 1 unit.

312 Advanced Filmmaking. A course designed to prepare students for doing advanced independent projects in film or video. The course is a prerequisite for doing senior projects and deals with the creative and practical disciplines required to do festival-quality work. Activities include hands-on experience shooting and editing 16 mm film and digital video. *Prerequisite:* Film Studies 212. 1 unit — Haskell.

315 Film History and Theory. Film in its material, historical and theoretical dimensions, from its beginnings to the present. Growth of the film industry; the American studio system; European avant-garde cinema; world cinema; auteurism; film and popular culture; problems of genre. Film theory: the nature of the medium; its major theorists — Griffith, Eisenstein, Arnheim, Bazin, Kracauer, Metz, Mulvey, etc. 1 unit — Butte.

318 Advanced Topics in Filmmaking. Work in specific genres or with specific techniques of film and video making for advanced students. *Prerequisite:* Film Studies 212 or equivalent. 1 unit.

Block 7: Advanced Topics in Filmmaking: On Location in Hollywood. Course Fee. Taught in Los Angeles, California. 1 unit — Haskell.

486 Senior Film Project. Capstone film or video making project for Film Track English majors and majors in other fields working on a senior project in film or video. *Prerequisite:* Senior status and Film Studies 312 or its equivalent. 2 units — Nelson.

General Studies

100 Society and Identity. Investigates those social, political and psychological forces that shape how young people define who they are and how they interact with their families, peers and communities. Questions include: How do youth engage with media and technology to express themselves, forge social networks, and effect social change? What are the psychological processes of identity formation, and how do media and culture influence identity formation? (Not offered 2012–13.) .25 to .5 units.

101 Freedom and Authority. The conflicts of individual freedom and institutional authority in ethics, politics, science and religion. Readings emphasize the development of these conflicts in Western culture, from antiquity to modern times, and are related to the decisions which students must make concerning the central values in their lives. Freshmen only. Students may receive separate grades for each block of this course, but must be enrolled in all the blocks in order to receive credit. (Cannot be taken for credit after General Studies 301.) *Prerequisite:* First-Year Experience course. First-years only. (Meets the Critical Perspectives: The West in Time requirement.) 2 units.

108 Distinctively English. An introduction to aspects of contemporary English life which distinguish English culture for its North American variations. Topics include: the geographical setting, demographic realities, social and moral values, food, humor, and the role of tradition. (Not offered 2012–13.) .5 to 1 unit.

112 Basic Filmmaking. (Now FS212.) An introduction to the art and craft of making films. This course provides an opportunity to produce a short video worthy of becoming a part of your artistic or professional portfolio. The first two assignments are warm-ups for the final and will give you a chance to get used to the equipment and refine your skills in cinematography, editing, and project planning. 1 unit.

125 The College Experience. An examination of the problems of moral, psychological, and social development in college life. A discussion of the kinds of development needed during the college years for the self to move from adolescence to adulthood. Readings will be from authors such as Allan Bloom, Erik Erikson, Lawrence Kohlberg, Heinz Kohut, George Vaillant, and David Norton.) (Not offered 2012–13.) .5 to 2 units.

128 Studies in Portuguese. For students interested in acquiring an elementary speaking and reading knowledge of Brazilian Portuguese. The course is intended only for students who have already reached intermediate levels in another romance language. Oral drills, reading, grammar, tapes, Brazilian music and Brazilian film. (Not offered 2012–13.) .5 unit.

201 Advanced Written Practice in English as Second Language, I. Language practice and support for any student whose native language is not English. Review of and practice in American academic writing conventions, mechanics, and English grammar. .5 unit — Emmer.

202 Advanced Oral Practice in English as Second Language, II. Strengthening of oral fluency skills through pronunciation practice, vocabulary development, and review of idiomatic expressions and two-word verbs. Students will also participate in classroom discussions and oral presentations. .5 unit.

203 Morality in War. The relevance of moral concepts to the analysis of war; moral justifications for war and terrorism; personal responsibility in war; the responsibility of citizens and public officials; the moral basis of nonviolent action and conscientious objection. Application to conflicts from ancient times to Vietnam. 1 unit.

204 Spirit and Nature: Religion and Science. Come and explore the realms of spirit and nature, and within those realms the human spirit and human nature. Examine where good and evil are to be found. Study the parallels and differences between religion and science. Discover meaningful relationships between 1)the natural and the supernatural; 2)natural history and natural theology; 3)immanence and transcendence; 4)the animate and the inanimate; 5)the sacred and the secular. Consider how a person of integrity can be both religious and scientific. Explore our world in both natural and religious settings. Become aware of the diversity of life, and of religions, and look for ways to nurture and protect both diversities. Come away looking at our world and all its components, including the spiritual and the natural, in new and different ways. The course will trace the development of the theory of evolution in 19th century Victorian England by both Charles Darwin and Alfred Russell Wallace and consider the response to the theory in both scientific and religious circles, both then and now. There will be re-enactments of meetings of the Royal Society of England in response to the publication of *The Origin of Species* and debates in those meetings. We will explore faith and the plurality of religions through Paul Tillich's *Dynamics of Faith* and Diana Eck's *Encountering God*, consider *The Sacred Depths of Nature* with Ursula Goodenough, reflect on human-human and human nature interactions and the nature of evil with the aid of Rosemary Reuther's *Gala and God* and Lance Morrow's *Evil: An Investigation*, experience different religious communities, and read and recite nature poetry. Field projects (with on-and off-trail hiking) will include exploring 1)bio-diversity in the San Luis Valley, and 2)the geologic history of the Garden of the Gods and Queen's Canyon. We will be participating in a community service learning project surveying parts of the newly-developed Cheyenne Mountain State Park for signs of wildlife. Class will be held at the Baca campus for one week during Block 1. (Not offered 2012–13.) 1 to 2 units.

205 Reading Practicum. This .25 credit course develops active reading strategies and skills necessary for students to read successfully at the college level. The course will be taught primarily in a workshop format, using group discussions, directed readings, small group activities, and written reading-response assignments. Students at all levels of reading proficiency are encouraged to enroll in order to improve reading comprehension and speed, expand critical reading skills, and enhance reading proficiency across the liberal arts curriculum. (Two consecutive blocks.) .25 unit.

211 Understanding the Holocaust. 1 unit.

212 Minds, Machines and Mammals. Can machines think? Do animals think? What are our criteria for ascribing intelligence to any system, including the human mind? This course explores these questions and others in an effort to understand the nature of intelligence. (Not offered 2012–13.) 1 unit.

216 Introduction to Journalism. Basic skills of the discipline, focusing primarily on news, analysis, feature and editorial writing (including research, fact-checking, interviewing), but dealing also with editing, layout, journalistic ethics, libel laws. 1 unit — Eastburn, Prendergast.

217 Practice in Journalism. *Prerequisite:* Consent of instructor. .5 unit — Prendergast.

219 Mix Media Watercolor on Paper. 1 unit.

220 Blacks and the Cinema. (Now FS220.) An introduction to the relationships Blacks have had to the American cinema: as filmmakers, performers, audiences and as 'characters' whose image have formed a critical vocabulary for American race relations. (Not offered 2012–13.) 1 unit.

221 Italy after Fascism. A study of present-day Italian society through its history, literature and film. The starting point of the course is Neorealism, a revolutionary movement in cinema which became the repository of partisan hopes for social justice in the postwar Italian state. A selection of texts and films produced between 1945 and 1985 will attempt to show in what ways Italian society has fulfilled, and disappointed, the promise of Neorealism. This course will also serve as the culminating experience for the Italian Minor. (Not offered 2012–13.) 1 unit.

222 Special Topics. 1 unit.

223 Politics, Ethics and Journalism (with Emphasis on Writing). Survey of the influence of the news media in American Politics with particular attention to the ethical problems faced by working journalists. Emphasis on the conflict between the public's right to know and the individual's right to privacy. Jointly taught by a professional journalist and a member of the Colorado College faculty. (Not offered 2012–13.) 1 unit.

228 Human Sexual Behavior. A seminar considering and analyzing human sexuality from physiological, sociological, and psychological viewpoints. Discussions will place considerable emphasis on exploring the attitudes, opinions, and values of society, as well as of course participants, in regard to human sexuality and examining the bases, social purposes and consequences of these attitudes, opinions, and values. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as General Studies 228.) 1 unit — Olive.

234 Issues in Contemporary Africa. A survey of African history followed by discussion of current political, social, and environmental issues in southern Africa. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit.

240 The 18th Century: Theatre, Music, Art, Science and Revolution. *Prerequisite:* Taught at the Newberry Library in Chicago. Extra expense \$\$\$\$. 1 unit.

242 Woof and Warp: What are the interrelationships between science and literature? In what ways does literature mirror, reject, distort, or even anticipate changes in scientific views of the earth and the cosmos? By relating scientific essays and demonstrations to literature, we will explore how authors such as Thomson, Wordsworth, Pynchon, Stoppard, Whitmore, Borges and Calvino have employed scientific concepts. (May be offered with Emphasis on Writing.) (Not offered 2012–13.) 1 unit.

255 Reading and Rhetoric in the Liberal Arts: Environmental Politics. This half-unit (.5 credit) course focuses on readings in contemporary environmental politics and the rhetoric of these readings. We will examine how the environment is mobilized as a political device and how public opinions and policies may be shaped by particular rhetorical strategies. The course will be taught in a workshop format, using group discussions, directed readings, small group activities, individual meetings, and a series of written reading-response assignment. One of Colorado College's foremost objectives as a leading liberal arts institution is to prepare its students "with mental agility and the skills of critical judgment" essential to learning. Reading is one of the principal means by which we expose students to a variety of ideas, data, disciplines, and epistemologies. This course attends to reading in both theory and practice to challenge students to engage with texts more critically and actively. By focusing upon critical readings of environmental politics, students will develop strategies and knowledge that translate across the liberal arts curriculum. (Offered as a half-block and extended format course.) .5 unit.

257 Topics in Reading and Rhetoric in the Liberal Arts. This course examines what it means to read on both a theoretical and practical level. Focusing on readings concerning the transactional This course examines what it means to read on both a theoretical and practical level. Focusing on readings concerning the transactional theory of reading, students will consider the influence of the background knowledge and beliefs they bring to texts as well as the way in which the text can prompt transformations in their thinking and believing. In the process of reading and discussing the assigned materials, the students will also develop and polish college level reading skills. This course will be taught in a seminar fashion, with small and whole group discussion, assigned readings and reading-response short papers. (Not offered 2012–13.) .5 unit.

280 Creative Writing, Science Writing, and River. 1 unit.

281 Aye Caramba! Interpreting The Simpsons and Other Popular. 1 unit.

300 Theory and Practice of Peer Tutoring. (Pass/Fail only.) *Prerequisite:* Consent of instructor; must apply during second block. .5 unit.

309 Independent Study. Supervised reading and structured reflection following a student's participation in a Colorado College Student Exchange or Affiliated study abroad program, culminating in a research essay and/or extensive creative work plus a reflective journal/portfolio on the international experiences. A presentation to the college community may be incorporated into the independent study, but will not substitute for written work. .5 unit.

312 Advanced Filmmaking. (Now FS312.) A course designed to prepare students for doing advanced independent projects in film or video. The course is a prerequisite for doing senior projects and deals with the creative and practical disciplines required to do festival-quality work. Activities include hands-on experience shooting and editing 16mm film and digital video. *Prerequisite:* General Studies 112. 1 unit.

314 Independent Study in Journalism. This course has two components: a practicum in journalism and an integrated project designed to accompany the student's course work in the minor. The student's work in the practicum will be evaluated by the on-site supervisor; the supervisor's reports will be reviewed by the minor advisor. The project should be designed by the student in consultation with the minor advisor and course instructor(s). The project should involve a critical component: it should enable the student to explore and critically reflect upon the construction of newsworthy material, the formal and generic constraints of journalistic writing, and the shaping ideologies, both subjective and institutional, of specific instances of journalism. (Only open to students who are pursuing the Thematic Minor in Journalism.) *Prerequisite:* Consent of instructor and Must be pursuing Thematic Minor in Journalism and General Studies 216 and either English 280 "Journalism as Literature" or General Studies 223. 1 unit — Prendergast.

320 Independent Study. Supervised readings or in-field investigations in areas of interest to the students that are interdisciplinary in nature and cross divisional lines within the college. The readings and/or investigations will be followed up with discussions and written reports. Must be approved and supervised by two faculty members from different divisions of the college. 1 unit.

330 Urban Investigations. Guided exploration of a topic in urban studies chosen with the instructor's approval. Satisfies the integrative experience requirement for the Urban Studies thematic minor. *Prerequisite:* Consent of instructor or Sociology 123. 1 unit.

395 Peer Tutoring Practicum. Pass/Fail only. *Prerequisite:* General Studies 300 or consent of instructor. .5 unit.

400 Senior Thesis I. Thesis subject of integrative project to be developed by the student with the approval of the advisor. For liberal arts and sciences majors or students doing the integrative project of Thematic Minors. Offered any block of the year. 1 unit.

401 Senior Thesis II. Completion of the senior thesis and oral defense with faculty sponsors. Liberal Arts and Sciences majors only. Offered any block after 400 Senior Thesis I. 1 unit.

Studies in Humanities

101 Aikido. A Japanese martial art based on principles of resolving any form of conflict nonviolently. Physical movements are related to ethical considerations as a student learns to react without harming a partner or being harmed in turn. Maximum of .5 unit may be counted towards graduation. (Not offered 2012–13.) .25 unit.

112 Visual Culture. Visual Culture explores the connections between fine art and a wide variety of contemporary images. Course assignments combine visual analysis, readings, and discussion with creative projects. Students will examine different media to explore the following topics: illusion and reality, the ideal, image and text, gender, architecture and public spaces. This course was formerly listed as AS 110 Topics in Studio Art: Visual Culture. (Not offered 2012–13.) 1 unit.

115 Introduction to Film. (Now FS215.) Film in its formal dimensions, narrative and non-narrative (documentary, experimental). How meaning and pleasure are created visually. Emphasis on film style: the shot, mise-en-scene, cinematography, editing (montage) and sound. (Not offered 2012–13.) 1 unit.

118 Gender and Communications. This course investigates the differences and similarities between male and female communication in contemporary American society within the framework of communication and feminist theory from a number of contexts, including interpersonal communication in family contexts and the work environment, public communication about gender in the media, and interpersonal and mediated communication in the education system. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

180 Revolution in the Arts. 2 units.

202 Topics in Literature.

Block 1: Rilke.

Block 2: Mythology and Media. 1 unit.

215 Film History and Theory. (Now FS315 Film in its material, historical and theoretical dimensions, from its beginnings to the present. Growth of the film industry; the American studio system; European avant-garde cinema; world cinema; auteurism; film and popular culture; problems of genre. Film theory: the nature of the medium; its major theorists — Griffith, Eisenstein, Arnheim, Bazin, Kracauer, Metz, Mulvey, etc. (Not offered 2012–13.) 1 to 3 units.

217 Creating the Self. An exploration of Heinz Kohut's psychoanalytic theory of how selves are developed, how they can be injured and fall into pathologies, and how this theory of the self can be used in the interpretation of culture, especially philosophy, music, and literature. (Not offered 2012–13.) .5 unit.

218 Psyche and Symbol: G. Jung. A basic introduction to the thought of C. G. Jung, including his notions of the structure of the personal and collective unconscious, the function of archetypes and dreams in development and healing, and the transcendental function as it relates to the individuation process. Jung's belief that events of political violence are exteriorizations of unexamined inner conflicts will also be seriously considered. (Not offered 2012–13.) .5 unit.

230 Discovering the Unconscious. 1 unit.

290 Topics: The Beginning of Modernism. 1 unit.

370 Independent Study: Advanced Topics in Psychoanalysis. 1 unit.

Studies in Natural Science

Studies in Natural Science. Natural and synthetic materials; their properties, their functions in living and engineered structures, and the environmental impacts of their use. Applications to human-powered vehicles, lasers, superconductors, medical prostheses, and other systems familiar and exotic. (Not offered 2012–13.) 1 unit.

160 Mathematics and Geology of the Great American Desert. A two block FYE course where the central goal is to educate students about the role of mathematics and geology in understanding the development of the Western United States, both naturally and via human intervention, including what this means for our future. *Prerequisite:* High school algebra and trigonometry. (Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.) (Not offered 2012–13.) 1 to 2 units.

Interdisciplinary Programs and Courses

Community-Based Learning

Advisers — CORIELL, HYDE, STANEC

Community-Based Learning (CBL) is experiential education that promotes student learning in community contexts, by focusing on community concerns. It goes beyond treating the community as a mere lab by building reciprocity — be this immediate or deferred — and prioritizing participants' mutual reflection. Courses with a CBL notation include the intention of equipping students with the skills, knowledge and experience to exercise influence toward social, cultural, environmental or civic outcomes that benefit the common good. Please contact the faculty member listed to learn more about the CBL component of the course.

AS110 Introduction to Three Dimensional Design-Environmental Design Emphasis. Reed.

AN208 Topics in Anthropology, Anthropological Perspectives on Conservation. Fish.

AN208/ES209 Topics in Anthropology: Youth, Power and Social Movements. Tiongson.

AN242 The Anthropology of Food. Montaña.

CH366 Physical Chemistry I. Meyer.

CH383 Biochemistry of Nucleic Acid. Grover.

DR/AH200/EV260 A City in a Forest. Marble.

ED120/100 College Aides in the Colorado Springs Schools. Gortner.

ED150 Contemporary Issues in Education. Mendoza.

ED203/EV250 Environmental Education. Taber.

ED275 Mentoring At-Risk Youth. Department.

ED202 Teaching English as a Second Language. Emmer.

ED220 Power of the Arts in Education. Stanec.

ED320 Teaching through the Arts. Stanec.

EV212 Energy and the Environment. Meyer.

EV321 Environmental Management. Perramond, McKendry. (*Note: Only the section taught Block 2.*)

FG410 Practicum in Feminist and Gender Studies. Victoria.

FS218 Topics in Filmmaking: The Documentary. Haskell, Nelson.

HY200 Colorado and its Histories. Hyde.

PH203 Globalization and Philosophy. Hernandez-Lemus.

PY299 Neuroscience. Jacobs, Driscoll.

SO/FG235 Sociology of Family. Murphy-Geiss.

Departmental Major/International Affairs Option

Advisers — KAPURIA-FOREMAN, LYBECKER, PRICE-SMITH

The departmental major/international affairs option is designed to allow students the advantage of a traditional major along with the development of an understanding of international affairs. It assumes that such an understanding begins to develop through study of a foreign language, an extended experience outside one's own country, and a familiarity with approaches which address the affairs of nations and peoples.

The requirements of the departmental major/international affairs option are as follows:

- 1.) The requirements of the major.
- 2.) At least three units of credit for study outside the United States.
- 3.) Proficiency in a foreign language:

For languages that are taught at Colorado College, proficiency through the Conversation and Composition level (usually 305). For languages that are not taught at the college or are taught only to the intermediate (usually 202) level, proficiency through the intermediate level. Students may meet this requirement through placement exams.

- 4.) Three units of credit in courses that cover in a substantial way the foundations used by a discipline to understand and compare the social affairs of nations and peoples and interactions among nations and peoples.

A course which covers certain phenomena in geographical areas other than the United States does not qualify per se. A student whose major is in a discipline which offers foundations courses must take at least one of the three units in the major. See an international affairs adviser for a list of approved courses.

Liberal Arts and Sciences

Adviser — Associate Dean of the College EVITT

Some students may wish to pursue a major other than an existing disciplinary or interdisciplinary major. Such students may petition to major in liberal arts and sciences (LAS) and should submit their LAS major application to the committee by the end of their second year. This option permits students with the help of two faculty advisers from different departments to design special interdisciplinary concentrations according to particular interests and needs. It is assumed that the liberal arts and sciences major is interdisciplinary in its conception and is at least as rigorous as any departmental major.

- 1.) Students selecting the liberal arts and sciences major must fulfill the appropriate college degree requirements as listed in the catalog. A minimum of nine units or a maximum of 14 units may be counted toward this major. The maximum number of units is recommended.
- 2.) Only two units at the 100 course level can be counted toward the major (language courses at the 100 and 200 level cannot be counted as part of the major). At least seven and no more than 12 of the units, designated as constituting this major, must be above the 100 course number level. One or two of these units may be General Studies 400 and General Studies 401 (Thesis).
- 3.) Thesis Proposal: A student declaring an LAS major should outline his or her thesis topic and the courses that will prepare the student to write the thesis. In particular the student should address which courses will provide the methodological and theoretical skills to write a successful thesis on the anticipated topic. A written thesis proposal must be submitted to the principal adviser no later than the end of the junior year. The thesis must be completed and turned in to the principal adviser no later than Block 7 of the senior year.
- 4.) Courses, which constitute the major in liberal arts and sciences, are designated on the transcript by two asterisks.
- 5.) A student must submit the application for a liberal arts and sciences major to the Dean's Advisory Committee during the second semester of the sophomore year. A student wishing to apply for this major after the sophomore year, or to change from another major to the major in liberal arts and sciences, must present persuasive evidence that such a proposal is educationally advisable and that circumstances make it possible to achieve a satisfactory major. The student must also submit a written statement explaining why the proposed goals of the major cannot be achieved through a departmental major, a major and a minor, a double major, an interdisciplinary major, or through outside courses taken in addition to the requirement of a departmental major.
- 6.) The principal adviser works closely with the student in constructing the initial proposal, reviews and approves changes to the original proposed major, helps the student to conceptualize and complete the thesis and turns in the final grade. The associate adviser reviews the initial proposal providing criticism and suggestions, acts as a reader of the final draft of the thesis and recommends a final grade to the principal adviser. Each faculty adviser is expected to write a letter of support for the student's proposed program.

- 7.) The program of courses should be accompanied by a typewritten description of the concentration proposed in the major — that is, a rationale demonstrating the cohesiveness of the proposed program of courses. Each course in the proposed program should be listed by course number and title, along with a statement as to how it relates to the written description of the major. The original application for the major should contain some indication of what this final project or theses will be. (See point 3 above.)
- 8.) At the end of the senior year, the faculty advisers will submit a report to the Dean's Advisory Committee, evaluating what the student has accomplished in the major.

North American Studies

Adviser — PRICE-SMITH

The North American studies program is designed to create an understanding of the complex regional forces shaping North America. Political, social, cultural, and economic ties among Mexico, the United States, and Canada are transforming all three countries, creating a region which is ever more closely related and interdependent.

The North American studies program includes:

- 1.) A thematic minor.
- 2.) Block visitors from Mexico, Canada, and the United States.
- 3.) A North American institute during the Summer Session. This first part of this course is taught at Colorado College, followed by travel to Canada and Mexico. In order to help students interested in North American studies to locate courses of interest, we have cross-listed those departmental courses which deal with North America under the course heading, North American studies.

They are listed below:

ANTHROPOLOGY:

- **204 Prehistory: North America.**
- **211 The Culture Area: Eskimos.**
- **242 The Anthropology of Food.**
- **290 American Indian Music.**

ART HISTORY:

- **180 Native American Art.**
- **200 Topics: Art of Mexico.**

HISTORY:

- **105 Civilization in the West: The Atlantic World.**
- **203 Native American History (Canada).**
- **267 History of the Southwest under Spain and Mexico.**

MUSIC:

- **290 American Indian Music.**

POLITICAL SCIENCE:

- **103 Western Political Tradition.**
- **341 International History of North America, 1754–1867.**
- **410 Tutorial in International Relations.**

ROMANCE LANGUAGES:

- **SPANISH 338 Latino Literature in the United States.**

SOCIOLOGY:

- **234 Sociology of 20th-Century Mexico.**

SOUTHWEST STUDIES:

- **275 The American Southwest: The Heritage and the Variety.**

SPANISH:

- **339 Chicano Literature.**

Race and Ethnic Studies

Advisers — CHAN, GARCIA, HERNANDEZ-LEMUS (director), HYDE, KAPADIA, LEWIS, MONTAÑO, PADILLA, WONG

The race and ethnic studies program offers a minor. Students are encouraged to consult with race and ethnic studies faculty and with their faculty advisor in their pursuit of a race and ethnic studies thematic minor. 5 units minimum.

All students are required to complete:

- 1.) ES185 – Introduction to Race and Ethnic Studies.
- 2.) One approved course on the theorizing of race, such as ES212 Theories of Race and Ethnicity or ES 200/PH285 Philosophy and Race. Other courses offered in a given block may be considered in consultation with members of the RES steering committee;
- 3.) One approved methods course (e.g., ES215/AN215 Research Design: Method and Theory or ES321/AN321 Rio Grande: Culture, History, and Region), suitable to the student's focus, chosen in consultation with the RES advisor;
- 4.) Two units of approved electives (all to be cross-listed with race and ethnic studies, such as ES200/HY217 American Frontiers, ES200/SW200 Topics in Southwest Studies: The Student's Role in the Sixties Southern Civil Rights Movement, ES253/EN280 Literature of the American Southwest: Mexican-American Literature, ES223/SO113 Racial Inequality, and ES220/FS220 Blacks and the Cinema;
- 5.) An Integrative Experience, Capstone project demonstrating the student's ability to conduct a critical examination of racial and ethnic groups. Students can choose to focus on social issues (e.g., racial disparities in housing, health care, employment, education, income, or criminal justice) that affect racial and ethnic groups, cultural and artistic expressions associated with a particular racial and ethnic group, or the ways racial and ethnic groups have challenged social inequality. It could consist of a paper, presentation, internship with reflective component, or other independent work, to be completed after other requirements have been fulfilled. Proposals for the Integrative Experience are approved by members of the RES committee and evaluated by the director and a faculty advisor assigned to the student.

104 World Music. Surveys the musical cultures of the world in their social, historical, and theoretical contexts; develops comprehension of the essential philosophies and aesthetics of the music studied and the ability to identify, describe, and discuss various musical styles, compositional forms, and techniques through listening and performance exercises; emphasizes an interdisciplinary approach. (Not offered 2012–13.) 1 to 2 units.

113 Racial Inequality. The study of race as a dimension of inequality in the United States, Western Europe, Africa and Latin America. Individual and institutional forms of racism and discrimination. Historical, comparative and theoretical perspectives. (No credit if taken after SO/CS233). (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

120 The American Past. Two block course that introduces the full sweep of American History from its pre-contact, 'New World' beginnings to the recent past. Students will experience how history is made, understood, revised, and debated. Themes include cultural encounters and adaptation complexities of ethnicity and immigration; movement; the success and failures of republican ideology, capitalism, individualism and community; and the formation of American cultures. (Meets the Critical Perspectives: The West in Time requirement.) (Not offered 2012–13.) 2 units.

130 World Music Ensemble: Mariachi Tigre. .25 unit.

175 The American Southwest. An interdisciplinary and intercultural introduction to the heritage of the American Southwest: its histories, its peoples, its cultures, its conflicting ethnic demands and common social problems. Through the use of a variety of anthropological, historical, and literary materials, the seminar examines the major Southwestern cultures in isolation and in relation to one another. No prerequisites. (Not offered 2012–13.) 1 unit.

182 Prejudice and Intergroup Relations. What are racism and sexism? Why are people prejudiced? What can be done to improve the strained relationship between groups? This course will introduce students to various frameworks for understanding prejudice, intergroup perception/relations, and the management of conflict between social groups. Students will examine case studies, psychology theories, and will think about their own perceptions of and interactions with people from different social groups. Students will also reflect on the notions of multiculturalism and social justice. (Proposed cross-listing with American Cultural Studies.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Feminist and Gender Studies 182 and Psychology 182.) 1 unit — Chan.

183 Community Organizations in the Southwest. .5 unit.

185 Introduction to the Comparative Study of Race and Ethnicity. Examines those social forces, both historical and contemporary, that have brought about racial and ethnic 'diversity' and 'difference' in the U.S. Attention to the histories and experiences of Native Peoples, African Americans, Latinos and Asian Americans. Taking a comparative approach, it puts into focus the shared histories of racialization among these groups without losing sight of asymmetrical relations of power informing these histories. The course sheds light on the ways these groups position themselves and are positioned as racial subjects in distinct and historically specific ways but also in relational and mutually constitutive ways. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as History 200.) 1 unit — Hyde, Tionsgon.

Block 3: Introduction to the Comparative Study of Race and Ethnic Studies: Comparative Racializations: Native Peoples, African Americans, Latinos, and Asian Americans. This course is a comparative study of the racialization of Native Peoples, African Americans, Latinos and Asian Americans. It illuminates how these groups position themselves and are positioned as racial subjects in distinct and historically specific ways but also in relational and mutually constitutive ways. The course puts into focus the shared histories of racialization among these groups without losing sight of asymmetrical relations of power informing these histories. It examines what is at stake in the production of racial categories as well as the reconfiguration of racial boundaries across time and space. The aim of the course is to provide a nuanced understanding of the analytical tools and theoretical perspectives that social scientists employ in attempting to make sense of the meaning, nature, and enduring significance of race. At the same time, it aims to provide a nuanced understanding of the shifting contours and trajectory of the racial landscape of the U.S. Accordingly, we will investigate a number of sites and contexts including the racial landscapes of 19th century California and Mississippi, post-World War II suburbanization, the Los Angeles riots, Katrina, and the recent election of Barack Obama. 1 unit.

200 Topics in Race and Ethnic Studies. Selected topics in the critical study of race and ethnicity. May be taught as block or half-block course. (Also listed as Anthropology 105 and Anthropology 237 and Anthropology 371 and Classics 222 and Comparative Literature 352 and Feminist and Gender Studies 206 and History 209 and History 268 and Music 227 and Portuguese 320 and Religion 190 and Southwest Studies 268.) .5 or 1 unit — Banagale, Coriell, Hautzinger, Lewis, Leza, Monroy, Montaña, Torres-Rouff, Wood.

200 Topics in Race and Ethnic Studies. Selected topics in art history at the intermediate level.

Block 1: Topics in Race and Ethnic Studies: Race and Ethnicity in the American Musical. 1 unit — Banagale.

Block 2: Topics in Race and Ethnic Studies: Media and Mediated Constructions of Race, Gender and Sexuality. (Also listed as Feminist & Gender Studies 206.) 1 unit — Lewis.

Block 3: Topics in Race and Ethnic Studies: Language and Culture. (Also listed as Anthropology 105.) 1 unit — Leza.

Block 3: Topics in Race and Ethnic Studies: Indigenous Religious Traditions. (Also listed as Religion 190.) 1 unit — Coriell.

Block 4: Topics in Race and Ethnic Studies: Transnational Feminisms-Writing Intensive. (Also listed as Feminist & Gender Studies 206.) 1 unit — Lewis.

Block 5: Topics in Race and Ethnic Studies: Theatre of Carnival. (Also listed as Drama 200.) 1 unit — Turner-Davis.

Block 6: Topics in Race and Ethnic Studies: African Theater. (Also listed as Drama 231.) 1 unit — Turner-Davis.

Block 8: Topics in Race and Ethnic Studies: Blacks in the Caribbean and Latin America. (Also listed as Anthropology 237.) 1 unit — Hautzinger.

207 Hip Hop and Ya' Don't Stop. Provides a rigorous historical and theoretical understanding of the emergence of hip hop culture. The course examines how this expressive form both reflects and shapes existing social relations, and analyzes the relationship between hip hop, youth-politics, youth-violence, commercialization and globalization. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

209 Youth, Power and Social. Examines how youth-based and youth-led social movements emerge, how youth conceptualize and frame issues of social justice, and how youth who occupy marginal positions provide critical perspectives on social change based on their race, class, gender and sexuality. Explores the role of expressive forms such as art and music in the formation, development, and trajectory of social movements and political activism. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Anthropology 208.) 1 unit.

212 Theories of Race and Ethnicity. Examines various theoretical and conceptual approaches to the study of race and ethnicity. Attention is given to the various ways race and ethnicity have been defined and understood including the ethnicity paradigm, class-based perspectives, and racial formation theory. Examines debates and controversies in the study of race and ethnicity as well as emergent themes and recent developments in the scholarship. Possible topics include a focus on the interrelations among race and other axes of difference such as gender, class, and sexuality, race and the structuring of space, the legal construction of race, race and media culture, and race and the prison-industrial complex.

Block 6: Theories of Race and Ethnicity: Framing Youth Culture: Critical Approaches, Critical Issues. This course provides a rigorous theoretical and historical understanding of race, class, gender, and sexuality and the interrelations among them through a critical examination of their intersections in the terrain of youth culture. It aims to illuminate the ways these social forces function in distinct and historically specific ways but also in relational and mutually constitutive ways. The course seeks to understand the ways social determinants such as ethnicity, race, gender, class, and sexuality are implicated in the formation of youth culture and conversely, how youth culture is implicated in the formation of relations based on these social determinants. It subscribes to the notion of youth culture as a key site for examining wider social relations and processes and therefore deserving of critical scrutiny. The aim of the course is to provide students with a critical and theoretical vocabulary to make sense of the intricate ways in which race, class, gender and sexuality operate with and through each other. *Prerequisite:* Feminist and Gender Studies 110 or Race and Ethnic Studies 185. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Also listed as Anthropology 209 and Feminist and Gender Studies 210.) 1 unit.

214 Comparative Imperialisms: Empire, Nation-Building and World's Fairs and Expositions. Critical interrogation of U.S. imperialism and its enduring legacies through an examination of the shared experiences of colonization, conquest, displacement, and genocide among Filipinos, Puerto Ricans, and Native Hawaiians. To accomplish this, we will investigate a number of sites and contexts central to the relationship between empire-building and nation-building including, U.S. military installations, world's fairs and expositions, and tourism. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

215 Research Design: Method and Theory. (Also listed as Anthropology 215 and Feminist and Gender Studies 218.) 1 unit — Gomez.

218 Introduction to Africa. 1 unit.

220 Blacks and the Cinema. An introduction to the relationships Blacks have had to the American cinema: as filmmakers, performers, audiences and as 'characters' whose image have formed a critical vocabulary for American race relations. (Not offered 2012–13.) 1 unit.

223 Racial Inequality. The study of race as a dimension of inequality in the United States, Western Europe, Africa and Latin America. Individual and institutional forms of racism and discrimination. Historical, comparative and theoretical perspectives. (Not offered 2012–13.) 1 unit.

224 Comparative Migrations: Borders, Narratives and Myths. Comparative study of various forms of movement and migration that continue to shape our understanding of America. Relying on political documents, visual images, films, music, and literature, we will focus on specific forms of movement and migration — westward expansion, 19th century European immigration, overseas expansion, the Great Migration, postwar suburbanization, and post-1965 immigration to the U.S. — and their role in the formation of American identity and society. The course offers students a rigorous and critical understanding of the different facets of migration. 1 unit.

227 Black Religion in America. Studies in the religious life of African-Americans from the 17th century to the present. Particular attention to religious organizations, theological formulations and experiential patterns of Black Americans and the relationship of those phenomena to American religious life in general. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

241 Hispanic Folklore of the Southwest (with Emphasis on Writing). This course is designed to introduce students to several approaches in folklore studies and to Mexican material culture, religion, music, and prose narratives in the Southwest region of the United States. We will examine how the different approaches used by historians, literary critics, anthropologists, and folklorists can enhance the study of Hispanic folklore and material culture. (Limited to 12 students.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

243 Slavery and Antislavery Movements to 1860. African cultural backgrounds, African slavery in colonial British America and the U. S. to 1860; free Black people from 1790 to 1860 and antislavery movements. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

244 Black People in the U.S. since the Civil War. Since the Civil War. Black urban settlement; literary and artistic movements in the 1920s; civil rights struggles; recent social and political expressions. (Not offered 2012–13.) 1 unit.

245 Martin Luther King, Jr. and Malcolm X. 1 unit.

250 Asian American Literature. 1 unit.

253 Literature of the American Southwest.

267 History of the Southwest under Spain and Mexico. The pre-contact history of Anasazi and Athabascan peoples from anthropological and mythological perspectives; the causes and consequences of the Spanish entrada and attempts at missionization of the Indian peoples of New Mexico and the California coast; development of mestizo society; the arrival of the Anglo-Americans and the Mexican-American War. (Not offered 2012–13.) 1 unit.

268 History of the Southwest since the Mexican War. The adaptation of Native American and Hispanic peoples to Anglo-American culture and politics; the causes and consequences of the loss of Hispanic lands; the evolution of family life and religious practices; indigenous views of modernity. Films, artistic expressions, and works of fiction as well as historical sources. 1 unit.

273 Southwest Arts and Culture. 1 unit.

285 Philosophy and Race. Race is a social construct that invites a number of philosophical questions, such as those of identity, inter-subjectivity, justice, rationality, and culturally different ways of knowing. The course will examine, among others, philosophical reflections on race by the following thinkers: Douglass, West, Fanon, Vasconcelos, Appiah, Bernsaconi, Outlaw, Levinas, Mendieta. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

290 Racial and Ethnic Identities (with Emphasis on Writing). 1 unit.

301 Post-Racial Discourses, Post-Racial Futures. Examines the rise of post-racialism in the contemporary era and in particular the logic and assumptions underlying this ideology. Considers how racially marginalized groups challenge postracialism and how they provide an alternative vision of a post-racial world. The course brings together insights from various fields of study including postcolonial theory, Afrofuturism and indigenous futurism. *Prerequisite:* ES 312 or Consent of Instructor. 1 unit.

306 Women of Color Feminisms. Examines the contours and trajectory of women of color feminisms in the United States. Considers how women of color feminisms broaden the parameters of feminism and how a critical consideration of race, class, sexuality and nation complicates the way we think about feminist theory and politics. Examines the nature of the relationships among women of color feminisms. Draws from Chicana feminism, Black feminism, indigenous feminism, Asian American feminism, and transnational feminism. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

310 Anthropology and the History of Ideas. *Prerequisite:* Anthropology 102 or consent of instructor. 1 unit.

321 Rio Grande: Culture, History and Region. *Prerequisite:* Anthropology 102 or consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 2 units.

323 Minority Politics. A comparative analysis of the political experience and responses of major ethnic minorities and women to the American political process. (Not offered 2012–13.) 1 unit.

337 Latino Literature in the U.S. Comparative study of works of Chicano, Puerto Rican, and Cuban authors, as well as Latin American writers in exile in the United States, including political essays of Martí and Flores Magón and the contemporary works of Hinojosa, Mohr, Laviera, Rivera, Alegría, and Valenzuela. *Prerequisite:* consent of instructor or Spanish 306. (Not offered 2012–13.) 1 unit.

339 Chicano Literature. Critical study of the literary production of authors of Mexican heritage in the United States from 1848 to the present, with emphasis on contemporary Chicano works including Rivera, Anaya, Valdez, El Teatro Campesino, Cisneros, Castillo, and Moraga. (Offered alternate years.) (Not offered 2012–13.) 1 unit.

370 Stds Literature Periods. Selected fiction, poetry, and non-fiction prose which looks at a problem or theme in 19th-century British and/or American literature such as narratives of identity, archetypes of city and nature, the politics of genre, comparisons of British and American culture, and the nature of literary periods themselves. (Not offered 2012–13.) 1 unit.

380 Topics in Race and Ethnic Studies. Selected topics in art history at the intermediate level.

Block 2: Topics in Race and Ethnic Studies: Black Writers in Paris. (Also listed as English 385.) 1 unit — García.

Block 3: Topics in Race and Ethnic Studies: Culture Contact and Writing Cultures. (Also listed as Anthropology 371.) 1 unit — Montaña.

384 The Negritude Movement: African and African-American Intellectuals and Artists in Paris 1900–1950. As a center for American, Caribbean, and African intellectuals from the black Diaspora; readings from work of Aimé Césaire, Langston Hughes, Jessie Redmon Fauset, President Léopold Senghor, Eugene Bullard, Birago Diop and Cheikh Anta Diop. Emerging African and African American cultural identities; ideas of black nationalism within European, American and African society. Taught in Paris. Extra Expense \$\$\$. Also taught as EN385 and FR308. (Students enrolling in FR 308 will do readings and write papers in French.) *Prerequisite:* consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Not offered 2012–13.) 1 unit.

385 20th Century African-American Literature. Readings in black American writers such as W. E. B. DuBois, Ralph Ellison, Nella Larsen, and Rita Dove. Organized around aesthetic and cultural issues such as feminism, the “anxiety of influence,” pressures of the marketplace, identity politics, and post-modern theory. 1 unit.

387 African-American Women Writers and Literary Tradition. Three centuries of texts by African-American women who have conspired with, rebelled against, and created literary traditions, such as Zora Neale Hurston, Pauline Hopkins, Rita Dove, Andrea Lee, and Nella Larsen. (Not offered 2012–13.) 1 unit.

Thematic Minors

Thematic minors focus your education on significant themes examined from several disciplinary perspectives. They reflect the belief of Colorado College that, in addition to the more specialized major, you need to gain experience in comparing and connecting ideas and approaches across the disciplines. For this reason, thematic minors are designed to end with an integrative experience in which you bring together much of what you have learned in the minor. The integrative experience may consist of a paper, a creative project, a block of independent study, or a special seminar shared by all participants in the minor. To enable you to gain different disciplinary perspectives, no more than one unit in the minor may be a course in the department of your major, and it must be directly related to the theme or issue of the minor. You may also be creative and design your own thematic minor. Your proposal must meet the following criteria:

- Five or more units of courses in all, including courses in at least two departments other than the major, no more than one course in your major department and an integrative experience, planned in advance with an adviser. If the minor you propose includes study abroad, your minor must be approved before you leave. The proposal must be reviewed and approved by the Dean's Advisory Committee. Forms for proposing an independent minor are available in the registrar's office.
- Successful completion of a thematic minor will be recorded on your official transcript. The minor is a valuable option and deserves your attention.

African American Studies

Adviser — SEWARD

This minor invites interested students to focus on aspects of African American history, politics, and culture culminating in a Capstone project or paper normally undertaken during the last course of the 5-unit requirement.

Students must take at least one course from each of the following four categories. The fifth unit of the minor may be selected from any of the categories. Since the availability of these courses may vary from year to year, students should consult with the minor advisor about which courses can be applied to the minor.

CATEGORY ONE: HISTORY. HY243, HY244, HY247.

CATEGORY TWO: ECONOMICS AND POLITICS. EC338, PS210, PS323, PS470.

CATEGORY THREE: LITERATURE. EN263, EN274, EN384, EN385, EN387.

CATEGORY FOUR: RELIGION AND THE ARTS. AN/EN293, FS220, MU205, RE227.

THE INTEGRATIVE EXPERIENCE:

An interdisciplinary "Capstone" project or paper normally undertaken during the last course of the 5-unit requirement.

The Ancient World

Adviser — CRAMER

The ancient Near East and Mediterranean areas as the background of Western civilization. Emphasis on Greco-Roman and biblical forms of thought, organization, and artistic expression as perennial influences. (Not available to classics majors.) 5 units minimum.

Students may take up to two units of introductory work from the following: First-Year Experience courses taught in the classics department (the first block generally counts, but not the second block of FE 130), CL125/HY209, EN223, RE111, RE112, PS103 (one unit counts).

Students must take at least three units of work from the following: AH207/CL223, AH209, CL/HY216, CL219/DR201, CL220, CL221/HY302, CL222, CL226, CL250/HY213, CL322. Students must have a reading knowledge equivalent to the first two blocks' worth of Greek, Latin, or Hebrew.

THE INTEGRATIVE EXPERIENCE:

Normally done in connection with a course from the list of non-introductory courses. A paper or project investigating some aspect of the ancient world intensely but in its wider cultural and historical context.

Arabic and Islamic Studies

Adviser — EL SHERIF

This track allows students of Arabic to study the history, religion, politics, and culture of the Arab Islamic world. Students who choose to follow this track will be required to take:

- A minimum of two units of Arabic at the intermediate level AR 201 and higher.
- Four units in approved content courses that cover topics related to the Arab and Islamic worlds in two different departments. During the last content course, the student is required to write an integrative experience paper.

The current possible list of courses for this track is listed below. However, the list below will be reviewed and updated on a yearly basis:

- Art History. AH120 Islamic Art
- History. HY104 The Mediterranean; HY133 Civilization in the Middle East; HY200 The search for Islamic order; HY200 Islamic Cities; HY200 Freedom and Authority in Everyday Life: Women, Men, and Children in the Middle East; HY200; Imagining Jordan: Myth, History and Identity.
- Political Science. PS313 Comparative Politics of the Middle East and North Africa; PS314 International Politics of the Middle East and North Africa; PS203 Topics in Politics: Israelis and Palestinians; PS200 The Search for Islamic Order.
- Religion. PA199 Islam; PA345; RE140 Islam; RE345 Sufism.
- Mediterranean and Francophone Studies. AR320 Topics in Arabic Literature and Culture.

The Arts: Theory and Practice

Adviser — MANLEY

This minor allows students to consider the philosophy of art and the theory of particular arts, studied in conjunction with actual experience in creation and performance. Students will explore the relationship between “criticizing” and “doing” — specifically how this relationship expresses itself in different art forms. Students distribute their five units among the categories below in the following manner: two courses, each from a different category, dealing with artistic theory, and two courses, each from a different category, involving artistic practice. At least one course in artistic theory and one course in artistic practice must be drawn from the same category.

CATEGORY ONE: VISUAL ARTS. [Theory: AH112] [Practice: AS103, AS110, AS203, AS205, and AS214]

CATEGORY TWO: THEATRE ARTS. [Theory: DR100] [Practice: DR105, DR108, DR201, DR205, DR206, DR305, DR306, DR307, DR308] [Theory: DA325] [Practice: DA221, DA321, and adjunct courses in dance when they add up to a full unit of credit]

CATEGORY THREE: LITERATURE. [Theory: EN201, EN250; FR306; CO100] [Practice: DR400, EN204, EN282, EN283]

CATEGORY FOUR: MUSIC. [Theory: MU391, MU392, MU411] [Practice: MU325, MU399, and adjunct courses in applied music when they total a full unit of credit]

CATEGORY FIVE: FILM. [Theory: FS205] [Practice: HS112]

CATEGORY SIX: PHILOSOPHY OF ART. [Theory: PH247]

THE INTEGRATIVE EXPERIENCE:

Students should, in addition, complete an integrative experience project, in connection with the last or next to last course in the minor, which addresses the relationship between theory and practice in the arts, drawing upon at least two art forms, or some type of performance, exhibition, etc. which involves work in more than one art form.

The Book

Adviser — NEEL

Consideration of the past, present, and future of the written word in its material form from the perspectives of the disciplines of art, English, history, and religion.

Five units — one or more in at least three of the four constituent departments — chosen from among the following: AS226 (Book and Book Structure); AS313 (Special Studio Problems, when offered as Book Arts); AH200 (Topics, when offered with related focus); AH211 (Medieval Europe); AS345 Topics, when offered with related focus); HY200 (History and Future of the Book); HY105 (Civilization in the West, when offered as Cultures of the Book); HY275 (Renaissance and Reformation, when the major paper treats the history of printing); HY409 (Independent Study, when relevant); EN221 (Poetry); EN275 (Graphic Novel); EN282 (Beginning Poetry Writing, when printing projects are involved); EN286 (Topics in Creative Writing, (when printing projects are involved); EN286 (topics in Creative Writing, when printing projects are involved); EN287 (Beginning Fiction Writing), when printing projects are involved); RE200 (when offered as Holy Books).

THE INTEGRATIVE EXPERIENCE:

A project completed in internship either at the Press at Colorado College, the college's galleries, or Tutt Library's special collections, arranged in consultation with the minor adviser and the college's printer, curator, or curator of special collections. This project may be an element of a course in the minor or undertaken outside of formal coursework or for-credit independent study in one of the contributing departments.

Cinema Studies

Adviser — SIMONS

An interdisciplinary approach to the study of cinema. 5 units minimum.

OPTION ONE: Students must choose five units among: FS215, FS315, GR210, FS205, GS220, FS212, FS312, FS318, FS284, HS205 (January half-block — when appropriate to film).

OPTION TWO: 3 units from Option One and two courses which do not deal directly with cinema but which must be related, in some significant way, to at least one of the cinema courses listed in Option One. These courses should be chosen after consultation with the adviser for the minor.

THE INTEGRATIVE EXPERIENCE:

A paper dealing with some aspect of cinema, written in connection with one of the cinema courses taken in the minor or, for those two choose Option Two, with one of the non-cinema courses, OR a short movie or video project, accompanied by a paper discussing sources, influences, the way it was made, etc. Some explanation: There are many different contexts in which the relationship among the three linked courses — the one cinema course and the two courses in other disciplines — may be seen. In each of the examples below, more than two non-cinema courses have been listed, in order to suggest that the options under each cinema course would not be excessively limited. Cinema and 20th-Century History, Politics, or Society: Examples: GS220, EN263, SO224, AN293, MU205, FS205, AN219, HY258, HY268; Cinema In Relation to Other 20th-Century Arts: Examples: FS205, AH245, EN398, HS330, MU399, DR204; Cinema and Theories of Art and Language: Examples: FS105, AH112, DR100, EN301, FR306, GS208, PH209. No doubt many other courses would be appropriate in each of these lists, and, of course, there are still other cinema courses that would generate their own appropriate clusters.

Concepts of Human Nature

Advisers — NOBLETT, RIKER

An examination of the question, "How are we to explain human activity?" by bringing one into a common forum the leading theories of human nature. 5 units minimum.

Students must choose at least one unit from each of the following categories and have courses from at least two departments.

- CATEGORY ONE:** SOCIAL CREATION OF HUMAN NATURE. AN102, PY100, PY109, SO109, SO228, PH307.
- CATEGORY TWO:** Courses that consider biological or psychological structures and/or forces as necessary elements in the explanation of human activity: AN101, AN201, BY100 (Sociobiology), BY351, PY120, PY374, PY394.
- CATEGORY THREE:** Courses that examine metaphysical or conceptual issues concerning human nature: PH218, PH100, PH116, PH210, PH307, CL220, GS101. Departments often change courses and many courses can substitute for those listed here. Students may consult with the adviser to determine whether a course can satisfy one of the requirements.

THE INTEGRATIVE EXPERIENCE:

Either an independent study for the fifth course or a paper in the final course that meets the approval of both the professor in the course and the minor adviser, or an independent, no-credit project arranged with the minor adviser.

Note: Students are urged to take literature courses in which the workings of human nature are revealed in specific character and situations.

Education Studies

Advisers — MENDOZA, STANEC, TABER, WHITAKER

The minor supports students who wish to study the complexities of education ranging from its historical, social, philosophical, and psychological bases to modern-day issues and applications. Students are advised to consult early with the education studies advisors in the education department to develop a pathway of coherent courses that allow them to pursue a particular area of interest including, but not limited to, global education, environmental education, youth advocacy, special needs education, urban education, arts in education or to begin preparation for a teacher licensure program, or for eventual work in private schools or in other educational settings.

Students must take five courses to complete the minor, including one unit in Categories 1, 2, and 4 and two units in Category 3. In addition, students must submit a short prospectus on their proposed Integrated Experience (Category 4). The integrative experience is a synthesis of concepts learned, more in depth research on a particular topic of interest, and application of the research.

*Indicates a course that may be applied toward teaching licensure.

- CATEGORY ONE:** EDUCATIONAL ISSUES AND FOUNDATIONS. (1 unit.) ED150 Contemporary Issues in Education, ED205 Education Theory into Practice, HY256 Education in the West*, PH249 Philosophy of Education*, SO280 Sociology of Education*.
- CATEGORY TWO:** PSYCHOLOGICAL DIMENSIONS. (1 unit.) PY100 Introduction to Psychology: Bases of Behavior, PY101 Introduction to Psychology: Bases of Behavior, PY270/ED321 Educational Psychology*, PY299 Neuroscience (PR: PY100 or PY101 or PY111 or BY109 or COI), PY374 Lifespan Developmental Psychology* (PR: PY202), PY332 Learning and Adaptive Behavior (PR: PY202).
- CATEGORY THREE:** APPLICATIONS. (2 units.) ED100 College Aides (.5), ED120: Experienced College Aides (.5), ED202 Teaching English as a Second Language (.5 unit), ED250 Youth Empowerment Theory and Practice (.5 unit), ED203 Environmental Education, ED204 Globalization and Education, ED220 Power of the Arts in Education, ED275 Mentoring At-Risk Youth, ED320 Teaching Through the Arts*, ED325 Teaching Literacy in the Elementary Grades*, ED326 Teaching Mathematics in the Elementary Grades*, ED327 Teaching Social Studies and Language Arts in the Elementary Grades*, ED328 Teaching Science and Health in the Elementary Grades*, ED398 Teaching Literacy in the Secondary Schools*, ED399 Content Methods and Critical Pedagogy*.
- CATEGORY FOUR:** THE INTEGRATED EXPERIENCE: (1 unit.) ED401 Student Teaching (one unit of which is accepted for the minor)*, ED405 International Student Teaching (one unit of which is accepted for the minor)*, ED451 Readings in Education.

Environmental Issues

Advisers — BURNS, HOURDEQUIN

This minor is intended to provide a foundation for understanding the interdisciplinary nature of environmental problems and opportunities. For exceptions to the list below, a formal written proposal of the alternative(s) desired should be given to the minor advisers before taking the course(s), especially if the course is not a Colorado College course. Off-campus courses must first be accepted by the respective department chair as being worthy of credit in their department; general education courses are usually not accepted. Note also: No more than ONE course from your major department may be used to fulfill requirements in the minor. 6 units minimum, one from each category; no course may count twice. (Courses marked with an asterisk [*] have prerequisites. Many of the following courses are cross-listed in other departments.)

CATEGORY ONE: SOCIAL SYSTEMS — ECONOMIC, LEGAL, AND POLITICAL. EC141, *EC335, *EC341, *EC404; *PS321; *EV271; and selected topics courses.

CATEGORY TWO: PERSONAL CONNECTION — PHILOSOPHICAL, RELIGIOUS, AND HISTORICAL. EV281/PH246; EV161/SOC130; RE292; EV277/FG215; selected topics courses.

CATEGORY THREE: LABORATORY EXPERIENCE — PHYSICAL SCIENCE FOUNDATION. CH107; PC141 or PC241 (CH108; PC142, 242 highly recommended).

CATEGORY FOUR: FIELD EXPERIENCE — BIOLOGICAL OR EARTH SYSTEMS. *BY202, *BY203, *BY208; *CH210; GY130; GY140.

CATEGORY FIVE: QUANTITATIVE SKILLS — MATHEMATICAL MODELING. Statistics: MA117; EC200; BY220; or Calculus: MA125, MA126, or MA127.

CATEGORY SIX: THE INTEGRATIVE EXPERIENCE: An upper-level, environmentally focused course with a paper or project that builds on the previous categories. If the minor is also fulfilling distribution requirements, this Capstone course should not be in your major.

Courses used to meet requirements above cannot be counted again here. The following courses are automatically accepted: *BY308; *EC335, *EC341, *EC404; *EV310, *EV421, *EV422; and selected topics/research courses at the 300 or 400 level (obtain advance approval from the above thematic minor advisers).

Feminist and Gender Studies

Advisers — COLEMAN, DUNHAM, ERICSON, GARCIA, HAUTZINGER, HUGHES, JIANG, KAPADIA, LANG, LEWIS, LOSTROH, LOVE, McENNERNEY, MURPHY, MURPHY-GEISS; (Co-director), PASCOE, PLATT, RAGAN, RICHMAN, ROBERTS (Co-director), SEWARD, TALLENT, THAKUR (Co-director), TIONGSON, WATERS, WHITTEN, WITTMER

The feminist and gender studies curriculum consists of critical examination of theories about and attitudes toward women, gender, and sexuality both in Western culture and globally, with the goal of broadening our perspectives as well as of considering the conditions for the creation of a more equitable society. 5.5 units minimum or 6 units if the option of a minor paper is pursued.

REQUIREMENTS:

Students seeking to minor in feminist and gender studies must complete FG110; 200; either 410 or, under special circumstances and with consent of their minor advisor, a minor paper (335 or 336) and a thematic concentration consisting of three courses. Only one unit of the minor may also be counted toward, or in the department of, the student's major. See the feminist and gender studies major listing for an explanation and illustration of thematic concentrations.

Global Health

Advisers –PRICE-SMITH, ROBERTS

This minor, which would encompass interests of students from a wide range of departments: Biology, Political Science, Economics, Sociology, and Anthropology. The interdisciplinary nature of this minor would benefit students, faculty and graduates alike as our perspective on health gains growing salience across the world.

Six credits in total required.

CATEGORY ONE: SUSTAINABILITY/DEVELOPMENT (AT LEAST ONE UNIT)

- **EC390 Advanced Topics in Economics:**
Global Public Health and Economic Development.
- **AN209 Topics in Anthropology: Anthropology of Global Health.***
- **EC337 Economic Development.**
- **EC341 Ecological Economics and Sustainability.**
- **PS253 Intro to International Development.**
- **SO116 Global Inequality.**
- **SO247 Sociology of Developing Countries.**

CATEGORY TWO: MEDICINE (AT LEAST ONE UNIT)

- **BY100 Ethics of Genetics.**
- **BY107 Biology of Microbes.**
- **BY363 Virology.**
- **BY304 Immunology.**
- **BY463 Seminar in Bacteriology.**
- **SO246 Sociology of Health and Medicine.***
- **AN202 Human Biological Variation.**
- **AN209 Topics in Anthropology: Medical Anthropology.**
- **SS125 Intro to Human Nutrition.**

CATEGORY THREE: POLICY (AT LEAST ONE UNIT)

- **PS203 Politics of Global Health.***
- **SO218 Political Sociology.**
- **PS358 Environment, Health, and Security.***
- **EV373 Public Policymaking (FG321 or PS321).**
- **PS375 Intro to International Political Economy.**

THE INTEGRATIVE EXPERIENCE:

Students must have completed at least 4 credits in the minor to undertake the integrative experience. The integrative experience may take several forms, delineated below:

- 1.) It may be an approved thesis or tutorial paper within their major. Counts as 1 of the 6 credits.
- 2.) The student may take one of several integrative courses in the minor (denoted by an asterisk), with the stipulation that they be a declared health minor at the time. This would entail a significant piece of work for that course, such as a major 25+ page research paper. 1 credit.
- 3.) In lieu of the prior options, the student may complete an approved global health internship that is the equivalent of a full time internship of at least 4 weeks in length, and one that results in a final paper. Specific internship and paper requirements to be determined by faculty directors. 1 credit. *(Note, we are currently in discussions with summer session about a possible internship offering starting in summer 2013.)*
- 4.) If options 1 through 3 do not apply, the student can apply to complete an independent study with a faculty member during senior year. 1 credit.

RECOMMENDED:

It is strongly recommended that students include at least one block in Statistics (either MA117 Probability and Statistics or BY220 Biostatistics) and/or blocks that include Geographic Information System training (e.g., SO246 or EV127 Intro to GIS).

There exists some flexibility with the minor with the approval of the two official advisors. Other courses may count towards the minor with their consent. Also, should students wish to work with an advisor from a different department, this can also be approved by the aforementioned. Although this is a 2 block course, it would only count as one requirement towards the minor.

Journalism

Advisers — ALTERS, HENDRICKSON, PRENDERGAST

Investigation of the connections across disciplines that result in self-critical, intellectually responsible journalism. 5 units minimum.

Students must take GS 216 and GS 314 and select three courses from Category Two.

CATEGORY ONE: GS 216: Introduction to Journalism.

CATEGORY TWO: Three courses from the following: GS233: Topics in Journalism (1 unit, but you may count more than one unit when different topics are offered. In 2012–13, GS233 courses include Reporting on Government; Politics and Media; and New Media, Ethics and Politics); EN285: Beginning Creative Nonfiction Writing (1 unit); GS222: Introduction to Television and New Media Theory; and FS218 Documentary Form and Filmmaking. GS233: Politics, Ethics, and Journalism also counts for Category Two but is not offered in 2012–13. This component addresses critical questions of journalism in relation to ethical and social issues.

CATEGORY THREE: GS314 or equivalent: Independent Study in Journalism (1 unit). This has two components: a practicum in journalism and integrated project designed to function as a Capstone for the student's work in the minor. The student is responsible for arranging the internship in consultation with the adviser. The student's work in the practicum will be evaluated by the Capstone adviser. The final written project should be designed by the student in with the minor adviser and course instructor(s).

Linguistics

Adviser — C. LEZA

The scientific study of language, encompassing structure, meaning, and use in contemporary societies as well as historical and evolutionary perspectives on human language. Students develop a basic understanding of the social and cognitive dimensions of language and the analytic tools of modern linguistics. Such a foundation has relevance for a wide range of studies, including cognition, artificial intelligence, comparative literature, language teaching, race and ethnic studies and international studies. 5 units.

CATEGORY ONE: Students must take AN105, AN258.

CATEGORY TWO: Students must choose any two of the following: AN256, AN260, AN262, AN311, AN312, AN360, AN361, AN372, AN208/209 or AN308/309 (only if the topic is related to language).

CATEGORY THREE: The fifth required course may be selected from Category Two or from among the following group of courses that explore related areas: any modern foreign language at the 200 level or higher, CL101 or CL111, CO390, ED399, EN302, FG118, PC129, PH229, PY344, PY374. A student wishing to undertake a project in an area not treated by existing courses may, with the consent of the faculty members involved in the minor, select GS320 or AN400 as the fifth course.

THE INTEGRATIVE EXPERIENCE:

A paper or research project, expanding on course work or undertaken independently, with the consent of the instructor, the student, and the minor adviser.

Medieval Studies

Adviser — NEEL

The social, intellectual, and artistic development of medieval Europe. Emphasis on the interaction of cultural elements in Latin Christendom. Comparative study of earlier and later Western as well as contemporary Byzantine and Islamic experiences. Five units minimum.

Students must choose at least five units from among the following courses: AH200 (when appropriate), AH208, AH210, AH211, AH220, AS226, DR202, EN310, EN311, FR413, GR315, HY249, HY274, HY312, HY376, RE130, RE321 (when topic is appropriate).

THE INTEGRATIVE EXPERIENCE:

A paper which integrates several aspects of Middle Ages, taken in one of the concluding courses of the minor and arranged among the student, the instructor, and the minor adviser.

Museum Studies

Advisers — HUNTER LARSEN (curator); HYDE

The museum studies minor brings together intellectual perspectives, academic approaches, and research practices to offer students a lens through which they may investigate material culture and how cultural products are understood and displayed in the context of museums. 5 units, minimum.

I. REQUIRED: GS247 AND choose one course from each category.

- a.) Cultural Contexts. AH112; AH113; Other 200-level Art History courses with Advisors' approval; AN102; AN204; AN207; AN211; EN251; SO105; SW273
- b.) Visual Literacy. PH247; AS103; AS114; FS215; AS226; CS220
- c.) Materials and Production. AN103; AN243; AN320; CH107 or CH108 OR CH100 Topics: Art Conservation Chemistry; NS109; PC136

II. ONE ADDITIONAL ELECTIVE COURSE from one of the three core categories (Cultural Histories, Visual Literacy, or Materials and Production) OR one course from the following additional categories:

- a.) Education. ED250; ED320
- b.) Administration. EC110; EC331:
- c.) Design. AS212; DR110: Fundamentals of Technical Theater

Students must also complete an Integrative Experience:

- A project completed in the context of an advisor-approved museum internship;
- A 300- or 400-level independent study with a concluding research project, paper, or exhibition approved by the minor advisors;
- Completion of a sixth, advanced course from areas II or III with an internal project that addresses an issue related to museum studies. This course and project must be approved by minor advisors and the course instructor.

Myth and Folklore

Adviser — DOBSON

The comparative study of epic, myth, and folklore as primarily oral (sometimes authored) expressions of the collective experience of cultures, and of the human mind. Literary and artistic modulations of these forms. 6 units minimum.

Students take five required courses in the minor, with a choice of a sixth bearing directly on their area of concentration, in which they may complete their culminating project. As an alternative, they may, with the consent of the minor adviser and faculty member, choose to complete their project in an independent study. The five required courses are chosen with a view to teaching basic methodologies needed to pursue myth or folklore studies in a given subject matter. When appropriate, topics courses in a number of departments may also count toward the minor.

OPTION ONE: EMPHASIS ON MYTH. CL116 (one block) and/or CL120, CL200. Other courses may include three or four of the following; CO200 or CO351 (when appropriate), RE242, RE244; AN243, AN251; EN271.

OPTION TWO: EMPHASIS ON FOLKLORE. AN/EN251, AN/EN252; CL120 and/or CL220; RE242 or RE244; AN243 or AN251. Examples of courses in various areas in which the student might choose to complete a final project (other than those listed above): Folklore and Myth: AN219, AN293; AN/MU290; RE204; Transformations of Myth and Folklore in Literature: AN390; FR417; SP328, SP339.

CATEGORY THREE: The fifth required course may be selected from Category Two or from among the following group of courses that explore related areas: any modern foreign language at the 200 level or higher, CL101 or CL111, CO390, ED399, EN302, FG118, GS212, PC129, PH229, PY344, PY374. A student wishing to undertake a project in an area not treated by existing courses may, with the consent of the faculty members involved in the minor, select GS320 or AN400 as the fifth course.

THE INTEGRATIVE EXPERIENCE:

A paper or research project, expanding on course work or undertaken independently, with the consent of the instructor, the student, and the minor adviser.

Non-Violence

Advisers — GOULD, WRIGHT

Students examine the role of violence and non-violence in human interactions with each other and/or with the natural world. Courses and opportunities for involvement in issues related to this theme are constantly changing at Colorado College. Students choosing to minor are responsible for developing an individualized, integrated minor from the wide range of study and engagement opportunities available. Five units minimum.

A successful non-violence minor proposal will include:

- 1.) Advisor approval, usually prior to the senior year, for the student's personalized curriculum design.
- 2.) A course in the foundations of non-violence (usually GS210).
- 3.) One course related to understanding ethics (including, but not limited to PH140; PH246; RE202, RE215).
- 4.) Three additional courses relating to the issue of non-violence in the broad categories of human-to-human interactions and those which relate to the issue in human-to-natural world interactions, including at least one course from each. Acceptable courses in the category of human-to-human interactions include but are not limited to: GS221; HY244, HY250, HY286, HY344; PS210, PS323, PS351; ES185, ES212; SO107, SO112, SO113, SO116, SO243. Acceptable courses in the category examining human interaction with the natural world include but are not limited to: BY100 if ecology, BY208; CH210; EV121, EV155; FG215, FG216; GY150; HY212, HY252, HY255.
- 5.) THE INTEGRATIVE EXPERIENCE: A researched paper or artistic product relating to the theme of non-violence, generally to be produced during the senior year. Students fulfill this requirement either by securing advisor approval for an independent study (GS 320) or by producing a substantial research paper or artistic product relating to the theme of non-violence as part of the last or next to last course in the minor. Students must secure advisor certification that the final paper or product is indeed related to the theme of non-violence in a meaningful way.

Performance Design

The legibility of images, materials, objects and space have re-tooled how performance is made. With more frequency, designers are creating work in installation projects and exhibitions that while performative, are no longer absolutely reliant on a script. This new approach necessitates not only an understanding of theatrical design principles, but it also requires the designer to be visually literate, historically, critically and theoretically aware of the cultural, social and political meanings as well as aesthetics of their designed spaces and objects. To this end, the Performance Design thematic minor, draws upon courses from art history, studio art, film, visual and media studies as well as the design courses within the Drama and Dance Department. Advisors: Davis-Green, Ames. A minimum of 5.5 units.

CATEGORY ONE: Foundations in Design and Art History: 2-units of design courses — DR110 and one of the following: DR218, DR207, DR210. One unit in Art History: AH100, AH111, AH112 (Note: courses are 2-block courses but only one unit counts toward the minor.).

CATEGORY TWO: Interdisciplinary Electives: Select one OR two from two different areas – DR240, DR310, DR340 or DR350, FS205 or FS212, AS103, AS111, AS114 or AS116, GS222.

CATEGORY THREE: Practical applications: .5 units in technical theatre. DR101 or two of the following: DR212, DR213, DR214, and DR215.

THE INTEGRATIVE EXPERIENCE:

One unit – DR404. A final creative project appended to a 300-level course or taken as an independent study.

Psychoanalysis: Theories of the Unconscious

Adviser — Professor DOBSON; Secondary Advisers — Professors LEE, RIKER

Psychoanalysis is the theory of human mentality that acknowledges that all that we think and do is profoundly impacted by unconscious processes. The Psychoanalysis minor explores theories of the unconscious from Freud up to the present, seeking ways to engage the unconscious in conversations that can lead to the integration and potential transformation of the human psyche. The minor consists of 5 units, and a final minor paper, which may be completed in one of the courses, upon the approval of the advisors and professors involved, or may be taken as an independent study for one unit: HS 370.

The first three courses are to be chosen from among the following:

- **CL220/CO200 Myth and Meaning.** 1 unit — Dobson.
- **PY120/PH262/CO200 Psychoanalysis and Psychotherapy: Discovering the Unconscious.** 1 unit — Dobson.
- **PH325 Philosophy and Psychoanalysis.** 1 unit — Riker.
- **PH203/CO200 Contemporary Psychoanalysis.** (Taught in Chicago; extra expense \$\$\$.) 1 unit — Riker, Dobson.

A fourth and fifth course may be chosen from a number of related courses in the following disciplines. The fifth course may also be taken as the independent Capstone course, HS 370, if the final minor paper is not completed within one of the other courses:

- **PH203/CO200 Psychoanalysis, Culture and Society.** (Taught in Chicago; extra expense \$\$\$.) 1 unit — Dobson, Riker.
- **PH203/303 Jacques Lacan.** Lee. 1 unit; **Sources of the Self.** 1 unit — Riker, Dobson.
- **EN386 Joyce's Ulysses.** 1 unit — Simons.
- **PY160 Women and Madness.** 1 unit — Waters.
- **PY281 Personality.** 1 unit — Roberts.
- **PY362 Abnormal Psychology.** 1 unit — Erdal.

Other appropriate courses may be added or substituted with the approval of the minor advisors. Examples from 2011–12 are CL222/PH203 /RE200/CO220: Life of the Soul; CO220/GR320 Hermann Hesse and Psychoanalysis. CO200/EN280/PH203 Media and Psychoanalysis.

Race and Ethnic Studies

Advisers — CHAN, GARCIA, HERNANDEZ-LEMUS (director), HYDE, LEWIS, MONTAÑO, PADILLA, WONG

The race and ethnic studies program offers a minor. Students are encouraged to consult with race and ethnic studies faculty and with their faculty advisor in their pursuit of a race and ethnic studies thematic minor. 5 units minimum.

All students are required to complete:

- 1.) ES185 Introduction to Race and Ethnic Studies.
- 2.) One approved course on the theorizing of race, such as ES212 Theories of Race and Ethnicity or ES 200/PH285 Philosophy and Race. Other courses offered in a given block may be considered in consultation with members of the RES steering committee.
- 3.) One approved methods course (e.g., ES215/AN215 Research Design: Method and Theory or ES321/AN321 Rio Grande: Culture, History, and Region), suitable to the student's focus, chosen in consultation with the RES advisor.
- 4.) Two units of approved electives (all to be cross-listed with race and ethnic studies, such as ES200/HY217 American Frontiers, ES200/SW200 Topics in Southwest Studies: The Student's Role in the Sixties Southern Civil Rights Movement, ES253/EN280 Literature of the American Southwest: Mexican-American Literature, ES223/SO113 Racial Inequality, and ES220/FS220 Blacks and the Cinema.
- 5.) An Integrative Experience Capstone project demonstrating the student's ability to conduct a critical examination of racial and ethnic groups. Students can choose to focus on social issues (e.g., racial disparities in housing, health care, employment, education, income, or criminal justice) that affect racial and ethnic groups, cultural and artistic expressions associated with a particular racial and ethnic group, or the ways racial and ethnic groups have challenged social inequality. It could consist of a paper, presentation, internship with reflective component, or other independent work, to be completed after other requirements have been fulfilled. Proposals for the Integrative Experience are approved by members of the RES steering committee and evaluated by the director and a faculty advisor assigned to the student.

185 Introduction to the Comparative Study of Race and Ethnicity. Examines those social forces, both historical and contemporary, that have brought about racial and ethnic “diversity” and “difference” in the U.S. Attention to the histories and experiences of Native Peoples, African Americans, Latinos and Asian Americans. Taking a comparative approach, it puts into focus the shared histories of racialization among these groups without losing sight of asymmetrical relations of power informing these histories. The course sheds light on the ways these groups position themselves and are positioned as racial subjects in distinct and historically specific ways but also in relational and mutually constitutive ways.

212 Theories of Race and Ethnicity. Examines various theoretical and conceptual approaches to the study of race and ethnicity. Attention is given to the various ways race and ethnicity have been defined and understood including the ethnicity paradigm, class-based perspectives, and racial formation theory. Examines debates and controversies in the study of race and ethnicity as well as emergent themes and recent developments in the scholarship. Possible topics include a focus on the interrelations among race and other axes of difference such as gender, class, and sexuality, race and the structuring of space, the legal construction of race, race and media culture, and race and the prison-industrial complex. *Prerequisite:* ES 185 or FG 110. (Required for the race and ethnic studies minor.) 1 unit — program faculty.

Renaissance Studies

Adviser — EVITT

The ideas, arts, letters, and institutions of Europe in the period between 1300 and 1700. Attention given to the continuities and differences between this period and its medieval predecessor. 5 units minimum.

CATEGORY ONE: THE RENAISSANCE CONTEXT. Students should choose no more than two units from this category: AH112; EN207; MU150; HS120; HY105; PS103; RE130.

CATEGORY TWO: STUDIES IN THE CLASSICAL BACKGROUND TO RENAISSANCE THOUGHT. CL/HY/PH116; HY213, HY216; CL216 (for two unit courses, 1 unit counts toward the minor).

CATEGORY THREE: ASPECTS OF THE RENAISSANCE (AT AN ADVANCED LEVEL). Students must choose a minimum of two units: AH221, AH223; DR202; EN311, EN312, EN313, EN320, EN321, EN326, EN328, EN329; HY252, HY275, HY377; MU315; SP327, SP328.

THE INTEGRATIVE EXPERIENCE:

A paper written in one of the last two courses of the minor and arranged among the student, the instructor, and the minor adviser.

Resource Systems in the American West

Advisers — HECOX, KANNAN, PERRAMOND, W. ROBERTS

A comprehensive approach to understanding basic resource systems and their interaction among themselves and with human organizations in Western America, including: land, energy, natural resources, recreation, and environment. Attention is given to the economic and public policy dimensions of understanding, managing, and preserving resource systems. 5 units.

Note: More than ONE course from the major department(s) may be counted as fulfilling the requirements of a minor. However, additional courses can be taken and will count toward graduation, if desired. Students must take at least two but no more than three units from Category One. The additional courses can be concentrated in Category Two or Three or spread across both categories.

CATEGORY ONE: ECONOMICS AND SYSTEMS/POLICY APPROACHES. (2–3 units credit.) EC335 or EC341 or EC404 and PS321 or EV271 or SO130. Other applicable economics, policy courses, with approval of minor adviser.

CATEGORY TWO: NATURAL SCIENCES. (Remaining units from Category Two and/or Three.) BY100, BY208, CH210, EV212, EV311, EV431, GY100, GY130, GY150, SW311. Other applicable natural science courses as offered, with approval of minor adviser.

CATEGORY THREE: SOCIAL SCIENCE/HUMANISTIC PERSPECTIVES. (Remaining units from Category Two and/or Three.) AN211, AN291, AN321, AN378, EV260, HY200, HY210, HY212, HY217, HY267, HY268, PH246, SO130, SO257, SO165, SW132, SW141, SW175, SW185, SW200, SW220, SW228, SW230, SW272, SW275, SW301, SW321. Other applicable social science and humanities courses as offered, with approval of minor adviser.

CATEGORY FOUR: THE INTEGRATIVE EXPERIENCE: Students are required to have an integrative experience which can be part of one of the five courses (in agreement with the course professor) or in addition to these courses from among the following options: A major paper associated with one of the courses in Category One; Summer Session Course incorporating a major paper; joint faculty/student research (academic year or summer); extended-format course.

Revolutions

Adviser — ASHLEY

Revolutions are complex phenomena having social, economic, and cultural, as well as political dimensions and consequences. This minor focuses on the last two centuries, which have been particularly marked by such challenges to tradition and the dominant institutions of society. In addition to examining particular revolutions from a number of different perspectives, it invites students to explore the theory and practice of revolution in general. 5 units minimum.

Students must take one or two units from each category.

CATEGORY ONE: PH243, PS308, PS310, SO243. One or two units.

CATEGORY TWO: HY222, HY225, HY226, HY250, HY262, HY278, HY280, HY362, HY365, HY393; PS312, PS327, PS331. Two or three units.

Students may count other relevant courses in consultation with the advisor.

Students also complete an integrative project or paper either as an independent study course or in one of the courses in the minor.

Urban Studies

Adviser — D. TORRES-ROUFF

A study of human communities that have been organized into cities and conurbations. Variations of urban lifestyles, urban social problems, and the technical and ethical considerations of the impact of built environments. (Application deadlines: April 5 — fall, November 5 — spring.) 5 units minimum.

Students must accumulate four units of credit from the courses listed below, distributed over at least three of the categories, or take the ACM urban studies program in Chicago. In addition, all students must complete the Integrative Experience under the direction of the advisor.

CATEGORY ONE: STUDIES IN URBAN LIFE. SO123, EN280 (when topic appropriate).

CATEGORY TWO: ECOLOGY. PH224, EC335, CH110.

CATEGORY THREE: THE BUILT ENVIRONMENT OF CITIES. AH111, AH116.

CATEGORY FOUR: POLITICS. PS316.

CATEGORY FIVE: AN EXPERIENTIAL APPROACH. SO233.

THE INTEGRATIVE EXPERIENCE:

A thesis, project, etc., completed in GS330, with the instructor's permission.

Thematic Minors – International Studies

African Studies

Adviser — WADE

The African studies minor is a five-unit, interdisciplinary approach to the study of Africa that must include at least one unit in Africa and a designated Integrative Experience Project.

Students must take at least one, but may earn no more than four, units in a study abroad program such as the ACM Botswana or Tanzania programs, in CC summer courses in Senegal or other African countries, or in any other approved study abroad program in Africa (see the international program's website for a list of approved programs).

The remaining units are to be completed by taking on-campus Africa-related courses; therefore, at least one unit in the minor must be taken on campus. Since the availability of these courses varies from year to year, students should consult with the African studies advisor about which courses can be applied to the minor.

THE INTEGRATIVE EXPERIENCE:

The integrative experience project may be completed in several ways, but in all cases in consultation with and by approval of the African studies advisor. This project may be done as a final project during a four-unit study abroad program; this project may be a final paper submitted for an on-campus fifth unit Africa related course; other options are possible, but only with the approval of the African studies advisor.

Arts of London and Florence (an ACM Program)

Adviser — ASHLEY

Comparative studies in the arts and culture of two important and contrasting European cities, each of which has crucially influenced the development of the modern world. (Application deadlines: Early admission — March 15; final deadline — October 15.) 5 units.

Students receive four units of credit for the program, plus .75 units if they take the extra three-week Italian course in Florence. Students need to add one additional unit from a Colorado College course with some relation to the program to complete the thematic minor.

Students spend half the semester in Florence and the other half in London. Courses offered in each city will be the same for all students, though the selection may change from year to year. The segment in Florence contains on-going components in art history and Italian language. Students also take another course related to Italy often in history, philosophy, or literature. The segment in London contains on-going components in drama and art history.

The program awards Colorado College credit in the humanities and, when appropriate, social science divisional credit and credit toward majors, subject to department approval. The various components provide an interdisciplinary approach to the examination of the arts in context.

THE INTEGRATIVE EXPERIENCE:

A paper or project completed at Colorado College at the end of the program in which the student compares various aspects of the two cultures.

Asian Studies

Adviser — ERICSON

The development and life of Asian cultures from the perspectives of history, humanities, and the social sciences, with emphasis on China, Japan, Korea, or South Asia. 6 units minimum.

Students pursuing a minor in Asian studies must successfully complete a minimum of six blocks of Asian studies and related courses. These courses include two units of beginning language study (Chinese, Japanese, or other Asian languages which are taught through officially affiliated study-abroad programs) and PA290 Studying Asia (as the integrative experience). In addition, students must select three additional courses from the courses listed under the Asian studies program. One of these three courses must be either an Asian language course at the 200-level or a 300-level course. Students are expected to choose their courses with a consideration for coherence and relation to the Asian language they studied.

Central American Culture and Society (an ACM Program)

Adviser — M. MONTAÑO

Central American culture and society, studied through its language, literature, geography, ethnology, sociology, and politics. Emphasis varies from year to year, but always involves language, literature, and the social sciences. (Application deadlines: Early admission — November 1; final deadline — March 15.) 5 units. (Four units from the program, plus at least one year of Spanish.) Fall semester.

The semester is divided as follows: a seven-week block in San Jose of intensive language and social science; a two-week rural stay during which each student works on an independent project designed with staff guidance; a six-week block of advanced language, literature, and research in one of the social sciences in San Jose.

THE INTEGRATIVE EXPERIENCE:

Toward the end of the semester in Costa Rica, each student does independent work on some aspect of Costa Rican culture and reports it to the whole.

Contemporary French Studies

Adviser — I. WADE

An overview of modern France through the study of language, literature, philosophy, history, politics, and the arts. 6 units minimum + the Integrative Experience.

Students may fulfill this minor in the following manner:

CATEGORY ONE: FR 201 or equivalent proficiency.

CATEGORY TWO: Students who take FR201 must take FR305, and those not obliged to take FR201 must choose two units from the following: FR304, FR305, FR306, FR308, FR310, FR316, FR317, FR319, FR321, FR324, FR329, FR409

CATEGORY THREE: All students must choose two units from the following: HY280, HY288, HY344, AH243, AH342, PS301.

THE INTEGRATIVE EXPERIENCE:

A paper that integrates many aspects of the subject. To be done under the supervision of the adviser in connection with the last course taken in the minor. The paper must be written in the French language.

German Studies

Adviser — KOC

This minor involves the study of the German language, combined with important aspects of German literature, culture, history, or politics. Emphasis on the 19th and 20th centuries. 5 units.
Prerequisite: GR202.

CATEGORY ONE: Language. Students must have taken GR201/202 or equivalent. Students who enter with equivalent language skills must choose GR305 and four units distributed over Categories Two and Three.

CATEGORY TWO: Literature. Students must take at least two courses from this category, one of which is taught in German. GR210, GR211, GR220, GR229, GR315, GR316, GR320, GR327, GR328, GR334, GR335, GR336, GR347.

CATEGORY THREE: Intellectual History, Politics, the Arts. Students must choose two units from the following groups:

- a.) Intellectual History: HY288, PH201, PH262, PH302, PH360.
- b.) Music and Art: AH112, AH223, AH242, AH243, AH342, MU150, MU204, MU207, MU212, MU223, MU224, MU226, MU228 (when topic is appropriate), MU315, MU316.
- c.) History and Politics: HY200 (when topic is appropriate), HY274, HY275, HY277, HY278, HY279, HY280, HY283, PS333.

THE INTEGRATIVE EXPERIENCE:

To complete the German studies thematic minor, the student must write, in one of the last courses taken for the minor, an integrative essay that draws together material from the various disciplines. This essay will be evaluated by the course instructor and the adviser for the minor.

India Studies (an ACM Program)

Adviser — J. LEE

A five-month academic program in India emphasizing the culture and language of Maharashtra. In addition to Marathi language, a variety of courses on India are offered. These may include anthropology, art, economics, history, literature, music, philosophy, political science, and sociology. (Application deadline: March 15). 5.5 units. Program in India: mid-August through mid-December. Marathi Language (1.5 units), Courses in Indian Culture (1.5 units), Independent Study Project (1.5 units). In addition to the ACM program, completion of the thematic minor requires one additional unit, normally a course from the Colorado College curriculum that deals directly with the Indian subcontinent. Work for this course or for the Independent Study Project will constitute the integrative experience for the thematic minor and will be evaluated by the adviser for the minor.

Italian Studies

Adviser — O'RILEY

Studies that combine Italian language and literature with history, art, and music. Emphasis can be placed on the Renaissance or on contemporary Italy. Students taking the ACM program in Florence may count four courses in the program toward this minor. The fifth course, in which they write their integrative paper, may be chosen from any of the categories listed below, or may be taken as an independent study, with the approval of the minor adviser and faculty involved. (ACM deadlines: Early admission — October 15; final deadline — March 15.) 5 units minimum.

CATEGORY ONE: Students must choose at least two units from the following: IT305, IT306, IT307, IT309, IT315, IT316, IT320.

CATEGORY TWO: Students must choose at least two units from the following: HY280, HY344, AH211, AH221, AH223, MU207, MU315.

CATEGORY THREE: GS221. The integrative paper will be written while fulfilling the on-campus unit requirement. Recommended as the culminating experience is GS221. Otherwise the Integrative Experience is an oral exam, involving two faculty members from different departments, to be given in connection with the last course taken for the minor. Students will relate that course to other work they have done in the minor.

Latin American Studies

Adviser — BLASENHEIM

An interdisciplinary approach to the study of Latin American civilization. This minor consists of five units, four in Latin American studies and a language requirement consisting of one unit that can be fulfilled in a number of ways.

CATEGORY ONE: Latin America in the Social Sciences and Humanities. Students must choose two units which focus on Mexico and Andean South America (Group A) and two units which focus on the Southern Cone (Group B). Courses which appear in both groups deal with aspects of both areas of Latin America.

- GROUP "A": Mexico and Andean South America. AN203, AN207, AN211 (when topic is appropriate), AN236, AN237, AN238; EC337 (when topic is appropriate); HY110 (when topic is appropriate), HY224, HY238, HY335, HY410 (when topic is appropriate); PS336, PS338, PS342; SO116, SO158, SO247, PH283
- GROUP "B": Southern Cone. AN211 (when topic is appropriate), AN236, AN237, AN238; EC337 (when topic is appropriate); HY110 (when topic is appropriate), HY224, HY236, HY238, HY340, HY410 (when topic is appropriate); PS335, PS342; SO116, SO247, PH283

When appropriate, additional summer courses and topics courses will count for the minor.

- CATEGORY TWO: Latin American Language (one unit). This minor requires upper-level Spanish or Portuguese. For Spanish, this would entail one 300-level course offered by the CC Spanish department; for an advanced Spanish or Portuguese course taken elsewhere, this would entail a minimum of one transfer credit, accepted by Colorado College.

Mexico Today

Adviser — S. BIZZARRO

An overview of modern Mexico through the study of language, literature, history, politics, economics, and anthropology. 4.5–5 units minimum.

The minor is based on participation in the four-block fall semester program in Mexico. Students on campus must take five units from the following: AN211, EC337, EC402 (when topic is appropriate): HY115, HY267, HY235, HY335, PS338, SO234, SP201, SP305, SP307, SP335.

THE INTEGRATIVE EXPERIENCE:

Students write a paper in which they relate the field experience in Mexico to a course taken on campus. Note of explanation for students on the program in Mexico: The Mexico program will always include at least one course outside of Spanish, usually in the social sciences.

Modern Greece and Its Background

Adviser — CRAMER

Modern Greek culture, language, and society with its Byzantine and classical background, studied through a program of instruction in Greece (for example: Colorado College Mediterranean Semester in Greece, College Year in Athens, Arcadia University Study in Greece). 5 units minimum.

Students study the modern Greek language at whatever level is appropriate (usually beginning), and three further courses chosen from the program catalog.

THE INTEGRATIVE EXPERIENCE:

Students will complete, in one of the courses or in an independent field experience, a special project, reported on in writing to the adviser at Colorado College.

North American Studies

Adviser — LINDAU

- CATEGORY ONE: LANGUAGE STUDIES, CULTURE AND CIVILIZATIONS. Students must choose one unit from the following courses: FR308, SP305, SP307. SP339.

- CATEGORY TWO: THE NORTH AMERICAN EXPERIENCE. Students must take at least two units (one having Canadian content, the other having Mexican content) from one of the following groups and one from the other. A. History and Politics: HY105 Civilization in the West: The Atlantic World (only one unit toward the minor), PS 103 (one unit toward the minor), HY/PS240, HY200 and HY203 if North America related, HY242, HY302, HY410; B. Culture and Literature: AH180, AN/MU290, AN204, AN308 (when topic is appropriate), HY305, SO223, SO237.

Note: Other courses, whether in the summer or the regular school year, may count toward the minor, provided they have Canada or Mexico content. For example, any of these courses might be suitable: AN211, EN280, FR308, FR417, HY203. Consult the advisers for the minor for a final decision on this matter. Certain summer courses and area studies institutes will count for the minor as well as special courses such as EC401 The Mexican Economy.

THE INTEGRATIVE EXPERIENCE:

GS 320 option will entail a final paper worked out in consultation with two faculty from two different divisions, and will concentrate on all three areas.

Writing Program

Director — TRACY SANTA

The Writing Program offers both writing intensive courses and writing adjunct courses for students who wish to practice and improve their writing while doing course work within the curriculum. Both kinds of writing courses have been designed to attach special importance to writing and revision. Writing intensive courses meet one unit of the division requirement in the division in which they are offered and may, in some instances, meet major requirements as well. Writing adjunct courses are extended-format courses which may be taken concurrently with regular block courses. The writing adjuncts provide students with an opportunity to work more intensively on the writing they are doing in their regular course work.

WRITING INTENSIVE COURSES, 2010–11:

Writing intensive courses provide opportunities for students to continue to improve their writing skills through practice and criticism. The writing component of each course is related to course content and is intended to promote learning within the field as well as greater facility in writing. In some cases, the writing component may emphasize the problems of writing for a particular discipline. Writing intensive courses have limited enrollment to allow time for individual conferences, small group sessions, and detailed criticism. The 2011–12 course schedule includes the following writing intensive course offerings:

AN – ANTHROPOLOGY:

AN242 Anthropology of Food. 1 unit.

BY – BIOLOGY:

BY308 Advanced Ecology. 1 unit.

BY365 Plant Physiology. 1 unit.

BY366 Comparative Animal Physiology. 1 unit.

BY450 Seminar in Molecular Biology. 1 unit.

EC – ECONOMICS:

EC151 Principles of Microeconomics. 1 unit.

ED – EDUCATION:

ED205 Education Theory into Practice. 1 unit.

EN – ENGLISH:

EN225 Introduction to Shakespeare. 1 unit.

EV – ENVIRONMENTAL SCIENCE:

EV209 Ecology and the Environment. 1 unit.

GS – GENERAL STUDIES:

GS233 Topics in Journalism. 1 unit.

HY – HISTORY:

HY238 Colonial Hispano-America. 1 unit.

HY410 Senior Seminar. 1 unit.

HY420 Senior Essay. 1 unit.

PS – POLITICAL SCIENCE:

PS203 Topics in Politics. 1 unit.

RE – RELIGION:

RE332 The Question of Faith. 1 unit.

SW – SOUTHWEST STUDIES:

SW200 Topics in Southwest Studies. 1 unit.

Faculty

Regular Faculty

In the following listings, the first date, in parentheses, indicates initial appointment to the college. The second date indicates the latest appointment.

- Richard Agee** (1982). Professor of Music, 1997–. A.B., University of California, Berkeley, 1976; M.F.A., Princeton University, 1978; Ph.D., Princeton, 1982; Fulbright Scholar, 1979–80.
- Gypsy Ames** (1984). Adjunct Associate Professor of Drama, 1996–. B.A., University of Colorado at Colorado Springs, 1981.
- Marlow Anderson** (1982). Professor of Mathematics, 1995–. B.A., Whitman College, 1972; M.A., University of Kansas, 1974; Ph.D., Kansas, 1977.
- Megan Anderson** (2006). Assistant Professor of Geology, 2006–. B.A., Carleton College, 1998; Ph.D. University of Arizona, 2005.
- Daniel Arroyo-Rodriguez** (2010). Assistant Professor of Spanish, 2010–. B.A., Universidad de Sevilla, 2000; Ph.D., University of Michigan, 2010.
- Susan Ashley** (1970). Professor of History, 1986–. B.A., Carleton College, 1965; Woodrow Wilson Fellow, 1965–66; M.A., Columbia University, 1967; Ph.D., Columbia, 1973.
- Ryan Bañagale** (2012). Assistant Professor of Music, 2012–. B.A., Colorado College, 2000; M.A. University of Washington, 2004; Ph.D., Harvard University, 2011.
- Ofar Ben-Amots** (1994). Professor of Music, 2009–. Rubin Academy of Music at Tel-Aviv University, Israel, 1978–79; Conservatoire de Musique de Genève, Geneva, 1979–80; Nordrhein-Westfalen Hochschule für Musik, Detmold, 1986; Ph.D., University of Pennsylvania, 1993.
- Tamara Bentley** (2001). Associate Professor of Art, 2008–. B.A., Brown University, 1983; Ph.D., University of Michigan, 2000.
- Ralph Bertrand** (1991). Professor of Biology, 2004–. B.S., University of Nevada, Reno, 1978; M.S., University of Nevada, Reno, 1982; Ph.D., University of California, Riverside, 1987.
- Nilanjana Bhattacharjya** (2004). Assistant Professor of Music 2004–. B.A., Wellesley College, 1996; M.A., Cornell University, 1999; Ph.D., Cornell University, 2006.
- Kathy Bizzarro** (1999). Adjunct Associate Professor of Spanish, 2008–. B.A., Brooklyn College, 1973; M.A., University of Salamanca, 1976.
- Salvatore Bizzarro** (1968). Professor of Spanish, 1985–. B.A., Fordham University, 1964; M.A., Stanford University, 1965; Ph.D., Stanford, 1969. Woodrow Wilson Fellow, 1964–65. National Endowment for the Arts and Humanities Fellow, Colorado College, 1968–69.
- Peter Blasenheim** (1973). Professor of History, 1993–. B.A., City College of the City University of New York, 1968; M.A., Stanford University, 1969; Ph.D., Stanford, 1982. Fulbright Scholar, 1971–73.
- Nathan Bower** (1977). Professor of Chemistry, 1992–. B.A., College of Wooster, 1973; Ph.D., Oregon State University, 1977.
- Murphy Brasuel** (2004). Associate Professor of Chemistry 2011–. B.A. Colorado College, 1996; Ph.D. University of Michigan, 2002.
- Daniel Brink** (1987). Lecturer in Music, 1997–. B.S., University of Southern Colorado, 1979; M.M. in Piano, University of Colorado-Boulder, 1992.
- David Brown** (2003). Associate Professor of Mathematics, 2010–. B.A., St. John's College, 1992; Ph.D., University of California-Davis, 2001.
- Andrea Bruder** (2010). Assistant Professor in Mathematics, 2010–. M.S., Munich University of Technology; Ph.D., Baylor University, 2009.

- Shane Burns** (2000). Professor of Physics, 2004–. B.A., University of California, San Diego, 1979; M.A., University of California, Berkeley, 1982; Ph.D., University of California, Berkeley, 1985.
- George Butte** (1974). Professor of English, 1989–. B.A., University of Arizona, 1967; B. Phil., Oxford University, 1970; M.A., Johns Hopkins University, 1971; Ph.D., Johns Hopkins, 1973. Woodrow Wilson Fellow, 1967–68; Rhodes Scholar, 1968–70.
- Phillip Cervantes** (2000). Associate Professor of Physics, 2006–. B.S., University of California, Los Angeles, 1991; Ph.D., University of California, Santa Cruz, 1998.
- Emily Chan** (2004). Associate Professor of Psychology, 2010–. A.B., Princeton University, 1997; Ph.D., University of Michigan, 2003.
- Tracy Coleman** (2001). Associate Professor of Religion, 2007–. B.A., Rockford College, 1988; M.A., Harvard, 1993; M.A., Middlebury College, Paris, France, 1990; Ph.D., Brown University, 2001.
- Bruce Coriell** (1988). College Chaplain, 1988–. Lecturer in Religion, 1990–. B.A., Wheaton College, 1978; M.Div., Princeton Theological Seminary, 1981. M.A., Vanderbilt University.
- Owen Cramer** (1965). Professor of Classics, 1984–. B.A., Oberlin College, 1962; Ph.D., University of Texas, 1973. Honorary Woodrow Wilson Fellow, 1962–63.
- Tom Cronin** (1979–93), (2005). Professor of Political Science, 2005–. A.B., Holy Cross College, 1961; M.A., Stanford University, 1962; M.A., Stanford University, 1964; Ph.D., Stanford University, 1968.
- Helen Daly** (2011). Assistant Professor of Philosophy, 2011–. B.A., University of Akron, 2002; Ph.D., University of Arizona, 2011.
- Margaret Daugherty** (2008). Assistant Professor of Chemistry, 2008–. B.S., Juniata College, Huntingdon, PA, 1983; Ph.D., Washington University School of Medicine, 1994.
- Clinton Turner Davis** (1997). Adjunct Associate Professor of Drama, 2001–. B.F.A., Howard University; Fellowship: National Endowment for the Arts Theatre Program, 1979; Fellowship: National Endowment for the Arts/Theatre Communications Group Director, 1989.
- Marie Davis-Green** (2009). Assistant Professor of Drama and Dance, 2009–. B.A., Colorado State University, 2000; M.F.A., Yale University, 2003.
- William Davis** (1996). Associate Professor of Comparative Literature and German, 2006–. B.A., Brigham Young University, 1981; M.A., Stanford University, 1982; Ph.D., Stanford University, 1989.
- Pedro de Araujo** (2008). Assistant Professor of Economics and Business, 2008–. B.A., Universidade do Estado de Rio de Janeiro, 1999; M.A., Bowling Green State University, 2001; M.S., Bowling Green State University, 2002; Ph.D., Indiana University, 2008.
- Stephanie DiCenzo** (1999). Adjunct Associate Professor of Physics, 1999–. B.A., Oberlin College, 1974; M.Phil., Yale University, 1977; Ph.D., Yale University, 1980.
- Marcia D-S. Dobson** (1976). Professor of Classics, 1993–. B.A., Bennington College, 1963; M.A., Tufts University, 1964; Ph.D., Harvard University, 1976; Ph.D., Pacifica Graduate Institute, 1998.
- Amy Dounay** (2012). Assistant Professor of Chemistry, 2012–. B.A. Colorado College, 1996; Ph.D., University of Minnesota, 2001.
- Lori Driscoll** (2003). Associate Professor of Psychology, 2009–. B.A., Colorado College, 1994; Ph.D., Cornell University, 2003.
- Howard Drossman** (1992). Professor of Chemistry and Environmental Science, 2006–. B.S., University of California, Berkeley, 1981; Ph.D., University of Wisconsin, Madison, 1992.
- Andrew Dunham** (1980). Professor of Political Science, 1995–. B.A., Haverford College, 1969; M.A., University of Chicago, 1975; Ph.D., Chicago, 1981.
- James Jay Ebersole** (1988). Professor of Biology, 2002–. B.A., Goshen College, 1977; Ph.D., University of Colorado, 1985; Visiting Faculty Member, The Evergreen State College, 1987–88.
- Mike Edmonds** (1990). Dean of Students, 1990–2005; Dean of Students/Vice President for Student Life, 2005–. B.A., University of Mississippi; M.A., University of Mississippi; Ph.D., University of Mississippi.
- Mona El-Sherif** (2010). Assistant Professor of Arabic, 2010–. B.A., Alexandria University, 1997; M.A., Washington University, 2002; Ph.D., University of California-Berkeley, 2010.

- Kristi Erdal** (1995). Professor of Psychology, 2009–. B.A., Brown University, 1988; M.A., Arizona State University, 1992; Ph.D., Arizona State University, 1995.
- Stefan Erickson** (2008). Assistant Professor of Mathematics and Computer Science, 2008–. B.A., Rice University, 1999; M.A., University of California, San Diego, 2001; Ph.D., University of California, San Diego, 2005.
- Joan Ericson** (1996). Professor of Japanese, 2009–. B.A., California Lutheran College, 1972; M.A. (French Literature) University of Southern California, 1974; M.A. (Japanese Literature) University of Hawaii, 1981; M.Phil., Columbia University, 1984; Ph.D., Columbia University, 1993. Fulbright Research Scholar, 1994–95, 2010–11.
- Regula Evitt** (1999). Associate Professor of English, 2004–. B.A., Stanford University, 1981; M.A. Stanford University, 1982; Ph.D. University of Virginia, 1992.
- Aju Fenn** (2002). Associate Professor of Economics and Business, 2007–. B.S., St. Xavier's College, Calcutta, India, 1988; B.A., The College of Wooster, 1991; Ph.D., Iowa State University, 1998.
- Steven Fleck** (2000). Professor of Sport Science, 2004–. B.S., University of Wisconsin, 1973; M.A., Ohio State, 1975; Ph.D., Ohio State, 1978.
- Henry Fricke** (2000). Associate Professor of Geology, 2006–. B.A., University of Chicago, 1990; M.S., University of Michigan, 1993; Ph.D., University of Michigan, 1997.
- Timothy Fuller** (1965). Interim Vice-President for Advancement, 2012–. Professor of Political Science, 1981–. B.A., Kenyon College, 1961; M.A., Johns Hopkins University, 1965; Ph.D., Johns Hopkins, 1971; L.H.D. (hon.), Kenyon College, 1983.
- Rick Anthony Furtak** (2003). Associate Professor of Philosophy, 2009–. B.A., Boston University, 1996; Ph.D., University of Chicago, 2003.
- Claire Garcia** (1990). Professor of English, 2009–. B.A., Bennington College, 1978; M.A., University of Denver, 1987; Ph.D., University of Denver, 1991.
- David Gardiner** (1998). Associate Professor of Religion, 2006–. B.A., Amherst College, 1980; M.A., University of Virginia, 1986; Ph.D., Stanford University, 1995.
- Heinz Geppert** (1991). Lecturer in German, 2005–. B.A. Colorado College, 1968; M.A., University of Washington, 1969; Ph.D., University of Washington, 1973.
- Katherine Giuffre** (1996). Associate Professor of Sociology, 2002–. B.A., Harvard University, 1986; M.A., University of North Carolina, 1991; Ph.D., University of North Carolina at Chapel Hill, 1996.
- John Gould** (2002). Associate Professor of Political Science, 2008–. B.A., Williams College, 1984; M.A.L.D., Fletcher School, 1990; Ph.D., Columbia University, 2001; Postdoctoral Research and Teaching Fellow, University of Denver, 2001–02.
- Esteban M. Gómez** (2009). Assistant Professor of Anthropology, 2010–. B.A., University of California, Santa Cruz, 2000; M.A., University of California, Berkeley, 2004; Ph.D., University of California, Berkeley, 2010.
- Eve Noirot Grace** (1993). Associate Professor of Political Science, 2002. A.B., Harvard, 1987; M.A., University of Toronto, 1988; Ph.D., University of Toronto, 1996.
- Michael Grace** (1967). Professor of Music, 1986–. B.A., Colorado College 1963; M.A., Colorado College, 1964; Ph.D., Yale University, 1974.
- Sue Langlas Grace** (1976). Senior Lecturer in Music and Artist in Residence, 1988–. B.M., University of Iowa, 1973; M.A., University of Iowa, 1975.
- Emilie Gray** (2009). Assistant Professor of Biology, 2009–. B.S., Université de Rennes, France, 1998; M.S., Université Orléans and INA-PG, France, 1999; Ph.D., University of California, Irvine, 2005.
- Neena Grover** (1999). Associate Professor of Chemistry, 2005–. B.Sc., Women's Christian College, 1987; M.Sc., Indian Institute of Technology, 1989; M.S., University of Chicago, 1990; Ph.D., University of North Carolina, 1994.
- Ronald Hathaway** (1970). Professor of Biology, 1986–. B.S., Fort Lewis College, 1965; M.S., University of New Mexico, 1966; Ph.D., University of Illinois, 1970.
- Sarah Hautzinger** (1998). Associate Professor of Anthropology, 2004–. B.A., Reed College, 1985; M.A., Johns Hopkins University, 1992; Ph.D., Johns Hopkins University, 1997.
- Steven Hayward** (2008). Assistant Professor of English, 2008–. B.A., University of Toronto, 1994; M.A., York University, 1995; Ph.D., York University, 2001.

- Walter Hecox** (1970). Professor of Environmental Science 2006–. Professor of Economics, 1985–2006. B.A., Colorado College, 1964; M.A. Syracuse University, 1967; Ph.D., Syracuse University, 1969.
- David Hendrickson** (1983). Professor of Political Science, 1996–. B.A., Colorado College, 1976; M.A., Johns Hopkins University, 1981; Ph.D., Johns Hopkins University, 1982.
- Alberto Hernandez-Lemus** (2002). Associate Professor of Philosophy, 2008–. B.A., Colorado College, 1987; M.A., New School for Social Research, 1996; Ph.D., New School for Social Research, 2000.
- Patrizia Herminjard** (2011). Artist-in-Residence of Dance, 2011–. B.A., Colorado College, 1996; M.F.A., University of California, Irvine, 2003.
- Shane Heschel** (2005). Associate Professor of Biology, 2011–. B.S., University of Illinois, 1991; M.S., University of Illinois, 1994; Ph.D., Brown University, 2000.
- Jane Hilberry** (1988). Professor of English, 2002–. B.A., Oberlin College, 1980; M.A., Indiana University, 1987; Ph.D., Indiana University, 1988.
- Richard Hilt** (1964). Professor of Physics, 1980–. B.A., Oberlin College, 1958; Ph.D., University of North Carolina, 1964.
- John Horner** (1987). Professor of Psychology 2003–. B.A., University of Tennessee, 1980; Ph.D., Duke University, 1986.
- Marion Hourdequin** (2006). Associate Professor of Philosophy, 2011–. A.B., Princeton University, 1995; M.S., University of Montana, 1999; Ph.D., Duke University, 2004.
- Nancy Huang** (2008). Assistant Professor of Biology, 2008–. B.S., College of William and Mary, 1997; Ph.D., Harvard University, 2003.
- Lisa B. Hughes** (2004). Adjunct Associate Professor of Literature 2009–. B.A., University of Kentucky, 1984; M.A., Ohio State University, 1987; Ph.D., University of Iowa, 1995.
- Anne Farrar Hyde** (1991). Professor of History, 2002–. A.B., Mt. Holyoke, 1982; M.A., University of California, Berkeley, 1984; Ph.D., University of California, Berkeley, 1988.
- Takeshi Ito** (2008). Assistant Professor of Political Science, 2008–. B.A., Keio University, Tokyo, Japan, 1995; M.A., Hitotsubashi University, Tokyo, 1999; Ph.D., Bard College, 2008.
- Robert Jacobs** (1993). Professor of Psychology, 2007–. B.A., Whitman College, 1980; M.A., University of Washington, 1982; Ph.D., University of California, Los Angeles, 1991.
- Steven Janke** (1975). Professor of Mathematics, 1993–. B.A., University of California, Santa Barbara, 1969; M.A., University of California, Berkeley, 1971; Ph.D., University of California, Berkeley, 1982.
- Hong Jiang** (1993). Professor of Chinese, 2011–. B.A., Fudan University, Shanghai, 1982; M.A., University of Minnesota, 1989; Ph.D., University of Minnesota, 1993.
- Daniel Johnson** (2004). Associate Professor of Economics and Business 2008–. BSocSci, University of Ottawa, 1991; M.Sc., London School of Economics, 1992; Ph.D., Yale University, 1998.
- Scott Johnson** (2006). Associate Professor of Art, 2006–. B.F.A., University of Colorado, 1994; M.F.A. Tyler School of Art, 2000.
- Phil Kannan** (2004). Distinguished Lecturer and Legal Scholar in Residence, 2004–. B.S., University of North Carolina-Chapel Hill, 1961; M.A., University of North Carolina-Chapel Hill, 1963; J.D., University of Tennessee College of Law, 1974.
- Vibha Kapuria-Foreman** (1989). Professor of Economics, 2002–. B.A., Indraprastha College, University of Delhi, 1982; Ph.D., University of Pittsburgh, 1987.
- Sylvia Kelso** (1987). Professor of Biology, 2002–. A.B., Dartmouth College, 1975; M.A., University of Colorado, 1980; Ph.D., University of Alaska, 1987.
- Maroula Khraiche** (2010). Assistant Professor of Economics and Business, 2010–. B.S., Arizona State University, 2004; M.A., University of Connecticut, 2006; Ph.D. University of Connecticut, 2010.
- Darrell Killian** (2011). Assistant Professor of Biology, 2011–. B.A., Wesleyan University; Ph.D., New York University, 2004.
- Richard Koc** (1988). Professor of German, 1998–. B.A., South Dakota University, 1972; M.A., Stanford, 1974; Ph.D., Stanford, 1981.
- Ruth Kolarik** (1978). Professor of Art, 1995–. B.A., University of Kansas, 1969; M.A., Kansas, 1970; Ph.D., Harvard University, 1982.

- Scott Krzych** (2011). Assistant Professor of New Media, 2011–. B.A., California State University-Northridge, 2001; M.A. State University of New York-Buffalo, 2004; Ph.D., Oklahoma State University, 2010.
- Miroslav Kummel** (2006). Assistant Professor of Environmental Studies 2007–. A.B. Princeton, 1997; Ph.D. University of Michigan, 2003.
- Kristine Lang** (2003). Associate Professor of Physics, 2009–. B.S., Georgetown University, 1993; M.A., University of California, Berkeley, 1998; Ph.D., University of California, Berkeley, 2001.
- Judith Laux** (1979). Professor of Economics and Business, 1996–. B.A., Colorado College, 1977; M.B.A., Keller Graduate School of Management, 1978; Ph.D., University of Colorado, Boulder, 1990.
- Jonathan Lee** (1992). Professor of Philosophy, 1993–. A.B., Temple University, 1973; M.A., University of Connecticut, 1974; Ph.D., University of Connecticut, 1978.
- Robert Lee** (1971). Professor of Political Science, 1989–. B.A., Carleton College, 1963; M.S., Columbia University, 1965; M.A., Columbia University, 1968; Ph.D., Columbia University, 1972.
- Eric Leonard** (1981). Professor of Geology, 1996–. B.A., University of California, Berkeley, 1971; M.A., Simon Fraser University, 1975; Ph.D., University of Colorado, Boulder, 1981.
- Katharine Camilla Leonard** (1994). Professor of Art, 2009–. B.A., Grinnell College, 1991; M.F.A., University of Nebraska-Lincoln, 1994.
- Victoria Lindsay Levine** (1988). Professor of Music, 2002–. B.Mus., B.A., San Francisco State University, 1977; M.A., San Francisco State University, 1980; Ph.D., University of Illinois at Champaign-Urbana, 1990.
- Heidi Lewis** (2012). Assistant Professor of Feminist and Gender Studies, 2012–. B.A., Robert Morris University, 2003; M.A., Ohio University, 2005; Ph.D., Purdue University, 2011.
- Christina Leza** (2011). Assistant Professor of Anthropology, 2011–. B.A., New Mexico State University, 1999; M.A., University of California, Davis, 2011; Ph.D., University of Arizona, 2009.
- Juan David Lindau** (1989). Professor of Political Science, 2003–. B.A., New College, U.S.F., 1977; M.A., Stanford University, 1980; M.A., Harvard University, 1984; Ph.D., Harvard University, 1987.
- Thomas Lindblade** (1989). Professor of Drama, 2003–. B.A., University of Wisconsin, 1979; M.A., University of Minnesota, 1982; Ph.D., Stanford University, 1989.
- Theodore Lindeman** (1983). Professor of Chemistry, 1997–. B.A., Colorado College, 1973; M.S., Cornell University, 1976; Ph.D., Cornell University, 1979.
- Brian Linkhart** (2001). Associate Professor of Biology, 2006–. B.S., Colorado State University, 1981; M.S., Colorado State University, 1984; Secondary Education Certification in Science and Math, 1987; Ph.D., University of Colorado, 2001.
- Jeff Livesay** (1978). Professor of Sociology, 1994–. B.A., Harvard University, 1970; M.A., Duke University, 1972; Ph.D., University of California, Santa Cruz, 1977.
- Clara Lomas** (1987). Professor of Spanish, 2001–. B.A., University of California, San Diego, 1975; M.A., University of California, San Diego, 1980; Ph.D., University of California, San Diego, 1985.
- Phoebe Lostroh** (2003). Associate Professor of Biology, 2009–. B.A., Grinnell College, 1994; Ph.D., Harvard University, 2001.
- Genevieve Love** (2002). Associate Professor of English, 2008–. B.A., Wesleyan University, 1996; M.A., Cornell University, 2000; Ph.D., Cornell University, 2002.
- Kristina Lybecker** (2007). Associate Professor of Economics and Business, 2007–. B.A., Macalester College, 1991; Ph.D., University of California, Berkeley, 2000.
- Andrew Manley** (2003). Associate Professor of Drama, 2003–. Degree in Acting from Central School of Speech and Drama, London, UK.
- Andreea Marinescu** (2009). Assistant Professor of Spanish, 2009–. B.S., University of Michigan, 2002; Ph.D., University of Michigan, 2010.
- Paul Maruyama** (1988). Senior Lecturer in Japanese, 2005–. B.S., San Jose University, 1966; M.B.A., University of Hawaii, 1971.
- David Mason** (1998). Professor of English, 2008–. B.A., Colorado College, 1978; M.A., University of Rochester, 1986; Ph.D., University of Rochester, 1989.

- Jane McDougall** (1997). Associate Professor of Mathematics, 2005–. B.S., University of Canterbury, 1990; M.A., Northwestern University, 1996; Ph.D., Northwestern University, 1996.
- Dennis McEnnerney** (2004). Adjunct Associate Professor of Philosophy, 2007–. A.B., Stanford University, 1980; M.A., University of California, Berkeley, 1983; Ph.D., University of California, Berkeley, 1995.
- Corina McKendry** (2011). Assistant Professor of Political Science, 2011–. B.A., Macalester College, 1998; M.A., University of California, Santa Cruz, 2008; Ph.D., University of California, Santa Cruz, 2011.
- Charlotte Mendoza** (1971). Professor of Education, 1985–. B.A., Queens College, 1962; Ed.M., Harvard University, 1963; Ed.D., University of Rochester, 1971.
- Sally Meyer** (1988). Professor of Chemistry, 2002–. B.S., Rockhurst College, 1982; Ph.D., University of Kansas, 1987.
- Douglas Monroy** (1978). Professor of History, 1994–. B.A., University of California, Los Angeles, 1971; M.A., University of California, Los Angeles, 1972; Ph.D., University of California, Los Angeles, 1978.
- Mario Montaña** (1992). Associate Professor of Anthropology, 2000–. B.A., Saint Edwards University, 1975; M.A., University of Texas, San Antonio, 1978; Ph.D., University of Pennsylvania, 1991.
- Jane Murphy** (2007). Assistant Professor of History, 2007–. B.A., Yale University, 1995; M.A., Princeton University, 2001; Ph.D., Princeton University, 2006.
- Gail Murphy-Geiss** (2004). Associate Professor of Sociology, 2010–. B.A., Westminster College, 1982; M.Div., Boston University, 1986; Ph.D., University of Denver, 2002.
- Gale Murray** (1976). Professor of Art, 1991–. B.A., Barnard College, 1966; M.A., Columbia University, 1970; M.Phil., Columbia, 1977; Ph.D., Columbia, 1978.
- Paul Myrow** (1987). Professor of Geology, 2000–. B.A., Colgate University, 1980; M.S., University of Vermont, 1983; Ph.D., Memorial University, 1987.
- Carol Neel** (1980). Professor of History, 1995–. A.B., Bryn Mawr College, 1976; M.A., Cornell University, 1978; Ph.D., Cornell, 1981.
- Jeffrey Noblett** (1980). Associate Dean of the Faculty, 2005–. Professor of Geology, 1997–. B.A., Knox College, 1975; Ph.D., Stanford University, 1980.
- Michael O'Riley** (1999). Associate Professor of Francophone and Mediterranean Studies, 2005–. B.A., Saint Lawrence University, 1990; M.A., Bowling Green State University, 1995; Ph.D., University of Oregon, 1998.
- Laura Padilla** (2006). Assistant Professor of English, 2007–. Riley Scholar-in-Residence, 2006–07. B.A. Reed College, 1999; Ph.D., University of Texas, 2006.
- James Parco** (2011). Associate Professor of Economics and Business, 2011–. B.S., United States Air Force Academy, 1991; M.B.A., College of William & Mary, 1994; M.S., University of Arizona, 2001; Ph.D., University of Arizona, 2002.
- C.J. Pascoe** (2008). Assistant Professor of Sociology, 2008–. B.A., Brandeis University, 1996; M.A., University of California, Berkeley, 2000; Ph.D., University of California, Berkeley, 2006.
- Alexei Pavlenko** (1993). Associate Professor of Russian, 2000–. B.A., Marywood College, 1988; M.A., Brown University, 1991; Ph.D., Brown University, 1995.
- Eric Perramond** (2005). Associate Professor of Southwest Studies and Environmental Science, 2009–. B.A., Mary Washington College, 1992; M.A. Louisiana State University, 1994; Ph.D., The University of Texas, Austin, 1999.
- Ryan Platt** (2010). Assistant Professor of Drama and Dance, 2010–. B.A., Amherst College; M.A., Cornell University, 2001; Ph.D. Cornell University, 2010.
- Eric Popkin** (2001). Dean of Summer Programs, 2008–. Associate Professor of Sociology, 2005–. B.A., University of Wisconsin, Madison, 1985; M.A., University of California, Los Angeles, 1994; Ph.D., University of California, Los Angeles, 1998.
- Andrew Price-Smith** (2005). Associate Professor of Political Science, 2010–. B.A., Queen's University, 1992; M.A., University of Western Ontario, 1994; Ph.D., University of Toronto, 1999.
- Patricia Purdue** (2002). Associate Professor of Physics, 2008–. A.B., Bryn Mawr College, 1995; M.A., Bryn Mawr College, 1995; Ph.D., California Institute of Technology, 2002.
- Daniel Raffin** (2000). Associate Professor of Art, 2006–. B.F.A., University of Connecticut, 1992; M.F.A., University of Colorado, 1995.

- Bryant Ragan, Jr.** (2004). Professor of History, 2007–. B.A., University of Texas, Austin, 1981; M.A., University of California, Berkeley, 1983; Ph.D., University of California, Berkeley, 1988.
- Kevin Rask** (2011). College Research Professor, 2011–. B.A., Haverford College, 1986; M.A., Duke University, 1988; Ph.D., Duke University, 1991.
- Esther Redmount** (1987). Associate Professor of Economics and Business, 1993–. B.A., College of William and Mary, 1976; Ph.D., University of Virginia, 1985.
- Jared S. Richman** (2009). Assistant Professor of English, 2009–. B.A., Union College, 1997; M.A., University of York, UK, 2001; M.A., University of Pennsylvania, 2003; Ph.D., University of Pennsylvania, 2009.
- Andrea Righi** (2011). Assistant Professor of Italian, 2011–. Laurea, University of Bologna, 2000; M.A., University of California, San Diego, 2004; Dottorato di Ricerca, Università degli Studi di Bologna, 2005; Ph.D., Cornell University, 2009.
- John Riker** (1968). Professor of Philosophy, 1985–. B.A., Middlebury College, 1965; M.A., Vanderbilt University, 1967; Ph.D., Vanderbilt University, 1968.
- Tomi-Ann Roberts** (1993). Professor of Psychology, 2006–. A.B., Smith College, 1985; Ph.D., Stanford University, 1990.
- Wade Roberts** (2004). Associate Professor of Sociology, 2010–. B.A., Minnesota State University, Moorhead, 1996; M.A., University of Arizona, 1998; Ph.D., University of Arizona, 2004.
- Bryan Rommel-Ruiz** (1996). Associate Professor of History, 2003–. B.A., University of California-Berkeley, 1992; M.A., University of Michigan, 1994; Ph.D., University of Michigan, 1999.
- Carrie Ruiz** (2010). Assistant Professor of Spanish, 2010–. B.A., Shippensburg University of Pennsylvania, 1999; M.A., University of Colorado, Boulder, 2001; Ph.D., University of Colorado, Boulder, 2008.
- Tracy Santa** (2005). Director of the Writing Program and Writing Center, 2005–. Lecturer in English, 2012–. B.A., San Francisco State University, 1978; M.A., San Francisco State University, 1985; Ed.M., Harvard University, 1988; Ph.D., Indiana University of Pennsylvania, 2005.
- Barry Sarchett** (1985). Professor of English, 2002–. B.A., Western Washington University, 1969; M.A., Purdue University, 1972; Ph.D., University of Utah, 1987.
- Corinne Scheiner** (2000). Associate Professor of Comparative Literature, 2006–. B.A., Pomona College, 1991; M.A., University of Chicago, 1992; Ph.D., University of Chicago, 2000.
- Sarah Schwarz** (2007). Assistant Professor of Religion, 2007–. B.A., Brown University, 1995; Ph.D., University of Pennsylvania, 2005.
- Stephen Scott** (1969). Professor of Music, 1989–. Director, Colorado College New Music Ensemble. B.A., University of Oregon, 1967; M.A., Brown University, 1969.
- Dennis Showalter** (1969). Professor of History, 1985–. B.A., St. John's University, 1963; M.A., University of Minnesota, 1965; Ph.D., Minnesota, 1969.
- Christine Siddoway** (1994). Professor of Geology, 2009–. B.A., Carleton College, 1984; M.S., University of Arizona, 1989; Ph.D., University of California, Santa Barbara, 1995.
- Michael Siddoway** (1988). Professor of Mathematics, 2002–. B.S., University of Notre Dame, 1979; M.S., Tulane University, 1985; Ph.D., Tulane University, 1988.
- John Simons** (1971). Professor of English, 1986–. B.A., Hope College, 1966; M.A., University of Chicago, 1968; Ph.D., University of Chicago, 1972.
- Mark Griffin Smith** (1988). Professor of Economics and Business, 2002–. B.A., Harvard, 1979; M.S., Duke University, 1986; Ph.D., Duke University, 1987.
- Marc Snyder** (1996). Professor of Biology, 2009–. B.A., Kent State University, 1981; Ph.D., University of Colorado, 1990.
- Kristin E.V. Stanec** (1998). Lecturer in Education, 2005–. B.A., Colorado College, 1989; M.A.T., Colorado College, 1989.
- John Lawrence Stimpert** (1996). Professor of Economics and Business, 2002–. B.A., Illinois Wesleyan University, 1980; M.B.A., Columbia University, 1985; Ph.D., University of Illinois, Champaign-Urbana, 1992.
- Bogdan Swider** (1982). Professor of Art, 2003–. B.F.A., School of the Art Institute of Chicago, 1969; M.F.A., University of Florida, 1971.
- Michael Taber** (2006). Associate Professor of Education, 2006–. B.A., Colorado College, 1986; M.A.T., Colorado College, 1987; Ph.D., Iowa State University, 1999.

- Alistaire Tallent** (2005). Associate Professor of Francophone and Mediterranean Studies, 2011–. B.A., Birmingham-Southern College, 1997; M.A., University of Tennessee, 2000; Ph.D., Vanderbilt University, 2005.
- Amelia Taylor** (2006). Associate Professor of Mathematics, 2006. B.A., St. Olaf College, 1994; M.S., Purdue University, 1997; Ph.D. University of Kansas, 2000.
- Sanjaya Thakur** (2009). Assistant Professor of Classics, 2009–. B.S., University of California, Los Angeles; M.A., University of Michigan, 2008; Ph.D., University of Michigan, 2008.
- Jill Tiefenthaler** (2011). President of the College, 2011–; Professor of Economics and Business, 2011–. B.A., Saint Mary's College, 1987; M.A., Duke University, 1989; Ph.D., Duke University, 1991.
- Frederick Tinsley** (1977). Professor of Mathematics, 1993–. B.A., Middlebury College, 1973; M.A., University of Wisconsin, 1976; M.S., University of Wisconsin, 1977; Ph.D., University of Wisconsin, 1977.
- Rebecca Tucker** (2003). Associate Professor of Art, 2009–. A.B., Bryn Mawr College, 1988; M.A., Institute of Fine Arts, 1994; Ph.D., Institute of Fine Arts, 2002.
- Daniel Tynan** (1970). Professor of English, 1986–. B.A., Fordham University, 1966; M.A., University of Wisconsin, 1967; Ph.D., Wisconsin, 1971.
- Habiba Vaghoo** (2011). Assistant Professor of Chemistry, 2011–. B.A., Concordia College, 2003; Ph.D., University of Southern California, 2008.
- Ibrahima Wade** (1997). Associate Professor of Francophone and Mediterranean Studies, 2005–. Licence es Lettres, Université Cheikh, Anta Diop, 1987; M.A., University of Illinois, 1991; Ph.D., University of Illinois, 1996.
- Patricia Waters** (1997). Associate Professor of Psychology, 2004–. B.A., Western Washington University, 1980; Ed.M., Harvard University, 1984; Ph.D., Boston University, 1990.
- David Weddle** (2000). Professor of Religion, 2000–. A.B., Hope College, 1966; M.A., Harvard University, 1970; Ph.D., Harvard University, 1973.
- Matthew Whitehead** (2012). Assistant Professor of Mathematics and Computer Science, 2012–. B.S., Willamette University, 2001; M.S. Washington State University, 2003; Ph.D., Indiana University, 2010.
- Barbara Whitten** (1987). Professor of Physics, 1995–. B.A., Carleton College, 1968; M.A., University of Rochester, 1971; Ph.D., University of Rochester, 1977.
- John Williams** (2004). Associate Professor of History, 2010–. B.A., Indiana University, 1990; M.A., Harvard University, 1993; Ph.D., University of California, Berkeley, 2005.
- Mark Wilson** (1998). Associate Professor of Biology, 2003–. B.Sc. University of Bristol, U.K., 1986; Ph.D., University of Manchester, U.K., 1989.
- Armin Wishard** (1970). Professor of German, 1985–. B.A., University of California, Riverside, 1965; M.A., University of California, Riverside, 1967; Ph.D., University of Oregon, 1970.
- Dana Wittmer** (2011). Assistant Professor of Political Science, 2011–. B.A., University of California, Santa Barbara, 2004; M.A., Ohio State University, 2007; Ph.D., Ohio State University, 2011.
- Shawn Womack** (2011). Associate Professor of Drama and Dance, 2011–. B.F.A., University of Cincinnati-Conservatory of Music, 1981; M.F.A., University of California, Riverside, 2003.
- Sandra Wong** (2000). Dean of the College, Dean of the Faculty, 2012–. Associate Professor of Sociology, 2004–. B.A., Rice University, 1982; M.A., Yale University, 1983; M.Phil., Yale University, 1985; Ph.D., Yale University, 1990.
- Naomi Pueo Wood** (2011). Assistant Professor of Spanish, 2011–. B.A., Mills College, 2002; M.A., University of Minnesota, 2006; Ph.D., University of Minnesota, 2011.
- Peter Wright** (2008). Assistant Professor of Religion, 2008–. B.A., University of Pittsburgh, 1982; J.D., Duquesne University School of Law, 1991; M.A., University of North Carolina at Chapel Hill, 2004; Ph.D., University of North Carolina, Chapel Hill, 2008.
- Fanny Zhang** (2010). Lecturer in Chinese, 2010–. B.S., Beijing Normal University, 1984.

Year-Long Visitors

- Matt Bakker** (2010). Visiting Instructor in Sociology, 2010–. B.A., University of California, Santa Cruz, 1995; M.S. University of California, Davis, 2003; M.S., University of California, Davis, 2007; Ph.D. candidate, University of California, Davis.
- Anthony Bull** (2012). Post-Doctoral Teaching Fellow in Sports Science, 2012.
- Dan Fahey** (2011). ACM-Mellon Post-Doctoral Fellow, 2011–. B.A., University of Notre Dame, 1990; M.A., Tufts University, 2002; Ph.D. candidate, University of California, Berkeley.
- Krista Fish** (2010) Visiting Assistant Professor in Anthropology, 2010–11. B.A. Colorado College, 1997; M.A., University of Colorado, Boulder, 2000; Ph.D., University of Colorado, Boulder, 2010.
- Idris Goodwin** (2012). Mellon Post-Doctoral Fellow in the Arts, 2012–. B.A., Columbia College; M.F.A., School of the Art Institute of Chicago, 2003.
- Clay Haskell** (2010). Artist-in-Residence in Film, 2010–. B.A., Johns Hopkins University, 1994; M.F.A., American Film Institute, 2000; Fulbright Fellowship, Hong Kong, China, 1997–98.
- Joseph Koke** (2012). Professor of Biology, 2012–. B.S., University of Oregon, 1966; M.S., University of Oregon, 1968; Ph.D., University of Alberta, 1971.
- Mari Lee** (2012). Visiting Assistant Professor of the Environmental Program, 2012–. B.S., Hope College; Ph.D., University of Minnesota, 2012.
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Emeriti

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- Harvey Rabbin** (1968). Professor Emeritus of Philosophy, 1999–. B.A., New School for Social Research, 1957; Ph.D., University of California, Santa Cruz, 1973.
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Index

A

Academic Calendar, 6
 Academic Chairs, 295
 Academic Honor System, 17
 Academic Life, 16
 Academic Policies, 62
 Academic Program, 47
 Academic Progress, Satisfactory, 68
 Academic Warning, 69
 ACM Programs, 61
 Administration, 296
 Admission, 33
 Admission, Common Application, 35
 Admission, Early Action, 36
 Admission, Fees and Deposits, 39
 Admission, Process, 33
 Admission, Winter Start, 36
 Advanced Standing Credit, 66
 Advising Program, 21
 African Studies, 280
 All-College Requirements for the Bachelor of
 Arts Degree, 47
 American Politics and Government, 208
 American West, Resource Systems in, 278
 Ancient World, 268
 Anthropology, 72
 AP, IB, and College Courses, 37
 Appeals, Financial Aid, 45
 Application and Eligibility, Financial Aid, 41
 Art, 78
 Arts in Context: London and Florence, 280
 Arts, Performing and Visual, 22
 Arts, Summer Festival of, 52
 Arts: Theory and Practice, 269
 Asian Studies, 85, 281
 Athletic Administrative Staff, 297
 Athletics, Physical Education, and Recreation,
 28
 Attendance Policy, 62

B

Baca Campus, 14
 Bachelor of Arts Degree, Requirements for, 47
 Biochemistry, 99
 Biology, 92
 Block Plan, 11
 Board of Trustees, 298
 Business, 53
 Business and Economics, 117

C

Cabin, 14
 Calendar, 6
 Campus Center, 27
 Campus Life, 24
 Campus Map, Inside Back Cover
 Campus Program Board, 26
 Campus Safety, 32
 Campus Visits, 37
 Career Center, 32
 Central American Culture and Society, 281
 Chairs, Academic, 295
 Changes, Course, 63
 Chemistry, 99
 Chinese, 170
 Cinema Studies, 270
 Classics, 103
 Classics–English, 106
 Classics–History–Politics, 107
 Colket Center for Academic Excellence, 18
 College Academic Program, 47
 College History, 12
 College Setting, 13
 Colorado College Facts, 8
 Colorado College Profile, 11
 Colorado Springs, 13
 Community-Based Learning, 260
 Community Service, 31
 Comparative Literature, 108

Contemporary French Studies, 281
Cooperative and Professional Programs, 53
Correspondence Directory, 9
Counseling Administrative Staff, 297
Counseling Services, 30
Course Attendance Policy, 62
Course Changes, 63
Course Listings, 72
Credit and Grades, 64
Crown Faculty Center, 19
Culture and Society, Central American, 281

D

Dean's List, Distinction, and Honors, 67
Department Chairs, 295
Departmental Courses, 72
Departmental Major/International Affairs
Option, 261
Deposits and Fees, Admission, 39
Directory, 9
Disability Services, 19
Dismissal, 69
Distinction, Dean's List, and Honors, 67

E

East Asian Languages, German, and Russian,
166
Economics and Business, 117
Economics, Mathematical, 190
Education, 124
Education Studies, 271
Eligibility and Application, Financial Aid, 41
Emeriti, 293
Employment, Student, 45
Engineering, 54
English, 128
English-Classics, 106
Environmental Issues, 272
Environmental Program, 136
Eurasian and Russian Studies, 224
Examinations, 63

F

Facilities, 13
Facts, 8
Faculty, 285

Faculty, Emeriti, 293
Faculty, Part-Time, 293
Faculty Center, 19
Federal and State Grants, 44
Fees and Deposits, Admission, 39
Fees and Tuition, 38
Feminist and Gender Studies, 142
Festival of the Arts, Summer, 52
Film Studies, 153, 254
Financial Aid, 41
Financial Aid and Off-Campus Study, 45
Financial Aid Appeals, 45
Financial Aid Application and Eligibility, 41
Financial Aid Awards, 43
Financial Aid Awards, Payment of, 45
Financial Aid Federal and State Grants, 44
Financial Aid Federal Loans, 44
Financial Aid Qualification for Aid, 41
Financial Aid Student Employment, 45
Financial Obligations, 38
First-Year Experience, 52
Florence and London, Arts in, 280
Folklore and Myth, 275
France, Semester in, 57
French, 156
French, Contemporary Studies, 281

G

General Studies, 255
Geology, 163
German, 166
German Exchange Program, 59
German Studies, 281
German, Russian, and East Asian Languages,
166
Germany, Semester in, 57
Government, Student, 25
Grades and Credit, 64
Grants, Federal and State, 44
Grants, Venture, 23
Greece, Background of Modern, 283

H

Health Professions, 54
Health Services, 29
History, 186
History of the College, 12

History–Classics–Politics, 107
 History–Philosophy, 184
 History–Political Science, 185
 Honor Societies, 23
 Honor System, 17
 Honors, Dean's List, and Distinction, 67
 Humanities, Studies in, 258

I

IB, AP, and College Courses, 37
 Independent Study, 64
 Index, 299
 India Studies, 282
 Information Management, 19
 Interdisciplinary and Special Studies Courses, 53
 Interdisciplinary Programs and Courses, 260
 International Affairs/Departmental Major, 261
 International and Off-Campus Study Programs, 56
 International Political Economy, 185
 International Programs, Office of, 22
 International Students, 36
 International Studies, 280
 Italian, 159
 Italian Studies, 282

J

Japanese, 172
 Journalism, 274

L

Latin American Studies, 282
 Law, 54
 Leave of Absence, 70
 Liberal Arts and Sciences, 261
 Library, 17
 Linguistics, 274
 Literature, Comparative, 108
 Loans, Federal, 44
 London and Florence, Arts in Context, 280

M

Map, Campus, Inside Back Cover
 Map, Campus, Legend, 304
 Master of Arts in Teaching Degree, Requirements for, 51
 Mathematical Economics, 190
 Mathematics, 186
 Medieval Studies, 274
 Mexico Today, 283
 Military Science, 54
 Minority and International Students, 31
 Mission Statement, 16
 Modern Greece and Its Background, 283
 Motor Vehicles, 32
 Music, 191
 Music Lessons, 39
 Myth and Folklore, 275

N

Natural Sciences, Studies in, 259
 Neuroscience, 197
 Non-Departmental Studies and Courses, 254
 Non-violence, 276
 North American Studies, 283

O

Off-Campus and International Study Programs, 56
 Off-Campus Study, Financial Aid and, 45
 Organizations, Student, 26

P

Payment of Financial Aid Awards, 45
 Payments, Tuition, 39
 Performing and Visual Arts, 22
 Phi Beta Kappa, 68
 Philosophy, 198
 Philosophy-History, 184
 Physical Education, Athletics, and Recreation, 28
 Physics, 202
 Policies, Academic, 62
 Political Economy, International, 185
 Political Science, 208

Political Science–History, 185
Politics–Classics–History, 107
Preregistration, 62
Probation, Academic, 69
Professional and Cooperative Programs, 53
Profile, College, 11
Psychoanalysis: Theories of the Unconscious, 277
Psychology, 214
Publications, Student, 26

R

Race and Ethnic Studies, 263, 277
Recreation, Athletics, and Physical Education, 28
Refunds, 40
Registration, 62
Religion, 220
Renaissance Studies, 278
Requirements for the Bachelor of Arts Degree, 47
Requirements for the Master of Arts in Teaching Degree, 50
Residential Life, 24
Resource Systems in the American West, 278
Retaking Courses, 64
Revolutions, 279
Right to Know, Student, 10
Russia, 58
Russian, 169
Russian and Eurasian Studies, 224
Russian, German, and East Asian Languages, 166

S

Safety, 32
Satisfactory Academic Progress, 68
Setting, College, 13
Sociology, 226
Southwest Studies, 230
Spanish, 237
Special Studies and Interdisciplinary Courses, 53
Sport Science, 241
Stabler-Gilmore Cabin, 14
Student Employment, 45
Student Government, 25

Student Organizations, 26
Student Profile, 24
Student Publications, 26
Student Right to Know, 10
Studies in the Humanities, 258
Studies in the Natural Sciences, 259
Summer Festival of the Arts, 52
Summer Independent Study Courses, 52
Summer Session, 51
Suspension and Warning, 69
Sweden, Study in Jönköping, 60

T

Teacher Education, 55
Theatre and Dance, 242
Thematic Minors, 268
Transcripts, 40
Transfer Students, 36
Trustees, Board of, 298
Tuition and Fees, 38
Tuition Payments, 39
Tutt Library, 17

U

Urban Studies, 279

V

Vehicles, 32
Venture Grants, 22
Veterans' Education, 45
Visiting the Campus, 37

W

Waiting Lists, 63
Warning and Suspension, 69
West, American, Resource Systems in, 278
Winter Start, 36
Withdrawal from the College, 70
Worner Campus Center, 27
Writing Program, 21, 284

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

General College Facilities

- 1 **Armstrong Hall** (Audio/Visual Services, Budget, Finance and Administration, Dean of the College, Departments of English, French, General Studies, German, Philosophy, Religion, Italian, Francophone and Mediterranean Studies, Russian, Spanish, Information Management, President, Registrar, Student Life, Theater)
- 2 **Spencer Center** (Advancement, Athletics Marketing, Communications, Development, Human Resources, Payroll, Purchasing, Tigers on Tejon)
- 3 **Central Services** (Copy Center, Mail Services, Print Shop)
- 4 **Packard Hall** (Art, Music)
- 5 **Worner Campus Center** (Arts and Crafts Studios, Benjamin's Cafe, Bookstore, Campus Activities, Career Center, Center for Service and Learning, Colorado Coffee, Gold Card Office, Information Desk, Office of Minority and International Students, Rastall Dining Hall, Sexual Assault Response & Prevention Program, Student Government Association, Student Organization Offices, Student Post Office)
- 6 **Honnen Ice Arena**
- 7 **El Pomar Sports Center** (Athletic Courts, Athletics, Schlessman Natatorium, Weight Room)
- 8 **Cossitt Hall** (Comparative Literature, Dance and Classics Departments, Faculty Commons)
- 9 **Cutler Hall** (Admission, Financial Aid)
- 10 **Tutt Library** (Help Desk, Learning Commons, Colket Student Learning Center, Computers and Advanced Technology Lab, Crown Faculty Center, Disability Services, First-Year and Sophomore Studies and Advising, Quantitative Reasoning Center, Writing Center)
- 11 **Palmer Hall** (Geology, Departments of Economics & Business, History, Political Science, Sociology, Gates Common Room)
- 12 **Shove Chapel** (Chaplain's Office, Worship Services)
- 13 **Olin Hall** (Biology, Engineering, Pre-Health Professions)
- 14 **Barnes Science Center** (Anthropology, Chemistry, Physics, Information Management)
- 15 **Russell T. Tutt Science Center** (Environmental Program, Mathematics, and Psychology/ Neuroscience Departments)
- 16 **Tutt Alumni House** (Alumni Relations)
- 17 **Art Department Sculpture Studio** (3D Arts)
- 18 **Williams Central Plant**
- 19 **Boettcher Health Center**
- 20 **Morreale House** (Summer Programs: Summer Session and Conferences, Summer Festival of the Arts)
- 21 **Morreale Carriage House** (Student Activities)
- 22 **Interdisciplinary House** (American Cultural Studies, Asian Studies, Race and Ethnic Studies)
- 23 **Dern House** (Hulbert Center for Southwest Studies)
- 24 **Mierow House** (Education Department)
- 25 **Gill House** (Office of International Programs)
- 26 **1210 Wood Avenue**
- 27 **Stewart House** (1228 N. Wood Avenue — President's Residence; Student Garden)
- 28 **Taylor Hall** (Theater Workshop, The Press at CC)
- 29 **Van Briggie Building** (Facilities Services)
- 30 **KRCC Radio**
- 31 **Children's Center**
- 32 **Carriage House** (Debate Team)
- 33 **Student Cultural Center**
- 71 **210 E. Cache La Poudre** (Sodexo Environmental Services)
- 72 **1012 N. Nevada** (Autrey Field Support Facility)
- 73 **1014 N. Weber** (Special Senior Status Faculty Offices)
- 74 **1018 N. Weber** (Civic Engagement)
- 75 **1024 N. Weber** (Ahlberg Outdoor Education Center)
- 76 **1028 N. Weber** (Cutler Publications)
- 80 **Edith Kinney Gaylord Cornerstone Arts Center** (South Theater, I.D.E.A. Space, Drama and Dance Department, Film)

Residence Halls/Houses

- 34 **Mathias Hall**
- 35 **Arthur House**
- 36 **Slocum Hall**
- 37 **Bemis Hall** (Great Hall, Residential Life and Housing)
- 38 **McGregor Hall**
- 39 **Blanca Apartments**
- 40 **Jerome P. McHugh Student Commons and Alumni Plaza** (The Preserve, Multi-Purpose Room)
- 41 **John Lord Knight '58 Student Apartment Complex**
- 42 **El Diente Apartments**
- 43 **Antero Apartments**
- 44 **Loomis Hall**
- 45 **Ticknor Hall** (Food Service/Bon Appétit, Telecommunications)
- 46 **Montgomery Hall**
- 47 **Edith Gaylord House** (Apartments, Security)
- 48 **Jackson House**
- 49 **Lennox House** (Glass House)
- 50 **1004 N. Weber** (Synergy House)
- 51 **1006 N. Weber** (Interfaith House)
- 52 **Colorado College Inn**
- 58 **223 E. San Rafael Street**
- 59 **1010 North Weber**

Residence Halls/Language Houses

- 53 **Windom House** (Spanish)
- 54 **Mullett House** (Russian)
- 55 **Max Kade House** (German)
- 56 **Elbert House** (West Wing: Italian, East Wing: Japanese and Chinese)
- 57 **Haskell House** (French)

Fraternities/Sororities

- 60 **Kappa Sigma Fraternity**
- 61 **Kappa Alpha Theta Sorority**
- 62 **Kappa Kappa Gamma Sorority**
- 63 **Delta Gamma Sorority**

Faculty/Staff Housing

- 64 **1140 N. Cascade**
- 65 **1144 N. Cascade**
- 66 **1148 N. Cascade** (Hamlin House)
- 67 **1131 N. Cascade**
- 68 **1005 N. Nevada**
- 69 **901 N. Nevada**
- 70 **214 E. Cache La Poudre**

Not on map: 20 Mesa Road
(Former Women's Club House)

*Accessible route: This route generally conforms to accessibility standards.

*Mostly accessible route: The majority of this route generally conforms to accessibility standards, but there may be excessive slopes and/or cross-slopes, unpaved portions of the route, or other irregularities in portions of the route.

*Difficult route: This route includes steep grades and/or cross slopes or other irregularities in significant portions of the route that may offer difficulties, pose a travel hazard, and/or require assistance.

Colorado College is committed to monitoring and improving access on campus. While every attempt has been made to ensure accurate information, ongoing construction and improvements may change accessibility features. If you have questions regarding accessibility on the campus, please contact either of these offices:

Disability services: 719-227-8285 or facilities services: 719-389-6568.

COLORADO COLLEGE

Campus Map

www.ColoradoCollege.edu

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The Colorado College Catalog of Courses contains information that changes periodically.
For the most up to date information, please refer to the online catalog at
www.coloradocollege.edu/catalog/