



# Bates

2024–2025 Catalog

# Bates College 2024–2025 Catalog

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# Introduction

## Mission Statement

Since 1855, Bates College has been dedicated to the emancipating potential of the liberal arts. Bates educates the whole person through creative and rigorous scholarship in a collaborative residential community. With ardor and devotion — *Amore ac Studio* — we engage the transformative power of our differences, cultivating intellectual discovery and informed civic action. Preparing leaders sustained by a love of learning and a commitment to responsible stewardship of the wider world, Bates is a college for coming times.

## The Foundations of the College

Bates was founded in 1855 by Freewill Baptists, first as the Maine State Seminary and later as Bates College. The founders believed that all human potential should be developed, and opened Bates' doors not only to white men — the traditional College population of the era — but also to African Americans and women. Seeking to repudiate social hierarchy, they banned fraternities and sororities. Bates was exceptional in taking these positions at the time. However, the College's efforts at true equity, inclusion, and access were imperfect and were shaped from the beginning by U.S. social norms that promoted hierarchies of race and gender.

The College's origin story is complex. The founder and first president of Bates, the Rev. Oren Burbank Cheney, was an ardent abolitionist: He established Storer College in West Virginia for freed slaves, he traveled to the South to recruit formerly enslaved persons to attend Bates, and he worked with the Underground Railroad. He wrote of slavery, “We hate it — we abhor it, we loathe it — we detest and despise it as a giant sin against God, and an awful crime upon man.”

As he sought financial support for his growing institution, Cheney looked to the Boston-based entrepreneurs who had invested in Lewiston, including Benjamin Bates, for whom the new College was named in 1864. In the years leading up to the Civil War, Benjamin Bates had built his fortune in New England textile manufacturing. He established the Bates Manufacturing Company in Lewiston in 1852, accumulating wealth in the antebellum years from the labor of enslaved people who grew the cotton that was spun and woven in his mills.

Despite these and other contradictions, the pursuit of access and equality to and through education runs deep in the College's history and mission and animates current efforts to ensure that all members of the community are supported to thrive. The College is committed to inclusion and belonging, beginning with programs for prospective and admitted students and extending through initiatives to transform curricula in the sciences and humanities, teach in ways that support all students for success, and offer co-curricular programs that allow students to engage deeply with each other and with the compelling issues of our time.

## Bates Today

### The President

Garry W. Jenkins is president and professor of politics at Bates College. He became the College's ninth president on July 1, 2023.

Before Bates, Jenkins served for seven years as dean and William S. Pattee Professor of Law at the University of Minnesota Law School. He previously served as the Associate Dean for Academic Affairs and John C. Elam / Vorys Sater Professor of Law at The Ohio State University Moritz College of Law. He co-founded and directed the Program on Law and Leadership at Ohio State, one of the first such programs at a U.S. law school, which teaches law students the skills and dimensions of leadership that had not been part of the traditional law school curriculum.

Jenkins is a nationally respected authority on nonprofit organizations, corporate governance, lawyers and leadership development, and higher education. He has published articles, essays, chapters, and op-eds in a variety of venues, including the *Southern California Law Review*, *North Carolina Law Review*, *Tulane Law Review*, and *Stanford Social Innovation Review*, among others.

Originally from New Jersey, Jenkins holds a bachelor's degree from Haverford College, a master's degree in public policy from the Harvard Kennedy School, and a juris doctorate from Harvard Law School.

### The Faculty

Bates is characterized by a culture of academic seriousness and an exceptional degree of faculty engagement with students. The faculty exemplifies the College's commitment to academic excellence and intellectual rigor. Faculty members' professional lives encompass scholarship and research, but they are at Bates because they are dedicated to teaching undergraduates. As of October 2023, 100 percent of tenured or tenure-track faculty members hold the Ph.D. or another terminal degree. Bates students work directly with the faculty; the student-to-faculty ratio is 10-to-1, and faculty members teach all courses, with exception of five to six practitioner-taught courses. Approximately 60 percent of class sections, excluding theses and independent studies, have fewer than twenty students enrolled.

### The Students

In fall 2023, Bates enrolled 1,753 students from 50 states, districts, and territories and 100 countries. The College is recognized for its inclusive social character; organizations are open to all. Bates offers a compelling education for students while they are undergraduates, and prepares them well for further study and careers. Bates is consistently a top producer of Fulbright awardees. Bates students have great success in graduate and professional school; more than 73 percent pursue advanced study.

### The Curriculum and Student Scholarship

In their academic work, Bates students are encouraged to explore broadly and deeply, to cross disciplines, and to grow as independent thinkers. Bates requires a senior thesis, a senior project, or a capstone seminar to

graduate. The senior thesis provides an opportunity for extended, closely guided research and writing, performance, or studio work. Many students launch their scholarly careers by collaborating with faculty in their research during the academic year and through the summer. Bates recognizes the special role that international study plays in providing students with the perspective and the opportunities that lead to international careers or service as well as a sense of world citizenship. Typically, 60 percent of students study abroad for a semester or longer during their time at Bates, one of the highest rates in the nation.

## Community Engagement

Bates is a national leader in community-engaged learning and research. A Bates education seeks to connect learning to action, a connection expressed by high levels of student participation in academic and volunteer work in the community as well as by graduates' careers and community leadership. Many faculty members routinely incorporate community-based learning and research into their courses, and about half of Bates students are involved in a wide variety of community-based projects. Bates is committed to its home communities of Lewiston and Auburn, together constituting Maine's second-largest urban area, which provide a valued setting that enriches Bates' educational mission and social life. The College intends its many forms of engagement beyond campus to be true partnerships, drawing on the strengths of all partners for mutual benefit.

## The Campus

Bates is located on a 133-acre traditional New England campus, anchored with a beautiful historic Quad. On the east side of the Quad is the academic heart of campus, the George and Helen Ladd Library. To the west is the chapel, named in memory of the late Peter J. Gomes '65, an influential and beloved preacher, minister, professor, and author. To the north, overlooking Lake Andrews, the Olin Arts Center is home to a concert hall and the Bates College Museum of Art. Schaeffer Theatre is among several performance venues that support theater and dance. On the south side of campus, Bates has created a dynamic new hub of campus life, featuring a mix of residential spaces and student services, including a major renovation of historic Chase Hall (1919). A \$75 million facilities investment in STEM teaching and research includes the Bonney Science Center (2021) and a renovation of Dana Chemistry Hall (1965) as state-of-the-art teaching centers. Extensive athletics facilities comprise the eastern edge of campus. Along the Maine coast, Bates manages the 574-acre Bates-Morse Mountain Conservation Area, for research and teaching. The adjacent Shortridge Coastal Center includes an 80-acre woodland and freshwater habitat.

## Alumni and Parent Engagement

The educational mission of the College is supported generously by a significant percentage of alumni who have made a lifetime commitment to their alma mater. The College's alumni, living in all fifty states and around the world, remain actively connected to Bates in various ways. Parents of current Bates students also are engaged with the College in programs and activities on campus and off. Alumni and parent volunteers serve as admission representatives, class agent and reunion volunteers, regional and affinity leaders, young alumni volunteers, parent fundraising volunteers, and career networking volunteers. In June 2022, the College successfully concluded its largest-ever fundraising campaign, raising \$336 million against a goal of \$300 million. The College's endowment provides resources for financial aid, academic programs, faculty and student research, Purposeful Work program, and general support of the educational mission. At the close of the 2023 fiscal year, the College's endowment was valued at \$428 million.

## The Admission of Students

The admission requirements and procedures are designed to help the College select, from among the students applying, those best qualified to benefit from the educational opportunities at Bates. As the emphasis at Bates is on the liberal arts and sciences, the secondary school record should demonstrate success in these fields. Applicants must present evidence of intellectual curiosity, good character, and thorough scholastic preparation. The College values and seeks a bold, and principled student body that embraces academic rigor, innovative thought, and community engagement. Each applicant is considered individually, and the Dean of Admission and Financial Aid may make exceptions to any requirement.

## Admission Requirements

### Application Form

Bates uses the Coalition Application and the Common Application. In addition to biographical data, the application requests information concerning the applicant's academic and extracurricular interests, and includes a required personal statement providing an opportunity for the applicant to write on suggested topics.

### Record in Secondary School

The secondary school record should consist of courses of a substantial college-preparatory nature. Individual cases may vary, but it is recommended that students have taken four years of English and at least three years of each of the following: a foreign language, laboratory science, mathematics, and social science. The College requires successful completion of high school, GED program, or equivalent for enrollment to Bates.

### Recommendations

The College receives recommendations from school officials and references named by the applicant. It should be understood that when a student waives the right to inspect that information, it is kept in strict confidence and is available only to appropriate College officers.

### Standardized Test Scores

The submission of standardized testing (the SAT, the ACT, and Advanced Placement tests) is optional for admission. Independent of the admission process and solely for the purpose of the College's research, students who have taken the standardized tests must submit the results of these tests upon matriculation.

## Admission Procedures

To be considered for enrollment in fall 2025, a student must submit an admission application no later than January 10, 2025. A nonrefundable fee of \$65 must accompany the application. Students for whom the fee would be a financial hardship may request a fee waiver.

The Office of Admission reaches its decision only after it has received the completed application form, essay, and all the data supporting an application (the transcript of the secondary school record and letters of recommendation).

As a general rule, applicants are notified of decisions in late March. Admitted students are asked to respond with a nonrefundable \$300 enrollment deposit payment, postmarked by the candidate's reply date of May 1.

International students may make this deposit upon arrival on campus but must accept the offer of admission by May 1. Upon matriculation this payment is applied to the student's account and is held until graduation. Students usually enter the College at the beginning of the academic year in September.

## **Early Decision**

Candidates who are certain that Bates is their first choice should give serious thought to the binding Early Decision (ED) plan. Applicants for ED must complete the ED agreement on the application and assure the College that they will enroll if admitted. Regular Decision applications may be submitted to other Colleges with the understanding that the candidate will withdraw these applications if admitted to Bates through ED. More information is available on the [Admission website](#).

## **Deferred Enrollment**

Each year, Bates receives requests from admitted students to defer matriculation for a specified period of time. The reasons for these requests vary greatly, but typically contribute to the student's development, and are generally approved.

Applicants requesting deferred enrollment should do so in writing to the Dean of Admission and Financial Aid at the same time that they accept Bates' offer of admission, no later than June 1. Requests made after that date are considered on a case-by-case basis, but may not be as readily approved. Requests should be as detailed as possible with regard to the nature, timing, and importance of the intervening experiences.

## **Early High School Graduate Admission**

Extremely capable students may be ready for college before they have completed the normal four-year secondary school program. The College welcomes inquiries from those who think they are prepared scholastically, and are sufficiently mature personally and socially, to undertake college work.

## **International Students**

The College encourages international candidates with superior academic and personal qualifications to apply for admission to Bates. Non-U.S. citizens must submit the following:

- An application form;
- Official or certified copies of secondary school transcripts;
- A school profile and/or explanation of the school's marking system if available;
- Letters of recommendation;
- Certificates of completion and national examinations (if applicable).

All documents must be presented in English; original documents must accompany all certified translations. Applicants living abroad are advised to retain copies of their applications and to submit applications well in advance of the deadlines.

If English is neither the native language nor the primary language of secondary school instruction for four years, then results of an English-proficiency test are required. Bates accepts the TOEFL, IELTS and Duolingo English Test. Submission of SAT or ACT results is optional for all students.

Bates meets the full demonstrated financial need for all admitted students, regardless of citizenship status, for all four years. Although Bates is not need-blind for non-U.S. citizens, the College offers one of the most generous and inclusive financial aid programs in the United States.

The intent to apply for need-based financial aid for the first year must be indicated prior to the release of the applicant's admission decision from Bates. Requests for need-based financial aid after admission notifications are not considered. Required financial aid application documents are due at the time of application for admission.

### **Advanced Standing for Entering First-Year Students**

Most Bates courses carry 1.0 course credit. Exceptions include Short Term courses, which carry 0.5 credits, and select courses offered in the fall and winter semesters for 0.5 or 0.25 credits. Students who enter as first-year students must earn at least 28.0 Bates credits in order to be awarded a Bates degree. With a total of 32.0 course credits required for the degree, up to 4.0 non-Bates credits may be applied toward the total. Advanced Placement, International Baccalaureate, A-Level Examination, and transfer credits are all considered non-Bates credits and may not exceed 4.0 credits in total.

#### **Advanced Placement**

Bates participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. Credit is awarded only upon receipt of official scores from The College Board. Credit equivalencies can be viewed here.

#### **International Baccalaureate**

Credit is awarded only upon receipt of the official International Baccalaureate (IB) transcript with the examination scores. The IB subjects must be equivalent to subjects taught at Bates, with "English" accepted only if the focus was on literature rather than language instruction. Credit equivalences can be viewed here.

#### **A-Level Examination**

Credit is awarded for successful scores on A-Level (Advanced Level) examinations only, and not for O-Level (Ordinary Level) or AS (Advanced Subsidiary) examinations. Credit is awarded upon receipt of the official copy of examination grades presented on the General Certificate of Education. No credit may be granted for English-language examinations or the general paper. Credit equivalencies can be viewed here.

#### **Advanced Placement, International Baccalaureate, and A-Level Credit and General Education**

AP, IB, or A-Level credit awarded as equivalent to a specific Bates course may be used to fulfill the same General Education requirements that the equivalent Bates course fulfills, exclusive of writing requirements.

#### **Other Advanced Standing Programs**

Not all students have access to Advanced Placement, International Baccalaureate, or A-Level examinations, but it is not possible to fairly evaluate all of the many other advanced standing programs currently available. Credit is awarded therefore only to successful scores on Advanced Placement, International Baccalaureate, and A-Level examinations. Coursework undertaken in other advanced standing programs, however, may allow placement into higher-level Bates courses and students should consult with the appropriate department or program to discuss their background.

## **Advanced Standing for Transfer Students**

The College welcomes applications from students who wish to transfer to Bates from other institutions. Bates transfers courses completed at accredited colleges and universities under guidelines established by the faculty. The College's transfer credit policy is described in the Non-Bates Credit section of the Academic Policies.

A transfer student must attend Bates for a minimum of four semesters and earn a minimum of 16.0 Bates course credits, including 1.0 credit earned from two half-credit Short Term courses, to earn a Bates degree. While students may have earned more than the allowable number of transferable credits at their previous institution, they must choose which they wish to apply to their Bates record at the time of transfer. Students may not transfer in courses taken elsewhere to count as Short Term courses.

The following credentials are due in the Office of Admission by March 1 for fall semester consideration: the application and fee; official secondary school and college transcripts; a college catalog describing courses completed and those in progress; a statement of good standing from a college official; two letters of recommendation (one from college professors, one from a college advisor/counselor or high school guidance counselor); and an essay concerning the applicant's motivation to transfer. Submission of standardized testing results is optional.

When a transfer student is admitted, the student's transcript is reviewed for transferable credits and allowable General Education credits.

## **Visiting Students**

Bates welcomes applications from students attending other colleges who wish to enroll for a limited time as non-degree visiting students. Enrollment on a visiting basis can be for one semester or a year. While enrolled, visiting students pay the same tuition, room, and board fees and have the same privileges and obligations as regular degree candidates. They are not, however, eligible to receive financial aid or to play an NCAA-sanctioned varsity sport. At the end of the term of study, visiting students may request transcripts of their Bates coursework.

To apply, the student should file the regular application for admission, indicating "visiting student" status, and submit the following credentials:

- An official college transcript;
- Two letters of recommendation from college faculty;
- A letter of recommendation from a dean or advisor;
- A statement of good standing from a college official;
- An essay explaining the student's interest in Bates and in becoming a visiting student.

## **High School Scholars**

Under the High School Scholars Program, arranged with support from local high schools, a limited number of qualified high school seniors may enroll in a Bates course each semester free of charge. High School Scholars may not enroll in a Short Term course. Students must apply and be selected for the program by the Office of Admission. At the end of the term of study, students may request transcripts of their Bates coursework. Each student is limited to one course per semester for a total of two courses under this program. At the end of the term of study, students may request transcripts of their Bates coursework.

High School Scholars who later wish to matriculate must meet admission requirements and are subject to decisions made by the Dean of Admission, Financial Aid, and the Office of the Registrar and Academic Systems concerning the credits toward a degree, which may include consideration of courses completed as a High School Scholar.

## **Community Scholars**

Under the Community Scholars program, non-degree-seeking students may enroll in up to two courses each semester. The fee per course for 2024-2025 is \$2,260. No financial aid is available for Community Scholars and they are responsible for any additional fees associated with a course. Community Scholars may not enroll in a Short Term course. Each student is limited to a maximum of four courses at Bates. Entry into courses depends on the space available. Interested applicants should submit an application to the Office of the Registrar and Academic Systems with a \$25 application fee one month prior to the beginning of the semester. Following successful completion of a course, students may request transcripts of their Bates coursework.

College employees, spouses or domestic partners, and dependents seeking Community Scholar status should refer to the [Bates Employee Handbook](#) for more information about the Community Scholar Program for employees.

Community Scholars who later wish to matriculate must meet admission requirements and are subject to decisions made by the Dean of Admission, Financial Aid, and the Office of the Registrar and Academic Systems concerning the credits toward a degree, which may include consideration of courses completed as a Community Scholar.

## **Auditing Students**

Bates College allows for community members and/or matriculated students to audit a course offered in the fall or winter semesters. Auditing students may not enroll in Short Term courses. When a student audits a course, no credit is earned and the audit is not recorded on a permanent record or transcript. An auditor should not expect to have papers and exams graded; therefore, auditing is seldom permitted in courses where the method of instruction involves significant individual attention and guidance or extensive use of equipment. An audited course may not be converted at a later date to a course taken for credit. Entry into a course depends on the space available.

Community members who wish to audit a course must submit an application to the Office of the Registrar and Academic Systems who, in consultation with the course instructor, will approve the application based on whether the course is appropriate for auditing; the number of received applications to audit the course; or any additional element that may affect the considerations to audit a course. The fee for non-matriculated students to audit a course in 2024-2025 is \$840.

College employees, spouses or domestic partners, and dependents seeking to audit a course may apply with permission from the Office of Human Resources.

Matriculated students may audit a course with the prior permission of the course instructor. When a student audits a course, no credit is earned and the audit is not recorded on a permanent record or transcript. An audited course may not be converted at a later date to a course taken for credit. There is no charge for currently enrolled students to audit a course.

## **Student Retention and Graduation**

The federal Student Right to Know Act requires institutions of higher education to make available six-year graduation rates. The most accurate information related to Bates' retention rates over several years may be found on the [College's institutional research dashboard](#).

## Costs and Financial Aid

### Tuition, Fees and Other Costs

Costs for tuition, food, and housing for matriculated students are included in one single fee, which is adjusted annually in accordance with the changing costs of operation. The single fee does not include costs for textbooks, supplies, travel, or other miscellaneous expenses.

2024-25 Single Fee (includes tuition, food, and housing): \$85,370

Comprehensive information about fees and other costs is available through [Student Financial Services website](#).

Some courses may charge a separate fee to cover the cost of providing studio materials, laboratory supplies, or music instruction. Course-specific fees are indicated in individual course descriptions in the Catalog; the specific amount of the fee, when available, is typically indicated in the Schedule of Courses.

### Course Charges for Community Members

Community Scholar Fee (non-degree candidates): \$2,260 per course

Auditing (non-matriculating students): \$840 per course

### Extra-Cost/Off-Campus Short Term Courses

Extra-cost Short Term fees are based on the actual operating cost of the program, and an estimate of these fees is included in the Short Term schedule of courses. Financial aid is available to eligible students to help offset the cost of faculty-approved extra-cost Short Term courses but may not be applied to Short Term independent study courses (numbered S50). Students who register for an extra-cost course and then withdraw before its completion are reimbursed only for those portions of the remaining cost not yet incurred on the students' behalf. Students with outstanding account balances are ineligible to register and/or receive financial aid for off-campus Short Term courses.

Students who do not enroll in or who withdraw from a Short Term course are not entitled to a reduction in the single fee.

### Off-Campus Housing Rebate

Students who have received prior permission from the Office of Residence Life and Health Education to live off campus for the semester or academic year are eligible to receive an off-campus housing rebate (applied as a credit to the student account) of housing and/or meal costs, as follows:

Rebate for housing – \$2,630 per semester (\$5,260 per year)

Rebate for meals – \$2,630 per semester (\$5,260 per year)

## Financial Responsibility and Payment

A student who enrolls at Bates incurs financial obligation to the College. Student account and billing statements are presented to students and other payers through the Bates College payment portal. Bates students use their Bates credentials to log in to the [payment portal website](#); parents and other payers can be granted access to the portal by their student.

Online payments can be made using a U.S. checking or savings account at [Student Financial Services website](#). International payments may be made via wire transfer through the same portal. Checks should be made payable to Bates College and sent to Student Financial Services, 44 Mountain Avenue, Lewiston, ME 04240. Bates offers flexible semester payment plans to enable students to pay their semester bills in 5-, 4-, or 3-month installments. There is a \$55 nonrefundable fee per semester to enroll in a payment plan. Payment plan information is available at [Student Financial Services website](#).

All student charges must be paid by the published due date each semester, and a late payment fee of 1% of the outstanding balance is assessed each month for accounts with balances greater than \$500. Students whose accounts are past due may be ineligible to register for classes or return to Bates for a subsequent semester. Past-due accounts may also be referred to an outside agency for collection. In such cases, all costs of collection become the student's responsibility.

Financial aid that has been awarded and anticipated proceeds from student and parent loans that have been certified by Bates are deducted from the balance due before any late fees are assessed. Students are encouraged to check their financial aid status on the Garnet Gateway to make certain that all financial aid requirements have been received.

Students who have not submitted required financial aid documentation by applicable deadlines and have therefore not received a financial aid award are not exempt from late fee charges, nor are they permitted to delay payment.

Outside scholarships are applied to student accounts when they are received; anticipated payments are not deducted from the balance due before late fees are applied.

## Refund Policy

Students who take a [leave of absence](#) or withdraw from Bates before the 50th day of the semester may be eligible for a partial refund of the single fee.

Refunds are calculated in accordance with the schedule outlined below and are issued as a credit to the student's account by Student Financial Services after the leave of absence or withdrawal has been granted. The first day of the leave or withdrawal is defined as the last day the student attended any class.

Some off-campus study programs have an earlier start date than the courses offered on the Bates campus. When this occurs, the refund schedule begins on the first day of the off-campus study program.

## Refund Schedule

If Enrollment Ceases:	Percent of Fee Refunded:
On or before the 1 <sup>st</sup> day of class	100%
2 <sup>nd</sup> through the 10 <sup>th</sup> calendar day	90%
11 <sup>th</sup> through the 20 <sup>th</sup> calendar day	75%
21 <sup>st</sup> through the 30 <sup>th</sup> calendar day	50%
31 <sup>st</sup> through the 50 <sup>th</sup> calendar day	25%
After the 50 <sup>th</sup> calendar day	0%

## Refunds of Title IV Federal Financial Aid

When a recipient of Title IV (federal) grant or loan assistance withdraws or takes a leave of absence, the College, in accordance with federal regulation, must determine the percentage of federal aid that the student has earned through the withdrawal date. Any federal aid the student has not earned according to the federal refund formula must be returned to the Title IV aid programs.

The amount of federal aid a student has earned and can retain is based on the number of days the student was enrolled, and the percentage of the period of enrollment completed. A student who has completed 60% or more of the enrollment period is eligible to keep all of their federal aid for that semester.

Refunds of Title IV federal financial aid are made in the following order:

1. Unsubsidized Federal Direct Student Loan
2. Subsidized Federal Direct Student Loan
3. Federal Direct PLUS Loan for Parents
4. Federal Pell Grant
5. Federal SEOG grant

## Financial Aid

Bates students receive help in many ways to meet their college costs. Assistance may come from need-based grant aid, opportunities for part-time employment, or student loans. Conditions of Aid:

1. Financial aid is granted on the basis of calculated need as determined by the Office of Student Financial Services through an examination of aid applications submitted by students and their parents. Students must apply for financial aid when they apply for admission to Bates. To receive aid after the first year, aided students must demonstrate a continuance of financial need and meet established standards of satisfactory progress toward the degree as set forth in the College's Satisfactory Academic Progress policy.
2. To be considered for financial aid, students must annually submit the following application materials by the appropriate deadline: the CSS Profile, the Free Application for Federal Student Aid (FAFSA), parent

and student federal income tax returns, and any other materials deemed necessary to analyze a student's family financial circumstances.

3. Dismissal or suspension for a semester or longer automatically revokes the assignment of financial aid.
4. Grants and loans are credited in equal amounts to the student's account at the beginning of each semester.
5. The College reserves the right to adjust its financial aid award to a student who receives additional scholarship assistance from an outside source.
6. Aid is available for the programs listed in the section of the Catalog covering global education opportunities according to policies that apply to students on campus, up to the amount the student would receive if studying on campus. The calculation of need is based on an estimate of the costs associated with the student's off-campus program of study, including but not limited to, tuition, food, housing, domestic and international airfare (if applicable), and the Bates off-campus registration fee. Estimated personal and book expenses also are included. Other expenses, such as passports, visas, immunizations, and extra travel, are the student's responsibility.
7. Students who qualify for Bates grant aid during an academic year may apply for additional financial assistance for Short Term if the published cost of the course exceeds \$500.
8. Financial aid is provided to eligible students for up to 8 semesters.

## **Veterans Education Programs**

The College's degree programs are approved by the Maine State Approving Agency for Veterans Education Programs for persons eligible for educational benefits from the U.S. Department of Veterans Affairs. Students who have questions about their eligibility may contact the Veterans Administration (1-888-442-4551). Students who request veteran's educational assistance are required to have all previous post-secondary experience evaluated for possible transfer credit in order to be eligible for benefits. Bates participates in the Yellow Ribbon Program for Veterans or Dependents of Veterans. More information is available from the Office of Student Financial Services.

## Residence and Cocurricular Life

### Residence Life

As a residential institution, on-campus life in residence halls, student organizations, and community-engaged programming are integral to the academic experience at Bates. The Office of Residence Life and Health Education is dedicated to the development of inclusive communities that foster a sense of belonging for all students. Intentional programming, mentorship, and holistic well-being are at the heart of our residential model. Guided by our values, we promote accountability and skill-building to encourage individual growth and prepare students to engage in community. Students are expected to grow and support each other in intentional house and residence hall communities, where they are challenged to engage across differences with respect, humility, and empathy. Through exposure to holistic, positive, and engaging health education programming, students learn to think critically about their health choices.

Supporting students in defining and developing wellbeing practices that allow them to fully engage in life at the College is an important part of residential life. Utilizing both peer facilitated and professional driven opportunities, students have access to a diverse resources. Defining well-being as a multifaceted and lifelong journey, students are supported in making values-based choices that develop their capacity to support wellbeing throughout their lives.

Recognizing the transformational power of residential experiences, all first-year, sophomore, and junior students are required to live on campus, with rare exceptions. Following three years of campus residency, seniors may apply to live off-campus. Seniors residing off-campus experience independent living while remaining engaged in community activities. Whether a student lives on or off-campus, all students are active participants in the campus community and are responsible for establishing and supporting a positive campus environment.

The educational goals of the College include developing students' social and ethical maturity. Bates students are responsible for their own welfare and are expected to actively support and advocate for the welfare of their peers. The College community promotes a culture of mutual respect in which students are active Green Dot bystanders, creating a safer and more inclusive campus.

Bates students are held accountable for their conduct at all times. Any student who engages in academic or social misconduct is subject to action by the Office of Community Standards and/or the Student Conduct Committee.

This expectation of responsible behavior stems from the shared belief that membership in the community is a voluntary act of acceptance by both the student and the College. By the actions of matriculation and registration at Bates College, students voluntarily enter an educational and residential community with standards of academic honesty and respect for others. This mutually voluntary relationship may be terminated by the student at any time without the assignment of specific reason. Conversely, this relationship may be severed either by the President and Trustees, without the assignment of specific reason, or through the procedures of the Academic Standing Committee or the Student Conduct Committee, or by other appropriate decision-making bodies of the College. Neither the College nor any of its administrative or teaching officers is under any liability whatsoever for such withdrawal of privileges.

Attendance at Bates signifies acceptance of the provisions for the organization and policies of academic, residence, and cocurricular life set forth in the College's Code of Student Conduct.

## Religion and Spirituality

Although founded by Freewill Baptists, today Bates has no formal religious affiliation. The Multifaith Chaplaincy works to foster a climate of genuine religious pluralism on campus and nurtures the religious, spiritual, secular, and searching community at Bates. Members of many faith traditions regularly meet, cooperate, and learn from one another. Opportunities for meditation, prayer, worship, and spiritual reflection for people of all faiths (and no faith) are held in the Chapel and across campus each week. A focus of campus spiritual and civic life, the Peter J. Gomes Chapel, built in 1913, was dedicated in 2012 in memory of Reverend Gomes, a member of the Class of 1965, a preacher, professor, and esteemed public intellectual. The College maintains a Muslim prayer room, a Hindu shrine, and a Buddhist meditation room, located in Chase Hall. Services offered by the synagogue, churches, and mosque of Lewiston and Auburn are open to Bates students and employees. Several student-led religious organizations are active at the College: Jewish Student Union, Bates Christian Fellowship, Catholic Student Community, Muslim Student Association, Dharma Society, Yoga Kula, and Unitarian Universalists. The Multifaith Chaplaincy also collaborates with many students who have no religious affiliation, but desire a place for conversation, reflection, social justice work, spiritual practices, or spirituality. The multifaith chaplains are available to all members of the Bates community — regardless of religious affiliation — for confidential conversation and support. Additionally, the Multifaith Chaplaincy engages volunteer spiritual advisors from Lewiston and Auburn who provide counsel and religious services to those who seek them within their respective tradition.

## Office of Intercultural Education

The Office of Intercultural Education (OIE) coordinates academic and social programs that support students from historically underrepresented populations in higher education. Through the celebration of cultural differences, the OIE provides support, community, and connection to the student body. The OIE provides workshops, co-curricular experiences, and student-led programs that offer insight into how cultural imperatives shape our lives and our understanding of each other.

## Health Services

Bates recognizes that health significantly influences a student's ability to participate fully in the life of the College. Health Services strives to enhance each student's well-being by providing comprehensive, confidential health care, and encouraging informed participation in all health-related decisions. Bates Health Services supports students in developing the skills and experience to effectively access and navigate healthcare settings.

Through a partnership with Central Maine Medical Center, Bates provides students on campus access to an interdisciplinary medical team dedicated to working with students. Students are able to assess, manage, and treat acute and long-term medical conditions through diverse medical services including preventative care. Students may quickly access care through consultations with registered nurses and appointments with physicians. Prescriptions are available via daily delivery to a student's campus mailbox.

As with all primary and acute care providers, Bates Health Services bills student's health insurance plans for services. Bates requires all students to have active, comprehensive health insurance coverage while enrolled, including coverage for both emergency and non-emergency care in Maine. Students who do not have an insurance plan that meets this requirement at the time of matriculation are required to purchase the Bates Student Health Insurance Plan through the College. Student Financial Services provides assistance for students with financial concerns.

In accordance with Maine state law, all students are required to demonstrate proof of vaccination to designated diseases. Bates Health Services is committed to supporting students with questions about their obligations around this documentation and vaccination requirements.

## Counseling and Psychological Services

Counseling and Psychological Services (CAPS) supports the holistic development and psychological wellbeing of Bates students. CAPS is committed to provide equitable access and services to all Bates students supporting their personal and educational needs.

Counseling and Psychological Services offers short-term confidential counseling to Bates students who are usually scheduled within seven business days. This scheduling model is designed to enable students to connect to say day care. CAPS assists students with addressing varying concerns including coping with the challenges of College life to more severe emotional and interpersonal problems. If a student is seeking weekly longer-term therapy, CAPS staff will assist with referrals to appropriate providers in the community. Limited psychiatric evaluation and follow-up is available through CAPS if the student is concurrently seeing a CAPS therapist. Students are advised to continue with their psychiatric provider from home if at all possible or, once stabilized, will be referred to community resources.

Students who need to access other resources for counseling may contact the CAPS staff in getting connected with a therapist or for referrals.

Uwill – Bates students have access to eight free telehealth sessions over the year, including summers, at Uwill on a telehealth platform with licensed therapists.

Thriving Campus – Thriving Campus is a widely used service for College students to find available therapists in the local community using the student's health insurance.

24/7 Mental Health Hotline – During the academic year (August 15 to June 15), an urgent call line is available to students and staffed by mental health professionals. If you have an urgent concern and need to speak to a counselor, call (207) 786-6200 and press "0" or Call the Crisis Lifeline at "988" at any time.

Talkiatry Psychiatrists - Licensed psychiatrists in most states, accepting most major health insurances, to evaluate and prescribe medication over telehealth.

## Clubs and Organizations

The Office of Campus Life supports and advises approximately 100 student-run clubs, and a variety of organizations. As a residential college, Bates' cocurricular life is centered on campus from social events and programs, to cultural clubs and art groups. There are no fraternities or sororities on campus. More information can be found on the Campus Life website.

## Athletics, Wellness, and Recreation

In support of the mission of the College, Bates offers a variety of intercollegiate, club, intramural, and recreational programs designed to enable students of all backgrounds and experience levels to partake in activities that support health and wellness. More than 80 percent of students participate in programs sponsored by the Department of Athletics. Athletic participation, recreation, and physical engagement are important ways for students to create connections, build community, and develop leadership and teamwork skills.

Athletic facilities are available for all students to use, and have time reserved and dedicated for recreational use. These facilities are scheduled for intercollegiate, club, intramural, and organized recreational programs. When available for open recreation activities, students may use the facilities informally for participating in individual and team pickup sports, as well as for personal fitness activities. More information is available on the [Bates Athletics website](#).

### Varsity Sports

Bates sponsors 31 intercollegiate varsity sports. Men's teams include alpine skiing, baseball, basketball, cross country, football, golf, indoor track, lacrosse, Nordic skiing, outdoor track, rowing, soccer, squash, swimming and diving, and tennis. Women's teams include alpine skiing, basketball, cross country, field hockey, golf, indoor track, lacrosse, Nordic skiing, outdoor track, rowing, soccer, softball, squash, swimming and diving, tennis, and volleyball.

The College's intercollegiate programs compete as Division III members of the NCAA. Bates sustains active membership in state, regional, and national athletic conferences and associations, including the NCAA and the New England Small College Athletic Conference (NESCAC). The NESCAC institutions include: Amherst College, Bates College, Bowdoin College, Colby College, Connecticut College, Hamilton College, Middlebury College, Trinity College, Tufts University, Wesleyan University, and Williams College.

Bates maintains an [athletics website](#), which includes rosters, schedules, and news about all 31 varsity sports.

### Club Sport Opportunities

The Department of Athletics sponsors a variety of club sports in addition to our varsity teams. More information is available on the [Bates Club Sports website](#).

### Intramural Opportunities

Sustained participation, fun, and friendly competition are the goals of the intramural sports program. Various tournament and special-event offerings are overseen by professional staff members as well as student workers. Intramural activities include basketball, pickleball, spike ball, flag football, dodgeball, soccer, and softball. [More information on intramural opportunities is available here](#).

## Contacts

Address correspondence to:  
Bates College, 2 Andrews Rd, Lewiston ME 04240

Telephone number for all offices:  
(207) 786-6255

Fax number for all offices:  
(207) 786-6123

Admission and Scholarships:  
Vice President for Enrollment and Dean of Admission and Financial Aid  
Lindholm House, (207) 786-6000

Matters of General College Interest:  
The President  
204 Lane Hall, (207) 786-6100

Alumni Interest:  
The Director of Alumni Engagement  
303 Lane Hall, (207) 753-6930

Employment of Seniors and Alumni:  
Bates Center for Purposeful Work  
101 Chase Hall, (207) 786-6232

Gifts and Bequests:  
The Office of College Advancement  
312 Lane Hall, (207) 786-6247

Records and Registration:  
Office of the Registrar and Academic Systems  
110 Lane Hall, (207) 755-5949

Matters of Faculty Interest:  
Vice President for Academic Affairs and Dean of the Faculty  
120 Lane Hall, (207) 786-6066

Matters of Student Interest:  
Vice President for Student Affairs  
Chase Hall, (207) 786-6219

## Catalog Agreement

This Catalog constitutes the basic agreement between the College and its students and prospective students. In case of conflict between this Catalog and any supplements hereto and any other written or oral statements, this Catalog and its supplements shall be deemed to be the official statement. Following the initial publication of this Catalog at the start of the academic year, additions throughout the academic year such as new courses and updated deadlines and fees are also published in the online version of the Catalog, which is considered a supplement. In the event that a General Education Concentration is added after a student matriculates, the student may opt to declare that concentration. In the event that new majors or minors are added after a student matriculates, those items' availability to current students will be outlined in the requirements for each major or minor. The College reserves the right to change any of the statements herein by reasonable notice in any supplemental Catalog or other publication specifically setting forth any such changes.

This Catalog constitutes the basic agreement between the College and its students and prospective students with regard to the Bates College academic experience. Every effort is made to provide the most accurate information possible on the College's academic and financial policies, curriculum, and courses. The Catalog lists all scheduled courses in the Schedule of Courses. The College reserves the right to cancel a course, reschedule the meeting time for a course, change the mode of instruction, or change the instructor if deemed necessary.

Evolving public health conditions or other unforeseen effects may impact the residential experience generally, requiring modifications to and limitations on students' participation in extracurricular and other activities of residence life, and it may be necessary for the College to suspend all residential operations, including in-person instruction.

Bates College is accredited by the New England Commission of Higher Education (NECHE). Inquiries regarding the accreditation status by NECHE should be directed to the Office of the President of Bates College. Individuals may also contact NECHE at 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514; (781) 425-7785.

Bates values the diversity of persons, perspectives, and convictions. Critical thinking, rigorous analysis, and open discussion of a full range of ideas lie at the heart of the College's mission as an institution of higher learning. The College seeks to encourage inquiry and reasoned dialogue in a climate of mutual respect.

Bates College is committed to the principle of equal opportunity and providing an educational and work environment free from discrimination. The College prohibits discrimination on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity or gender expression, age, disability, genetic information, veteran status, and other legally protected statuses in the recruitment and admission of its students, in the administration of its education policies and programs, or in the recruitment of its faculty and staff. Bates College adheres to all applicable state and federal equal opportunity laws and regulations.

## Academic Calendar

### Fall 2024

September 3, 11 A.M.	Convocation
September 4, 8 A.M.	Fall Semester Classes Begin
October 16	Fall Recess Begins
October 21	Classes Resume
November 23	Thanksgiving Recess Begins
December 2	Classes Resume
December 6, 4 P.M.	Classes End
December 10, 8 A.M.	Final Examinations Begin*
December 16	Fall Semester Ends

### Winter 2025

January 8, 8 A.M.	Winter Semester Classes Begin
January 20	Martin Luther King Jr. Workshop Day
February 15	February Recess Begins
February 24	Classes Resume
March 19	March Recess Begins
March 24	Classes Resume
April 11, 4 P.M.	Classes End
April 15, 8 A.M.	Final Examinations Begin*
April 21	Winter Semester Ends

### Short Term 2025

April 28, 8 A.M.	Short Term Classes Begin
May 21, 4 P.M.	Short Term Ends
May 23-25	Commencement Weekend

\* Final examinations cannot be rescheduled because of student travel plans.

More information is available in [The 6 Year Calendar](#).

# The Academic Program

The College's commitment to the liberal arts is grounded in sound educational principles and the test of long experience. The broad knowledge gained through a liberal arts education gives students a realistic understanding of the world and prepares them for meaningful lives and effective citizenship. The world they will inherit is immensely complex and problems are seldom bounded by a single field of study. The liberal arts call for students to consider a full range of perspectives and methods of analysis; often discovering solutions at the interstices of the disciplines. At the core of the liberal arts is the relationship between student and teacher. The members of the Bates faculty are accomplished scholars and artists whose first priority is educating undergraduates.

This section of the Catalog contains:

- [Features of a Bates Education](#)
- [Degree Requirements](#)
- [Academic Policies](#)
- [Academic Resources and Programs](#)
- [Places for Learning and Scholarship](#)

## Features of a Bates Education

### The Liberal Arts Tradition

The liberal arts are concerned with the intellectual and ethical dimensions of personal growth. The College seeks students who will fully engage in this enterprise; excited by ideas, artistic expression, challenging conversations, and eager to undertake the hard work that is the price of discovery. Each student must cultivate their own effective habits of mind; the College develops, encourages, and directs that process.

A Bates liberal arts education aspires to be truly transformational. Students are challenged to think judiciously and argue honestly, engage with ideas and individuals respectfully, and develop the confidence to change their mind; to grow. They should demonstrate moral awareness, developing a sense of personal integrity and civic responsibility.

The Bates liberal arts tradition is expansive, prizing a wide range of voices and seeking new perspectives on both longstanding and emerging questions. The College embraces new knowledge and analytical approaches through a dynamic curriculum. New fields of scholarship are introduced by the faculty, and the most recent advances in technology and pedagogy are incorporated into each field of study. Bates promotes the development of critical thinking and writing skills throughout the curriculum, from the First-Year Seminar program to rigorous Senior Capstone work. The College encourages students to pursue their own original research as an extension of their coursework and offers opportunities to do so. Recognizing the essential role the liberal arts play in the development of social responsibility and good citizenship, the College encourages students to study off-campus or abroad and to integrate community-engaged learning and research into their academic work.

### Advising

Each Bates student has one or more advisors who provide advice to meet the student's particular needs in a number of areas.

New students are assigned academic advisors from among members of the faculty, usually the student's first-year seminar instructor. The advisor meets with a student during the student's first week on campus and continues to counsel the student until the student declares a major. The major department or program assumes the advising responsibility once the student has declared a major. Students are required to declare a major no later than March 1 of the sophomore year; in the event that the student takes a leave in their first or second year at Bates, the major must be declared no later than their fourth semester. The student and the advisor meet during registration periods and on an informal basis whenever the student seeks advice about the curriculum, course selection, General Education, the major program, the thesis or senior project, progress toward the degree, graduate school, or other academic concerns. Though faculty members provide academic advice, final responsibility for course selection and the completion of degree requirements rests with the student. The Office of the Registrar and Academic Systems provides students and advisors the ability to evaluate student progress toward the degree via Degree Audit in Garnet Gateway.

Besides the academic advisor, all students also work with a student support advisor (SSA). The SSA is a member of the Student Affairs staff, and the SSA supports student success by ensuring students know whom to go to when they need guidance, assistance, or just someone to talk to. Students are assigned a student support advisor prior to their matriculation and remain with their advisor for the duration of their

enrollment at Bates. While academic advisors provide the primary academic advising for students, student support advisors are an additional point of contact and support for students who have concerns or questions about their academic plans.

In addition to the academic advisor(s) and student support advisor, faculty committees and the Bates Center for Purposeful Work provide guidance on graduate and professional schools. The Committee on Graduate Fellowships provides general information and supervises the selection process for national and international graduate fellowships and grants. Students planning professional careers in health fields are aided by the Committee on Medical Studies. Students interested in graduate or professional schools are encouraged to contact these committees and the Center for Purposeful Work's counseling staff early in their College career so that a curriculum and a series of related internships and work experiences can be planned to meet their professional goals.

## The First-Year Seminar Program

Each first-year student must enroll in a first-year seminar, a limited-enrollment course specifically designed for first-year students. Topics vary from year to year, but seminars represent a broad range of interdisciplinary issues and questions addressed within the tradition of the liberal arts. First-year seminars enable entering students to work with faculty and other students in a small class; they provide closely supervised training in techniques of reasoning, writing, and research; and they foster an attitude of active participation in the educational process. First-year seminars carry course credit toward the baccalaureate degree and are offered only in the fall semester. All first-year seminars fulfill the first-level writing requirement [W1] and may fulfill other General Education, major, or minor requirements. A student's first-year seminar instructor typically serves as their pre-major academic advisor. Descriptions of first-year seminars are found in the current version of the Bates Catalog; the first-year seminars offered in a particular semester may be found in the online schedule of courses.

## Short Term

Short Term provides a unique opportunity for coursework that cannot be offered in the regular semesters, including such courses as marine biology fieldwork on the coast of Maine and immigration studies on the U.S.-Mexico border. Short Term allows time for field projects in a variety of disciplines; social-service internships associated with academic departments and programs; and immersion in studio art practice, dance, theater, and laboratory science. Short Term also offers an opportunity for pedagogical innovation, including practitioner-led courses taught by experts in a variety of fields and curricular redesign courses in which students help faculty reimagine their course offerings. Short Term offers courses in other countries; recent off-campus Short Term courses have focused on ecology in the Galápagos Islands, literature and culture in China, sustainable urbanism in Germany, Shakespeare in London, and theater and film in Hungary.

## General Education

Throughout the College's history, the faculty has expected all students to pursue a general education curriculum drawn from across the liberal arts. The faculty believes that there are areas of knowledge and understanding, modes of appreciation, and skills that are of general and lasting significance to the life of the mind. General Education provides a critical perspective on the ideas, values, expressions, and experiences that

constitute human culture. General Education also encourages respect for the integrity of thought, judgment, creativity, and tradition beyond contemporary America. In addition, the faculty encourages each student to pursue some study in a language other than English.

The General Education curriculum honors the tradition of breadth and depth of intellectual experience while placing emphasis on cross-disciplinary collaboration and exploration. These requirements are an integral and focal component of a Bates education:

### **General Education Concentration (GEC)**

In addition to a major, students must successfully complete course work in a second area of study, which may include a General Education Concentration (GEC), a minor, or a second major. A GEC consists of four courses or credits chosen from a faculty-designed menu. There are two types of concentrations:

1. GECs focusing on a particular issue, topic, or interdisciplinary area of inquiry
2. GECs within a single discipline

Some GECs also include relevant co-curricular experiences such as significant community service, music ensembles, summer research, or volunteer work that may be applied toward fulfillment of the GEC in lieu of a course. Most co-curricular experiences, while they may satisfy a GEC requirement, may not be counted toward the total credits needed for graduation. Some GECs allow the use of one or two non-Bates courses if they are preapproved by the GEC coordinator as comparable to the Bates courses in the concentration.

Some GECs, minors, and second majors are unavailable to students pursuing certain majors if the coursework is deemed too similar. Departments and programs are also permitted to exclude courses that may be counted toward their major/minor/GEC if these courses are used by a student for a second major, or their minor or GEC. Any such exclusions are detailed in the descriptions of the majors, minors, and GECs in the Catalog.

Courses taken Pass/Fail may not apply to General Education Concentrations.

A complete list of General Education Concentrations can be found here.

### **The Writing-Attentive Curriculum**

Students successfully complete three writing-attentive courses:

1. One First-Year Seminar taken in the first semester to fulfill the [W1].\*
2. One course designated with [W2], taken in the sophomore year or later but prior to beginning the [W3] course;
3. One course designated with [W3], taken in the senior year, typically a senior thesis or capstone.

\*If a student fails the First-Year Seminar, they must immediately enroll in a non-FYS course designated [W1] in their second semester at Bates.

All courses used to fulfill this requirement must be taken at Bates. Courses taken Pass/Fail may not apply to the writing requirement.

## Modes of Inquiry

To acknowledge the importance of the entire scope of the liberal arts and to ensure additional breadth of education beyond the major and the second area of study, students successfully complete five distinct courses with different approaches to scholarly inquiry.

Courses that satisfy these requirements, which are labeled as such in the Bates Catalog and Schedule of Courses, significantly engage students with the particular Mode of Inquiry. In addition to providing opportunities for students to develop facility with the Mode of Inquiry, instructors may encourage students to critically evaluate the values, strengths, and limits of Mode-specific methodology. Students can then reflect on the epistemological differences between varied approaches to constructing knowledge.

Students may count any number of their Mode of Inquiry courses toward their major and additional areas of study. Non-Bates courses can be applied to the Modes of Inquiry requirement if they are determined to be equivalent to a Bates course that is tagged with Mode designations. Conversely, unspecified non-Bates credit cannot be applied to the Modes of Inquiry requirement.

Courses taken Pass/Fail may not apply to the Modes of Inquiry requirement.

### **Analysis and Critique [AC]**

This mode examines cultural products and processes to consider how and why meaning is created and contested, arguments are constructed, art is produced, and values are established. Courses with this designation help students understand how forms of representation create and communicate meaning as they explore the workings of language, rhetoric, informal reasoning, and systems of belief. Students analyze, for example, aesthetic patterns, artistic traditions, philosophical argumentation, and rhetorical strategies to acquire the critical skills to identify and investigate the complex dynamics, norms, beliefs, and agencies at play within cultural products and processes.

### **Creative Process and Production [CP]**

This mode provides the skills requisite for the creation and production processes and experiments with ways to express, test, and/or give form to ideas. Whether making art, composing music, writing creatively, producing film, envisioning the world in a new language, or performing in various ways, students in courses with this designation engage with and develop their ideas and imagination. Students enter into a dialogue with past and current practices, reexamining them and gaining an understanding of the fields from a maker's, experimenter's, or performer's point of view.

### **Historical and Social Inquiry [HS]**

This mode of inquiry explores the history and complexity of the individual, human societies, and social interaction, from the intimate to the global, across time and space. Courses with this designation pay attention to the diverse tools scholars use to examine systematically the way in which humans experience, construct, and behave within the social worlds they inhabit, around the world and across the millennia. They often consider how social structures define and distribute wealth, power, and status among different human populations. As students investigate the bidirectional relationships between individuals and groups, groups and societies, and societies and nations, they note how contextual variables at each level of analysis influence how people understand themselves and others and foster an empathetic understanding of the human condition.

### **Scientific Reasoning [SR]**

Scientific reasoning is an iterative process that uses empirical observations to develop and test theories about the natural world. Courses with this designation teach students the utility of scientific reasoning when developing explanatory models that unify a broad range of systematic observations. Students explore the process of testing hypotheses and theories by comparing predictions to observations. Through activities that may include gathering, analyzing, and interpreting empirical measurements, students learn the value of reliable data for drawing scientific conclusions.

### **Quantitative and Formal Reasoning [QF]**

Quantitative reasoning is the application of basic mathematics and statistics to interpret data, draw conclusions, and solve real-world problems. Formal reasoning involves developing, understanding, and manipulating symbols based on an explicit set of rules. Courses with this designation sharpen students' facility with numerical, logic, and other symbolic systems. By applying basic mathematics and analysis tools (e.g., graphing, simple statistics), students learn to extract meaning from real-world data. Experience with formal systems such as logic, computer programming, and mathematical proofs hones students' ability to make valid deductions in abstract contexts and sound judgments in everyday life. Learning how and when to engage explicit rules for decision making enables students to formulate and assess quantitative arguments and logical constructions.

## **Major Fields of Study**

While the faculty believes that each student should be essentially familiar with many fields of liberal learning, it also believes that a student must choose a field of special concentration—a major—to gain the advantages that come from studying one academic subject more extensively. This major field occupies a quarter to a third of the student's College work and may be related to an intended career following graduation.

Students must successfully complete all prescribed work in a major, including a senior thesis or senior project, as determined by the major department or program. Students may complete a maximum of two majors. Completion of more than one major requires fulfillment of all major requirements, including the thesis, senior project, and/or the comprehensive examination, in each academic department or program. Students who wish to pursue three majors must petition the Committee on Academic Standing for approval. This petition must include justification for the exception to the rule not allowing more than two majors and written support from the chairs of each of the three departments or programs in which the student intends to major.

Departmental and interdisciplinary program majors are offered in the following areas:

- [Africana\\*](#)
- [American Studies\\*](#)
- [Anthropology](#)
- [Art and Visual Culture](#)
- [Asian Studies\\*](#)
- [Biochemistry](#)
- [Biology](#)
- [Chemistry](#)

- [Chinese\\*](#)
- [Classical and Medieval Studies\\*](#)
- [Dance](#)
- [Earth and Climate Sciences](#)
- [Economics](#)
- [English](#)
- [Environmental Studies\\*](#)
- [European Studies\\*](#)
- [French and Francophone Studies](#)
- [Gender and Sexuality Studies\\*](#)
- [German](#)
- [Hispanic Studies](#)
- [History](#)
- [Japanese\\*](#)
- [Latin American and Latinx Studies\\*](#)
- [Mathematics](#)
- [Music](#)
- [Neuroscience\\*](#)
- [Philosophy](#)
- [Physics](#)
- [Politics](#)
- [Psychology](#)
- [Religious Studies](#)
- [Rhetoric, Film, and Screen Studies](#)
- [Sociology](#)
- [Theater](#)

Majors marked with an asterisk (\*) above represent majors that are interdisciplinary in nature. These programs are administered by a committee of faculty from within the program and from other academic units within the College.

### **Individual Interdisciplinary Major**

In addition to established departmental and program majors, a student may propose an individual interdisciplinary major, should that student discover a well-defined intellectual interest that crosses one or more boundaries of the established fields of concentration. An individual interdisciplinary major involves a detailed program of study with courses drawn from at least two departments or programs but only one senior thesis and/or comprehensive examination.

Guidelines and an application for the individual interdisciplinary major can be found on the [Office of the Registrar and Academic Systems website](#). Proposals for interdisciplinary majors must be submitted to the Office of the Registrar and Academic Systems for approval by the Curriculum Review Committee by March 1 in the sophomore year. Proposals must include a faculty advisory board of at least three faculty members who have agreed collectively to act as major advisor. One of these faculty members also serves as thesis advisor unless the student's program includes a senior seminar instead of a thesis. The student provides a list of appropriate courses to be included in the major. The student with an individual interdisciplinary major graduates with a major in Interdisciplinary Studies.

## **Engineering Major**

Students interested in engineering may participate in the College's Dual Degree Engineering Program, in which three or four years at Bates are typically followed by two years at an affiliated engineering school. Recommended course sequences vary according to each student's particular engineering interests; curricular guidelines are available from the Dual Degree Program faculty advisor in the Department of Physics and Astronomy. Dual Degree Program majors complete all General Education requirements except the third-level writing requirement [W3]. If a student pursuing the Dual Degree program completes a second major as their second area of study, they may need to complete a thesis or capstone as part of that major's requirements.

Upon completion of the five-year Dual Degree Program, students receive an undergraduate degree from Bates in Engineering and a Bachelor of Science degree in Engineering from the engineering-school affiliate.

## **The Senior Thesis/Capstone**

A distinctive feature of the Bates curriculum is the senior thesis or capstone, which is offered by all departments and programs that offer a major, and is required for most majors. The faculty believes that a Bates student is well prepared to undertake a significant research, performance, or studio project in the final year of study in the major. The traditional senior thesis involves one or two semesters of original research and writing, culminating in a substantial paper on a research topic of the student's design. Such an effort requires that the student possess a deep understanding of the subject area, its theoretical underpinnings, and its research methodology. The student must also be able to think critically and comprehensively about the topic, and must be able to advance a well-formulated argument. Conducting a senior thesis draws on a student's past academic experience and requires considerable independent thinking and creativity, self-discipline, and effective time management.

The student is guided in this process by the thesis advisor. Many departments and programs bring thesis students together in seminar courses in which they meet regularly to discuss current literature, research methodologies, and their own progress. Many departments and programs require students to deliver formal presentations of their thesis work.

Some departments and programs offer or require thesis work that includes theatrical or musical performance, film and video production, curriculum development, community-based research, or studio art work and exhibition. In rare instances, qualified students may undertake a joint thesis in which two students collaborate on one project.

Several departments and programs offer alternatives to the thesis through which a senior may culminate their career at Bates, including portfolios, comprehensive examinations, or capstone research seminars. Specific information on the work required of seniors in the major fields is detailed in the Catalog section for each major.

## **The Honors Program**

The College's Honors Program promotes, develops, and recognizes work of higher quality than ordinarily required for the baccalaureate degree. The program encourages students to achieve mastery of a specific topic within the context of a major through extensive independent study and research. Honors study proceeds

throughout fall and winter semesters of the senior year under the guidance of a faculty advisor; some students begin honors research in the summer preceding the senior year.

The Honors Program consists of a substantial written thesis and an oral examination on the thesis. In an alternative offered by some departments, eligible students elect a program consisting of a performance or a project in the creative arts, a written statement based on the project, and an oral examination on the project. Examination committees include the thesis advisor, members of the major department or program, at least one faculty member from a different department or program, and an examiner from another institution who specializes in the field of study.

Honors theses become a part of the archives of the College, held on SCARAB, Bates' online repository for publications. More information is available on the [Honor's Program website](#).

## Minors

In addition to completing a major, a student may elect to complete a minor as a second area of study. Minor requirements vary and are detailed in the Catalog section for each relevant department or program.

Departmental and interdisciplinary program minors are offered in the following areas:

- [Africana\\*](#)
- [Anthropology](#)
- [History of Art and Visual Culture](#)
- [Asian Studies\\*](#)
- [Chemistry](#)
- [Chinese\\*](#)
- [Dance](#)
- [Digital and Computational Studies\\*](#)
- [Earth and Climate Sciences](#)
- [Education](#)
- [European Studies\\*](#)
- [French and Francophone Studies](#)
- [Gender and Sexuality Studies\\*](#)
- [German](#)
- [Greek\\*](#)
- [Hispanic Studies](#)
- [History](#)
- [Japanese](#)
- [Latin\\*](#)
- [Mathematics](#)
- [Music](#)
- [Philosophy](#)
- [Physics](#)
- [Religious Studies](#)
- [Rhetoric, Film, and Screen Studies](#)
- [Russian](#)
- [Teacher Education](#)

- Theater

Minors marked with an asterisk (\*) above represent minors that are interdisciplinary in nature. These programs are administered by a committee of faculty from within the program and from other departments within the College.

## Independent Study

Independent study courses allow students to pursue individually a course of study or research not offered in the Bates curriculum during the semester (numbered 360) or the Short Term (numbered S50). The student designs and plans the independent study in consultation with a faculty member. The work must be approved by a Bates department or program chair, supervised by a Bates faculty member who is responsible for evaluation of the work and submission of a grade, and completed during the semester or Short Term for which the student has registered for the course. Faculty members advise independent studies voluntarily and may decline to advise an independent study course.

Independent study coursework is undertaken during the academic year, but may reflect upon summer activities. Credit, however, is awarded for work done during the academic year and the student must register for a fall independent study during the spring before the activity takes place when a summer learning experience is a substantial component of the independent study. The student must be in residence and may not complete an independent study away from campus. Students may not receive credit for employment unless there is a clearly defined academic component to the work. Academic credit is not granted for work completed under Bates summer research grant programs. Students may register for no more than one independent study course during any given semester. A student may complete only one Short Term independent study during their Bates career. For more information, students may consult the Registration for Independent Study form, available from the Office of the Registrar and Academic Systems.

## Degree Requirements

When determining graduation eligibility, students are held to the curriculum and degree requirements listed in the Catalog for the academic year they matriculated at Bates College. If officially withdrawn and readmitted, students are held to the curriculum and degree requirements listed in the Catalog for the year they are readmitted or as determined by the Committee on Academic Standing upon readmission. Each student is solely responsible for completing all of these requirements.

**The Bates degree requires 32.0 course credits, which must include:**

1. Completion of a major field of study;
2. Two Short Term courses;
3. 64.0 quality points;
4. Completion of all General Education requirements:
  - a. A second area of study, which may include a General Education Concentration (GEC), a minor, or a second major.
  - b. Three writing attentive courses; one course designated [W1], one course designated [W2], and one course designated [W3], all of which must be taken at Bates.\*
  - c. Five distinct courses that satisfy Modes of Inquiry ([AC], [CP], [HS], [SR], and [QF]).

Students must declare their major and second area of study by March 1 of the sophomore year.

Courses taken Pass/Fail may not apply to General Education Concentrations, the Modes of Inquiry requirement, or the writing requirement.

\*Enrollment in a First-Year Seminar is also a requirement for the degree and all FYSs are designated [W1]. If a student fails the FYS, they must immediately enroll in a non-FYS course designated [W1] in their second semester at Bates.

## Bachelor of Arts and Bachelor of Science

Students may pursue either a Bachelor of Arts or Bachelor of Science degree at Bates College. All students are initially assigned to the Bachelor of Arts program upon matriculation. Students who wish to declare a Bachelor of Science degree must submit a Change of Anticipated Degree form to the Office of the Registrar and Academic Systems no later than the end of the first semester of their senior year.

In conjunction with the degree requirements above, candidates for the Bachelor of Science degree are required to complete the following courses:

1. CHEM 107 Atomic and Molecular Structure/Lab;
2. CHEM 108 Chemical Reactivity/Lab;
3. MATH 106 Calculus II OR MATH 206 Multivariable Calculus;
4. PHYS 108 Introductory Physics of Living Systems II/Lab OR PHYS S31 Spacetime, Waves, and Photons.

To fulfill these requirements, students may use Advanced Placement, International Baccalaureate, A-Level, or approved transfer credit. Courses taken Pass/Fail may not apply to the Bachelor of Science degree course requirements.

## Academic Policies

### The Academic Calendar

The academic calendar consists of two semesters and a Short Term. The fall semester ends in mid-December and the winter semester ends in April. A three-and-a-half-week Short Term usually concludes at the end of May. First-year and all other new students must participate in new-student orientation at the end of August. Incoming students register for courses prior to their arrival and returning students register during designated periods in the semester preceding the semester of registration. Each registration cycle allows for an add/drop period during which students may adjust their registration.

### Student Enrollment

#### Fall and Winter Semesters

All students at Bates College are required to be enrolled full-time. To make standard progress toward the degree, students are expected to register for at least 4.0 credits each fall and winter semester. Students may not take fewer than 3.0 credits or more than 5.5 credits in a semester unless the student secures approval from the Committee on Academic Standing for extenuating circumstances. No additional tuition charge is levied upon students who register for more than 4.0 credits. Similarly, no reduction in tuition is granted to students who register for fewer than 4.0 credits during any of their semesters at Bates.

Students must be enrolled in courses at Bates College for the final semester of their senior year. Senior work in the major field must be completed in residence. Students who did not graduate and are no longer enrolled at Bates College but wish to satisfy an outstanding thesis requirement to satisfy their graduation requirements may petition the Committee on Academic Standing for permission to conduct their thesis out of residence. They must first secure the approval of the appropriate department or program chair and have an instructor from the department or program willing to advise the thesis. If approved by the Committee on Academic Standing, the student is registered for thesis in the semester in which the work is being completed. For 2024-25, the Thesis Out of Residence course fee is \$2,260, which is payable at the time of registration.

#### Short Term

Students must successfully complete two Short Term courses in order to fulfill the Bates degree requirements. Students may register for only one course per Short Term and must be enrolled at Bates College in the preceding fall or winter semester to enroll in a Short Term course in that academic year. Enrolling in a third Short Term course is optional; students are not permitted to enroll in a fourth Short Term course.

### The Course Credit System

A student's progress toward the baccalaureate degree is measured in course credits. Courses offered in the fall and winter semesters generally carry 1.0 credit, though there are select courses that carry a lower credit value. All Short Term courses carry 0.5 credits. Course credit values are noted for each course section in the Schedule of Courses.

While no semester credit hour equivalent is assigned to courses, it is recommended that each Bates College course be considered equivalent to a minimum of 4.0 semester credit hours.

## The Grading System

### Letter Grades and Quality Points

The College faculty assess student academic performance by assigning the following grades and associated quality points:

Letter Grade	Quality Points	Description
A+	4.0	
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Satisfactory
C-	1.7	
D+	1.3	
D	1.0	Poor
D-	0.7	
F**	0	Fail
P*	2.0	Pass
S*	1.0	Satisfactory (Short Term Only)
U*	0	Unsatisfactory (Short Term Only)
W*	0	Withdrawn

\* Grade is not calculated in the Grade Point Average (GPA).

\*\*Grade is not calculated in the GPA only when the Pass/Fail Option is elected.

## **Pass/Fail Option**

All courses offered in the fall or winter semesters have the default grading mode of letter grades, with the option for students to elect Pass/Fail. Throughout their Bates College career, students may elect to take a total of two courses offered by the College in the fall or winter semesters on a Pass/Fail basis, with a maximum of one course per semester. Students may not elect to take a Short Term course Pass/Fail. Students may declare or change a Pass/Fail option until the last day to add a course. Students may revert from Pass/Fail to letter grades until the last day to drop a course.

Students taking a course Pass/Fail are not identified as such on class rosters. Once the faculty member has submitted a final letter grade, the grade will be converted to a Pass or Fail for students who have elected this option. A grade of D- or above is considered a passing grade. Unless the student chooses to inform the instructor, only the student, the student's advisor, and the Office of the Registrar and Academic Systems know the grading mode the student has elected for the course.

Departments and programs decide whether a course taken Pass/Fail can be used to satisfy major and/or minor requirements. Unless stated otherwise within the curricular policies of the program, it is assumed that courses completed Pass/Fail count towards major and/or minor requirements. Courses graded Pass/Fail may not be used to satisfy General Education requirements.

## **Short Term Grading System**

Short Term courses are offered with the standard letter grade mode or with the Satisfactory/Unsatisfactory grade mode. The course instructor determines the grade mode for Short Term courses. Students may not elect Pass/Fail for Short Term courses.

## **Grade Deferrals**

A temporary grade of DEF indicates that a student has secured a formal deferral for incomplete coursework through the course instructor and the Office of Accessible Education and Student Support. Incomplete work for which deferred grades are given must be completed in a specific period of time as determined on the deferral form. The deferred grade becomes an administrative F (F#) grade if the work is not completed on time or when the course instructor does not submit a grade. The F# grade is computed in the GPA. If previously deferred, the final grade includes an asterisk (\*) when posted on the transcript. In cases where the due date for coursework is extended beyond the end of the semester as part of a pre-approved accommodation granted by the Office of Accessible Education and Student Support, the final grade is not differentiated on the transcript from the grades for courses completed in the standard time frame.

## **Course Withdrawal**

Students who wish to withdraw from a course after the official drop date must petition the Committee on Academic Standing. Students whose petition is approved receive a grade of W for the course on their transcript.

## **Repeating Courses**

Except for courses deemed repeatable as outlined in the course description, students may repeat a course only if they receive a grade of F or have withdrawn and received a grade of W. The original grade will continue to be considered in the student's GPA even if the course is repeated.

## Academic Honors

The College recognizes academic achievement through three types of honors: Dean's List, Major-Field Honors, and Latin Honors.

### Dean's List

Based on semester grade point averages, approximately the top 25 percent of students are named to the Dean's List at the conclusion of each fall and winter semester. To be eligible, students must have completed all coursework by the end of the semester with no grade deferrals and received letter grades in at least three Bates courses. In 2024-25, a student must earn a semester GPA of 3.92 or higher to be named to the Dean's List.

### Latin Honors

By the start of each academic year, the Office of the Registrar and Academic Systems computes the minimum cumulative grade point average necessary to rank students in the top 2 percent (summa cum laude), 8 percent (magna cum laude), and 15 percent (cum laude) of the combined last three graduating classes. Students who graduate in the 2024-25 academic year with GPAs of 3.99 or higher earn the distinction of summa cum laude; GPAs of 3.96 to 3.98 earn magna cum laude; and GPAs of 3.92 to 3.95 earn cum laude.

## Satisfactory Academic Progress (SAP)

Federal law requires the College to establish standards of satisfactory progress toward the degree and to monitor each recipient of federal aid to ensure that the student is making satisfactory progress according to those standards. Bates applies Satisfactory Academic Progress standards to all students, regardless of financial aid status. The concept of satisfactory progress mandates the monitoring of both grade point average (GPA)—qualitative progress—and the number of credits completed—quantitative progress.

Students' academic progress is reviewed twice a year: following the fall semester and following Short Term, when both the winter semester and Short Term are considered. A Short Term course is considered part of students' cumulative GPA when graded with a letter grade and is included when calculating good standing or probation. The Short Term GPA alone does not result in dismissal, as outlined in the qualitative standards below. Courses for which students have been granted deferrals cannot be counted towards the quantitative or qualitative standards until the deferrals are complete and final grades have been posted. Students with approved deferrals will be reviewed for satisfactory progress after the submission of the final grade(s). In the event that this review occurs after the beginning of the subsequent semester, a student who would otherwise be eligible for dismissal will be placed on academic probation.

Credits transferred to Bates from other institutions apply to the overall total credits necessary for graduation and will be counted as both attempted and completed hours for satisfactory academic progress.

The Committee on Academic Standing is responsible for evaluating students' progress, reviewing students' academic standing, and evaluating petitions for exceptions to these standards, including requests for exceptions of severe illnesses or personal emergencies. The College has established these standards:

### Qualitative Standards

For students in good academic standing:

- If the semester GPA is below 1.0: dismissal.
- If the semester GPA is above 1.0 but the cumulative GPA is less than 2.0: probation.
- If the semester GPA is above 1.0 and the cumulative GPA is equal to or greater than 2.0: good academic standing.

For students on academic probation:

- If the semester GPA is below 2.0: dismissal.
- If the semester GPA is equal to or greater than 2.0 but the cumulative GPA is less than 2.0: probation.
- If the cumulative GPA is greater than or equal to 2.0: good academic standing.

Final semester seniors:

- Students graduate if the normal degree requirements, including courses, Short Term courses, and total grade point averages, are met. This applies to students on academic probation from the prior semester, even if they do not fulfill the normal probationary requirements for good academic standing in the second senior semester.

## **Qualitative Dismissal**

Students dismissed for failing to meet the above qualitative standards are ineligible to return to Bates until they reestablish their eligibility after academic dismissal. The Office of Registrar and Academic Systems informs students and their advisors about changes in academic standing. After consulting with their student support advisor, students may petition the Committee on Academic Standing to have the standard of academic dismissal waived.

To reestablish eligibility, dismissed students must petition the Committee on Academic Standing. Dismissed students must spend at least one semester away from Bates and readmission is not automatic. The evidence required by the committee that the student is ready to re-enroll varies but typically includes at least two transferable courses, as defined by the [Bates Transfer Credit Policy](#), with grades of "B" or better in all courses taken, and discussion in the petition of the circumstances that led to the dismissal, experiences undertaken while away, and reasons why the poor academic performance is unlikely to be repeated.

Students readmitted following an academic dismissal, either through a dismissal waiver or through reestablishing eligibility, are placed on academic probation in the subsequent semester, regardless of cumulative GPA.

Students dismissed from the College a second time must typically spend at least one year away from Bates before petitioning to re-enroll. All other standards described above apply. Readmission is not automatic.

Students dismissed from the College a third time are dismissed with finality and are not eligible to reenroll at Bates. In extraordinary circumstances, a student dismissed with finality may petition the Committee on Academic Standing to waive the dismissal with finality.

## Quantitative Standards

Standard credit progress towards the degree is noted below. To comply with the satisfactory progress policy, each student must successfully earn the following minimum number of semester course and Short Term (ST) course credits:

SEMESTER	STANDARD PROGRESS	MINIMUM PROGRESS
1	4.0 credits	3.0 credits
2	8.0 credits	6.0 Bates credits
3	12.0 credits	10.0 credits
4	16.0 credits	14.0 credits
5	20.0 credits	18.0 credits
6	24.0 credits and 0.5 ST credits	22.0 credits and 0.5 ST credits
7	28.0 credits and 0.5 ST credits	27.0 credits and 0.5 ST credits
8	32.0 credits, including 1.0 total ST credits	32.0 credits, including 1.0 total ST credits

## Quantitative Dismissal

The Office of the Registrar and Academic Systems notifies students if they have not met the quantitative standards. Students are considered withdrawn until satisfactory progress is reestablished. If denied aid or permission to return because of failure to meet the quantitative satisfactory-progress policy standards, students may reestablish eligibility for federal aid by subsequently meeting the standards through transfer credit or the posting of other non-Bates credit. The Committee on Academic Standing may also readmit students who petition the committee for readmission when there are exceptional or extenuating circumstances. A student who has reestablished eligibility may be considered for aid for upcoming periods but not for periods during which standards were not met. The student support advisor, the academic advisor, and/or the Office of the Registrar and Academic Systems consult with students seeking to rectify grades or earned credit deficiencies.

## Financial Aid

All students, with the exception of transfer students, are expected to complete the degree in 8.0 semesters. Students are eligible to continue enrollment and receive financial aid for 8.0 full-time semesters. Any student not meeting the outlined satisfactory progress standards is ineligible to return to Bates College or receive federal student aid.

Students receiving financial assistance who meet qualitative and quantitative academic standards and make satisfactory academic progress toward degree completion are considered in good financial standing and eligible to receive institutional and Title IV financial assistance.

Students in good academic standing who receive a warning that they have insufficient credits to meet progress standards or are placed on academic probation will receive a financial aid warning from the Director of Student Financial Services and can continue receiving federal and institutional financial aid for one semester.

Students receiving financial aid who fail to make satisfactory academic progress after the warning period and are dismissed by the College will not be eligible to continue receiving federal and institutional financial aid unless they meet the following conditions:

1. Successfully appeal their dismissal, in which case they will be placed on academic probation for the following semester;
2. Successfully appeal the financial aid SAP determination, in which case they will regain their eligibility for the following semester.

The Director of Student Financial Services will notify students who receive an academic warning or are placed on academic probation in writing of their financial aid status and outline the steps they can take to maintain or regain financial aid eligibility for the following semester.

## **Appeals**

Students who believe that there are extenuating circumstances that should be considered may appeal a financial aid SAP determination by submitting a written appeal to the Director of Student Financial Services by the date provided in the Director's written notice. In consultation with the Associate Dean of Students and/or the Director of Student Support Services, the Director will evaluate each request on a case-by-case basis. Students are notified in writing of the outcome of the appeal review.

To appeal, the student must submit a written statement that includes:

- A narrative explanation of the extenuating circumstances (e.g. death, injury or illness of a family member, or other special circumstances) that prevented the student from meeting the minimum requirements.
- A description of the student's plan to succeed in their program of study and an explanation of what has changed will allow them to meet SAP at the next evaluation point.

Students are encouraged to submit any additional documentation that will explain their circumstances and support their appeal, including a copy of the student's academic plan, if applicable. If an appeal is granted, the student will be eligible to receive aid on a probationary basis for one semester. The student's record is reviewed at the end of the semester to determine eligibility for the subsequent semester. Students who fail to make progress at the end of the probation period lose their aid eligibility for the following semester. Students who meet progress standards and move to good academic standing after their probation period regain their financial aid eligibility.

## **Additional Information**

Students who fail to make satisfactory academic progress and are dismissed by the College are ineligible to receive the following types of financial aid: Federal Pell Grant; Federal Supplemental Educational Opportunity Grant (FSEOG); Federal Work-Study; Federal Direct Loan; Federal Direct PLUS Loan; Bates Grant; and Bates College employment. Students who receive approval from the Committee on Academic Standing to reduce their course load below 3.0 credits may be required to repay a portion of their financial assistance. Students participating in the Federal Work-Study Program are subject to termination of

employment. A student who is suspended for unsatisfactory scholarship or disciplinary or financial reasons is denied permission to continue to attend classes, enroll in subsequent terms, reside in College housing, receive Bates-funded financial aid, participate in Bates-sponsored extracurricular activities, or use facilities in ways that are not also open to the general public.

## Non-Bates Credit

Three types of credit can be applied toward a Bates degree:

1. Bates credit, earned from courses taught and/or evaluated and graded by Bates faculty;
2. Approved program credit, earned from courses taken while participating in a Bates-approved program administered by the Committee on Off-Campus Study;
3. Non-Bates credit, earned at an institution of higher education other than Bates that meets the established standards for transfer to Bates or credit awarded from the following standardized tests: Advanced Placement, International Baccalaureate, or A-Level examination.

Degree candidates matriculating as first-year students, either in the fall or winter semester, must earn at least 28.0 Bates credits or approved program credits. A maximum of 4.0 non-Bates credits, including transfer credit and credit awarded from standardized tests, may be applied to the degree requirement of 32.0 earned credits. Transfer students must earn a minimum of 16.0 Bates credits. They may transfer a maximum of 2.0 non-Bates credits earned after matriculating at Bates. A transfer student is defined as any student who has previously matriculated as a degree candidate at another institution.

The Office of the Registrar and Academic Systems and the department or program chair are responsible for the evaluation of non-Bates credit, subject to established guidelines. The Committee on Academic Standing may grant exceptions to the established guidelines. All non-Bates course credits awarded are equivalent to either 1.0 or 0.5 Bates credit, based on their equivalent Bates course, and 2.0 quality points toward the graduation requirements.

Non-Bates credit is evaluated based on specific requirements:

- Credit must be awarded from an official college or university transcript; from an official Advanced Placement, International Baccalaureate, or A-Level test score report; or from an official document considered equivalent to a transcript by the registrar.
- Courses must be appropriate to a liberal arts and sciences college, comparable in quality to those offered at Bates, and students must earn a grade of C or better.
- Courses taken in a college or university continuing-education or extension program must be applicable toward the bachelor of arts or the bachelor of science degree being pursued by full-time undergraduate students at that institution.
- College courses taken prior to secondary school graduation must have been taught on a college or university campus and graded in competition with college students, and not have been counted toward the high school degree.
- Credit must be earned at a regionally accredited non-profit institution.
- Courses taught online may transfer, as long as they are pre-approved by the respective department or program and meet all other transfer credit standards.
- Courses must be worth at least 3.0 semester hours or 5.0 quarter hours or meet a minimum of 45 class meeting hours to be eligible for transfer. When appropriate, quarter hours may be added

together and multiplied by two-thirds to determine the equivalent total number of semester hours to be used toward unspecified transfer credits.

- Students may receive a maximum of 2.0 credits taken during summer sessions.
- All credits must be transferred by the beginning of the final semester of the senior year.
- Credit for Short Term courses may not be transferred from another institution.
- Students may not transfer credits into Bates that are the result of simultaneous enrollment (i.e., enrollment at another institution during a semester the student is enrolled at Bates). However, students who have a compelling reason to do so may request permission in advance by petitioning the Committee on Academic Standing. For such credit to transfer into Bates, approval must be given by the Committee on Academic Standing before enrolling in the course.
- Students must be enrolled at Bates for the final semester of their senior year.

A student who fails to graduate by their original anticipated graduation date may transfer credits necessary to graduate for up to two years afterward. After two years, the student is withdrawn automatically from the College but may petition the Committee on Academic Standing for readmission and permission to complete the degree.

With the exception of summer courses, matriculated students who wish to receive credit for study outside the United States must have the preapproval of the Off-Campus Study Committee. They must study on a program approved by the Center for Global Education and complete their studies in accordance with the Committee's guidelines. The Off-Campus Study Committee is responsible for awarding approved program credit.

When credit is awarded as equivalent to a specific Bates course, it may be used to fulfill any requirements that the equivalent Bates course fulfills, subject to transfer credit limits. Credit without a direct Bates equivalent may count toward a General Education Concentration if it is judged by the concentration's coordinator to be comparable to a Bates course in the concentration. The writing-attentive courses ([W1], [W2], and [W3]) must be taken at Bates, even if transfer credit is earned for a Bates equivalent that carries a writing-attentive designation.

## Finalizing the Academic Record

Bates confers degrees annually after the conclusion of Short Term. In order for the degree to be conferred, all final grades and official transcripts for applicable non-Bates credit must be received, and all degree requirements must be completed. Once the degree is conferred, the academic record is considered complete and final, and students may not retroactively seek a change of degree, major, minor, or General Education concentration.

## Leaves of Absence

### Personal Leaves of Absence and Medical Leaves of Absence

Personal leaves of absence and medical leaves of absence are processed through the Office of Accessible Education and Student Support Services, and students considering a personal or voluntary medical leave should contact the Director of Student Support Services.

Students initiating a personal or voluntary medical leave should contact Student Financial Services to discuss the financial implications of a leave of absence, as some education loan repayments may begin if a student

takes a leave. Additionally, students should consult with the Office of the Registrar and Academic Systems if they wish to transfer credit taken elsewhere while on leave. Students on a personal or medical leave are typically permitted to transfer 2.0 credits into Bates, subject to the [Bates Transfer Credit Policy](#).

Involuntary medical leaves are used only under extraordinary circumstances when a student is unable or unwilling to request a voluntary medical leave. Such a leave may be necessary when a student's behavior is disruptive to the College's learning environment; the student's health concerns have compromised the student's health, safety, or academic success; or the behavior poses a direct threat to the safety of one or more members of the College community. Before an involuntary leave is considered, efforts are made to encourage the student to take a voluntary leave.

### **Academic Leaves of Absence**

Students wishing to study elsewhere in the United States for a full semester may seek to take an academic leave of absence. Students on an academic leave are typically permitted to transfer 4.0 credits into Bates, subject to the [Bates Transfer Credit Policy](#).

Students considering an academic leave should consult the Office of the Registrar and Academic Systems early in the decision-making process. Following their original graduation year, the College cannot guarantee students consecutive semesters of enrollment. The College makes final decisions based on the following factors: balancing student enrollment through the fall and winter semesters; course availability; course and classroom capacity; and housing capacity. Students are not guaranteed housing beyond their original graduation year.

### **Considerations for All Leave Types**

Any student on a leave of absence is not considered to be enrolled at Bates during the leave period. At the conclusion of four consecutive semesters on leave, students are automatically withdrawn from Bates.

## Confidentiality of Education Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include the following:

1. FERPA affords students the right to inspect and review their education records within forty-five (45) days of the day the College receives a request for access. A form to request access to records is available from the Office of the Registrar and Academic Systems. The Registrar's Office makes arrangements for access and notifies the student of the time and place where the records may be inspected.
2. FERPA affords students the right to request amendments to elements in their education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. The student should submit the request in writing to the Office of the Registrar and Academic Systems, clearly identifying the part of the record the student wants changed, and specifying why it should be changed. The Registrar's Office consults with the appropriate College official(s) and if the College decides not to amend the record as requested by the student, the College notifies the student of the decision and advises the student of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided when the student is notified of the right of hearing.
3. FERPA affords students the right to provide written consent before the College discloses personally identifiable information (PII) contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to College officials, or officials of institutions with which the College has consortia agreements, with legitimate educational interests. A College official is a person employed by Bates in an administrative, supervisory, academic, or support-staff position (including Campus Safety and Health Services staff); a volunteer, company, or contractor outside of the College who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as the Student Conduct Committee, or assisting another College official in performing administrative tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.
4. FERPA affords the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5901.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records including Social Security number, grades, or other private information may be accessed without student consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities may allow access to records and PII without student consent to any third party designated by a federal or state authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, federal and state authorities may allow access to education records and PII

without student consent to researchers performing certain types of studies. Federal and state authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, state authorities may collect, compile, permanently retain, and share without student consent PII from education records, and they may track student participation in education and other programs by linking such PII to other personal information that they obtain from other federal or state data sources, including workforce development and migrant student record systems.

The Office of the Registrar and Academic Systems makes available copies of the federal regulations and the institutional policy on education records as well as additional information about the Family Educational Rights and Privacy Act of 1974.

### **Directory Information**

At its discretion, Bates may disclose "directory information" in accordance with the provisions of FERPA. Directory information is defined as information that is not generally considered harmful or an invasion of privacy if disclosed. Bates identifies the following as directory information: name; Bates identification (ID) number; class; address (campus, home, and e-mail); username; telephone listings; major and minor fields of study and General Education concentrations; participation in officially recognized sports, extracurricular activities, and global education programs; dates of attendance; degrees, honors, and awards received from the College; and individually identifiable photographs and electronic images of the student solicited or maintained directly by Bates as part of the educational record. Students wishing to block the disclosure of directory information should contact the Office of the Registrar and Academic Systems for additional information.

## Academic Resources and Programs

### Global Education Programs

The College provides extensive semester and yearlong off-campus study opportunities through which approximately 60 percent of juniors study each year. These programs can greatly enrich student academic and personal development by providing engagement with different cultural and educational settings, opportunities for field research and, in many cases, immersive language study. Opportunities include the Bates Fall Semester Abroad (FSA) programs led by Bates faculty; semester and year-long study programs at universities across the globe; summer study abroad opportunities; and exchange programs at Spelman and Morehouse Colleges. In addition, students in all classes may participate in Bates faculty-led off-campus Short Term courses. These opportunities are administered by the Center for Global Education according to policies set by the faculty and the Committee on Off-Campus Study. Students earn Bates credit for courses taught or overseen by Bates faculty and approved program credit for study on other approved programs. Students may earn a maximum of four approved-program credits per semester and may apply a maximum of eight approved-program credits toward their Bates degree. Further information on off-campus study/global education opportunities and policies is available at the Center for Global Education website.

Students interested in studying off campus for an academic year or a semester should first review the [Center for Global Education website](#), engage in advising resources from the Center for Global Education, consult with their faculty advisor, and the chair of their major department or program. Students must complete an Off-Campus Study Registration by the first Thursday of February in the academic year before the off-campus study experience. The College requires a balanced number of prospective off-campus students between the fall and winter semesters at the February registration deadline. If too many students apply to study off campus in a given semester, students are selected according to criteria established by the [Committee on Off-Campus Study](#) and may be required to switch semesters.

With the exception of summer courses, matriculated students who wish to receive credit for a semester or a year of study outside the United States or for affiliated domestic programs in the United States must have the preapproval of the Committee on Off-Campus Study and their major department or program. Students must study with an approved program and complete their studies in accordance with the Committee's guidelines. The faculty has established additional guidelines, below, to encourage participation that is most supportive of students' overall academic experiences at Bates. A student may petition the Committee on Off-Campus Study for an exception to these requirements. Students must have a 2.5 cumulative GPA at the time of application. A student may become ineligible if the GPA drops below 2.5 during the application process or after registration. Registration as a four-year student, including residence at Bates during the sophomore year, is required. Language skills greatly contribute to the academic and social experience in non-English-speaking settings. Therefore, students are required to have completed the equivalent of at least two years of College-level language study prior to study abroad in French-, German-, or Spanish-language settings. In Chinese-, Japanese-, and Russian-language settings, the equivalent of at least one year of College-level study is required. Prior language study is not required elsewhere, but students must include language study, ancient or modern, as part of their course work. Students on disciplinary probation or suspension may not participate in the College's global education programs. This includes programs and courses led by Bates faculty and

programs sponsored by academic institutions and study-abroad program providers for which approved program credit is awarded by Bates.

Bates Fall Semester Abroad (FSA) participants pay the full Bates single fee. All other students pay their respective program costs directly, plus an off-campus study fee to Bates, which is seven percent of the single fee for each semester of study. Costs are calculated by the program and are the responsibility of the individual student. However, federal, state, and Bates financial aid is available, subject to the student's financial need and based on the estimated program expenses. Bates students may enhance their experience by applying for external grants and for the Barlow Host-Country Enrichment grants. In addition, students may apply for funding from the Stark Endowment for Summer Language Study to continue their foreign language study during the summer following the semester or academic year abroad.

## **Bates Learning Associates Program**

Central to a Bates education are the intense and deep relationships formed between faculty and students, and the quality of learning that results from sustained contact between teacher and learner. To complement the focus and depth of intellectual exploration among students and faculty, the College has established the Bates Learning Associates Program, which brings to campus experts in many fields who hail from Maine and around the world. Learning associates help students and faculty by offering new meanings and perspectives to a subject. Learning associates may be on campus for a day, a week, several weeks, or may have a "virtual residence," working with students electronically, critiquing research methodology or results, or reading emerging senior theses. These experts expand the knowledge available to students and faculty, challenge the neatness of discipline-based academic thinking, and provide rich contexts for translating ideas into action in the real world. Each year a variety of learning associates work with students in a range of disciplines within the humanities and social sciences. Recent contributors have included an expert on peaceful resolutions for territorial and maritime disputes; a filmmaker, artist, and educator exploring pedagogy around ethics of representation, queer theory, and lived experience; a Grammy-nominated jazz guitarist; and a renowned spokesperson, author, and activist of the Tutsi Survivor community in Rwanda.

## **Student Research**

The Bates faculty is dedicated to helping students develop as scholars; therefore, significant emphasis is placed through the curriculum on individual research, including artistic production. In their first year, students participate in a first-year seminar, a small class in which the development of critical thinking, concise writing, and other research skills is emphasized. Methodology courses and advanced seminars offer further research training in a specific discipline. Many students undertake independent study courses in order to explore in depth a subject of particular interest. Each summer, many students undertake research independently or in collaboration with a Bates faculty member. Together, research and writing experiences prepare students for the senior thesis, required in most departments and programs, for the Honors Program, for graduate study, and for careers.

## **Support for Research during the Academic Year and the Summer**

The College encourages students to pursue research associated with courses, independent studies, and the senior thesis or senior project. Funds are available through competitive grant programs that provide financial assistance for student research. Bates faculty members are active in scholarly research and often offer qualified students the opportunity to work with them as research assistants during the summer. These

opportunities offer wages rather than academic credit and are available directly from faculty researchers funded through faculty grants. The Office of the Dean of the Faculty also manages a number of student summer research fellowship programs which support off-campus fieldwork, artistic work, or research at Bates or another institution. Information on summer research opportunities is available on the [Student Research Website](#).

## **Presenting Research and the Mount David Summit**

Bates students should be able to effectively communicate their scholarship and defend the results of their research. Students are encouraged to present their research at regional, national, and international meetings. They also have many opportunities to present their academic work on campus at events throughout the year. The largest on-campus research forum is the Mount David Summit. Each year near the end of the winter semester, the College community gathers for this campus-wide event honoring academic and artistic achievement. In concurrent sessions students present research posters; short talks on research or community engagement; and artistic work, including poetry and fiction writing, film, theater, performance art, music, and the visual arts. Students from all class levels and all disciplines are encouraged to take part; the audience includes students, faculty, staff, parents, prospective students, alumni, donors, and the general public. Find out more on the [Mount David Summit website](#).

## **Community-Engaged Learning**

Community-engaged learning is a signature component of a Bates education, providing opportunities for students to deepen their knowledge of course content and the wider world while collaborating with off-campus partners to address community-identified goals and needs and advance positive social change. In community-engaged learning courses and research, students increase self-awareness and develop a range of skills and capacities, including communication, collaborative problem solving, and cross-cultural understanding. More than fifty Bates courses each year include some form of mutually beneficial collaboration among students, faculty, and community partners.

The mission of the [Harward Center for Community Partnerships](#) is to advance the College's commitment to cultivating informed civic action through reciprocal and sustained partnerships that connect the College and the community. Established in 2002, the Harward Center builds on a legacy of innovative, rigorous community-engaged learning at Bates. It serves as a clearinghouse for faculty, staff, and students interested in community-engaged learning or research projects, and for community organizations, schools, and government agencies that seek to engage the College. It sponsors community projects in areas as diverse as basic social services; education; immigrant integration; municipal government; environmental education and advocacy; health and mental health services; public art, music, dance, and other cultural projects; and legal advocacy. The center also coordinates Bates' volunteer, democratic engagement, and community work study opportunities in the Lewiston Auburn community.

Specific student programs of the Harward Center include the Community Outreach Fellows Program, the Bonner Leader Program, the Bates Civic Action Team, the International Student Experiential Education Fellowship, and the Community-Engaged Research Fellows Program. The center also oversees a number of grant programs for students, faculty, staff, and community partners, during both the academic year and the summer. Find more information about those opportunities can be found at the [Harward Center's website](#).

## Bates Center for Purposeful Work

Preparing students for lives of meaningful work lies at the heart of the liberal arts mission. The Bates Center for Purposeful Work helps students discover the joy and power that arise from aligning who they are with what they do, by helping students identify and cultivate their interests and strengths and providing opportunities for them to acquire the knowledge, experiences, and relationships necessary to pursue their aspirations with imagination and integrity. Purposeful Work has curricular and co-curricular aspects and takes a four-year, developmental approach to working with students.

Informed by this philosophy, students emerge from Bates equipped to make intentional decisions about their work, selves, and how the two relate.

The staff of the Center for Purposeful Work provide many resources to students and alumni to prepare them for life after Bates including: career advising; job shadows; internships; individualized and group career counseling and workshops; access to Bates alumni worldwide; career interest assessments; centralized employment listings; career counselors, and graduate and professional school advising, all available through the Bates Center for Purposeful Work.

Students are encouraged to engage with staff at the Center for Purposeful Work beginning in their first year in order to integrate their academic, career, and personal goals into rewarding and purposeful careers.

Through Purposeful Work Infusion courses, many faculty members infuse their teaching with exercises that expose students to diverse types of work, questions of identity and purpose, and consideration of the meaning of work. This pedagogy helps students see the connection between academic fields and possible career paths. Practitioner-Taught courses offer opportunities for students to explore more practical and applied areas of study than are available within the core liberal arts curriculum. Practitioners, often Bates alumni, teach applied knowledge and skills in their field of expertise. Students explore worlds of work, enhance their practical skills, and expand their professional network, contributing to their career exploration and preparation for future work. More information can be found at the [Bates Center for Purposeful Work website](#).

## Peer Learning Commons

The Peer Learning Commons (PLC) at Bates is located on the Ground Level of Ladd Library. The PLC houses two learning support centers: the Student Academic Support Center (SASC) and the Student Writing & Language Center (SWLC). SASC provides peer tutoring in mathematics, statistics, digital and computational studies, the quantitative social sciences, music theory, and the natural and physical sciences; it also provides support in learning skills and learning strategy development. SWLC provides peer tutoring for student-writers and language-learners across the curriculum at any stage of the writing or language-learning process. This includes course-attached writing tutors for every First-Year Seminar ([W1]); tutoring and support programming for interdisciplinary and field-specific writing ([W2]); support for senior thesis/capstone ([W3]); and peer tutoring for entry- and mid-level language courses, for practice writing and speaking in those courses, and for multilingual students seeking support for writing in English as a Second Language or writing English for Academic Purposes. Both SASC and SWLC provide support for presentations as well through the availability of the PLC's Davis Family Foundation Presentation and Speaking Practice Studios.

## Places for Learning and Scholarship

### Information and Library Services

Information and Library Services (ILS) supports the mission of the College with reliable and responsive information and technology resources, services, and programs to meet the evolving needs of the College community. ILS helps students, faculty, and staff embrace the continuous change that prevails in technology use, information access, and communications media. Library services are provided in the George and Helen Ladd Library, which addresses the general curricular and research needs of the College; and in the Edmund S. Muskie Archives and Special Collections Library, which houses the archives, manuscripts, rare books, and other special collections of the College.

In addition to a robust technology infrastructure for all manner of academic and administrative work, there are three specialized computer labs: the Visualization Studio in Coram Library which specializes in GIS, 3D printing, and the visual representation of data; the Digital Media Studios in Pettigrew Hall, supporting multimedia and video production; and the Language Resource Center in Roger Williams Hall, which supports language and other humanities programs. More information is available on the [ILS services website](#).

#### The Library

The George and Helen Ladd Library provides books, periodicals, sound and video recordings and other library materials in print and electronic formats, as well as access to online databases and other resources essential for student and faculty research. The library offers a physical learning environment conducive to individual and group study and research, and provides easy access to information in a variety of formats. The Library includes nearly 950 study spaces, all with wireless network access. More than 600 seats have electric power for charging portable devices. A fully equipped instruction room and staffed reference area are located on the main floor. Group study is encouraged on the two lower floors, in the first floor Academic Resource Commons, and in the third floor Salter Room, which is equipped with a screen-sharing system. Otherwise, the upper two floors are reserved for quiet study.

The [Library's website](#) provides access to the Colby, Bates, and Bowdoin (CBB) combined library catalog and all electronic resources licensed by Bates. Ladd Library functions as the primary point of service, with access, research, and technology services centrally located. In addition to individual consultation, research librarians provide instruction for classes and other groups of students on research skills and library and other information resources.

In all, the library contains some 600,000 cataloged volumes in print and more than 38,000 audio and video recordings. It provides access to thousands of sources of information online, including more than 70,000 periodicals and 700,000 electronic books, sound and video resources. CBB libraries together constitute a combined collection of more than two million volumes. The three college libraries collaborate closely to plan and build these collections, providing faculty, students, and staff the systems to use CBB resources before searching elsewhere. The Bates identification card allows Bates students, faculty, and staff to borrow materials from the Bowdoin and Colby libraries. Through the MaineCat statewide catalog and interlibrary loan, Bates users may initiate loan requests for materials at other academic and public libraries nationwide.

## Archives and Special Collections

The Edmund S. Muskie Archives and Special Collections Library fosters research and scholarship by encouraging access to Bates College records and other historical materials by students and faculty, as well as scholars from the community at large. These collections enable students from Bates and elsewhere to perform historical research using primary documentary material. The collections have three major divisions: the *Bates College Archives*, the Manuscript Collections, and the Rare Book Collection.

The *Bates College Archives* serves as the official repository of records, publications, photographs, honors theses, oral histories, and other materials of permanent administrative, legal, fiscal, and historical value. It documents the history of the College from its founding in 1855 to the present.

The Manuscript Collections contain materials related to the history of Bates College, including papers of faculty members, alumni, and student work. Because of its roots as a Freewill Baptist institution, the library collects materials related to Freewill Baptist organizations and individuals. The Edmund S. Muskie Papers include almost all the extant records documenting the life and work of Edmund S. Muskie (1914–1996), a 1936 Bates graduate who dominated Maine politics from the mid-1950s to 1981. Serving as governor, senator, and Secretary of State, Muskie became a national leader for environmental protection, government reform, and fiscal responsibility.

The Rare Book Collection includes publications created by and pertaining to the Freewill Baptists in Maine and New England; nineteenth-century French history and literature; fine-press books published in Maine; Judaica; nineteenth-century books on natural history, particularly ornithology, and publications by Bates faculty and alumni.

## Technology Services

Information and Library Services (ILS) provides a technology-rich environment in support of the mission of the College, which includes hardware, software, consultation, instruction, and information resources to faculty, students, and staff. ILS also provides many employment opportunities for students in which they can develop or enhance technology, communications and other work skills.

All faculty, students, and staff are assigned credentials that allow secure access to Bates computers and network services, including wireless and wired ports, on-line services, mail, calendar, printing, network storage, software, videoconferencing and proxy service for access to on-campus services and numerous library research databases from anywhere in the world. All members of the College community must comply with the Bates College Computer Use Policy.

## Garnet Gateway

Bates offers faculty, students, and staff transactional services through a secure online site, Garnet Gateway. Students use Garnet Gateway to view their schedule, grades, and transcript; register for courses; view their progress toward degree requirements; view their financial aid award; complete course evaluations; declare their major(s), minor(s) and General Education concentration(s); elect student officers; evaluate study-abroad programs; nominate faculty for teaching awards; obtain enrollment verifications; and request official transcripts.

Faculty members use Garnet Gateway to view course rosters; report student grades; schedule courses; manage their advising responsibilities; receive student course evaluations; and express preferences for classroom

location and equipment. Faculty and staff members, as well as student employees, use [Garnet Gateway](#) to access payroll, tax, and other employee information.

## Academic Technology

Bates students and faculty members use technology extensively in their learning, research, and teaching. This is made possible by a wide range of services and facilities. There are more than 175 workstations clustered at Carnegie Science Hall, the Coram Visualization Studio, Hedge Hall, Ladd Library, Pettengill Hall, Pettigrew Hall, and Roger Williams Hall. All classrooms and the majority of event and meeting spaces have high-speed network connections, computers, and digital projection. Special facilities include interactive classrooms with large video screens for group instruction and videoconferencing, screen-sharing, classroom and presentation capture systems, plotters, 3-D printers, scanners, and digital editing machines for producing broadcast-quality video and audio. Academic technology staff consult closely with faculty and students on designing, building, and supporting a variety of projects for teaching, learning, and scholarship. More information can be found at the [Curricular Research Computing website](#).

## Digital Media Studios

The Digital Media Studios, located in the ground floor of Pettigrew Hall, comprise a suite of specialized studio and lab spaces with an expert staff to help students and faculty explore creative uses and production of traditional and emerging digital media. The studios include three private video editing suites, a radio interview studio, a flexible studio space, and an instructional lab. Additional resources allow for live broadcasts and remote recordings. The tools and facilities within the Digital Media Studios are used across academic disciplines, and are designed to encourage, emphasize, and explore the collaborative connections among teaching, learning, storytelling, the arts, and interpersonal communication in a modern digital world.

## Laboratories

Laboratories and studios for student and faculty use are located throughout the campus. Biology, chemistry and biochemistry, earth and climate sciences, environmental studies, neuroscience, and physics teaching and research laboratories are housed in the Bonney Science Center, Carnegie Science Hall, and Dana Hall.

Astronomy students and faculty use the Stephens Observatory with its 0.32-meter reflecting telescope and the Spitz A-3 planetarium projector, also located in Carnegie. Archaeology and psychology laboratories are housed in Pettengill Hall.

The departments of French and Francophone Studies, Hispanic Studies, German and Russian Studies, and the Program in Asian Studies (Chinese and Japanese) use the Language Resource Center in Roger Williams Hall. The center is equipped with computers, a document camera, and multi-region players with video projection for classroom instruction. The lab is also outfitted with cameras and video recording equipment for capturing activities in the context of courses.

## Resources for the Arts

Schaeffer Theatre, a 300-seat proscenium-style space, is the mainstage venue for the Department of Theater and Dance and the summer home of the Bates Dance Festival. The Department of Theater and Dance also presents faculty, staff, student and guest artist work and offers studio courses in the more intimate facilities of the Gannett Theater, the Martin Andrucki Black Box Theater and the Marcy Plavin Dance Studios.

The Olin Arts Center provides the Department of Music with music studios and rehearsal rooms for individuals and groups, a sound laboratory for digital composition, and classrooms for lecture courses. The acoustically exceptional 300-seat concert hall is the site of performances ranging from student thesis recitals and concerts by Bates musicians to special appearances by internationally known performers.

The Olin Arts Center is home to the Department of Art and Visual Culture and its studios and classrooms for painting, drawing, printmaking, photography, and ceramics, as well as art history classrooms. The building also houses the Bates College Museum of Art, which presents dynamic and topical exhibitions and educational programs in its three galleries that support interdisciplinary teaching across academic disciplines. The Museum holds a permanent collection of more than 8,000 objects, including the internationally recognized Marsden Hartley Memorial Collection, and a wide range of artworks by artists from diverse cultures, backgrounds, perspectives, and eras. The Museum organizes and hosts dozens of events each semester, and supports an active internship program.

The new IMStudio in Coram Hall serves as a center for creative arts and technology. It provides students, faculty, and staff opportunities to integrate technology into the arts curriculum through courses, workshops and artist residency programs. Created as part of IMPACT21st (Innovation, Media, Process, Arts, Collaboration and Technology for the 21st Century), the state-of-the-art multichannel video projection and audio space offers new approaches to teaching and learning in the arts and supports the Bates community in collaborative endeavors.

## **The Bates College Museum of Art**

The Bates College Museum of Art is an integral part of the intellectual and cultural life of the College and the region. The Museum of Art brings art and ideas to Bates, Lewiston-Auburn, and Maine through exhibitions ranging from work by artists of national and international prominence to the annual Senior Thesis Exhibition. Through the permanent collection, educational programming, scholarly publications, and internships, the Museum of Art serves as a laboratory for deep exploration, intellectual study, and creative discovery.

The Museum's temporary exhibitions, permanent collection, and extensive programming are aligned with and integrated into academic disciplines across the curriculum. Recent interdisciplinary exhibitions have explored contemporary Indigenous Art, the art of the Anthropocene, the multimedia art of Vanessa German, and shaman art of Vietnam. Co-curricular programming infuses art into the cultural and social life of the College and geographical region. The permanent collection provides students and visiting scholars opportunities for longer term study and close examination of works of art and material culture. Programming includes tours, lectures, gallery talks, and workshops by visiting artists and scholars. Internships in many areas of museum work are available for students each year. Education and outreach programs connect exhibitions and collections to area K-12 students and their families, and support curricula focusing on art, writing, and visual literacy.

Exhibition and public programs are free and open to the public. The Museum is open twelve months a year, six days a week except between exhibitions and during some College breaks. More information can be found on the [Bates College Museum of Art website](#).

## Bates-Morse Mountain Conservation Area and Shortridge Coastal Center

Bates manages 574 acres of undeveloped Maine coastline for conservation, education and research purposes. Lying between two tidal rivers near the end of the Phippsburg peninsula, the Bates-Morse Mountain Conservation Area (BMMCA) includes salt marshes, barrier dunes, mature spruce-fir forest, and rare pitch pine forest. Granite ledge outcrops offer panoramic views of the Gulf of Maine and a narrow road offers walk-in access to the largest undeveloped barrier beach in the state.

The College conducts educational programs, scientific research, and literary study consistent with conserving the ecological and aesthetic values of the property. Current and ongoing research led by Bates faculty is focused on salt marsh responses to sea level rise, carbon cycling, sweetgrass transplanting in marsh systems and forest ecology. Visiting scientists study salt marsh nesting birds in the context of sea level rise and changing migration patterns of shore birds. Public visitation is also permitted, with over 20,000 visitors annually.

The Shortridge Coastal Center is located within two miles of the BMMCA. It provides housing for coastal researchers, students, and artists during the summer months and a setting for course work and for student, faculty, and staff gatherings during the academic year. The Center sits on nearly seventy-acres of granite outcrops and forested wetlands, including a large freshwater pond. The property is part of a large block of adjacent undeveloped and conserved lands owned by the Town of Phippsburg and the Phippsburg Land Trust. In collaboration with this land trust, the College helps maintain several miles of trails that connect approximately 300 acres of protected land.

Both the Shortridge Coastal Center and BMMCA provide a base of operations for faculty-student research projects and other partnership activities between the College and state agencies, nonprofit organizations, and the Phippsburg community. Recent partnerships with the community include educational programs with area schools, collaborative work on climate adaptation with town officials, and summer field research to support ongoing projects and monitoring by Bates faculty and students as well as management of the BMMCA. Requests by faculty and student groups to reserve the use of Shortridge may be made through the [event management system](#).

# Departments and Programs

## Africana

*Professors Chapman (Music), Fra-Molinero (Hispanic Studies), Nero (Rhetoric, Film, and Screen Studies, chair), and Pickens (English); Associate Professors Houchins, Medford (Sociology) and Otim (History); Assistant Professor Ellasante (Gender and Sexuality Studies); Visiting Assistant Professor Saunders.*

The Program in Africana encompasses the study of world making in Africa and its global diaspora. The program faculty embrace a progressive interdisciplinary approach, foregrounding Blackness, white supremacy, and anti-blackness. Courses emphasize the dynamics of unequal power, the production of culture and aesthetics, and the formation of personal and group identity. The program aims to enrich knowledge of the peoples of Africa and its global diaspora, whether in conditions of freedom or unfreedom. Students of Africana work to understand race as an intersectional concept constituted by gender, sexuality, ability, and class, among other social locations, as well as the global movement of ideas, including secular practices, intellectual traditions, religion and spirituality, and social formations of African-descended peoples. Africana prepares students for a range of careers, including research and teaching, public policy, law, advocacy and community work, and artistic production and curation. Effective in 2019-20, the Program in Africana superseded the long-established Program in African American Studies.

The chair of Africana provides a list of courses offered each year. Because of the interdisciplinary nature of the program, students should 1) consult regularly with the chair or a faculty advisor to ensure that their program has both breadth and depth and 2) devise programs of study approved by the chair or a faculty advisor by the fall semester of the junior year.

Thesis advisors are chosen by each student, in consultation with the chair, according to the subject matter of the thesis.

More information is available on the [Africana program website](#).

## Major Requirements

The major in Africana requires ten courses and a thesis.

1. Introductory course(s)

Complete at least one course from the following:

- AFR 100 Introduction to Africana
- ANTH100 African Perspectives of Justice, Human Rights, and Renewal

OR

Complete at least two courses from the following:

- AFR 162 White Redemption: Cinema and the Co-optation of African American History
- AFR 249 African American Popular Music
- ANTH 207 Race, Racism, and Redress

- AVC 288 Visualizing Race
  - EDUC 242 Race and Justice in American Education
  - FYS 468 Beyond Nelson Mandela: Themes and Personalities in South African History
2. Methods of Inquiry  
Complete the following course:
- AFR 250 Interdisciplinary Studies: Methods and Modes of Inquiry
3. Gender  
Complete at least one course designated with the (Africana: Gender) attribute.
4. Blackness from a Historical Perspective  
Complete at least one course designated with the (Africana: Historical Perspective) attribute.
5. Diaspora  
Complete at least two courses designated with the (Africana: Diaspora) attribute.
6. Seminar  
Complete one Junior-Senior Seminar.
7. Senior Thesis  
Complete at least one course from the following:
- AFR 457 Senior Thesis
  - AFR 458 Senior Thesis

#### **Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the major.

## **Minor Requirements**

A minor in Africana allows students to develop a basic foundation in the field and to complement the perspective and modes of analysis offered in their major area of study.

The minor in Africana requires six courses. Courses taken for the minor must include:

1. Introductory course(s)  
Complete at least one course from the following:
- AFR 100 Introduction to Africana
  - ANTH 100 African Perspectives on Justice, Human Rights, and Renewal

OR

Complete at least two courses from the following:

- AFR 162 White Redemption: Cinema and the Co-optation of African American History
- AFR 249 African American Popular Music
- AMST 207 Race, Racism and Redress

- AMST 288 Visualizing Race
  - ANTH 207 Race, Racism and Redress
  - AVC 288 Visualizing Race
  - BIO 128 Out of the Sea
  - EDU 242 Race, Cultural Pluralism, and Equality in American Education
  - FYS 468 Beyond Nelson Mandela: Themes and Personalities in South African History
  - MUS 249 African American Popular Music
  - RFSS 162 White Redemption: Cinema and the Co-optation of African American History
  - SOC 242 Race, Cultural Pluralism, and Equality in American Education
2. Gender  
Complete at least one course designated with the (Africana: Gender) attribute.
3. Diaspora  
Complete at least one course designated with the (Africana: Diaspora) attribute.
4. Seminar  
Complete one Junior-Senior Seminar.

**Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the minor.

## Course Offerings

### **AFR 100 Introduction to Africana**

This interdisciplinary course introduces students to the discipline and examines the literature, history, arts, material culture, as well as sociological, political, economic, and philosophical perspectives of the experiences of people of African descent in the Americas. The course sheds light on the relationship between the past and the present in shaping Black world making, especially in the Americas. Four themes guide the direction of the course: fragmentation, exclusion, resistance, and community.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C026, C037, C041, C057

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AFR 105 Africa: Special Topics in African History, 1500-1900**

For many observers, the history of Africa begins with European colonization. What about the period prior to colonization? This introductory survey of African history from 1500 to 1900 covers the social, political, cultural, and economic life of sub-Saharan peoples. Topics include African kingdoms, the transatlantic and the Indian ocean slave trades, the expansion of European power after the abolition of the slave trade, Islamic reforms, and the spread of Christianity. The course not only introduces students to a range of historical events in the continent, but also highlights how some of these events shaped other parts of the world.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022, C059

Department/Program Attribute(s): (History: Africa)(History: Early Modern)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 105

Instructor: Otim, Patrick

Instructor Permission Required: No

### **AFR 114 Introduction to African American Literature I: 1600-1910**

This introductory course traces the development of a distinct African American literary tradition from the Atlantic Slave Trade to 1910. Students examine music, orations, letters, poems, essays, slave narratives, autobiographies, fiction, and plays by Americans of African descent. The essential questions that shape this course include: What is the role of African American literature in the cultural identity and collective struggle of Black people? What themes, tropes, and forms connect these texts, authors, and movements into a coherent living tradition?

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041

Department/Program Attribute(s): (Africana: Historical Persp.)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): ENG 114

Instructor: Pickens, Theri

Instructor Permission Required: No

### **AFR 115 Introduction to African American Literature II: 1910-Present**

This introductory course traces the development of a distinct African American literary tradition from 1910 to the present. Students examine music, orations, letters, poems, essays, autobiographies, fiction, and plays by Americans of African descent. The essential questions that shape this course include: What is the role of African American literature in the cultural identity and collective struggle of Black people? What themes, tropes, and forms connect these texts, authors, and movements into a coherent living tradition? This course is a continuation of African American Literature I, which considers literary production before 1910.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041

Department/Program Attribute(s): (Africana: Historical Persp.)(English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): ENG 115

Instructor: Pickens, Theri

Instructor Permission Required: No

### **AFR 119 Cultural Politics**

This course examines the relationship of culture to politics. It introduces the study of struggles to acquire, maintain, or resist power and gives particular attention to the role culture plays in reproducing and contesting social divisions of class, race, gender, and sexuality. Lectures and discussion incorporate film, music, and fiction in order to evaluate the connection between cultural practices and politics.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C038, C040, C041, C061, C083

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)

Class Restriction: None

Cross-listed Course(s): AMST 119

Instructor: Beasley, Myron

Instructor Permission Required: No

### **AFR 121 "I, Too, Sing America": Poetry of this Moment/Movement**

In the tradition of Walt Whitman and Langston Hughes, American poets who explicitly wrote of the political and social anxieties of their country's moment, this course analyzes the work of contemporary poets responding to the current social and political moment in the United States. Students closely examine poetry that speaks from small-town America, environmental wreckage, #BlackLivesMatter, #MeToo, the Standing Rock Dakota Pipeline movement as well as poetry that addresses our current political leadership. Readings include Claudia Rankine, Terrance Hayes, and Layli Long Soldier. Students engage these discussions through the production of critical examinations of the texts and through their own creative writing.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C041

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): ENG 119

Instructor: Hardy, Myronn

Instructor Permission Required: No

### **AFR 162 White Redemption: Cinema and the Co-optation of African American History**

Since its origins in the early twentieth century, film has debated how to represent black suffering. This course examines one aspect of that debate: the persistent themes of white goodness, innocence, and blamelessness in films that are allegedly about black history and culture. Historical and cultural topics examined in film include the enslavement of Africans, Reconstruction, and the civil rights movement.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): C019, C026, C036, C037, C040, C041, C057, C061

Department/Program Attribute(s): (Africana: Historical Persp.)

Class Restriction: None

Cross-listed Course(s): RFSS 162

Instructor: Nero, Charles

Instructor Permission Required: No

### **AFR 201 Race, Ethnicity, and Feminist Thought**

This course focuses on race, ethnicity, and national power at their intersections with gender. Acknowledging the realities of white supremacy and patriarchy, students develop their understanding of these systemic and interlocking oppressions, while exploring the resistance to such oppressions that continues to give rise to critical feminist theory. Using a range of transdisciplinary perspectives, students examine the work of BIPOC feminist scholars and activists and encounter modes of critical and liberatory theorizing that productively challenge notions of what constitutes theory. Additionally, students practice ongoing self-reflection, or awareness of their own positionality and the ways it affects their journey through the course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C038, C041

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: None

Cross-listed Course(s): GSS 201

Instructor: Ellasante, Ian-Khara

Instructor Permission Required: No

### **AFR 202 Coming of Age While Black**

This course proceeds from the premise that coming of age while Black is fraught with the dangers created by a system of anti-black surveillance. Students examine "coming-of-age" memoirs and films that began during the era of the U.S. civil rights movement in the 1950s. Typically, the films and memoirs in this sub-genre feature a young Black protagonist, often a teen, navigating, sometimes successfully but not always, a world defined by intersecting oppressions created by race, class, gender, sexuality, and/or colonial identity.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C037, C041

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)

Class Restriction: None

Cross-listed Course(s): RFSS 202

Instructor: Nero, Charles

Instructor Permission Required: No

### **AFR 219 African Women as History Makers: from the Archive to the Zinkpo**

African women have been instrumental in “making history,” as female scribes in ancient Egypt recording and generating exegetical thought to producing legislation and leading movements as modern day leaders of state in Liberia and Rwanda. Yet, the lives of African women have, until only recently, been flattened with the historiography largely focusing on their roles in the domestic space rather than their contributions in preserving the cultural past as well as change makers and leaders. This class examines the roles of women in pre-colonial African society into the 21st century by considering how African women confronted, challenged, and shifted societal expectations, both locally and imported.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Africa)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 219

Instructor: Levi, Janice

Instructor Permission Required: No

### **AFR 221 Sociology of Immigration**

Since the passage of the Immigration and Nationality Amendments of 1965, the United States has received millions of immigrants from virtually every part of the world. The magnitude of these recent immigrant flows has reshaped the demography of the nation. But the magnitude of the flows is only part of the story. Today's immigrants are extremely diverse, ethnically, culturally, and racially. Students explore sociological approaches to immigration as they discuss, debate, analyze, and critique academic, political, and mainstream articulations of immigration processes in the United States.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): SOC 221

Instructor: Medford, Marcelle

Instructor Permission Required: No

### **AFR 223 Survey of Literatures of the Caribbean**

This course examines the literatures of the African diaspora in the Caribbean and the Caribbean diaspora in Canada, the United States, the United Kingdom, and France. Some texts are drawn from Anglophone authors such as Lamming, Anthony, Walcott, Brodber, Danticat, Lovelace, Brathwaite, NourBese (Philip), Hopkinson, and Dionne Brand; others, from Francophone and Hispanophone writers, including Guillen,

Carpentier, Condé, Chamoiseau, Depestre, Ferré, Santos-Febres, and Morejón. The course places each work in its historical, political, and anthropological contexts, and introduces students to a number of critical theories and methodologies with which to analyze the works, including poststructural, Marxist, Pan-African, postcolonial, and feminist. Recommended background: AFR 100 or one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C038, C041, C059

Department/Program Attribute(s): (Africana: Diaspora)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 223

Instructor: Houchins, Sue

Instructor Permission Required: No

### **AFR 225 The Haitian Revolution in the Atlantic World**

The Haitian Revolution is widely regarded as one of the most dramatic and significant events in history and is the only slave revolt in the Americas to successfully result in the abolition of slavery. It began with a massive slave insurrection in 1791 in the French colony of Saint-Domingue, and in 1804 it culminated in independence from France and the creation of the free, Black nation of Haiti. The revolution was shaped by people and ideas from Africa, Europe, and the Americas, and in turn had a profound impact on people from enslaved laborers and rebels to politicians and merchants. This course examines the events of the Haitian Revolution and explores how it changed the history of the broader world in which it took place.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Latin American)

Class Restriction: None

Cross-listed Course(s): HIST 225, LALS 225

Instructor: TBA, Staff

Instructor Permission Required: No

### **AFR 227 #BlackLivesMatter**

This course examines the history of the #BlackLivesMatter movement. It examines invisibility and spectacle in black death, voyeurism, and the destruction of the black body in the new public square. Is it true that black lives are more easily taken and black bodies destroyed with less legal consequence than others? What are the ways in which black lives do not matter? This course analyzes media coverage and debates on social media about black death. Students place these discussions in conversation with the critique of race and racialized violence offered in literature, music, film and social theory.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C008, C026, C037, C041

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: None

Cross-listed Course(s): AMST 227

Instructor: TBA, Staff

Instructor Permission Required: No

### **AFR 232 This is not a Drake Story: (Mis)Characterizations and (Mis)Caricaturizations of Black Judaism**

During the 20th century, Jewish racial identity has increasingly moved towards notions of whiteness with the perceptions of "Black Jews" being fictional and farcical. By the end of the 20th century and into the 21st, Black communities and cultural icons were identifying as Jewish. Ethiopian Jews were admitted to Israel under the Law of Return and musicians such as Lenny Kravitz, Drake, as well as comedian Tiffany Haddish publicly asserted a Jewish identity. Global perceptions influenced by racial science criminalized Blackness, and Judaism participated in racial thinking and hierarchies as well while also being subjected to them. In this global history of Black Judaism (1800-present), students will learn about the historiographical and current debates regarding race and ethnicity in Judaism, discuss the increasing diversity of global Judaism, and push beyond the history of Blacks and Jews as an allied history to an intersected history.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Africa)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 232, REL 232

Instructor: Levi, Janice

Instructor Permission Required: No

### **AFR 233 Literary Representations of the Africana Religions**

Using the literatures of African and African-descended peoples, this course examines the religions-traditional/indigenous, Christian, Islamic, and so-called "syncretic"-from the continent and the diaspora. The selected works may represent the religious traditions, rituals, and practices of the Yoruba, Shona, Asante, Tswana, as well as African Independent Churches, Rastafari, and followers of Vodun, Santería, Candomblé, and related religions. Students approach texts-novels, short stories, dramas, films and poems-as literary productions and not just media to convey information about the religions they represent. This course is also attentive to contexts; students examine the sacred symbol systems represented as well as the historical era depicted and the literary traditions and cultures that produce them. Recommended background: course work in Africana or religious studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): REL 233

Instructor: Houchins, Sue

Instructor Permission Required: No

### **AFR 236 Race Matters: Tobacco in North America**

This course explores race and the history of tobacco in North America. With a primary focus on the intersection of tobacco capitalism and African American history, the course introduces students to the impact of tobacco on the formation of racial ideologies and lived experiences through a consideration of

economic, cultural, political, and epidemiological history. Recommended background: at least one course in Africana, African American history, American studies, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037, C065

Department/Program Attribute(s): (History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST 236, GSS 236, HIST 236

Instructor: Plastas, Melinda

Instructor Permission Required: No

### **AFR 239 Anti-Blackness and the Environment**

This course interrogates the link between anti-Blackness and the environment. It examines how race, power, and environmental risk converge to create environmental racism, which disproportionately impacts Black communities. This is a conundrum of the Anthropocene: those who cause the least pollution experience its effects the most. Students explore this dynamic while paying attention to how communities fight back and demand justice. They also consider the role this dynamic plays in our current climate crisis and what it implies for the responsibility and possibilities of repair.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C026, C037, C041, C059, C065

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 239

Instructor: TBA, Staff

Instructor Permission Required: No

### **AFR 242 Passing/Trespassing**

This course examines the rhetoric of containing black bodies in cinematic and literary narratives. In passing narratives light-skinned people move across racial lines supposedly fixed by biology, custom, and law. In trespassing narratives black persons enter spaces denoted as white by law or custom. This course calls attention to fear, fantasy, punishment, and resistance as ongoing dimensions of race and white supremacy. Recommended background: at least one course with race as a central topic.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C019, C037, C040, C041

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): RFSS 242

Instructor: Nero, Charles

Instructor Permission Required: No

### **AFR 249 African American Popular Music**

The history of the twentieth century can be understood in terms of the increasing African-Americanization of music in the West. The rapid emergence and dissemination of African American music made possible

through recording technologies has helped to bring about radical cultural change: it has subverted received wisdoms about race, gender, and sexuality, and has fundamentally altered our relationship to time, to our bodies, to our most basic cultural priorities. This course explores some crucial moments in the history of this African-Americanization of popular music and helps students develop an understanding of the relationship between musical sound and cultural practice.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037, C040, C041, C061, C080

Department/Program Attribute(s): (Africana: Historical Persp.)

Class Restriction: None

Cross-listed Course(s): MUS 249

Instructor: Chapman, Dale

Instructor Permission Required: No

### **AFR 250 Interdisciplinary Studies: Methods and Modes of Inquiry**

Interdisciplinarity involves more than a meeting of disciplines. Academic practitioners stretch methodological norms and reach across disciplinary boundaries. Through examination of a single topic, this course introduces students to interdisciplinary methods of analysis. Students examine what practitioners actually do and work to become contributing practitioners themselves. Prerequisite(s): AFR 100, AMST 200, or GSS 100, and one other course in Africana, American studies, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST 250, GSS 250

Instructor: TBA, Staff

Instructor Permission Required: No

### **AFR 252 Contemporary Issues in Dance**

This course focuses on contemporary dance performance and practices that center, celebrate, and problematize theories of race, gender, sexuality, art, and politics. Course readings, discussions, and creative assignments center Black performance theories and methodologies, including dance, theater, poetry, music, and visual art. Students will also encounter concepts of transnational feminisms and queer fabulation across a variety of dance styles and practices. Course assignments develop students' abilities in understanding and demonstrating their own positionality, as well as writing and researching across lines of cultural difference. Open to first-year students.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C009, C011, C041, C061

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DANC 252

Instructor: Koepke, Tristan

Instructor Permission Required: No

### **AFR 253 The African American Novel**

Examining the tradition of African American novels, this course introduces students to the particular concerns of the novel form as it is shaped and as it shapes the depiction of Blackness in the United States. Depending on the year, the course may take an historical view or be focused on a specific topic.

Prerequisite(s): one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037, C041

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): ENG 253

Instructor: Pickens, Theri

Instructor Permission Required: No

### **AFR 255 Black Poetry**

How does the African American poetic tradition specifically contribute to the literary canon of African American literature and larger conceptions of American and global literature? This course is both an introduction to Black poetics and a deep exploration. The course considers so-called basic questions (e.g., What are Black poetics?) and more sophisticated questions (e.g., How do Black poetics transform the literary and cultural landscape?). Students read a variety of authors who maneuver between intra- and inter-racial politics, including such canonical authors as Langston Hughes and Nikki Giovanni, and less well-known authors such as Jayne Cortez and LL Cool J.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C005, C037, C041

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): ENG 255

Instructor: Pickens, Theri

Instructor Permission Required: No

### **AFR 258 The Black Atlantic**

From the 15th century onward, captive Africans and their descendants created new cultures, communities, intellectual traditions, and strategies of freedom-seeking in the face of enslavement and oppression. In turn, the formation of the African Diaspora fundamentally shaped the development of the modern world. This course introduces students to the key historical and conceptual themes in the study of this Black Atlantic, focusing in particular on relationships between the African Diaspora and the maritime world. Beginning with early African-European interactions and ending with the Black transnationalism of the early 20th century, this course engages with histories of the transatlantic slave trade and enslavement in the Americas to explore the emergence of the African Diaspora, resistance to enslavement, emancipation, Black transnationalism, and the development of new political and theoretical approaches to Black life in the Atlantic world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): HIST 258

Instructor: TBA, Staff

Instructor Permission Required: No

### **AFR 259 Contemporary African American Literature**

This course introduces students to contemporary African American literature. They explore literature written after 1975, considering a range of patterns and literary techniques as well as consistent themes and motifs. Students read a mix of canonical and less well-known authors. This course requires a nuanced, complicated discussion about what encompasses the contemporary African American literary tradition. Prerequisites(s): one 100-level English course. Recommended background: course work in American studies, Africana, or English.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C037, C041

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): ENG 259

Instructor: Pickens, Theri

Instructor Permission Required: No

### **AFR 265 The Writings of Toni Morrison**

This course surveys the writing of Nobel laureate Toni Morrison. Texts are selected from her novels, essays, children's literature, and drama; they also include criticism written about her work. Recommended background: one 100-level English course or AFR 100.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C060

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 265

Instructor: Houchins, Sue

Instructor Permission Required: No

### **AFR 267 Blood, Genes, and American Culture**

Places recent popular and scientific discussions of human heredity and genetics in broader social, political, and historical context, focusing on shifting definitions of personhood. Topics include the commodification of human bodies and body parts; racial, colonial, and gendered disparities in science and medicine; and the emergence of new forms of biological citizenship and belonging.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C037, C041, C065, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 267, GSS 267, HIST 267

Instructor: Herzig, Rebecca

Instructor Permission Required: No

### **AFR 268 Survey of Literatures of Africa**

This course explores folklore, myths, and literary texts of the African continent. These include works written by Anglophone authors such as Achebe, Soyinka, Ngugi, Vera, Njau, Aidoo, Nwapa, Head, Cole, Mda, Abani, Okorafor, and Atta; those drawn from oral traditions of indigenous languages transcribed into English, such as The Mwindo Epic and The Sundiata; and those written by Lusophone and Francophone authors including Bâ, Senghor, Liking, Neto, Mahfouz, Ben Jelloun, and Kafunkeno. The course contextualizes each work historically, politically, and anthropologically. Students are introduced to a number of critical theories and methodologies with which to analyze the works, such as poststructural, Marxist, Pan-African, postcolonial, and feminist. Prerequisite(s): one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022, C038, C041

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 269

Instructor: Houchins, Sue

Instructor Permission Required: No

### **AFR 269 Narrating Slavery**

This course examines selected autobiographical writings of ex-slaves; biographical accounts of the lives of former slaves written by abolitionists, relatives, or friends; the oral histories of ex-slaves collected in the early to mid-twentieth century; and the fiction, poems, and dramas about slaves and slavery (neo-slave narratives) of the last hundred years. Students consider these works as interventions in the discourses of freedom-religious, political, legal, and psychological-and as examples of a genre foundational to many literary works by descendants of Africans in diaspora. The course surveys early works written by slaves themselves, such as broadsides and books by Jupiter Hammond, Frederick Douglass, and Harriet Jacobs; dictated biographies such as those by Esteban Montejo, Mary Prince, and Sor Teresa Chicaba; and fictional works inspired by the narratives, such as texts by Toni Morrison, Gayl Jones, Charles Johnson, Michelle Cliff, Sherley Ann Williams, and Colson Whitehead. Recommended background: one 100-level English course or AFR 100.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C038

Department/Program Attribute(s): (Africana: Diaspora)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): ENG 269

Instructor: Houchins, Sue

Instructor Permission Required: No

### **AFR 280 Health and Healing in Africa**

A perception that Africa is a "diseased continent" has long persisted in the West, but this image, born of colonialism, ignores how Africans have sought to create and maintain healthy communities over time. This course begins by exploring how Africans have diagnosed and treated ailments in the precolonial era. It then examines the impact of colonial conquest and policies on the spread of diseases, and the emergence of missionary and colonial medicines. The course concludes by examining how state building, international development, and transnational capitalism have shaped healing practices.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C022, C059, C065

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)(History: Africa)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 280

Instructor: Otim, Patrick

Instructor Permission Required: No

### **AFR 301E Black Struggles against American Slavery**

Of the millions of immigrants who arrived in North and South America during the colonial period, the majority came not from Europe but from Africa. They came as human property, but they insisted on their freedom. Because slavery shaped the American hemisphere, this seminar takes a broad look at the histories of Africans and African Americans in the United States, Haiti, Brazil, and parts of western Africa. Students will better understand the ways that Black struggles against slavery shaped and continue to shape the Americas. They will also develop their skills as historical researchers and writers, including how to address the challenges of reading records that often obscure Black humanity. We do this work through careful reading of contemporary scholarship as well as primary sources such as music, letters, autobiographies, and material artifacts.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C037, C038, C041, C066

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)(History: Early Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301E

Instructor: Hall, Joseph

Instructor Permission Required: No

### **AFR 302 Black Feminist Activist and Intellectual Traditions**

This seminar examines the intersections of gender with Black racial and ethnic identities as they have been and are constructed, expressed, and lived throughout the anglophone and francophone African/Black diaspora. The course not only pays special attention to U.S. women and the movements where they lead or participate; but it also devotes substantial consideration to African, Caribbean, Canadian, European, and Australian women of African descent. The course combines approaches and methodologies employed in the humanities, social sciences, and arts to structure interdisciplinary analyses. Using Black feminist (womanist), critical-race, and queer theories, students examine Black women's histories; activism; resistance; and cultural,

intellectual, and theoretical productions, as well as digital literacy. Prerequisite(s): one course in Africana, American studies, or gender and sexuality studies.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST 302, GSS 302

Instructor: Houchins, Sue

Instructor Permission Required: No

### **AFR 303 Birthing while Black**

This course explores the complex and intense history of Black reproduction in the United States and abroad. Students examine the social value of Black life both during and after enslavement. They mine contentious topics such as welfare caps, compulsory sterilization, abortion access, and the disparate experiences of Black mothers in the U.S. healthcare system that have led to maternal death rates twice the national average. The course considers both the ordinary experiences of Black women birthing as well as the sensationalized experiences of mothers such as activist Erica Garner, athlete Serena Williams, and pop icon Beyoncé.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C041, C048, C065

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 303

Instructor: TBA, Staff

Instructor Permission Required: No

### **AFR 304 Decolonization**

This course mines the topic of justice while explicitly focusing on the concept of decolonization. In doing so, it identifies various iterations of coloniality, such as colonialism, settler colonialism, and postcolonialism. It traces decolonial sentiment through previous anti-colonial and anti-imperial movements. It then examines the multiple conceptualizations of decoloniality that are determined to sever colonial ties. In doing so, the course allows students to envision decolonial futures.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C041, C059

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST 304

Instructor: TBA, Staff

Instructor Permission Required: No

### **AFR 306 Queer Africana: History, Theories, and Representations**

This course examines the debates among authors, politicians, religious leaders, social scientists, and artists in Africa, the African Americas, and Afro-Europe about non-normative sexualities, throughout the diaspora.

While the course analyzes histories of sexualities, legal documents, manifestos by dissident organizations, and anthropological and sociological treatises, it focuses primarily on textual and cinematic representations, and proposes methods of reading cultural productions at the intersection of sexualities, race, ethnicities, and gender. Recommended background: at least one course offered by the Program in Africana, the Program in gender and sexuality studies, or one course in literary analysis.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C009, C022, C037

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)(English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 306, GSS 306

Instructor: Houchins, Sue

Instructor Permission Required: No

### **AFR 308 Black Resistance from the Civil War to Civil Rights**

From antebellum slavery through twentieth-century struggles for civil rights, black Americans have resisted political violence, economic marginalization, and second-class citizenship using strategies ranging from respectability to radicalism. Engaging with both historical and modern scholarship, literary sources, and other primary documents, this course explores the diverse tactics and ideologies of these resistance movements. By considering the complexities and contradictions of black resistance in American history and conducting source-based research, students develop a deep understanding of the black freedom struggle and reflect on the ways that these legacies continue to shape present-day struggles for racial justice.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C037, C041

Department/Program Attribute(s): (Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST 308, HIST 301G

Instructor: TBA, Staff

Instructor Permission Required: No

### **AFR 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic**

Black Africans affected the Atlantic culture immediately after 1492. Their words and deeds impacted the institutions of the time in Spain, Portugal, and their overseas empires in the early modern period. Black people transmitted the cultural practices of their African native lands through the Diaspora, but they also were protagonists of the European Renaissance wherever they lived. Palenques of cimarrones—settlements of self-liberated Blacks—dismantled slavery and helped Blacks build a new conception and practice of human freedom. Black men and women wrote and sang, and were represented in the literary works of Cervantes, Lope de Vega, Inca Garcilaso, Guamán Poma de Ayala, and Sor Juana Inés de la Cruz. This course will be taught in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C038, C041, C059, C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HISP 232, LALS 309

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

### **AFR 320 Immigrant Racialization**

The racialization of immigrants is intimately tied to the construction of race for all groups in U.S. society. In this seminar students engage the intersecting literatures of race, ethnicity, and immigration to explore implicit and explicit discussions of racial hierarchies, and how immigrants fit into and challenge existing accounts of assimilation and incorporation. They deconstruct the racialization of citizenship status with particular attention to how blackness is integral to the immigrant racialization project. Recommended background: SOC 204. Prerequisite(s): AFR/AMST/GSS 250 or SOC 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C037, C041

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): SOC 320

Instructor: Medford, Marcellle

Instructor Permission Required: No

### **AFR 325 Black Feminist Literary Theory and Practice**

This seminar examines literary theories that address the representation and construction of race, gender, and sexuality, particularly, but not exclusively, theories formulated and articulated by Afra-diasporic women such as Spillers, Ogunyemi, Carby, Christian, Cobham, Valerie Smith, Busia, Lubiano, and Davies. Students not only analyze theoretical essays but also use the theories as lenses through which to explore literary productions of women writers of Africa and the African diaspora in Europe and in the Americas, including Philip, Dangarembga, Morrison, Gayl Jones, Head, Condé, Brodber, Brand, Evariston, Zadie Smith and Harriet Wilson. Cross-listed in Africana, English, and gender and sexuality studies. Strongly recommended: at least one literature course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C038, C041, C060

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 325, GSS 325

Instructor: Houchins, Sue

Instructor Permission Required: No

### **AFR 330 Latina/o/xs in NYC Hip-Hop Culture**

This course introduces students to the historical contributions of Latina/o/xs in the emergence of Hip-Hop culture in New York City. To do so, students will be engaging with a contextual approach that depicts migration processes and settlements of Latinx communities within the five boroughs, particularly Uptown and the Bronx where Hip-Hop culture erupted during the 1970s. This course will show how Latina/o/xs have empowered themselves through artistic performances and expressions in the midst of social struggle and

industrial decline. In addition, the course critically addresses how Latina/o/xs Hip-Hop artists constantly navigate the ethno-racial politics of Blackness and Latinidad that are crucial within discourses on Hip-Hop legitimacy and pioneerism. A wide varieties of sources will be used to analyze Latina/o/xs' involvements in the different elements of Hip-Hop culture (Mcing/Rap, Djing, Graffiti, Breaking, Beatboxing) in order to understand racial, ethnic and gender dynamics. Recommended background: prior coursework on race and ethnicity.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C011, C037, C040, C080

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 330, LALS 330

Instructor: Vallee, Benoit

Instructor Permission Required: No

### **AFR 341 The Africana Novel As Theory**

The Africana writer maintains a unique relationship to fiction. Despite its conceptually imposed distance from fact, fiction, the novel in particular, acts as an avenue for truth for the Africana writer. Buried beneath the fiction of global epistemologies that privilege the dominant narrative, the Africana novelist often employs fiction to address what the larger narrative obscures or precludes entirely. The Africana writer demonstrates a perceptive and insightful understanding of the world at large and emerges as a theorist of the human experience within the pages of their literary contribution. So, in addition to challenging the perception of Africana people and culture through the Africana author, this course details a nuanced portrait of the humanities. Recommended background: AFR 100; prior work in research, writing, and critical theory.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (Africana: Diaspora)(English: Post-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 341

Instructor: Saunders, Catherine

Instructor Permission Required: No

### **AFR 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AFR 390 Afro-Latinoamérica**

The 500-year presence of Africans and their descendants in the Spanish-speaking world has produced a significant body of literature by Blacks and about Blacks. Spanish America was the main destination of the African diaspora. Writers of African descent attest to the struggle for freedom and the abolition of slavery as well as anti-colonialism. Their literature shows how the participation of Blacks in the wars of Latin American independence was a struggle for their emancipation. Afro-Hispanic writers in Spain, the Americas, and Africa use their art and ideas to address the postnational migrations of the twenty-first century, a diaspora that has not ceased. Recommended background: AFR 100. Only open to juniors and seniors. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C016, C038, C041, C059

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): HISP 390, LALS 390

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

### **AFR 391L Screening Slavery: A Transnational Approach**

This course takes a transnational approach to films about the four hundred years of the enterprise in trans-Atlantic slavery. A transnational approach emphasizes the creation of a global audience, and sometimes one that is specifically Black or Pan-African, for films about slavery and its aftermath. These films challenge and question the stereotypes about slavery and enslaved people that were the foundation for anti-Blackness in United States and other Western national cinemas. The filmmakers considered in this course are most often members of the African diaspora in the Americas, especially, from the United States, Cuba, Martinique, and Brazil. Prerequisite(s): AF/RF 162 or a course in Africana.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): RFSS 391L

Instructor: Nero, Charles

Instructor Permission Required: Yes

### **AFR 395N Immigrant Racialization**

The racialization of immigrants is intimately tied to the construction of race for all groups in U.S. society. In this seminar students engage the intersecting literatures of race, ethnicity, and immigration to explore implicit and explicit discussions of racial hierarchies, and how immigrants fit into and challenge existing accounts of assimilation and incorporation. They deconstruct the racialization of citizenship status with particular attention to how blackness is integral to the immigrant racialization project. Recommended background: SOC 204. Prerequisite(s): AFR 250, AMST 250, GSS 250, or SOC 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): SOC 395N

Instructor: TBA, Staff

Instructor Permission Required: No

### **AFR 395T African American Literary Criticism**

This seminar takes as its premise that black literature engages with and reflects parts of the world in which it is produced. In this course, students sort through the various conversations authors and critics have with each other. They read canonical authors and less well-known figures in an effort to tease out the nuance present in this body of work. Each text is paired with another in a form of dialogue. These exchanges are not set, so it is up to students to understand how the texts speak to each other. Literary criticism requires us to think through privilege, citizenship, capitalism, intraracial dynamics, gender and sexual dynamics, and political movements. The course theme may vary from year to year (e.g., disability, literature of the left, black queer studies).

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C019, C037, C041

Department/Program Attribute(s): (English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 395T

Instructor: Pickens, Theri

Instructor Permission Required: Yes

### **AFR 457 Senior Thesis**

The research and writing of an extended essay or report, or the completion of a creative project, under the supervision of a faculty member. Students register for AAS 457 in the fall semester. Majors writing an honors thesis register for both AAS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AFR 458 Senior Thesis**

The research and writing of an extended essay or report, or the completion of a creative project, under the supervision of a faculty member. Students register for AAS 458 in the winter semester. Majors writing an honors thesis register for both AAS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AFR S15 Queer and Trans Reproductive Justice**

This course engages the conceptual framework of reproductive justice, as defined by Black feminists, and its principles: the right to parent, the right not to parent, the right to parent in healthy and safe communities, and the right to bodily sovereignty, which includes the right to sexual autonomy and gender self-determination. Students in this course investigate notable convergences between reproductive justice movements and a range of queer and trans rights movements to mark the makings of dynamic coalitions. Topics also include the origins and evolutions of reproductive justice, queer and transgender history in the United States, LGBTQ+ family formation, reproductive healthcare, and trans fertility. Recommended background: one course on the study of gender, sexuality, queer studies, and/or trans studies. Recommended background: one course on the study of gender, sexuality, queer studies, and/or trans studies. Prerequisite(s): GSS100, GSS201, OR AFR201.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS S15

Instructor: Ellasante, Ian-Khara

Instructor Permission Required: No

### **AFR S21 La casa de Bernarda Alba en España y Nueva Orleans**

Federico García Lorca's *La casa de Bernarda Alba* was the last play he wrote before his assassination in August 1936 at the onset of the Spanish Civil War, the play tells the story of the fatal effects of patriarchy on women even when men are dead or not physically present. This course studies stagings and film versions of *La casa de Bernarda Alba* to analyze the intersection of gender, class, and sexuality under an oppressive power that results in feminine rebellion. Loosely based on Lorca's play, Marcus Gardley's *The House That Will Not Stand* (2014) is a comedy about free women of color in antebellum New Orleans, where the matriarch is the mistress of a powerful white man under the social custom of *plaçage*, a system of concubinage between free women of color and white men. Race, gender, power, wealth, class, and freedom in these two related plays become the object of a deconstructive analysis. The course will be taught in Spanish. Prerequisite(s): HISP 205 or above.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): HISP S21

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

### **AFR S23 Mobile Histories: Transmitting the Past in Africa and the African Diaspora**

How do people remember their pasts when forced into exile? When do archives move with them and how so? This class historically foregrounds examples of African communities under duress due to climate change, political oppression, and religious persecution in Africa and its diaspora from the seventeenth century to present day. Students examine, observe, and engage with a variety of written, oral, and ritual sources, including landscape, music, ceremony, and food. Students also work with the Harward Center for Community Partnerships and learn from the African Diasporic communities in Lewiston.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): HIST S23

Instructor: Levi, Janice

Instructor Permission Required: No

### **AFR S29 People Watching**

This course examines the art, science, and politics of people watching through a sociological lens. Taking a critical perspective, we explore how dynamics of race, class, gender, ableism, and power pattern social interactions in public space. Students will move beyond people watching as a casual pastime and develop qualitative literacy skills by systematically collecting and analyzing observational data. The course emphasizes theoretical engagement with the ethics of surveillance, the politics of interpretation, and the reproduction of inequality, while encouraging students to reflect on their positionality as observers. Students will produce a community ethnography. Recommended background: prior engagement with the Lewiston community.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): SOC S29

Instructor: Medford, Marcellle

Instructor Permission Required: Yes

### **AFR S41 Black Genealogies**

This course introduces students to the issues, politics, and the methodologies of Black genealogy. It begins and centers exploration with Africana texts and films that represent lineages of people of the Black Atlantic. It augments these texts with cookery books and historical texts about diasporic arts and crafts. Recommended background: coursework in Africana, American studies, gender and sexuality studies, or American or African histories or literatures.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST S41, ENG S41

Instructor: Houchins, Sue

Instructor Permission Required: No

### **AFR S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## American Studies

*Professors Bruce (Religious Studies), Chapman (Music), and Rice-DeFosse (French and Francophone Studies); Associate Professors Beasley (chair) and Shrout (Digital and Computational Studies); Assistant Professors Evans (Dance) and Garrison (Psychology).*

What does it mean to be “an American?” How does our understanding of American culture, and our relation to it, differ depending on historical context, social position, and the interpretive and ideological perspectives we bring to bear? American Studies pursues these questions using a variety of interdisciplinary approaches, texts, performance, and material culture as points of departure for a wide-ranging exploration of American culture. While it focuses on the United States, American Studies situates the United States in a wider transnational context. In particular, American Studies explores the various ways that institutions, values and practices shape, maintain, and challenge relations of power. American Studies courses are designed to elucidate what has been rendered socially invisible.

Such discussions interrogate realities and discourses that have been deemed natural in order to expose their socially contingent character. Through their critical engagement with race, gender, sexuality, social class, disability, and other sites of identity, and with their own relation to them, students interrogate the meaning of belonging, privilege, and exclusion. Current American Studies courses focus on cultural geography and cultural politics, borderlands, diasporas, film and media, gender, history, literature, music, performance, queer theory, and race theory.

American Studies is a diverse body of interdisciplinary intellectual inquiry. This allows students to engage and direct their area of specialization in consultation with their program advisor. Below are some optional suggestions for areas of specialization within American Studies:

- Identity and Intersectionality
- Indigenous and Decolonizing Studies
- Performance
- Power and Structure
- Material Culture

More information is available on the [American Studies department website](#).

## Major Requirements

### 1. Introduction and Methods

Complete all of the following courses:

- AMST 119 Cultural Politics
- AMST 200 Introduction to American Studies
- AMST 250 Interdisciplinary Studies: Methods and Modes of Inquiry

### 2. 300- or 400-level AMST Course

Complete at least one 300- or 400-level course (excluding AMST 457 and AMST 458) in American Studies, or cross-listed with American Studies.

### 3. Additional Courses

Complete six additional courses from the following:

- Any American Studies course (AMST)
- AFR 114 Introduction to African American Literature I: 1600-1910
- AFR 119 Cultural Politics
- AFR 162 White Redemption: Cinema and the Co-optation of African American History
- AFR 201 Race, Ethnicity, and Feminist Thought
- AFR 227 #BlackLivesMatter
- AFR 249 African American Popular Music
- AFR 252 Contemporary Issues in Dance
- AFR 259 Contemporary African American Literature
- AFR 265 The Writings of Toni Morrison
- AFR 269 Narrating Slavery
- AFR 301E Black Struggles against American Slavery
- AFR 304 Decolonization
- AFR S41 Black Genealogies
- ANTH 125 Critical Perspectives on Sport and Society
- ANTH 203 Cultural and Creative Expressions of the American Indian
- ANTH 216 Indigenous American Photography
- ANTH 333 Culture and Interpretation
- AVC 276 True or False: Documentary Photography
- AVC 287 Gender and Visual Culture
- AVC 288 Visualizing Race
- AVC 361 Museum Internship
- DANC 250 Dance Histories of the United States
- DANC 252 Contemporary Issues in Dance
- DCS 204 Archives, Data, and Analysis
- EDUC 231 Perspectives on Education
- EDUC 242 Race and Justice in American Education
- EDUC 380 Education, Reform, and Politics
- ENG 114 Introduction to African American Literature I: 1600-1910
- ENG 143 Nineteenth-Century American Literature
- ENG 152 American Writers since 1900
- ENG 241 Fiction in the United States
- ENG 247 Contemporary Arab American Literature
- ENG 259 Contemporary African American Literature
- ENG 265 The Writings of Toni Morrison
- ENG 269 Narrating Slavery
- ENG 281 Arab American Poetry
- ENG 395J Frontier and Border in U.S. Literature
- ENG S41 Black Genealogies
- ENVR 301I Farm, Food, and Factory: An Environmental History of the Industrial Food System in the United States
- FRE 208 Introduction to the Francophone World
- FRE 240I French in Maine

- FYS 393 Music and DiY Culture
- FYS 475 Theorizing the Ku Klux Klan: The White Power Movement and the Making of "America"
- GSS 100 Introduction to Gender and Sexuality Studies
- GSS 155 Gender, Power, and Politics
- GSS 201 Race, Ethnicity, and Feminist Thought
- GSS 258 American Minority Religions: Goddesses, Guns and Gurus
- GSS 270 Sociology of Gender
- GSS 273 US Immigration: Rise of the Immigration Regime
- GSS 287 Gender and Visual Culture
- GSS 340 Poverty, Policy, and Social Inclusion
- GSS 341 Family, Youth and Childhood
- GSS 353 Critical Theory/Critical Acts
- HISP 224 Protest and Justice
- HIST 140 Origins of New Nations, 1500-1820
- HIST 141 Rise of the American Empire
- HIST 142 The United States in the Twentieth Century
- HIST 181 Creating Latin America: A History
- HIST 244 Native American History
- HIST 253 Dance Histories of the United States
- HIST 273 US Immigration: Rise of the Immigration Regime
- HIST 301E Black Struggles against American Slavery
- HIST 301I Farm, Food, and Factory: An Environmental History of the Industrial Food System in the United States
- LALS 181 Creating Latin America: A History
- LALS 249 Politics of Latin America
- LALS 273 US Immigration: Rise of the Immigration Regime
- MUS 247 History of Jazz
- MUS 248 Music in Contemporary Popular Culture
- MUS 249 African American Popular Music
- PLTC 115 U.S. Political Institutions and Processes
- PLTC 155 Gender, Power, and Politics
- PLTC 215 Political Participation in the United States
- PLTC 230 The U.S. Congress
- PLTC 249 Politics of Latin America
- PLTC 310 Public Opinion
- PLTC 329 Problems and Progress in U.S. Political Development
- PSYC 210 Social Psychology
- PSYC 377 Psychology of Oppression and Liberation
- REL 100 Religion and Film
- REL 214 Election! Religion, Race, and American Politics
- REL 216 American Religious History, 1550-1840
- REL 217 American Religious History, 1840-Present
- REL 247 City upon the Hill
- REL 258 American Minority Religions: Goddesses, Guns and Gurus
- REL 270 Religion and American Visual Culture

- REL 272 Islam in the Americas
  - REL 306B Dr. Benjamin Elijah Mays
  - RFSS 162 White Redemption: Cinema and the Co-optation of African American History
  - RFSS 260 Lesbian and Gay Images in Film
  - RFSS 265 The Rhetoric of Women's Rights
  - RFSS 276 Television Criticism
  - RFSS 391A The Rhetoric of Alien Abduction
  - RFSS 391B Presidential Campaign Rhetoric
  - RFSS 391E The Interracial Buddy Film
  - SOC 210 Social Psychology
  - SOC 242 Race and Justice in American Education
  - SOC 250 Privilege, Power, and Inequality
  - SOC 270 Sociology of Gender
  - SOC 340 Poverty, Policy, and Social Inclusion
  - SOC 341 Family, Youth and Childhood
  - SOC 380 Education, Reform, and Politics
4. Senior Thesis

Complete at least one course from the following:

- AMST 457 Senior Thesis
- AMST 458 Senior Thesis

#### **Pass/Fail Policy**

Pass/Fail may not be applied to the four required courses. There are no restrictions on the use of the Pass/Fail option for other courses taken for the major.

## Course Offerings

### AMST 100 Religion and Film

This course introduces students to cinematic representations of religion in feature and documentary films. Films about religion are cultural documents in and through which individual artists, religious and nonreligious groups, and nations symbolically construct their conceptions of themselves and the world. They are also the occasion for political, social, and cultural debates about ethnic and national identities. This course adopts a cultural studies approach to the study of films about religion and invites students to investigate the public debate and interdisciplinary questions and issues raised by the release of films such as Avatar, Schindler's List, The Passion of the Christ, Daughters of the Dust, and The Hurt Locker.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 100

Instructor: TBA, Staff

Instructor Permission Required: No

### AMST 105 Introduction to Performance Studies

In this course students explore the question "what is performance?" and how this informs their understanding of an increasingly mediated and globalized world. They examine the broad spectrum of performance in its many forms including theater, dance, visual art, performance art, everyday life, folklore, rituals and celebrations, and protests as well as the processes of each. Students apply readings on performance theory to performance events and sites on campus and beyond. In addition, they engage in an in-depth exploration of both global and intercultural performances and the growing international importance of this field.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DANC 105, THEA 105

Instructor: Huang, Amy

Instructor Permission Required: No

### AMST 119 Cultural Politics

This course examines the relationship of culture to politics. It introduces the study of struggles to acquire, maintain, or resist power and gives particular attention to the role culture plays in reproducing and contesting social divisions of class, race, gender, and sexuality. Lectures and discussion incorporate film, music, and fiction in order to evaluate the connection between cultural practices and politics.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C038, C040, C041, C061, C083

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)

Class Restriction: None

Cross-listed Course(s): AFR 119

Instructor: Beasley, Myron

Instructor Permission Required: No

### **AMST 125 Critical Perspectives on Sport and Society**

This course explores the connections between sports and a broad range of anthropological concerns, including colonialism, resistance and domination, race, and gender. Students consider questions such as: Why do we play the sports we do? Why are sporting performances socially significant, and how have groups and political regimes used this significance to suit their needs? What can teams, players, and brands tell us about how we (and others) see the world? Addressing topics from cricket in the Caribbean to boxing in Chicago, students reappraise conventional sporting narratives and use sports to analyze the social and historical conditions in which they occur. In doing so, students think critically about their own sporting experiences and develop a deeper and subtler understanding of the ways that societies make sports and sports make societies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C026

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 125

Instructor: Rubin, Josh

Instructor Permission Required: No

### **AMST 141 Rise of the American Empire**

During the nineteenth century, the United States experienced one of the most dramatic political transformations in world history, rising from an imperiled post-revolutionary state to become a global empire. This course examines the diverse experiences of those who lived through this era of dizzying change and confronted the forces that shaped a restless nation: slavery, capitalism, patriarchy, expansionism, urbanization, industrialization, and total warfare. Whether fighting for recognition or resisting the encroaching state, they struggled over the very meaning of American nationhood. The outcome was ambiguous; its legacy is still being contested today.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041, C057, C064

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): HIST 141

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST 200 Introduction to American Studies**

This course introduces students to the different methods and perspectives of cultural studies within an American context. Students consider the separate evolution of American studies and cultural studies in the

academy, and how cultural studies provides a lens through which to investigate dynamic American identities, institutions, and communities. Of particular concern is how differences such as race, gender, class, ethnicity, and sexuality are constructed and expressed in diverse settings, and how they connect to the deployment of power.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C026, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Beasley, Myron

Instructor Permission Required: No

### **AMST 203 Cultural and Creative Expressions of the American Indian**

This course examines American Indian expression and settler colonialism in North America through a lens of Tribal Critical Theory and Critical Race Theory. The course establishes an understanding of settler-colonialism and its functions and impacts, including federal "Indian policy," the development of hegemonic control of all facets of American Indian society and its overreaches regarding tribal affiliation, racial tensions, land allocation, subsistence rights, and access, and their many intersects. Students consider dominant narratives, aided by critical theories, including hypotheses of the "peopling of the Americas," and the way in which the dominant hegemonic narrative has established regional histories and experiences of North American Indigenous/Native/First Nations people with persistent implications.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 203

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST 205 Archives, Data, and Analysis**

The computational humanities comprise a fast-growing and exciting field that is changing the way scholars work and think. This course provides an opportunity for students with some experience with programming to immerse themselves in semester-long projects in digital environments, moving from "analog" archives, through data structuring, and quantitative analysis, and culminating with a project that makes both the humanities and quantitative analyses legible for people from diverse backgrounds. Prerequisite(s): one 100-level digital and computational studies course.

Modes of Inquiry: [HS], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: None

Cross-listed Course(s): DCS 204

Instructor: Shrout, Anelise

Instructor Permission Required: No

### **AMST 210 Technology in U.S. History**

Surveys the development, distribution, and use of technology in the United States, drawing on primary and secondary source material. Subjects treated include material processes of colonization, racialized and gendered divisions of labor, and the ecological consequences of technological change.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C083

Department/Program Attribute(s): (History: United States)

Class Restriction: None

Cross-listed Course(s): GSS 210, HIST 210

Instructor: Herzig, Rebecca

Instructor Permission Required: No

### **AMST 211 U.S. Environmental History**

This course explores the relationship between the North American environment and the development and expansion of the United States. Because Americans' efforts (both intentional and not) to define and shape the environment were rooted in their own struggles for power, environmental history offers an important perspective on the nation's social history. Specific topics include Europeans', Africans', and Native Americans' competing efforts to shape the colonial environment; the impact and changing understanding of disease; the relationship between industrial environments and political power; and the development of environmental movements.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C068

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): ENVR 211, HIST 211

Instructor: Hall, Joseph

Instructor Permission Required: No

### **AMST 214 Election! Religion, Race, and American Politics**

America is a nation that prides itself on religious diversity but has been deeply shaped by Christianity. Americans claim to support a separation of church and state but also call the United States a Christian nation. In light of the 2016 presidential election, understanding these tensions is crucial. This course examines religious and political issues that will shape the 2016 election while grounding contemporary debates in their historical context. Students analyze speeches, debates, court cases, and visual and popular culture sources as well as scholarly articles on how religion and politics shape each other. Assignments include a community-engaged learning project. Recommended background: familiarity with American history, 18th century to the present.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 214

Instructor: Goodwin, Megan

Instructor Permission Required: No

### **AMST 215 American Religious History, 1550-1840**

This course introduces students to the major themes and movements in American religious history from the colonial period to the end of Jacksonian reform. Among the topics discussed are Reformation "churches" and "sects," Puritanism and secularism in seventeenth-century America, ethnic diversity and religious pluralism in the Middle Colonies, slavery and slave religion, revivalism, religion and the American Revolution, and social reform.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C066

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 216

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST 216 Indigenous American Photography**

The practice of photography has a complicated history with regards to Indigenous American communities and cultures. The extensive photographs of Indigenous Americans created by Edward Curtis even now hold sway over America's collective imaging of Indigenous American culture. And yet the late twentieth and early twenty-first centuries are rich with photographies of Indigenous Americans, representing themselves through the medium, new and vibrant ways of seeing, understanding, and representing Indigenous American cultures and histories. In this course, we begin with an overview study of how the process of colonization (specifically as it occurred in the nineteenth and twentieth centuries, the era after the invention of photography), deployed the camera and photography to assert discursive control over Indigenous Americans. From that painful history, we move into study of the later twentieth century and early twenty-first century studying lens-based photographic and filmic works of contemporary Indigenous American artists. The goal of the course is to explore and better understand how the photographic image, as leveraged by Indigenous Americans, redresses and decolonizes the social landscape of our United States, and to honor the art works of these photographers.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 216

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST 217 Theatrical Things: Material Culture and Performance**

This course considers the intertwining of theatre and performance with things. Theatre productions often rely on and make deft use of objects. Costumes and scenery can transform actors and stages, conjuring other times and places. Props can drive the action of the play or reveal the nuances of a character. Performances can also leave material traces as numerous theatre scrapbooks, souvenirs, fan mail, and reviews might attest. Objects can disclose their makers' and users' values, relationships, and the memories that haunt and hold onto them. We will explore how theatrical things – the material culture of theatre and performance – can offer important perspectives on queerness, race, disability, migration, displacement, collectivity, care, and memory. We will also examine how theatre and performances can use objects to shape spectatorship, to recall histories of objectification and exhibition, and to work toward preservation, repair, and worldmaking.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): THEA 217

Instructor: Huang, Amy

Instructor Permission Required: No

### **AMST 227 #BlackLivesMatter**

This course examines the history of the #BlackLivesMatter movement. It examines invisibility and spectacle in black death, voyeurism, and the destruction of the black body in the new public square. Is it true that black lives are more easily taken and black bodies destroyed with less legal consequence than others? What are the ways in which black lives do not matter? This course analyzes media coverage and debates on social media about black death. Students place these discussions in conversation with the critique of race and racialized violence offered in literature, music, film and social theory.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C008, C026, C037, C041

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: None

Cross-listed Course(s): AFR 227

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST 233 Decolonizing the Museum: Understanding Colonial Legacies, Display Practices, and Repatriation**

This course introduces students to the problematic and colonial histories upon which museums were built. Beginning with an introduction to postcolonial theory and institutional critique, students critically examine the containment of colonial objects and related efforts to control colonial bodies. By acknowledging colonial records and structural racism as the foundation upon which the modern museum was built, students grapple with historic and exploitative systems of power that formed the world's first collections and still govern modes of display and interpretation today. Through experiential learning, the class engages with cases of repatriation and the marginalization of art histories from the Global South, and analyzes museum practice in relationship to global migration, COVID-19, the racial justice movement, climate change, and wars in Syria.

and Ukraine. The course uses the Bates College Museum of Art and Bates College Archives as sources of study.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Power and Privilege)

Class Restriction: None

Cross-listed Course(s): AVC 233

Instructor: Nolan, Erin

Instructor Permission Required: No

### **AMST 236 Race Matters: Tobacco in North America**

This course explores race and the history of tobacco in North America. With a primary focus on the intersection of tobacco capitalism and African American history, the course introduces students to the impact of tobacco on the formation of racial ideologies and lived experiences through a consideration of economic, cultural, political, and epidemiological history. Recommended background: at least one course in Africana, African American history, American studies, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037, C065

Department/Program Attribute(s): (History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 236, GSS 236, HIST 236

Instructor: Plastas, Melinda

Instructor Permission Required: No

### **AMST 240I French in Maine**

An appreciation and analysis of what it means to speak French and to be "French" or Francophone in the local and regional context. Students examine questions of language, ethnic identity, and cultural expression through novels, short stories, autobiographies, film, and written and oral histories. Visits to local cultural sites enhance students' understanding of the Franco-American community and its heritage as well as other French speaking communities. Prerequisite(s): FRE 207, 208, or 235.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C032, C034, C037, C038, C057, C059, C068

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): FRE 240I

Instructor: Rice-DeFosse, Mary

Instructor Permission Required: No

### **AMST 244 Native American History**

A survey of Native American peoples from the centuries just before European contact to the present, this course addresses questions of cultural interaction, power, and native peoples' continuing history of

colonization. By looking at the ways various First Nations took advantage of and suffered from their new relations with newcomers, students learn that this history is more than one of conquest and disappearance. In addition, they learn that the basic categories of "Indian" and "white" are themselves inadequate for understanding native pasts and presents. Much of this learning depends on careful readings of Indigenous American writers.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041, C059, C064

Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): HIST 244

Instructor: Hall, Joseph

Instructor Permission Required: No

### **AMST 247 Contemporary Arab American Literature**

This course studies Arab American literature from 1990 until the present. Students examine novels, short fiction, memoirs, or poetry in an effort to understand the major concerns of contemporary Arab American authors. Students are expected to engage theoretical material and literary criticism to supplement their understanding of the literature. In addition to a discussion of formal literary concerns, this course is animated by the way authors spotlight gender, sexual orientation, politics, and history. Prerequisite(s): one 100-level course in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041, C090

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): ENG 247

Instructor: Pickens, Theri

Instructor Permission Required: No

### **AMST 250 Interdisciplinary Studies: Methods and Modes of Inquiry**

Interdisciplinarity involves more than a meeting of disciplines. Academic practitioners stretch methodological norms and reach across disciplinary boundaries. Through examination of a single topic, this course introduces students to interdisciplinary methods of analysis. Students examine what practitioners actually do and work to become contributing practitioners themselves. Prerequisite(s): AFR 100, AMST 200, or GSS 100, and one other course in Africana, American studies, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 250, GSS 250

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST 258 American Minority Religions: Goddesses, Guns and Gurus**

Americans often claim to value religious freedom and diversity. But how do we respond when religious minorities take more than one spouse, interact with aliens, or stockpile weapons for the end of the world? This course explores common characteristics of minority religions and considers how gender and sexuality have shaped beliefs, practices, and popular depictions of American minority religions since 1945. Students examine writings and speeches of charismatic leaders, consider radical religious innovations, and analyze popular culture portrayals (including films, graphic novels, and fiction) of minority religions in the post-World War II United States.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 258, REL 258

Instructor: Goodwin, Megan

Instructor Permission Required: No

### **AMST 262 Embodying Activism: Performing a Living Definition**

A lecture and studio practice course intended to generate a living definition of embodying activism to be performatively personified. Through a series of social justice lensings, student artists determine for themselves what they consider activist and how they would engage that distinction throughout their creative process.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C011

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DANC 262

Instructor: Evans, Brian

Instructor Permission Required: No

### **AMST 267 Blood, Genes, and American Culture**

Places recent popular and scientific discussions of human heredity and genetics in broader social, political, and historical context, focusing on shifting definitions of personhood. Topics include the commodification of human bodies and body parts; racial, colonial, and gendered disparities in science and medicine; and the emergence of new forms of biological citizenship and belonging.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C037, C041, C065, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR 267, GSS 267, HIST 267

Instructor: Herzig, Rebecca

Instructor Permission Required: No

### **AMST 270 Religion and American Visual Culture**

A study of the constitutive role of visual culture in the formation of American religious traditions and the influence of religious experience on American art and mass culture. Moving from the colonial period to the present, this course examines the symbiotic relationship between American visual culture and religion in painting, photography, illustrated media, mass-produced objects, memorials, architecture, and decorative items.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 270

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST 272 Islam in the Americas**

The goal of this course is for you to acquire a global perspective on Islam in the Western hemisphere—its origins, the manner of its dissemination, and the varied experience of Muslims in the Americas, particularly the differences between Islam's arrival in Anglophone and Hispanophone contexts. We will begin with Muslim life in West Africa on the eve of the Atlantic slave trade, focusing particularly on Muslim intellectual and spiritual history. We will then move to the Iberian peninsula, its role in the slave trade, and the Spanish empire's regulation of Black and Muslim bodies in its colonies. We will then explore the experiences of the first Muslims in the US and their descendants; the first immigrant Muslims from south Asia and the middle east; and the formation of distinct threads of Islam in the United States in the late 19th and early 20th centuries. We will end the course with a series of discussions on the implications of the trans-Atlantic slave trade and the Doctrine of Discovery have had on the history of Black life, Muslim life, and Black Muslim life in the US.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): REL 272

Instructor: Pasha, Kyla

Instructor Permission Required: No

### **AMST 273 US Immigration: Rise of the Immigration Regime**

"Give me your tired, your poor, your huddled masses yearning to breathe free" encapsulates the belief that the United States is a nation of immigrants, yet that can be an oversimplification of a deeply complex issue. This course explores the various reasons people migrate, acculturate, and what it means to be an "American" and an immigrant. Students review immigration records to examine how issues of poverty, sexual orientation, gender, race, and political affiliation affected how people "breathe free" and navigated the US immigration regime from the nineteenth to the twenty-first centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): GSS 273, HIST 273

Instructor: Bernardino, Erik

Instructor Permission Required: No

### **AMST 276 True or False: Documentary Photography**

This course examines the special expectations we have for documentary images—to tell the truth. Over the semester, students study the changing uses, definitions, and archives of documentary photography from 1839 to the present. Through lecture and discussion, students explore the ongoing nature of the documentary's core controversies involving objectivity, advocacy, and bias. While scholarly discussions of the documentary are rooted in Euro-centric assumptions about lens-based media, this course includes international practices, concepts, and histories of documentary photography, engaging with the complex relationship between photographic neutrality, racial hierarchy, and colonial control. Readings and assignments concentrate on theoretical approaches to the documentary, raising ethical questions about the medium's aesthetic practice and everyday popularity. Students utilize archival resources at area institutions and Bates college for research opportunities.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): AVC 276

Instructor: Nolan, Erin

Instructor Permission Required: No

### **AMST 281 Arab American Poetry**

This course offers students an introduction to Arab American poetry from the early works of Khalil Gibran to the present. The course develops an appreciation of Arab American poetic forms, craft, voice, and vision within a transnational and diasporic framework. Surveying the poems and critical work of an expansive array of poets such as Lauren Camp, Hayan Charara, Suheir Hammad, Marwa Helal, Mohja Kahf, Philip Metres, Naomi Shihab Nye, Deema Shehabi, students examine the complex, personal, communal, national, cultural, historical, political, and religious realities that manifest themselves at home and elsewhere in the Arab American literary imagination. Prerequisite(s): one course in Africana, American studies, English, or gender and sexuality studies.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C005, C037, C041, C059

Department/Program Attribute(s): (English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 281

Instructor: Pickens, Theri

Instructor Permission Required: No

### **AMST 288 Visualizing Race**

This course considers visual constructions of race in art and popular culture, with a focus on the twentieth and twenty-first centuries. General topics include the role of visual culture in creating and sustaining racial stereotypes, racism, white supremacy, and white-skin privilege; the effects upon cultural producers of their own perceived race in terms of both their opportunities and their products; and the relations of constructions of race to those of gender, class, ethnicity, and sexuality.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C036, C037, C040, C041

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Power and Privilege)

Class Restriction: None

Cross-listed Course(s): AVC 288

Instructor: Rand, Erica

Instructor Permission Required: No

### **AMST 302 Black Feminist Activist and Intellectual Traditions**

This seminar examines the intersections of gender with Black racial and ethnic identities as they have been and are constructed, expressed, and lived throughout the anglophone and francophone African/Black diaspora. The course not only pays special attention to U.S. women and the movements where they lead or participate; but it also devotes substantial consideration to African, Caribbean, Canadian, European, and Australian women of African descent. The course combines approaches and methodologies employed in the humanities, social sciences, and arts to structure interdisciplinary analyses. Using Black feminist (womanist), critical-race, and queer theories, students examine Black women's histories; activism; resistance; and cultural, intellectual, and theoretical productions, as well as digital literacy. Prerequisite(s): one course in Africana, American studies, or gender and sexuality studies.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 302, GSS 302

Instructor: Houchins, Sue

Instructor Permission Required: No

### **AMST 303 Art & Social Practice**

This course combines scholarly inquiry and research on historical and contemporary social practice with practical studio experience and collaborative practice within the community with attention to issues of equity, inclusion, and accessibility. Students study the history of socially-engaged art, looking at historic political posters and woodblock prints, murals, and other modes of socially engaged art as well as contemporary artists and collectives that utilize similar methods for their work. Students work with a community partner to understand strategic goals and concerns and collaboratively create an action plan that utilizes art making as a form of collaborative activism and support. The course focuses on the design and production of a collaborative studio project such as relief prints, a mural, or a workshop; the course culminates in the performance, exhibition, and/or distribution of the collaborative work within the community.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): AVC 303

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST 304 Decolonization**

This course mines the topic of justice while explicitly focusing on the concept of decolonization. In doing so, it identifies various iterations of coloniality, such as colonialism, settler colonialism, and postcolonialism. It traces decolonial sentiment through previous anti-colonial and anti-imperial movements. It then examines the multiple conceptualizations of decoloniality that are determined to sever colonial ties. In doing so, the course allows students to envision decolonial futures.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C041, C059

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 304

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST 306D Theologies of Race and Liberation in the Americas: Black, Womanist, and Latinx**

This course explores the interconnections among race, liberation, and theology in the Americas. We begin with a historical study of the material and ideological relationship between Christian theology and the formation of racial consciousness, from the advent of the global colonial period to the establishment of the United States. This study will enable us to examine the interrelated processes of racial and religious formation in the US, Caribbean, and Latin America during the 18th and 19th centuries. Focus will be given to the social, economic, and political dimensions of these processes; that is, on issues of colonialism, patriarchy, racism, and capitalist extractivism. We then consider the ways theology has served as a means to critique and resist these processes during the 20th and 21st centuries throughout the Americas. We will especially attend to how Black, Womanist/Mujerista, and Latinx theological frameworks contribute to struggles against these forms of injustice. Recommended background: one course in Religious Studies or American Studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): LALS 306D, REL 306D

Instructor: Hedrick, Lisa

Instructor Permission Required: No

### **AMST 308 Black Resistance from the Civil War to Civil Rights**

From antebellum slavery through twentieth-century struggles for civil rights, black Americans have resisted political violence, economic marginalization, and second-class citizenship using strategies ranging from respectability to radicalism. Engaging with both historical and modern scholarship, literary sources, and other primary documents, this course explores the diverse tactics and ideologies of these resistance movements. By considering the complexities and contradictions of black resistance in American history and conducting source-based research, students develop a deep understanding of the black freedom struggle and reflect on the ways that these legacies continue to shape present-day struggles for racial justice.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C037, C041

Department/Program Attribute(s): (Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 308, HIST 301G

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST 312 Language Death and Revitalization**

Language Death and Revitalization explores linguistic diversity among the world's 7,000 languages, one of which dies every two weeks. The course addresses the question of what is lost in terms of bodies of knowledge, world view, and identification of the limits of variability among human languages when languages die out. The local and global causes of extinctions are explored, including genocide, natural disaster, dislocation and population absorption and language shift, or linguistic suicide. Planning strategies for revitalization at local, national, and international levels are studied. Strategies for successful revitalization movements are deduced throughout the course of the semester. Recommended background: prior coursework in anthropology.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 312, LALS 312

Instructor: Bennett, Joyce

Instructor Permission Required: No

### **AMST 329 Politics of Place: Global Perspectives on American Art**

The American art history has historically neglected the Islamic world. Yet, the long-standing relationship between the fields of American and Islamic art demonstrates a history of encounter and exchange. By examining the transnational circulation of modernisms across the Atlantic, this class highlights implicit biases in both fields. It explores an insidious Islamophobia and present-day Orientalism in American art, and investigates a deeply-rooted belief in the history of Islamic art that 18th and 19th centuries were an age of stagnation, and decidedly unmodern. More specifically, by putting these two art histories into conversation, students will learn that the cross-cultural circulation of modernisms is critical our understanding of American art. Course lecture and discussion will follow historical case studies, emphasizing the intersection

of national frameworks and imperial contexts—many of which still today engineer a neo-Orientalist fervor in the American art market.

Modes of Inquiry: [CP], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): AVC 329

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST 330 Latina/o/xs Hip-Hop**

This course introduces students to the historical contributions of Latina/o/xs in the emergence of Hip-Hop culture in New York City. To do so, students will be engaging with a contextual approach that depicts migration processes and settlements of Latinx communities within the five boroughs, particularly Uptown and the Bronx where Hip-Hop culture erupted during the 1970s. This course will show how Latina/o/xs have empowered themselves through artistic performances and expressions in the midst of social struggle and industrial decline. In addition, the course critically addresses how Latina/o/xs Hip-Hop artists constantly navigate the ethno-racial politics of Blackness and Latinidad that are crucial within discourses on Hip-Hop legitimacy and pioneerism. A wide varieties of sources will be used to analyze Latina/o/xs' involvements in the different elements of Hip-Hop culture (Mc-ing/Rap, Dj-ing, Graffiti, Breaking, Beatboxing) in order to understand racial, ethnic and gender dynamics. Recommended background: prior coursework on race and ethnicity.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C011, C037, C040, C080

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR 330, LALS 330

Instructor: Vallee, Benoit

Instructor Permission Required: No

### **AMST 350 Theorizing the Klan: The White Power Movement and the making of “America”**

This multidisciplinary seminar explores the origins and iterations of the Ku Klux Klan in the United States from 1866 to the present. In so doing, the course makes larger claims about the core relationship between the centuries-long white power movement and the making of "America." Drawing on the concepts, paradigms, and intellectual traditions of American Cultural Studies and Black Studies, we will consider the shifting narratives, contested ideologies, and the regional and temporal convergences/divergences of the Klan from its violent founding to our contemporary moment. We will learn how to theorize the Klan through frameworks that prioritize the concepts of racialization, patriarchy, cultural hegemony, citizenship, resistance, and counterrevolution.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Petrella, Christopher

Instructor Permission Required: No

### **AMST 353 Critical Theory/Critical Acts**

Critical theory is about the unraveling of streams of repressive discourses and hierarchies in our contemporary world, and it has been artists who have fostered ruptures and fissures in everyday life. This seminar ponders the concept of "cultural worker" and laments the domain of theory by exploring the intersections between critical theory, art, and cultural and queer politics. Students engage in the ruptures, the fragments of knowledge, and the making sense of the residue of "social change" while not forgetting the problematization of the aesthetic. They consider U.S.-based interdisciplinary artists such as Fusco, Ana Mediata, Tania Bruguera, David Hammon, Vanessa German, Pope.L, and Dianne Smith, and Jelili Atiku with critical theorists such as Fanon, hooks, Foucault, Mbembe, Muñoz, Moten, Hartman, and Benjamin. This seminar is based on close readings of theoretical texts and connecting those texts with contemporary cultural politics.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C009, C083

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 353

Instructor: Beasley, Myron

Instructor Permission Required: No

### **AMST 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST 377 Psychology of Oppression and Liberation**

This course examines how psychology continues to uphold the interests of those in power (e.g., ruling/owning class), thus reproducing systems of oppressions (e.g., white supremacy). The course also explores how psychology might be transformed in order to realize people's liberatory potential. Topics include the ways that psychology has been dehumanized (as Martín-Baró says, psychology "erases the very

real thing of life that make up what we are as human beings"); how to embed human experiences within the historical, sociopolitical, and economic context; and how to place psychology in the service of human liberation, especially for those who have hitherto been ignored or relegated to the margins of consideration. Recommended background: PSYC 261 or 262. Only open to juniors and seniors

Modes of Inquiry: None

Writing Credit: None

GEC(s): C008

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): PSYC 377

Instructor: Garrison, Yun

Instructor Permission Required: No

### **AMST 395J Frontier and Border in U.S. Literature**

The "frontier" has long been a controlling idea for U.S. national identity. A vestige of our settler colonialist past, the American frontier persists ideologically as an imagined "meeting point between savagery and civilization." This course examines the history of this concept and its role in American literary history. We trace its influence upon more recent configurations of the nation as territory—namely, discourses of "the border" and "the homeland." Course readings include literature, law, and history from the nineteenth century through the post-9/11 era and relevant works of scholarship and critical theory. This course gives particular attention to Chicanx and Native American literatures and these traditions' critical perspectives on the contested paradigms that lend this course its title. Prerequisite(s): Any American Studies or 100-level English course.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 395J

Instructor: Osucha, Eden

Instructor Permission Required: Yes

### **AMST 457 Senior Thesis**

Under the supervision of a faculty advisor, all majors write an extended essay that utilizes the methods of at least two disciplines. Students register for AMST 457 in the fall semester. Majors writing an honors thesis register for both AMST 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST 458 Senior Thesis**

Under the supervision of a faculty advisor, all majors write an extended essay that utilizes the methods of at least two disciplines. Students register for AMST 458 in the winter semester. Majors writing an honors thesis register for both AMST 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST S10 Art, Activism, and Environmental Racism**

This course combines an emphasis on visual culture with political concerns and ethical theory. We ground our study in the work of artists LaToya Ruby Frazier, Will Wilson (Navajo/Diné), Fazal Sheikh, and Alicia Grullón, who deploy photography and performance work to contest the ongoing problem of environmental racism in the United States. Students read studies of intersections of racism, economic policy, and pollution in the violence that is environmental racism, including texts by Rob Nixon and Dorecta Taylor. Our goal is to understand how art conveys lived experiences of environmental racism and also to frame the problematic of this pattern of pollution through discussions of ethics and politics.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST S41 Black Genealogies**

This course introduces students to the issues, politics, and the methodologies of Black genealogy. It begins and centers exploration with Africana texts and films that represent lineages of people of the Black Atlantic. It augments these texts with cookery books and historical texts about diasporic arts and crafts. Recommended background: coursework in Africana, American studies, gender and sexuality studies, or American or African histories or literatures.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR S41, ENG S41

Instructor: Houchins, Sue

Instructor Permission Required: No

### **AMST S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AMST S51B STIP: Rethinking Archives, Data and Analysis: Critical Approaches to Archival Data and Bates College**

Through engagement with archives, scholarly literature and Bates's history, students in this curricular innovation course will help to re-imagine AMST/DCS 204: Archives, Data and Analysis. This re-imagining will include considering new archives and/or data that can help inform our understanding of Bates College in the past and the present, incorporating innovative work in critical archival and data studies, and considering which computational methods and approaches might be added to enhance the course. This re-designed course will center the operation of race, power, privilege and/or colonialism in the context of Bates College. At the end of this short-term course, students will have a grounding in the scholarly work on data analysis, critique and archives, as well as in computational methods necessary to complete those analyses. Recommended background: prior coursework in DCS beyond AMST/DCS 204. Prerequisite(s): AMST 204, DCS 104, or 204.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)

Class Restriction: None

Cross-listed Course(s): DCS S51A

Instructor: Shrout, Anelise

Instructor Permission Required: Yes

## Anthropology

*Professor Hamilton (chair); Associate Professor Bennett; Visiting Assistant Professor Wu.*

Anthropologists investigate cultural variation, with particular attention to race, gender, ethnicity, political and social change, and human evolution. Anthropology is a comprehensive discipline offering students a broad, comparative, and essentially interdisciplinary approach to the study of human life in all its diversity.

Anthropologists are concerned with understanding human universals, on the one hand, and the uniqueness of individual cultures, on the other. At Bates, the program focuses on sociocultural perspectives.

Anthropology attempts to make sense, in a nonethnocentric manner, of everyday life in both familiar and distant settings. In this way the discipline enables students to achieve cultural competence in the broadest sense of the term—the ability to function effectively in complex environments, to analyze material from their own and other cultural perspectives, and to appreciate the value of human diversity. Some recent graduates have pursued careers in public health, medicine, community organizing, environmental law, international development, teaching, journalism, and museum work; some have gone on to graduate work in anthropology or archaeology.

ANTH 101 is designed as an introduction to the discipline of anthropology and as preparation for more advanced courses. Most 200-level courses also admit first-year students, while reflecting a specific field within anthropology. The 300- and 400-level courses are open to all upper-class students, but the latter are especially designed for majors.

More information is available on the [Anthropology department website](#).

## Major Requirements

### 1. Introduction

Complete the following course:

- ANTH 101 Cultural Anthropology

### 2. Methods Course

Complete the following course:

- ANTH 210 Ethnographic Methods

### 3. Culture and Interpretation

Complete the following course:

- ANTH 333 Culture and Interpretation

### 4. History of Anthropological Theory

Complete the following course:

- ANTH 441 History of Anthropological Theory\*

\*To be taken during the fall semester of the senior year.

5. Senior Thesis

Complete at least one course from the following:

- ANTH 457 Senior Thesis
- ANTH 458 Senior Thesis

6. Additional Courses

Complete at least six additional courses in Anthropology, including courses cross-listed with Anthropology, and up to two department-approved study-abroad courses.

**Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the major.

**Other Considerations**

Anthropology majors may not use the Culture and Meaning GEC (C026) toward meeting General Education requirements.

## **Minor Requirements**

A minor in Anthropology enables students to develop a basic foundation in the discipline while complementing the perspectives offered in their major area of study. The department has established the following requirements for a minor in Anthropology:

1. Introduction

Complete the following course:

- ANTH 101 Cultural Anthropology

2. Methods Course

Complete the following course:

- ANTH 210 Ethnographic Methods

3. Culture and Interpretation

Complete the following course:

- ANTH 333 Culture and Interpretation

4. Additional Courses

Complete three additional Anthropology courses, including courses cross-listed with Anthropology and/or one department-approved study-abroad course.

**Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the minor.

### **Other Considerations**

Anthropology minors may not use the Culture and Meaning GEC (C026) toward meeting General Education requirements.

## Course Offerings

### **ANTH 101 Cultural Anthropology**

An introduction to the study of a wide variety of social and cultural phenomena. The argument that the reality we inhabit is a cultural construct is explored by examining concepts of race and gender, kinship and religion, the individual life cycle, and the nature of community. Course materials consider societies throughout the world against the background of the emerging global system and the movement of refugees and immigrants.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C026, C037, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rubin, Josh

Instructor Permission Required: No

### **ANTH 107 Sensory Anthropology: The Politics and Poetics of Our Senses in the World**

This course considers the senses and sensory perception from a sociocultural perspective. How do our senses help us to order and organize our world? How are our senses themselves ordered and organized? In what ways might our senses be intertwined with the world in which we live? This course considers these questions in a range of different contexts, and it challenges students to think about the senses as socially and culturally constructed pathways between bodies and worlds. In doing so, the course directs our attention to the politics of the senses: namely, how worlds of perception and experience are opened for us, closed to us, and shaped by forces beyond our immediate control.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C036

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rubin, Josh

Instructor Permission Required: No

### **ANTH 108 Medical Anthropology**

This course introduces students to medical anthropology, an interdisciplinary approach exploring how humans differently define and experience life, death, illness, wellness, health, sex, and pain throughout the world and over time. The course begins with classic texts in medical anthropology and ethnomedicine and shifts to more contemporary work in critical medical anthropology. There is a special focus in the course on global inequalities in health and medicine, on cross-cultural perspectives on pain and suffering, and on understanding biomedicine as a cultural system.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: Hamilton, Jennifer  
Instructor Permission Required: No

### **ANTH 114 Introduction to Classical Archaeology**

Physical remains from the ancient world are important for reconstructing daily life in past societies. The goal of the course is to familiarize you with the archaeology of the ancient Mediterranean world and the social contexts that gave rise to important sites, monuments, and objects. We will use archaeology and material culture as a lens to explore Roman values, political and religious institutions. We will examine critically how ancient sites and monuments have been appropriated over the centuries by different groups and why these sites continue to fascinate archaeologists, collectors, and the general public millennia later.

Modes of Inquiry: [AC], [HS]  
Writing Credit: None  
GEC(s): C054  
Department/Program Attribute(s): (History: European)(History: Premodern)  
Class Restriction: None  
Cross-listed Course(s): AVC 221, CMS 114, HIST 114  
Instructor: Brent, Liana  
Instructor Permission Required: No

### **ANTH 125 Critical Perspectives on Sport and Society**

This course explores the connections between sports and a broad range of anthropological concerns, including colonialism, resistance and domination, race, and gender. Students consider questions such as: Why do we play the sports we do? Why are sporting performances socially significant, and how have groups and political regimes used this significance to suit their needs? What can teams, players, and brands tell us about how we (and others) see the world? Addressing topics from cricket in the Caribbean to boxing in Chicago, students reappraise conventional sporting narratives and use sports to analyze the social and historical conditions in which they occur. In doing so, students think critically about their own sporting experiences and develop a deeper and subtler understanding of the ways that societies make sports and sports make societies.

Modes of Inquiry: [AC], [HS]  
Writing Credit: None  
GEC(s): C026  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): AMST 125  
Instructor: Rubin, Josh  
Instructor Permission Required: No

### **ANTH 167 Culture in the Americas**

This course provides an overview of the history and cultures of the Americas. There is a multitude of complex distinctions and similarities between North, Central, and South America, including the Caribbean and Latina/o/xs living in the United States—or what we will refer to simply as “the Americas.” Exploring

distinct cultural norms of music, food, language, dress, religion, political ideology, as well as racial and ethnic identities pushes students to reconsider a perspective outside or other than their own. Contrasting perspectives also arise from images, films and texts drawn from distinct locales throughout the region's peoples, histories, and contemporary challenges. Of particular concern are the ways legacies of colonialism shape both the Americas and the production of knowledge. Additional topics of interest include indigenous and Afro-Latinx resistance and expression; immigration, transnationalism, and deportation; and gender and sexual orientations.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014, C026, C037, C041, C059

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): LALS 167

Instructor: Vallee, Benoit

Instructor Permission Required: No

### **ANTH 203 Cultural and Creative Expressions of the American Indian**

This course examines American Indian expression and settler colonialism in North America through a lens of Tribal Critical Theory and Critical Race Theory. The course establishes an understanding of settler-colonialism and its functions and impacts, including federal "Indian policy," the development of hegemonic control of all facets of American Indian society and its overreaches regarding tribal affiliation, racial tensions, land allocation, subsistence rights, and access, and their many intersects. Students consider dominant narratives, aided by critical theories, including hypotheses of the "peopling of the Americas," and the way in which the dominant hegemonic narrative has established regional histories and experiences of North American Indigenous/Native/First Nations people with persistent implications.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 203

Instructor: TBA, Staff

Instructor Permission Required: No

### **ANTH 209 Pixelated Parts: Race, Gender, Video Games**

This course considers the politics of race, gender, and sexuality as they emerge in video games and their surrounding ecosystems: in games and their conditions and processes of production, in the representations and spaces of identification that come with the play of games, in the communities that players generate among themselves, and in the affective and material interactions that result when players look at a screen, hold a controller, type on a keyboard, and move a mouse.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 209, GSS 209

Instructor: Rubin, Josh

Instructor Permission Required: No

### **ANTH 210 Ethnographic Methods**

This course is designed to introduce students to ethnographic research methods and ethics. Student begin with a review of early ethnographic "fieldwork" methods-a defining feature of anthropology that includes conducting research in situ to create an in-depth and complex understanding of cultural practices, social processes, and the human condition. While drawing on a variety of interdisciplinary sources, students critically examine cultural anthropology's primary methods: participant observation, qualitative interviewing, archival research, writing fieldnotes, visual media (photography, drawing, film) and apply some of these tools to ethnographic projects over the course of the semester. This course also builds from decolonial methods from a wide-range of historically marginalized perspectives and, as such, will interrogate the politics of knowledge production, which include research collection, analysis, and representation.

Throughout the course, students reflect on the ethical dimensions of conducting research with human subjects, considering how social issues impact a diversity of communities within and outside of the U.S., as well as how communities make sense of and develop responses to social issues. Ultimately, this course seeks not just to provide students with a toolkit of ethnographic methods, but also to enable them to think expansively about the politics of those methods and the conditions in which those methods are used.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C026, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rubin, Josh

Instructor Permission Required: No

### **ANTH 211 Anthropology and Indigenous Peoples**

This course will introduce students to the histories of anthropology and its various encounters with Indigenous peoples with a special focus on Maine and the Northeast. Through critical readings, films, case studies, and guest speakers, students will engage with questions about the role of anthropology in understanding and representing Indigenous peoples. The course also challenges students to reflect on the ethical considerations of conducting research with Indigenous communities, highlighting the importance of decolonizing methodologies and collaborative approaches. Students will undertake semester-long collaborative research focused on Bates College and its histories with Wabanaki peoples.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hamilton, Jennifer

Instructor Permission Required: No

### **ANTH 212 How Music Performs Culture: Introduction to Ethnomusicology**

An introduction to the field of ethnomusicology, the study of "music as culture." Emphasis is on the interdisciplinary character of the field, and the diverse analytical approaches to music making undertaken by ethnomusicologists over time. The centrality of fieldwork and ethnography to the discipline is also a core concept of the course. Through readings, multimedia, and discussion, students examine relationships among ethnomusicology, musicology, anthropology, and world music, and consider the implications of globalization to the field as a whole. Students explore applied music learning as well as performance as a research technique through participation in several hands-on workshops with the Bates Gamelan Ensemble.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C026, C059, C080

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): MUS 212

Instructor: Fatone, Gina

Instructor Permission Required: No

### **ANTH 215 Death and Burial in Ancient Rome**

This course will examine the historical and archaeological aspects of death and burial in the Roman world from c. 150 BCE – 300 CE, in order to understand how the Romans cared for, disposed of, and commemorated the dead. We will explore culturally-specific attitudes to death, grief, mourning and funerals, alongside the physical monuments that commemorate the deceased. Geographically, we will focus on Italy, although case studies will span the Mediterranean world. Together, we will investigate Roman funerary rituals and follow the body on its journey from the world of the living to that of the dead, while exploring new narratives about death in different classes of ancient (and modern) society.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): AVC 242, CMS 215, HIST 215

Instructor: Brent, Liana

Instructor Permission Required: No

### **ANTH 216 Indigenous American Photography**

The practice of photography has a complicated history with regards to Indigenous American communities and cultures. The extensive photographs of Indigenous Americans created by Edward Curtis even now hold sway over America's collective imaging of Indigenous American culture. And yet the late twentieth and early twenty-first centuries are rich with photographies of Indigenous Americans, representing themselves through the medium, new and vibrant ways of seeing, understanding, and representing Indigenous American cultures and histories. In this course, we begin with an overview study of how the process of colonization (specifically as it occurred in the nineteenth and twentieth centuries, the era after the invention of photography), deployed the camera and photography to assert discursive control over Indigenous Americans. From that painful history, we move into study of the later twentieth century and early twenty-first century studying lens-based photographic and filmic works of contemporary Indigenous American artists. The goal

of the course is to explore and better understand how the photographic image, as leveraged by Indigenous Americans, redresses and decolonizes the social landscape of our United States, and to honor the art works of these photographers.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 216

Instructor: TBA, Staff

Instructor Permission Required: No

### **ANTH 217 Indigenous Arts**

This course examines traditional and contemporary Indigenous artistic production, and investigates the multiple webs of meaning and social worlds within which native practitioners and their creative productions exist. A diverse range of contemporary art practices — including painting, photography, film, music, performance, fashion, and new media — are considered in relation to key aspects of cultural, political, and social lives of Indigenous peoples. Students analyze, among other things, art as particular expressions of Indigenous cosmologies, the entanglement of Primitivism and modernity, art and native sovereignty, capitalism and Indigenous cultural futures, art and value in the marketplace, tourist art and the value of authenticity, art and national identity, and colonial and postcolonial art. Additionally, students engage with recent scholarship on decolonization and Indigenous studies, and current events related to the theme of the course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Strickland, April

Instructor Permission Required: No

### **ANTH 225 Rituals, Sentiments, and Gods: Religion in Ancient Greece**

An anthropological approach to ancient Greek religion in which archeological, literary, and art-historical sources are examined to gain an understanding of religion in ancient Greek society. Topics explored include cosmology, polytheism, mystery cults, civic religion, ecstasy, sacrifice, pollution, dreams, and funerary customs.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS 225, REL 225

Instructor: Maurizio, Lisa

Instructor Permission Required: No

### **ANTH 226 Ethnographic Film**

This course looks at the development of ethnographic film from an anthropological lens and from international perspectives. Starting with the advent of the documentary and concluding with ethnographic new media, we will investigate how, why, and to what end film has been used as a tool by anthropologists and the communities that they work with to expand discussions about the modern world. Topics include filmmaking as a methodology for social scientists, the connections between ethnographic film and self-determination efforts in minority communities, and critical examinations of media making practices, onscreen and off, and the global impact these factors have had.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hamilton, Jennifer

Instructor Permission Required: No

### **ANTH 229 The Anthropology of Media**

This course examines the social and political life of media and how it makes a difference in the daily lives of people as a practice—in production, reception, and/or circulation. It introduces some key concepts in social theory, such as ideology, hegemony, the public sphere, and the nation, which have been critical to the study of media across disciplines. This class provides an overview of the increasing theoretical attention paid to the mass media by anthropologists, and focuses on concrete ethnographic examples. It examines cross-culturally how mass media have become the primary means for the circulation of symbolic forms across time and space, as well as how these forms are crucial to the constitution of subjectivities, collectivities, and histories in the contemporary world. Prerequisite(s): any course in Anthropology.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Strickland, April

Instructor Permission Required: No

### **ANTH 231 Money and Magic: Anthropological Exploration of Contemporary Capitalism**

This course examines the more magical and relational aspects of contemporary economy, markets, and capitalism. First, students examine ideas often taken for granted about nature, humans, and nonhumans that shape cultural understandings of "economy" in American capitalism. Then they explore economic practices, ideal subjects, and the production of economic "others" in contemporary capitalism(s) around the world, past and present. Through readings and use of various media (film, TikTok, Twitter, etc.) students explore how economy is cultural, relational, and ultimately a bit "magical."

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ECON 231

Instructor: Hughes, Jen

Instructor Permission Required: No

### **ANTH 251 Peoples of the Sea: Sailors, Pirates, Fishers, and More**

The vast oceans of the planet Earth are not an empty space of monolithic seawater. The seas have been peopled by a diversity of social groups such as fishers, rig workers, scientific investigators, pirates, coast guards, migrants, refugees, islanders, passengers, tourists, merchant mariners, and Indigenous seafarers. This anthropological course engages with the materiality and social construction of the oceans; it presents and discusses ethnographic studies of peoples at sea, how their modes of navigating and habituating generate particular temporalities, spatialities, socialites, and cosmologies. This course will enhance your understanding of the relationship between humanity and the sea, and broaden your horizon of cultural diversity and complexity while addressing important social issues and current affairs. This course will also enhance your analytical and critical thinking and writing, in-depth case study, comprehension, communication, teamwork, and time management skills.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Wu, Liang

Instructor Permission Required: No

### **ANTH 278 At the Cross-Roads: Art & Migration**

This course examines entanglements between artistic expression and the movement of people, ideas, and capital across the globe between the 19th and 21st centuries. Addressing art's relationships to these forms of movement, it focuses on the relationship between art and migration. The realities of which have de-linked art history from the nation-state and allowed for a recalibration between center and periphery. Drawing on interdisciplinary debates, this class explores current trends in artistic and cultural analysis, migration theory, and the politics of mobility through frameworks of decolonization and questions of identity. By looking at the circulation of material culture, ideas, and peoples, students consider art in relation to border, home, exile, and resistance. They analyze the multiple temporalities created by migration and intersections of art, politics, migration, and the environment, examining how migratory movements have reshaped art, culture, and publics in recent decades.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: Non-Western Canon)(AVC: Power and Privilege)

Class Restriction: None

Cross-listed Course(s): AVC 278

Instructor: TBA, Staff

Instructor Permission Required: No

### **ANTH 280 Ethnographic Explorations (Special Topics in Anthropology)**

Through the critical reading and analysis of ethnographic materials including books and articles, film and video, and other forms of representation, students will explore contemporary anthropological work in a particular area of interest. Students will also build a methodological toolkit for investigating complex social problems from an anthropological perspective. Special topic for Winter 2025: The Anthropology of Food and Eating. Prerequisite(s): ANTH 101.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Hamilton, Jennifer

Instructor Permission Required: No

### **ANTH 289 After Deportation Ethnographies from Latin America and the Caribbean**

Studies on deportation have mostly focused on the pathways to the criminal justice system, prison experience, and deportation processes to highlight the conditions in which individuals are criminalized and removed. This course builds on a growing literature paying attention to what happens to individuals after they are being deported to their so-called “countries of origin”, specifically those who are deported from the United States to Latin American and Caribbean nation-states. While students learn about the historical context and hegemonic narratives shaping the design of ever-growing migration policies affecting BIPOC immigrant communities in the US, the course centers the voices of deportees to analyze the different strategies they use to deal with the traumas and stigma of deportation in “origin” societies that often portray them as de-facto criminals. The course emphasizes the socio-cultural capital deportees use to find ways to belong in receiving societies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C014, C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): LALS 289, SOC 289

Instructor: Vallee, Benoit

Instructor Permission Required: No

### **ANTH 308 Feminist and Queer Ethnography**

This course introduces students to ethnographic research methods by exploring how interdisciplinary queer and feminist scholars have engaged and challenged traditional anthropology. Students consider the dynamics of fieldwork, the ethics of research, and the production of anthropological knowledge through an engagement with the history of feminism and queer theory in the discipline as well as with contemporary debates about the possibilities and constraints of ethnography. Students design their own projects and conduct mini-ethnographies throughout the semester. Course topics include race, gender, and sexuality;

embodiment; colonization; the cultures of biomedicine; the anthropology of reproduction; and multispecies ethnography. Recommended background: coursework in anthropology.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 308

Instructor: Hamilton, Jennifer

Instructor Permission Required: No

### **ANTH 312 Language Death and Revitalization**

Language Death and Revitalization explores linguistic diversity among the world's 7,000 languages, one of which dies every two weeks. The course addresses the question of what is lost in terms of bodies of knowledge, world view, and identification of the limits of variability among human languages when languages die out. The local and global causes of extinctions are explored, including genocide, natural disaster, dislocation and population absorption and language shift, or linguistic suicide. Planning strategies for revitalization at local, national, and international levels are studied. Strategies for successful revitalization movements are deduced throughout the course of the semester. Recommended background: prior coursework in anthropology.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 312, LALS 312

Instructor: Bennett, Joyce

Instructor Permission Required: No

### **ANTH 315 Queering Capitalism: Sexual Politics and Properties of Economic Life**

In this class, students investigate the history of the term queer(ing) in anthropology, and explore the intersectional relationship between LGBTQ+ people, theory, anthropology, and economics by “queering capitalism”. Students engage ethnographic accounts of LGBTQ lives and films and representations of cultures and economy in media that point to the significant relationship between queerness and capitalism. We look at capitalisms queer relationships and formations often “under the covers” in mainstream economic anthropology to investigate the role of heteronormativity in studies of the family, kinship, relationships, and sexuality in global capitalist contexts. We then look at ethnographic accounts - stories and studies of everyday lives - that challenge our taken-for-granted views and “queer” our understandings of capitalism.

Recommended background: ANTH 101 or GSS 100.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 315

Instructor: Hughes, Jen

Instructor Permission Required: No

### **ANTH 324 Ethnographic Filmmaking: Multimedia Storytelling for Social Change**

This course explores documentary and ethnographic filmmaking through hands-on production and engagement with key issues in anthropology. Activities include in-class workshops and field explorations for final ethnographic film or media projects with an emphasis on activist anthropology and field recording. Students learn by doing, using ethnographic methods such as participant-observation, interviewing, data visualization, digital textual analysis, and film/audio/podcast recording. This class includes group activities, reading ethnographies, watching films/media, site visits, and guest tutorials in audio/visual media production. Students apply what they learn in class to document their cultural worlds at Bates and in Maine, taking care to mobilize anthropological tools to “situate” themselves in domains of power while creating media that examines core social issues of our time. The course concludes with presentations of multimedia projects for members of the Bates community.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AVC 324

Instructor: Hughes, Jen

Instructor Permission Required: No

### **ANTH 333 Culture and Interpretation**

Beginning with a consideration of symbolic anthropology as it developed in the 1960s and 1970s, this course surveys critiques of the symbolic turn in anthropology and its use of the culture concept. Emphasis is given to history, political economy, and transnational social currents. Prerequisite(s): prior course work in anthropology.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C026, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ANTH 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ANTH 371 Indigenous Women's Social Movements in Latin America**

This course examines Indigenous women's movements in Latin America. Comparing Indigenous movements throughout Abiyayala (the Americas) requires investigating ethnographic, political, and socio-economic contexts in which Indigenous women's movements develop, thrive, and sometimes fail. The course pays particular attention to Indigenous women's responses to marginalization and oppression in the 20th and 21st centuries and entails an applied project through community engaged learning. Recommended background: Prior coursework in the social sciences.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 371, LALS 371

Instructor: Bennett, Joyce

Instructor Permission Required: No

### **ANTH 441 History of Anthropological Theory**

A consideration of some of the major theories in the development of the field of anthropology, with an emphasis on the fundamental issues of orientation and definition that have shaped and continue to influence anthropological thought. Topics include cultural evolution, the relationship between the individual and culture, the nature-nurture debate, British social anthropology, feminist anthropology, and anthropology as cultural critique.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ANTH 457 Senior Thesis**

Students participate in individual and group conferences in connection with the writing of the senior thesis.

Majors writing an honors thesis register for ANTH 457 in the fall semester and 458 in the winter semester.

Prerequisite(s): approval by the department of a thesis prospectus prior to registration.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ANTH 458 Senior Thesis**

Individual and group conferences in connection with the writing of the senior thesis. Majors writing an honors thesis register for both ANTH 457 in the fall semester and 458 in the winter semester. One course credit is given for each registration. Majors writing a one semester thesis normally register for ANTH 458. Prerequisite(s): approval by the department of a thesis prospectus prior to registration.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ANTH S12 Race, Gender, and the Practices and Politics That Move Videogames From Imagination to Reality**

Before videogames reach the market, levels must be designed, characters drawn, narratives written, and mechanics coded. Before that, videogames must be imagined, tested, and pitched. This course is designed to allow students to experience for themselves those earliest stages of videogame development, when games move from idea to collaborative project. After working through some of the most influential scholarship on the politics of videogames and their design, and hearing from several industry experts about their experiences in the field, students form groups and work collaboratively to develop pitch materials for an imagined game. Groups pitch these ideas to each other at the end of the term, and each student submits an autoethnographic account of their experiences on their "development team." Whether the pitched games strike students as viable or not, they leave the course with a deepened understanding of the complexities of game design and the politics that infuse the process.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rubin, Josh

Instructor Permission Required: No

### **ANTH S20 The Anthropology of Plants and Fungi**

What kinds of social lives do plants and fungi lead in relation to humans, and humans in relation to plants and fungi? How do humans, plants, and fungi communicate? This course brings anthropological perspectives to these questions, and considers how language mediates this relationality. This course also examines how

the category of plant—and increasingly the fungi—carries a political charge, as well as new multispecies collaborative potentials. Topics include traditional Indigenous knowledge and intellectual property; biodiversity and conservation; colonization and sovereignty; language, personhood, and the construction of human/more-than-human social identities. Particular attention is paid to contemporary issues around plant and fungi use in Maine.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Strickland, April

Instructor Permission Required: No

### **ANTH S21 Economic Ecologies: Anthropology, Digital Humanities, and Climate Change in the North Atlantic**

This course provides a multidisciplinary introduction to the north of Iceland as a unique site to explore culture and nature from the medieval era to the present. Students examine local knowledges and folklore to better understand the rapidly changing climate. They investigate how locals work with global scholars to document and better understand humans' relationship to the natural world, using interdisciplinary tools from climate and social sciences, medieval and premodern studies, and digital media studies. Students apply what they learn by documenting the cultural and economic ecologies around them at Bates and in Maine through ethnographic and digital humanities methods. Recommended background: prior coursework in anthropology and/or environmental studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS S21, ENVR S21

Instructor: Hughes, Jen

Instructor Permission Required: No

### **ANTH S23 Indigeneity in the Dominican Republic: Ethnographic Perspectives**

The course offers students a practical experience in ethnographic research in the context of indigenous culture in the Dominican Republic. Based on a set of various activities ranging from an archeological field camp, participant observation in handcrafted workshops, to the study of the museography of the on-site partner institution, Museo Maguá - a community-led and autonomous Taino museum located in the Hermanas Mirabal province in northern Dominican Republic - students will practically delve into the growing cultural and educational politics of Indigeneity in the Dominican Republic. Through this course, students will also expand their knowledge of indigenous history and culture in the Caribbean context. Eventually students will be introduced and/or sharpen their research methods skills in an interdisciplinary setting. Recommended background: Prior coursework in Anthropology, particularly in Ethnographic methods; intermediate level in Spanish.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): LALS S23

Instructor: Vallee, Benoit

Instructor Permission Required: No

### **ANTH S24 From Sagas to Memes: Anthropology of Vikings in the Digital Age**

This course uses an anthropological and intersectional lens to unpack the concept of "the Viking" in history, literature, archaeology, politics, video games, television and film, social media and contemporary popular culture. We examine Icelandic sagas, Marvel Studio's Thor franchise, the role of "Viking Bankers" in the 2008 global financial crisis, the Charlottesville Rally, the rise of online neopagan extremism, and the 2021 White House insurrection. We unpack the social and political consequences of representing Norse peoples of "the Viking age" and learn about Norse cultures in and beyond the North Atlantic. We trace the rise of online communities, digital medievalism, and the role of social media and meme culture in representations of "Vikings." Students explore interdisciplinary scholarship and activism that confronts racist, sexist, ableist, and anti-indigenous images of the Viking age and work together to create multimedia projects.

Prerequisite(s): ENG 201, 205, 206, 210, CMS 101, HIST 102, 207, 390L or 390M.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS S24

Instructor: Eames, Elizabeth

Instructor Permission Required: No

### **ANTH S25 Global Capitalism and the Sea: Society, Economy, and Environment**

From international seafood trade to global supply chain and offshore drilling, the sea is integral to the development of global capitalism. This course examines the international economy in relation to the sea, its transoceanic organization of lives and ecologies, unevenly distributed social and environmental ramifications, as well as advocacies for a just and sustainable future in the face of climate change and inequalities. Topics include the Maritime Silk Road and transatlantic trade to whaling, industrial fishing, container shipping, waterfront gentrification, marine biotechnology, underwater oil and gas extraction, submarine cables, and deep-sea mining. Focus on social and historical contexts of these developments, the role of power, and the human stories and environmental politics and dynamics involved.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Wu, Liang

Instructor Permission Required: No

### **ANTH S31 Landscape Ethnography**

Environmental anthropologists, geographers and political ecologists have long been preoccupied with understanding the ways in which seemingly “natural” landscapes are actually the result of complex social histories. Landscape ethnography is the approach we take in this class to understand the entangled human and ecological histories of place, and challenge dichotomies of nature and culture. Informed by multispecies, interspecies and more-than-human perspectives across the social sciences and humanities, this class enables students an explorative and creative space to produce a landscape ethnography.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR S31

Instructor: TBA, Staff

Instructor Permission Required: No

### **ANTH S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Art and Visual Culture

*Professors Balco (chair) and Rand (Art and Visual Culture and Gender and Sexuality Studies); Associate Professors González Valencia and Nguyen; Assistant Professor Boomer; Visiting Assistant Professor Nolan; Senior Lecturer Morris; Lecturer Dewsnap; Visiting Lecturers Droke, Hamacher, and Jessen.*

Visual literacy and visual acuity – looking with awareness and intention – are fundamental to liberal arts education. The Department of Art and Visual Culture centers creation and critique, providing foundations in studio practice and in contemporary and historical analysis, while attending to how power and privilege have shaped our fields in their local and global contexts. Students pursue interdisciplinary pathways to learning, situating making, materials and media, objects and monuments, and ideas and ideologies in new frames.

The major offers two tracks: one, in history and criticism; the other, in studio art. Students intending to study abroad must discuss fulfillment of major requirements with their advisor and the department chair in advance. Students planning graduate study in architecture, landscape architecture, or design are advised to confer with the department chair early in their College career in order to plan appropriate undergraduate programs.

More information is available on the [Art and Visual Culture department website](#).

## Major Requirements

Students majoring in the History of Art and Visual Culture are expected to complete a series of courses on diverse topics, issues, and time periods. A seminar in theory and methods of studying art and visual culture is required, as is a senior thesis and at least one course in studio art.

### History and Criticism Track:

Majors emphasizing the history and criticism of art and visual culture must take ten courses and write a thesis. These courses must include:

1. Studio Art  
Complete one course designated with the (AVC: Studio) attribute. Students should take this course before their senior year.
2. Methods  
Complete the following course:
  - AVC 374 Methods in the Study of Art and Visual Culture
3. Additional Courses  
Complete six additional courses on the history and criticism of art and visual culture, including the following areas:
  - a. At least one course on premodern art and visual culture designated with the (AVC: Premodern) attribute.

- b. At least one course focusing on art and visual culture outside the canon of Western European and American art and visual culture designated with the (AVC: Non-Western Canon) attribute.
  - c. At least one course focused on the study of issues of power and privilege in art and visual culture designated with the (AVC: Power and Privilege) attribute.
4. Two courses outside the department, to be approved by the advisor, which focus on visual culture or theorize culture, communication, and representation, or both. One of these two courses must focus on screen studies such as film, video, television, and new media.

Students who wish to continue in the history and criticism of art and/or visual culture studies at the graduate level should obtain a reading knowledge of French and German. Upon petition to the department, courses taught in other departments and programs and the following first-year seminars may be counted toward the major in Art and Visual Culture:

- FYS 548 Queer Gender, Race, and Writing
  - FYS 569 Medieval/Modern
5. Senior Thesis: History and Criticism  
Complete at least one course from the following:
- AVC 457 Senior Thesis
  - AVC 458 Senior Thesis

Topics for theses are subject to departmental approval. The opportunity to undertake an honors thesis is completely at the discretion of the departmental faculty.

### Courses Taken Outside of Bates

The department advises history and criticism majors who wish to study abroad to do so for only one semester. Generally, only two courses taken abroad can be applied toward fulfilling the requirements for the major.

### Short Term Courses

Some designated Short Term courses may be counted toward the major with the permission of the department. Adequate distribution is determined in conjunction with the student's departmental advisor, who must approve the student's course of study.

### Pass/Fail Policy

Pass/Fail grading may be elected for courses applied toward the major except for AVC 360, 361, 374, 457, and 458.

### Studio Art Track

Studio Art involves the integration of traditional disciplines and methods with contemporary practices and the study of the history of art and visual culture.

Prospective majors should meet with the Art and Visual Culture faculty as first-year students. The major in Studio Art includes a minimum of 11 credits:

1. A minimum of six one-credit courses and one short term course designated with the (AVC: Studio) attribute.

Studio majors must take at least one studio course in their junior year but are encouraged to take two or more. The preponderance of studio major requirements should be completed prior to beginning a studio thesis. Studio majors are encouraged to complete at least two related courses in one medium before their senior year. Students may take some courses for a second time, referenced in the College Catalog as courses that may be repeated for credit.

2. Among the six studio credits, studio majors must take one of the following, though are strongly encouraged to take both:

- AVC 350 Visual Meaning\*
- AVC 344 Building a Body of Work\*\*

\*May be taken before or during the senior thesis.

\*\*Must be taken before the senior thesis.

3. A minimum of three courses in the history and criticism of art and visual culture designated with the (AVC: History and Criticism) attribute.

The courses must be distributed across a variety of cultures and time periods and including one course in recent art and visual culture. One of these courses may be a Short Term course.

4. Senior Thesis

Complete the following courses:

- AVC 457A Senior Thesis: Studio Art (fall)
- AVC 458A Senior Thesis: Studio Art (winter)

The senior thesis must be undertaken in consecutive semesters during the senior year.

### **Senior Project Description**

The [W3] Requirement: Though in most disciplines, the senior thesis fulfills the third-level [W3] writing requirement for General Education, the senior thesis for the studio track in Art and Visual Culture does not fulfill this requirement. Majors in the studio track fulfill their [W3] requirement by completing a [W2] course in any department or program during their senior year, which may include one of the three art history and criticism courses required for the studio major. Most studio majors who double major fulfill the [W3] requirement by completing the senior thesis in the second major.

### **Courses Taken Outside of Bates**

Study Abroad: Studio majors intending to study abroad must consult with the department well in advance. In most cases, the department advises students who wish to study abroad to do so for only one semester. Students usually apply one studio course and one course in the history of art and visual culture taken abroad

toward the major requirements. Studio courses taken abroad in fulfillment of major requirements should correspond to the studio curriculum offered at Bates.

### **Pass/Fail Policy**

Pass/Fail grading may be elected for courses applied toward the major except for AVC 360, 361, 374, 457, and 458.

## **History of Art and Visual Culture Minor Requirements**

The minor consists of six courses on the history and criticism of art and visual culture:

1. Methods

Complete the following course:

- AVC 374 Methods in the Study of Art and Visual Culture

2. Additional Courses

Complete at least five additional courses on the history and criticism of art and visual culture designated with the (AVC: History and Criticism) attribute.

The department strongly encourages students to complete a second 300-level course.

- a. At least one course focused on the study of issues of power and privilege designated with the (AVC: Power and Privilege) attribute.

AVC majors in the Studio Art Track may pursue a minor in history and criticism. Two of the three history and criticism courses used toward the studio concentration may count toward the history and criticism minor.

### **Courses Taken Outside of Bates**

With the approval of the chair, students may complete the minor with as many as two credits taken off campus.

### **Pass/Fail Policy**

A maximum of one course taken Pass/Fail may count towards the minor.

## Course Offerings

### AVC 110 The Power of Amateur Photography

This is an introductory course designed for the amateur photographer to develop one's personal vision and expand the understanding of the technical and aesthetic possibilities of mobile photography. Through specific assignments and presentations from historical and contemporary photographic works and practices, students explore the powerful possibilities of amateur photography using a mobile device. After the introduction of the handheld amateur camera by Kodak in 1888, a new genre of photography was created that influenced the practice of commercial and art photographers. Today, the rise of mobile photography has ignited a new generation of amateur photographers whose work continues to influence and challenge the interrelationships between photographic practices.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDermott, Jen

Instructor Permission Required: No

### AVC 201 2D Studio Foundations

This course introduces students to the fundamental principles of visual language, including the formal, technical and conceptual aspects of image making in two-dimensions. Focus is placed on hand skills, observation, and implementation through a variety of materials, processes, and methodologies. Students will develop a visual and verbal language for analyzing, organizing, shaping, and communicating two-dimensional form and meaning.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### AVC 202 Painting: Color and Design

An examination of color theory and its application to the art of painting.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C029, C036

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AVC 203 Ceramic Design and Techniques**

Designing and sculpting of objects in clay, using such traditional techniques as coil and slab construction and throwing on the potter's wheel. This course provides an introduction to the ceramic process covering the nature of clay, application of glazes, firing procedures and aspects of the history of pottery. Drawing is part of some assignments. There is a laboratory fee.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029, C036

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dewsnap, Susan

Instructor Permission Required: No

### **AVC 209 Introduction to Video Production**

This course introduces video as a medium for artistic expression and social investigation. Students gain an understanding of video production, including the video camera, sound, lighting, and editing (e.g., Adobe Premiere), with emphasis placed on the relationship among the camera, the maker, and the subject. Students explore video making and its broad possibilities within contemporary art. Screenings and readings of work by filmmakers, and contemporary artists are analyzed. This course may be repeated for credit.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C017, C019, C029, C061

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gonzalez Valencia, Carolina

Instructor Permission Required: No

### **AVC 211 Animation I: Hand-Drawn Animation**

An introduction to the traditional animation techniques of creating movement through successive drawings. Students explore various techniques including metamorphosis, walking cycles, holds, squash and stretch, blur, and resistance. They learn to use Dragon animation software. Students undertake weekly assignments and a final project. Class screenings and critiques supplement in-class demonstrations. Course may be repeated for credit.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C019, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gonzalez Valencia, Carolina

Instructor Permission Required: No

### **AVC 212 Drawing Fundamentals**

This course introduces the visual language of Drawing and its fundamental concepts and strategies. Emphasis is placed on drawing from observation. Strongly recommended for beginning students with no studio background, yet the subjects and ideas studied offer enough complexity for more advanced students.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C027, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Balco, Cat

Instructor Permission Required: No

### **AVC 213 Drawing: Realism to Abstraction**

This course is a study of drawing through practice and analysis. Emphasis is placed on drawing from observation, alongside consideration of abstraction and its potential. Recommended for beginning students with no studio background, yet subjects and ideas studied offer enough complexity for more advanced students. May be repeated once for credit.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Johnson, Pamela

Instructor Permission Required: No

### **AVC 214 Painting I: Pictorial Structure**

Problems in representation and pictorial structure. The student learns about painting by concentrated study of the works of painters from the past and present and by painting from nature. Prerequisite(s): Any painting or drawing course

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C029, C036

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nicoletti, Joseph

Instructor Permission Required: No

### **AVC 219 Photography: The Digital Image**

A study of photographic image making using digital technology. This introductory course covers concepts and techniques of photography and the use of basic image-editing software (e.g., Adobe Photoshop). The course offers improvement in perceptual awareness and the study of expressive possibilities, especially as they

pertain to digital manipulation. A DSLR or equivalent digital camera with adjustable shutter speed and aperture is required. There is a laboratory fee.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017, C029, C036

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Morris, Elke

Instructor Permission Required: No

### **AVC 220 The Digital Composite: A Creative Process**

Combining images offers many creative and expressive possibilities, from the construction of fictional narrative to the visual articulation of ideas for social or political commentary. Using image editing software (e.g., Adobe Photoshop), students gain proficiency in digital compositing techniques and develop efficient workflows to produce seamless images from multiple sources. In addition to producing and working with composite imagery, students study its historic context from early twentieth-century photomontages to digital fabrications employed by contemporary artists. There is a laboratory fee. Recommended background: AVC 219 or equivalent experience.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Morris, Elke

Instructor Permission Required: No

### **AVC 221 Introduction to Classical Archaeology**

Physical remains from the ancient world are important for reconstructing daily life in past societies. The goal of the course is to familiarize you with the archaeology of the ancient Mediterranean world and the social contexts that gave rise to important sites, monuments, and objects. We will use archaeology and material culture as a lens to explore Roman values, political and religious institutions. We will examine critically how ancient sites and monuments have been appropriated over the centuries by different groups and why these sites continue to fascinate archaeologists, collectors, and the general public millennia later.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): ANTH 114, CMS 114, HIST 114

Instructor: Brent, Liana

Instructor Permission Required: No

### **AVC 223 Outside the Frame: A Global History of Photography**

This course is an introduction to the visual, material, and cultural debates surrounding lens-based technology from its inception in the nineteenth century to the digital age. The course explores multiple and overlapping histories of photography, tracing the medium's adaptation in global contexts. Using images drawn from multiple contexts students consider not only what is inside the photographic frame, but also what occurs outside of it. Concerns include the materiality of photographic objects and image technologies. This is conceived as an introductory course, open to all levels.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Power and Privilege)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nolan, Erin

Instructor Permission Required: No

### **AVC 224 The Japanese Tea Bowl**

Tea and Zen Buddhism came to Japan from China in the twelfth century. The tea ceremony developed from these imports and many schools have been formed since then, but all have kept the ceramic tea bowl as one of the most important focal points. In this course, students explore the history of the ceremony by making tea bowls and related utensils. Various clays, forming methods, and styles are explored. There is a laboratory fee.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029, C033

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dewsnap, Susan

Instructor Permission Required: No

### **AVC 228 Connecting Image Cultures: Artistic Exchange between Islam and Europe**

Through lecture, discussion, object-based learning, and digital humanities projects, this course maps image and artistic exchange between the European and Islamic worlds from the eighteenth to the twenty-first century. Students explore reciprocal currents of visual and technological encounter in between imperial centers and across national borders. Taking a historical and critical view that highlights both continuities and ruptures between modernizing imperial social bodies, the course traces the ways material culture cross-pollinated Mediterranean geographies, charting how images were made and re-made beyond the prospects of national heritage. Beginning with colonial rule in India, students examine transnational dialogues across London, Mumbai, Paris, Istanbul, Vienna, Tehran, Berlin, Baghdad, London, Cairo, Rome, and Mogadishu. Through case studies, students consider relationships among artists, printers, authors, and patrons in an increasingly global world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C090

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Power and Privilege)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Nolan, Erin

Instructor Permission Required: No

### **AVC 229 Modern Vietnamese Culture through Film**

Many people conceive of Vietnam through images of war rather than through its culture. This course offers students an opportunity to study modern Vietnamese culture through documentary and feature films produced by westerners and Vietnamese during the last fifty years. The course helps students to gain insight into a traditional culture that, in part, shaped the modern course of Vietnam's history. The course challenges the old stereotypical views of Vietnam advanced by Hollywood movies with the new cultural images presented through Vietnamese eyes. Not open to students who have received credit for AVC s29 Modern Vietnamese Culture through Film.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C019, C033, C052, C053, C061

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)

Class Restriction: None

Cross-listed Course(s): ASIA 229

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **AVC 233 Decolonizing the Museum: Understanding Colonial Legacies, Display Practices, and Repatriation**

This course introduces students to the problematic and colonial histories upon which museums were built. Beginning with an introduction to postcolonial theory and institutional critique, students critically examine the containment of colonial objects and related efforts to control colonial bodies. By acknowledging colonial records and structural racism as the foundation upon which the modern museum was built, students grapple with historic and exploitative systems of power that formed the world's first collections and still govern modes of display and interpretation today. Through experiential learning, the class engages with cases of repatriation and the marginalization of art histories from the Global South, and analyzes museum practice in relationship to global migration, COVID-19, the racial justice movement, climate change, and wars in Syria and Ukraine. The course uses the Bates College Museum of Art and Bates College Archives as sources of study.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Power and Privilege)

Class Restriction: None

Cross-listed Course(s): AMST 233

Instructor: Nolan, Erin

Instructor Permission Required: No

### **AVC 234 Chinese Arts and Visual Culture**

This course introduces Chinese visual cultures, from the Neolithic period to the present day, focusing on a period of particular cultural significance from the Han to Qing dynasties. The course reveals interrelationships among Chinese art, literature, religious philosophy, and politics. Topics discussed include artists' places within specific social groups, theories of arts, questions of patronage, and the relation of traditional indigenous art forms to the evolving social and cultural orders from which they draw life. Principal objects include ritual objects, bronze vessels, ceramics, porcelain, lacquer ware, sculptures, rock-cut temples, gardens, painting, calligraphy, and wood-block prints.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033, C047

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(CHI: Cultural)

Class Restriction: None

Cross-listed Course(s): ASIA 234

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **AVC 236 Japanese Arts and Visual Culture**

This course surveys the history of Japanese art and visual culture focusing on the development of pictorial, sculptural, and architectural traditions from the Neolithic to the present time. The course explores the relationship between indigenous art forms and the foreign concepts, art forms and techniques that influenced Japanese culture, and social political and religious contexts as well as the role of patronage for artistic production. Topics include architecture, sculpture, painting, narrative handscrolls, the Zen arts, monochromatic ink painting, woodblock prints, decorative arts, contemporary architecture, photography, and fashion design.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033, C046, C083

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): ASIA 236

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **AVC 238 Visual Depiction of "Self" and Transformation in East Asian Art**

Portraits have occupied preponderant places in East Asian cultures, depicting visual forms and revealing the subjects' spiritual essences. This course offers a cross-cultural study of portraiture in East Asian art. It introduces students to the physical likeness of a wide variety of subjects and explores underlying meanings and messages. It provides a comprehensive study of East Asian portraits, offers the current scholarship, and explores the core issues, including the relationship of portraiture, oral and written stories, the art of physiognomy, aesthetic principles and artistic styles, material cultures, and religious beliefs, social rituals, political ideologies, and underscored functions and meanings in the wide-ranging contexts. The course offers

timely and astonishing transformations of the concepts of "self" examined via various aspects of social echelons, and reconsidering portraits as a thread to weave aspects of East Asian art together.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(CHI: Cultural)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): ASIA 238

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **AVC 241 The Art of Islam**

Art of the Islamic world from its roots in the ancient Near East to the flowering of Safavid Persia and Mughal India in the sixteenth, seventeenth, and eighteenth centuries. Developments are traced through architecture, painting, ceramics, textiles, and metalwork. Consideration is given to the continuity of the Near Eastern artistic tradition and Islamic art in the nineteenth and twentieth centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051, C057, C090

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 241, REL 241

Instructor: Woodward, Beth

Instructor Permission Required: No

### **AVC 242 Death and Burial in Ancient Rome**

This course will examine the historical and archaeological aspects of death and burial in the Roman world from c. 150 BCE – 300 CE, in order to understand how the Romans cared for, disposed of, and commemorated the dead. We will explore culturally-specific attitudes to death, grief, mourning and funerals, alongside the physical monuments that commemorate the deceased. Geographically, we will focus on Italy, although case studies will span the Mediterranean world. Together, we will investigate Roman funerary rituals and follow the body on its journey from the world of the living to that of the dead, while exploring new narratives about death in different classes of ancient (and modern) society.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): ANTH 215, CMS 215, HIST 215

Instructor: Brent, Liana

Instructor Permission Required: No

### **AVC 243 Buddhist Arts and Visual Cultures**

The course examines the history of Buddhist visual cultures. It provides a basic introduction to a broad spectrum of Buddhist art, beginning with the emergence of early Buddhist sculpture in India and ending with modern Buddhist visual works. It examines selected works of architecture, sculpture, and paintings in their religious, social, and cultural contexts. It also briefly surveys regional Buddhism and its arts.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C001, C002, C033, C083, C087

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(CHI: Cultural)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): ASIA 243

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **AVC 245 Architectural Monuments of Southeast Asia**

This course examines the arts of Southeast Asia by focusing on significant monuments of the countries in the region. It examines the architecture, sculpture, and relief carvings on the ancient monuments and their relations to religious, cultural, political, and social contexts. Sites covered include Borobudur, Angkor, Pagan, Sukhothai, and My-Son.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C002, C033, C040, C057, C083, C087

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): ASIA 245

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **AVC 246 Visual Narratives: Storytelling in East Asian Art**

This course examines the important artistic tradition of narrative painting in China and Japan. Through study of visually narrative presentations of religious, historical, and popular stories, the course explores different contexts in which the works-tomb, wall, and scroll paintings-were produced. The course introduces various modes of visual analysis and art-historical contexts. Topics include narrative theory, text-image relationships, elite patronage, and gender representation.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C002, C033, C047, C052, C061

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(CHI: Cultural)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): ASIA 246

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **AVC 247 The Art of Zen Buddhism**

The art of Zen (Chan) as the unique and unbounded expression of the liberated mind has attracted Westerners since the mid-twentieth century. But what is Zen, its art, and its culture? This course considers the historical development of Zen art and its use in several genres within monastic and lay settings. It also examines the underlying Buddhist concepts of Zen art. The course aims to help students understand the basic teachings of Zen and their expression in architecture, gardens, sculpture, painting, poetry, and calligraphy. Recommended background: AV/AS 243.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C001, C002, C033, C061

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): ASIA 247

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **AVC 251 The Age of the Cathedrals**

An investigation of medieval architecture from the Early Christian era to the end of the Gothic period in Europe, including Russia and the Byzantine East. Emphasis is placed on the development of Christian architecture and the emergence of the Gothic cathedral in the context of European political and social history before 1500. This course explores historical methodology in the field since 1800.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C001, C035, C048, C051, C057

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 251, REL 253

Instructor: Boomer, Megan

Instructor Permission Required: No

### **AVC 252 Art of the Middle Ages**

In Europe from the Early Christian era to the end of the Gothic age, from 300 to 1450 C.E., precious objects, manuscripts, wall paintings, and stained glass were produced in great quantities. The course traces the development of these and other media, including tapestry and sculpture. The roles of liturgy, theology, and technological and social changes are stressed. Modes of historical analysis are investigated.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C001, C048, C051, C057, C083

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 252, REL 252

Instructor: Boomer, Megan

Instructor Permission Required: No

### **AVC 254 Sacred Travel/Shrines/Souvenir**

From antiquity to the present day, people have traveled to local or far-off sites to approach holy figures, to appeal for divine intervention, and to fulfill obligations. This seminar explores the material dimensions of these journeys, from the spaces entered and sites encountered to the things travelers brought or took away. The class focuses on shrines built and used c. 300-1500 CE.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051, C090

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 254, REL 254

Instructor: Boomer, Megan

Instructor Permission Required: No

### **AVC 265 Florence to Bruges: The Early Renaissance in Europe**

This course investigates the art and architecture of Northern and Southern Europe between 1250 and 1450. Students analyze the impact of theology, liturgy, social change, urbanism, gender, and social class on visual culture. Artists considered include Cimabue, Duccio, Giotto, Fra Angelico, Donatello, Brunelleschi, Jan van Eyck, and Rogier van der Weyden.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C048, C051, C057

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 265

Instructor: Woodward, Beth

Instructor Permission Required: No

### **AVC 267 From Silhouette to Selfie: Portraiture as a Medium**

This course reconsiders canonical notions of portraiture, and seeks to redefine portraiture as a cultural medium (and not an art historical genre) by which multiple identities are formed. In considering portraiture as a ground upon which beliefs, technologies, ideologies, and materials can be added, subtracted, exposed, and manipulated, students will consider how portraiture operates in different socio-political climates. Is a portrait always a face? Through visual and textual representation, portraiture offers an opportunity to study how facial likeness both reflects and constructs identity with artistic, scientific, and non-representational imagery. Classes will focus on historical precedents and themes related to biography/autobiography, presence/absence, power/privilege, as well as the interrelationship between the self and self-representation. Assignments include object-based analyses of portraits at the Bates College Art Museum and a semester-long digital humanities project.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Power and Privilege)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nolan, Erin

Instructor Permission Required: No

### **AVC 276 True or False: Documentary Photography**

This course examines the special expectations we have for documentary images—to tell the truth. Over the semester, students study the changing uses, definitions, and archives of documentary photography from 1839 to the present. Through lecture and discussion, students explore the ongoing nature of the documentary's core controversies involving objectivity, advocacy, and bias. While scholarly discussions of the documentary are rooted in Euro-centric assumptions about lens-based media, this course includes international practices, concepts, and histories of documentary photography, engaging with the complex relationship between photographic neutrality, racial hierarchy, and colonial control. Readings and assignments concentrate on theoretical approaches to the documentary, raising ethical questions about the medium's aesthetic practice and everyday popularity. Students utilize archival resources at area institutions and Bates college for research opportunities.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Power and Privilege)

Class Restriction: None

Cross-listed Course(s): AMST 276

Instructor: Nolan, Erin

Instructor Permission Required: No

### **AVC 278 At the Cross-Roads: Art & Migration**

This course examines entanglements between artistic expression and the movement of people, ideas, and capital across the globe between the 19th and 21st centuries. Addressing art's relationships to these forms of movement, it focuses on the relationship between art and migration. The realities of which have de-linked art history from the nation-state and allowed for a recalibration between center and periphery. Drawing on interdisciplinary debates, this class explores current trends in artistic and cultural analysis, migration theory, and the politics of mobility through frameworks of decolonization and questions of identity. By looking at the circulation of material culture, ideas, and peoples, students consider art in relation to border, home, exile, and resistance. They analyze the multiple temporalities created by migration and intersections of art, politics, migration, and the environment, examining how migratory movements have reshaped art, culture, and publics in recent decades.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Power and Privilege)

Class Restriction: None

Cross-listed Course(s): ANTH 278

Instructor: TBA, Staff

Instructor Permission Required: No

### **AVC 282 Modern European Art**

An intensive investigation of European art from 1880 to 1930, with special attention to Post-Impressionism, Symbolism, Cubism, the emergence of abstraction, and Dada and Surrealism. Artists studied include Seurat, Van Gogh, Cézanne, Gauguin, Munch, Picasso, Matisse, Kandinsky, and Mondrian.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C036

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Harwood, Edward

Instructor Permission Required: No

### **AVC 287 Gender and Visual Culture**

This course concerns gender in the making and viewing of visual culture, with emphasis on the later twentieth and early twenty-first centuries, and the roles of visual culture in the construction of gendered identities. Topics include the use of the visual in artistic, political, and historical representations of gendered people; queer and trans genderings; the visualization of gender in relation to race, ethnicity, nationality, class, age, and sexuality; and matters of censorship, circulation, and resources that affect the cultural production of people oppressed and/or marginalized by gender.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C009

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Power and Privilege)(Africana: Gender)

Class Restriction: None

Cross-listed Course(s): GSS 287

Instructor: Rand, Erica

Instructor Permission Required: No

### **AVC 288 Visualizing Race**

This course considers visual constructions of race in art and popular culture, with a focus on the twentieth and twenty-first centuries. General topics include the role of visual culture in creating and sustaining racial stereotypes, racism, white supremacy, and white-skin privilege; the effects upon cultural producers of their own perceived race in terms of both their opportunities and their products; and the relations of constructions of race to those of gender, class, ethnicity, and sexuality.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C036, C037, C040, C041

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Power and Privilege)

Class Restriction: None

Cross-listed Course(s): AMST 288

Instructor: Rand, Erica

Instructor Permission Required: No

### **AVC 289 Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture**

The great reliquary towers called stupas (or "pagodas") are by far the most pervasive and symbolic form of Buddhist architecture in South, Southeast, and East Asia. Even in North America and Europe, they have become an essential part of Tibetan Buddhist communities. Stupas are symbols of illumination, repositories for the relics of enlightened Buddhists, and central to sacred narratives throughout the Buddhist world. They are also a universal symbol, conceived of as embodiments of metaphysical principles with manifold meanings. The course examines the vast array of architectural forms of stupas and artistic programs decorated on their gateways, balustrades, and galleries. It also explores religious concepts and symbolic motifs embodied in the architectural work.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C001, C002, C057

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(CHI: Cultural)

Class Restriction: None

Cross-listed Course(s): ASIA 289

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **AVC 303 Art & Social Practice**

This course combines scholarly inquiry and research on historical and contemporary social practice with practical studio experience and collaborative practice within the community with attention to issues of equity, inclusion, and accessibility. Students study the history of socially-engaged art, looking at historic political posters and woodblock prints, murals, and other modes of socially engaged art as well as contemporary artists and collectives that utilize similar methods for their work. Students work with a community partner to understand strategic goals and concerns and collaboratively create an action plan that utilizes art making as a form of collaborative activism and support. The course focuses on the design and production of a collaborative studio project such as relief prints, a mural, or a workshop; the course culminates in the performance, exhibition, and/or distribution of the collaborative work within the community. Prerequisite(s): One introductory studio course in drawing.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): AMST 303

Instructor: TBA, Staff

Instructor Permission Required: No

### **AVC 310 Immersive Media Installation**

Immersive Media Installation is an advanced interdisciplinary creative production course that guides students through theoretical and technical frameworks for combining sound, video, and live performance in the conceptualization of an artwork. Students will exhibit their work in Bates' new Immersive Media Studio ("IMStudio") located in Coram. This studio allows for artwork to be exhibited utilizing multiple projections and speakers to create immersive media architectures. Readings/viewings and discussion support students'

understanding of intermedia creative practices in varied contexts. Weekly workshops support technical learning. Students will create two major creative projects through the term: one as a class collaboration, and one in small teams. Students will also learn about the process of media installation, media exhibition, will document their work and write a short artist statement, offering tools for professional artistic development.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): MUS 310, THEA 310

Instructor: Tamirisa, Asha

Instructor Permission Required: Yes

### **AVC 311 Animation II: Experimental Methods**

A study of analog and digital animation techniques and materials for video. Students work with different drawing and painting materials, cut-outs, cameraless animation, under the camera destructive and constructive animation, objects, rotoscope, and compositing images in Photoshop. Basic sound design for animation are covered, including Foley and voice recording. After experimenting with these techniques, students propose and produce a short animated video. The course emphasizes the intersection among storytelling, content, and the animated image. Distribution for independent animation is discussed, including but not limited to film festivals, gallery/museum installations, and/or performances. Class screenings and critiques supplement in class demonstrations. Prerequisite(s): AVC 209 or 211.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gonzalez Valencia, Carolina

Instructor Permission Required: No

### **AVC 312 Drawing the Figure**

This course emphasizes drawing from the human figure, the development of conceptual drawing attitudes, and drawing as a medium of lyrical expression. Recommended background: previous drawing experience.

Prerequisite(s): AVC 212 or 213; or permission of the instructor.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C027, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Jones, Penny

Instructor Permission Required: No

### **AVC 315 Studio Pottery**

This course explores work generated on the potter's wheel through making and studying aspects of historic and contemporary pottery. Emphasis is placed on developing utilitarian pots as students examine the processes, methods, and theories of ceramic pottery work, glazing, and firing. There is a laboratory fee. Prerequisite(s): AVC 203, 224, or s21. May be repeated twice for credit.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dewsnap, Susan

Instructor Permission Required: No

### **AVC 316 Printmaking Workshop**

Students develop images using printmaking techniques selected from intaglio, relief, and monoprinting methods. Emphasis is placed on development of sustained projects with increasing independence, and critical thinking in an expanding context. There is a laboratory fee. May be repeated twice for credit.

Recommended background: interest in drawing, painting, photo, or other 2D studio arts. Prerequisite(s): Any other 200-level AVC studio class.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Droege, Michel

Instructor Permission Required: No

### **AVC 318 Photography: Perception and Expression**

Continued study in digital photography, offering refinement in technical skills as introduced in AVC 219. The further development of perception and critical analysis of images is emphasized. There is a laboratory fee. Prerequisite(s): AVC 219 or equivalent experience. May be repeated once for credit.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Morris, Elke

Instructor Permission Required: No

### **AVC 321 Representations of Gender, Labor, and Craft in the Mediterranean**

The history of the modern Mediterranean has often been described as a history of fragmentation, fueled by nation-building and divided by the forces of colonialism. This course will approach this history through the

architecture of transcultural studies, examining narratives of twentieth-century migration. It will explore how material culture visualizes intersections of gender, imperial hegemony, and systems of labor, seeking to expand our understanding of work, homeland, and womanhood. Through object-based research, museum visits, and digital humanities projects, students question what role does “women’s work” play in histories of migration, cross-pollination, and connectivity? How do gendered representations of labor (paid and unpaid) or craft codify differences even inflicting segregation around the Mediterranean after 1900? This class illuminates an understudied and marginalized group – the female migrant - as an active agent in regional and trans-regional art history.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C090

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Power and Privilege)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 321

Instructor: Nolan, Erin

Instructor Permission Required: No

### **AVC 324 Ethnographic Filmmaking: Multimedia Storytelling for Social Change**

This course explores documentary and ethnographic filmmaking through hands-on production and engagement with key issues in anthropology. Activities include in-class workshops and field explorations for final ethnographic film or media projects with an emphasis on activist anthropology and field recording. Students learn by doing, using ethnographic methods such as participant-observation, interviewing, data visualization, digital textual analysis, and film/audio/podcast recording. This class includes group activities, reading ethnographies, watching films/media, site visits, and guest tutorials in audio/visual media production. Students apply what they learn in class to document their cultural worlds at Bates and in Maine, taking care to mobilize anthropological tools to “situate” themselves in domains of power while creating media that examines core social issues of our time. The course concludes with presentations of multimedia projects for members of the Bates community.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ANTH 324

Instructor: Hughes, Jen

Instructor Permission Required: No

### **AVC 329 Politics of Place: Global Perspectives on American Art**

The American art history has historically neglected the Islamic world. Yet, the long-standing relationship between the fields of American and Islamic art demonstrates a history of encounter and exchange. By examining the transnational circulation of modernisms across the Atlantic, this class highlights implicit biases in both fields. It explores an insidious Islamophobia and present-day Orientalism in American art, and investigates a deeply-rooted belief in the history of Islamic art that 18th and 19th centuries were an age of stagnation, and decidedly unmodern. More specifically, by putting these two art histories into conversation,

students will learn that the cross-cultural circulation of modernisms is critical our understanding of American art. Course lecture and discussion will follow historical case studies, emphasizing the intersection of national frameworks and imperial contexts—many of which still today engineer a neo-Orientalist fervor in the American art market.

Modes of Inquiry: [CP], [HS]

Writing Credit: [W2]

GEC(s): C090

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)

Class Restriction: None

Cross-listed Course(s): AMST 329

Instructor: TBA, Staff

Instructor Permission Required: No

### **AVC 344 Building a Body of Work**

Choosing media they would like to investigate closely, students focus on methods and ideas in order to develop their work. Students are encouraged to investigate the possibilities that arise when they choose limitations on subjects, materials, processes, and form, and make a group of closely related works. This course offers an opportunity to maintain a regular, independent, and self-sustaining studio practice for a full semester. There is a laboratory fee. Prerequisite(s): two studio art courses in any medium. This course can be repeated if space is available.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Roman, Michael

Instructor Permission Required: Yes

### **AVC 345 Trans Studies in the Politics of Visibility**

Many people have welcomed the increased visibility of trans and/or gender-nonconforming people as a sign of progress. Yet who is visible, what constitutes visibility, and whom do particular visibilities benefit? This course uses a trans studies framework to consider both the products and the politics of visibility. Topics include the representation of queer gender and trans and/or gender-nonconforming people in contemporary visual culture; critiques of visibility in relation to state surveillance and white supremacy; and the interconnected roles of norms regarding race, sexuality, ethnicity, class, and ability in perceptions and practices of gender normativity and transgression. Recommended background: at least one course with substantial work in gender, queer, or trans studies or the study of visual culture.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Power and Privilege)(Africana: Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 345

Instructor: Rand, Erica

Instructor Permission Required: No

### **AVC 350 Visual Meaning: Process, Material, Format**

This course reflects changing concerns in the contemporary art world. Working in various media of their choice alongside each other—for example, photographers next to painters—students address similar thematic material. Topics include the potential of format and material to shape meaning, with emphasis on a process that balances critical thinking with creative generation. This course is recommended for students with a serious commitment to making studio art, especially studio art majors. Prerequisite(s): two or more previous studio art courses. May be repeated once for credit.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Johnson, Pamela

Instructor Permission Required: No

### **AVC 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AVC 361 Museum Internship**

Students who have arranged to participate in an unpaid internship at the Bates College Museum of Art may receive one course credit by taking this course at the same time. Depending on the needs of the museum, internships may involve collections management, exhibition development, education programming, or research. The same arrangement is possible for students who obtain internships at the Portland Museum of Art or summer internships. Students may have internships throughout their college careers, but may receive credit for one semester only.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C017, C061, C083

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nguyen, Trian

Instructor Permission Required: Yes

### **AVC 371 Landscape and Power**

Considering recent debates regarding travel bans, the tenets of citizenship, and global migration, representations of landscape warrant renewed attention. How does land become landscape? How does place become property? This course seeks to answer such questions by decentering a white, patriarchal, Eurocentric vision that has canonized histories of landscape and situated survey practices as modern strategies of expansionism. By understanding colonial visual strategies: the emptying of land, erasure of people, picturesque composition, together with modern optical technologies: telescopes, microscopes, cameras, and even firearms, students will dismantle landscape as a scenic facade engineered to assert dominance and legitimize imperial politics. They will explore how landscape is fundamental to identity formation, placemaking, and settlement, connecting contemporary eco-critical methods to scientific missions of the 19th century through a capstone digital humanities project.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Power and Privilege)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 371

Instructor: Nolan, Erin

Instructor Permission Required: No

### **AVC 373 Art of the Global Middle Ages**

This course examines artworks produced by diverse communities in Europe, North Africa, the Middle East, and Western Asia from the period ca. 500-1500 C.E. Through case studies of luxury objects, iconic architecture, monuments, and paintings, students explore the ways that artists, patrons, and viewers within Islamic, Jewish, and Christian traditions articulated spiritual and intellectual values and religious and socioeconomic identities. The course focuses on visual and cultural interactions such as commerce, gift exchange, reinterpretation of visual forms, and reuse of significant objects and spaces. Attention is given to scholarly debates on the concept of a "global" Middle Ages and popular (mis)conceptions about the medieval era. Recommended background: at least one course in art history, premodern history, or religious studies.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C001, C051

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 373

Instructor: Woodward, Beth

Instructor Permission Required: No

### **AVC 374 Methods in the Study of Art and Visual Culture**

This course considers the history and methodology of art history and visual culture studies, with an emphasis on recent theoretical strategies for understanding visual culture. Topics discussed include stylistic, iconographic, psychoanalytic, feminist, historicist, queer, antiracist, and postmodern approaches to the study of visual material. Prerequisite(s): two 200- or 300-level courses in the history of art and visual culture.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Rand, Erica

Instructor Permission Required: No

### **AVC 457A Senior Thesis: Studio Art**

Guidance in the development of a body of work in studio art accompanied by a short essay and culminating in an exhibition at the Bates College Museum of Art. Students majoring in art and visual culture in the studio track take 457A in the fall and 458A in the winter and must take these courses consecutively in their senior year. Students undertaking a thesis in studio art meet weekly.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AVC 457B Senior Thesis: History and Criticism**

Preparation of an essay in the history or criticism of art and visual culture, conducted under the guidance of a member of the department faculty. Students may conduct a thesis in either fall or winter semester. Students conducting a senior thesis in history and criticism do not meet as a class. Students undertaking a thesis in the fall semester take 457B.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Harwood, Edward

Instructor Permission Required: No

### **AVC 458A Senior Thesis: Studio Art**

Guidance in the development of a body of work in studio art accompanied by a short essay and culminating in an exhibition presented at the Bates College Museum of Art. Students majoring in art and visual culture in

the studio track take 457A in the fall and 458A in the winter and must take these courses consecutively in their senior year. Students undertaking a thesis in studio art meet weekly.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Johnson, Pamela

Instructor Permission Required: No

### **AVC 458B Senior Thesis: History and Criticism**

Preparation of an essay in the history or criticism of art and visual culture, conducted under the guidance of a member of the department faculty. Students conducting a senior thesis in history and criticism do not meet as a class. Students undertaking a thesis in the winter semester take 458B.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Harwood, Edward

Instructor Permission Required: No

### **AVC S13 Ceramic Tilework and Design**

This course explores glaze, color, and design on ceramic tile. Students work with preliminary drawings and paper studies progressing to a series of handmade ceramic tiles. They investigate one technical approach to the glazed surface such as slips and glazes or tin-glaze majolica, and they strategize about tile layout using imagination and traditional perspectives of historical tile design.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C029, C036

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dewsnap, Susan

Instructor Permission Required: No

### **AVC S15 Photographing the Landscape**

The course provides a context for studying and analyzing images of the landscape by viewing and discussing historic and contemporary landscape photographs. Questions considered include the role of the sublime in current landscape photography, beauty as a strategy for persuasion, perceptions of "natural" versus "artificial," and contemporary approaches in trying to affect environmental change. Students explore the depiction of the landscape by producing their own body of photographic work. Recommended background: AVC 219.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): ENVR S15

Instructor: Morris, Elke

Instructor Permission Required: No

### **AVC S16 Understanding Vietnam: Its History and Culture**

In this course students consider a wide range of Vietnamese history and culture through a multidisciplinary lens. Students explore Vietnam within the framework and context of specific historical and visual culture, ranging from ancient monuments to contemporary sites. Students visit a variety of field sites including national museums, historical monuments, imperial palaces and tombs, and traditional craft villages as well as important sites of battles during the Vietnam War. Students discuss background texts and field trip experiences in light of their historical and cultural contexts. Recommended background: AVC 245 or s29.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)

Class Restriction: None

Cross-listed Course(s): ASIA S16

Instructor: Nguyen, Trian

Instructor Permission Required: Yes

### **AVC S19 From Kimono to Indigo: Japanese Textiles, Cultural Appropriation, and Sustainability**

The course will cover historical dress, (cross)gendered dressing, the levels of formality and seasonal patterns using a selection of vintage kimono. We will engage in kimono dressing, the visible mending technique sashiko, and the practice of preserving textiles with indigo dye. In addition, the course will address the issues related to Orientalism, cultural appropriation, and sustainability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA S19, JPN S19, THEA S19

Instructor: McGaughey, Hanna

Instructor Permission Required: No

### **AVC S20 African Photography**

This course examines the photography of the African continent from the mid-nineteenth century to contemporary times. Since its development, photography has served as a powerful medium to document the social, cultural, political, economic, and environmental landscapes of Africa. Indigenous and foreign photographers have focused their lenses and perceptions on the continent from the precolonial through post-independence eras. This course analyzes these photographs and the complex stories they tell, including ones

of implicit bias and racism, colonial or nationalist propaganda, as well as the agency portrayed through narratives of daily life, the vibrancy of African photographic studios, and creative expressions by contemporary artists. Theories of photography, race, and gender are central to the course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Bessire, Aimee

Instructor Permission Required: No

### **AVC S22 Hell and Damnation: Imaging the Afterlife**

This course examines works of art produced in Europe from ca. 500 to 1500 C.E. and considers the ways in which the visual arts responded to and helped to shape premodern conceptions of death and the afterlife. How did medieval thinkers and artists envision Heaven, Hell, the Apocalypse, and the Last Judgment? How did visual representations of damnation and salvation change during the medieval period? Students analyze a variety of media (sculpture, paintings, mosaics, tapestries, stained glass, illuminated manuscripts, etc.) in order to gain a deeper understanding of the important and complex roles that concepts of judgment, damnation, and salvation played in the daily lives and visual environments of medieval Christians.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C001, C051

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS S22

Instructor: Woodward, Beth

Instructor Permission Required: No

### **AVC S23 Studying Asian Art in the Bates College Museum Collection**

This course studies the major collections of more than 200 pieces of Asian art in the Bates College Museum of Art. They represent cultural richness and diversity in medium, and artistic expression, from the seventeenth century to the present in Asia. The course focuses on the art of shaman ritual objects from Southern China and Vietnam, on the popular images of the Japanese Ukiyo-e woodblock prints and the painting of flowers, birds, and water creatures from the Edo period, and on political propaganda posters from the mainland China. The course a) provides students with the first-hand experiences of viewing real objects in the museum; b) offers students the underpinned cultural contexts and original functions, meanings, purposes, and aesthetic concepts; c) helps students practice writing museum pamphlets and a short catalogue. Moreover, the museum's director and curators assist in facilitating the course to achieve its goals and objectives.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(CHI: Cultural)

Class Restriction: None

Cross-listed Course(s): ASIA S23

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **AVC S24 Textile Towns: Medieval Tuscany and Modern Lewiston**

Settlements throughout history have been described as “textile centers” to indicate that their economies and environments were shaped by the production of cloth. Museum collections tend to frame textiles as luxury products that circulated within elite global networks. In this course, we will use the contrasting case of the Maine MILL to explore how medieval Italian cities like Florence, Lucca, and Prato were defined by the people who produced and profited from silk and wool, the networks of materials that went into the woven bolts, and the spaces and conditions of labor.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C051, C057

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS S26

Instructor: Boomer, Megan

Instructor Permission Required: No

### **AVC S25 Contemporary Global Photographies**

This course radically refocuses critical debates about contemporary photography on local image-making economies and vibrant centers of artistic production that too often sit at the margins of art historical discourse. It shifts the conversation away from dominant narratives that chart photographic history as a hegemonic Euro-American explosion of technology and instead orient thinking toward globalized photographic networks that connect continents, countries, and cultures. Through thematic lectures, discussions, and museum visits, students study photographic practices from outside of the Global North from 1980 to the present. This course seeks to decolonize the relationship between history and cultural representations by studying the international migration of photographs within the global art market. Students will complete a term-length object-based writing project, incorporating photographs at the Bates College Art Museum.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C036, C090

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Power and Privilege)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nolan, Erin

Instructor Permission Required: No

### **AVC S26 Museum Studies**

Analyzing how the history and architecture of museums has influenced paradigms of display and taxonomy, and how display and taxonomy have influenced museums and architecture, this course views the past in an

attempt to identify characteristics of new museum ideologies of the twenty-first century. Few institutional concepts have the fortitude and resilience to continually defend and renew themselves from external attack and self-referential lethargy. The museum "conquers" by slowly assimilating cultural challenges. In the past hundred years, the museum has met these challenges while increasing its relevance and historical importance despite architectural makeovers, financial scandal, censorship, cultural shifts, and the ever-changing demands of new media. As the work shifts from analog to digital, museums are presenting exhibitions of painting, sculpture, photography, and video to ever-increasing audiences. Field trips are planned.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017, C061

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Harwood, Edward

Instructor Permission Required: Yes

### **AVC S28 Art and Social Practice: A Collaborative Community-Engaged Project**

This course combines scholarly inquiry and research on historical and contemporary social practice with practical studio experience and collaborative practice within the community with attention to issues of equity, inclusion, and accessibility. Students study the history of socially-engaged art, looking at historic political posters and woodblock prints, murals, and other modes of socially engaged art as well as contemporary artists and collectives that utilize similar methods for their work. Students work with a community partner to understand strategic goals and concerns and collaboratively create an action plan that utilizes art making as a form of collaborative activism and support. The course focuses on the design and production of a collaborative studio project such as relief prints, a mural, or a workshop; the course culminates in the performance, exhibition, and/or distribution of the collaborative work within the community.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AVC S29 Architectural Visualization: Past and Future**

Three-dimensional models and two-dimensional images are a fundamental part of building, studying, and thinking about architecture. Architectural design practices are culturally specific, and many building traditions planned monuments prior to construction and communicated a structure's form in a portable format. Students will learn about and practice different modes of historical and contemporary architectural representation, from the paper plan to the digital model. We will introduce the topic of architectural visualization through reading, discussion, and making. No prior experience with architectural history, studio art, or software platforms is required.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Boomer, Megan

Instructor Permission Required: No

### **AVC S50 Independent Study**

Independent study during the Short Term in the Department of Art and Visual Culture is available only in the history and criticism track of the department. Independent study is not available in studio art during the Short Term. Acceptance of a proposal for independent study is entirely at the discretion of the faculty member. Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **AVC S52 Intaglio**

The Intaglio short-term is a workshop in which students explore etching techniques with a focus on the language of print addressing concept, format, and context. Students will learn formal techniques of copper plate etching, including hard ground, soft ground, sugar lift, and aquatint, with a hybrid of traditional and state-of-the-art methods. During this class, we will travel to an offsite museum/gallery to look at historical and contemporary examples of intaglio with attention to diversity and inclusion of marginalized and underrepresented artists. Students will complete a folio of prints with a self-directed thematic focus. The focus will be research-driven and examine the history and context of their topic. Readings on artists and issues of contemporary printmaking will be assigned throughout the short-term. This course includes a \$75 course fee. Recommended background: background in drawing or printmaking. Prerequisite(s): AVC 212, 213, or 316; or permission from the instructor.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Droege, Michel

Instructor Permission Required: No

## Asian Studies

*Associate Professors Chaney (History), Faries (chair), Fatone (Music), He (Economics), Nguyen (Art and Visual Culture), Melnick Dyer (Religious Studies) and Wiesinger; Assistant Professors Garrison (Psychology), Lu (Chinese), and McGaughey (Japanese); Senior Lecturer George (Hispanic Studies); Lecturers Konoeda (Japanese) and Miao (Chinese).*

In a globalized society, it is essential to find alternatives to U.S.-centric world views and create opportunities to center and learn from equally important voices and perspectives from around the world. We have much to learn from Asia's complex experiences with local, regional, and global flows of privilege, power, colonialism, and ethnic conflict.

Asian popular music, cinema, and literature and film—including manga, anime, Bollywood, and martial arts films—have become mainstays in the world's media sphere, while innovative new media cultures invite the world to encounter the new Asia. Despite an increasingly interconnected world, we encounter troubling stereotypes, prejudice, and racism within and toward Asia in today's fast-paced global media, and politics, as well as in everyday encounters.

By learning about the languages, histories, philosophies, politics, economies, literatures, arts, religions, and cultures of the many peoples of Asia and its diasporas, students gain the knowledge, contexts, and intercultural competency necessary to engage with a large part of the world that is largely under-acknowledged in academic institutions outside Asia.

Asian Studies is an interdisciplinary program designed to encourage students to deepen their study of Asian cultures through courses and the senior thesis, along with rigorous training and expertise in Chinese or Japanese language. The program features three majors: Chinese, Japanese, and Asian Studies. In addition to the majors, the Program in Asian Studies offers minors in Chinese, Japanese, and Asian Studies. Students are strongly encouraged to study abroad for a semester (or a full year) in China or Japan, as an integral part of the curriculum, for linguistic and cultural immersion, and for exploration on the ground. Faculty and students in the program also have fun together, participating in regular language tables and in events to celebrate cultural traditions of Asia.

### Planning for the Major or Minor

The program offers three majors, Asian Studies, Chinese, and Japanese. The major requirements and courses are listed below. Each of these majors gives students an opportunity to develop an understanding of Asia by intensive study of Chinese or Japanese and to pursue topical courses introducing some of the most accomplished civilizations and dynamic societies in today's world. In addition to the majors, the Program in Asian Studies offers minors in Chinese, Asian Studies, and Japanese.

More information is available on the [Asian Studies program website](#).

## Asian Studies Major Requirements

The Asian Studies major comprises two tracks and 12 distinct courses.

### Chinese Track:

#### 1. History

Complete the following course:

- ASIA 171/HIST 171 Imperial China

#### 2. Language

Complete four courses from the Chinese language sequence:

- CHI 101 Beginning Chinese I
- CHI 102 Beginning Chinese II
- CHI 201 Intermediate Chinese I
- CHI 202 Intermediate Chinese II
- CHI 301 Upper-Level Modern Chinese I
- CHI 302 Upper-Level Modern Chinese II
- CHI 401 Advanced Chinese
- CHI 415 Readings in Classical Chinese
- CHI 450 Special Topics in Advanced Chinese

CHI 450 is a topics course and may be repeated to reach the four-course requirement.

#### 3. Breadth Electives

Complete at least two courses from the following:

- Any Japanese courses (JPN)
- Any courses designated with the (ASIA: Breadth) attribute
- Any courses designated with the (JPN: Cultural) attribute

#### 4. Cultural Electives

Complete at least three courses from the following:

- Any Asian Studies (ASIA), Chinese (CHI), and Japanese (JPN) courses
- Any First-Year Seminars (FYS) designated with the (CHI: Cultural) attribute

Students may apply up to two courses from the Chinese language sequence above to the Cultural Electives requirement if those courses are not being used to complete the Language requirement.

#### 5. Advanced Seminar

Complete the following course:

- ASIA 320 Advanced Seminar: Current Research on Asia

#### 6. Senior Thesis:

Complete at least one course from the following:

- ASIA 457 Senior Thesis
- ASIA 458 Senior Thesis

**Japanese Track:**

1. History

Complete the following course:

- ASIA 261/JPN 261 Cultural History of Japan: From Jōmon Pottery to Manga

2. Language

Complete four courses from the Japanese language sequence:

- JPN 101 Beginning Japanese I
- JPN 102 Beginning Japanese II
- JPN 201 Intermediate Japanese I
- JPN 202 Intermediate Japanese II
- JPN 305 Upper Intermediate Japanese
- JPN 350 Topics in Advanced Japanese

JPN 350 is a topics course and may be repeated to reach the four-course requirement.

3. Breadth Electives

Complete at least two courses from the following:

- Any Chinese courses (CHI)
- Any courses designated with the (ASIA: Breadth) attribute
- Any courses designated with the (CHI: Cultural) attribute

4. Cultural Electives

Complete at least three courses from the following:

- Any Asian Studies (ASIA), Chinese (CHI), and Japanese (JPN) courses
- Any First-Year Seminar designated with the (JPN: Cultural) attribute

Students may apply up to two courses from the Japanese language sequence above to the Cultural Electives requirement if those courses are not being used to complete the Language requirement.

5. Advanced Seminar

Complete the following course:

- ASIA 320 Advanced Seminar: Current Research on Asia

6. Senior Thesis:

Complete at least one course from the following:

- ASIA 457 Senior Thesis
- ASIA 458 Senior Thesis

**Courses Taken Outside of Bates**

Asian Studies majors are encouraged to spend at least one semester at an approved program in mainland China, Taiwan, or Japan, and may potentially pursue a focus in Korean language and culture through approved off-campus programs.

Students may petition the Asian Studies program to have relevant courses taken in their study-abroad program (including the Bates Fall Semester Abroad) applied toward the fulfillment of the major requirements except for the thesis sequence. Students may receive credit for CHI 102 or JPN 102 with a score of four on the corresponding language's AP examination, or credit for CHI 201 or JPN 201 with a score of five.

### **Short Term Policy**

Up to two Short Term courses may count toward the major.

### **Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the major in Asian Studies.

### **Other Considerations**

One [W2] course in Asian Studies is highly recommended.

Minors in Chinese or Japanese may count no more than one course toward both their major in Asian Studies and their minor in Chinese or Japanese. Japanese Majors may not declare Asian Studies Major: Japanese Track. Chinese Majors may not declare Asian Studies Major: Chinese Track. Japanese Majors may declare Asian Studies Major: Chinese Track, but no more than two courses may count toward both their majors. Chinese Majors may declare Asian Studies Major: Japanese Track, but no more than two courses may count toward both their majors.

## **Asian Studies Minor Requirements**

The Asian Studies minor comprises six courses. In consultation with their minor advisor and in accordance with program guidelines, students may design their own course of study.

### **1. Requirements:**

Complete at least six courses from the following:

- Any Asian Studies (ASIA), Chinese (CHI), and Japanese (JPN) courses
- Any First-Year Seminar (FYS) designated with the (CHI: Cultural), (JPNL Cultural), or (ASIA: Breadth) attribute

The minor may include a maximum of four courses from the Chinese and Japanese language sequences.

### **Courses Taken Outside of Bates**

With the approval of the minor advisor, students may apply up to two courses taken on study-abroad programs toward the minor, as well as courses taken on Bates Fall Semester Abroad programs in Asia.

### **Short Term Policy**

Up to two Short Term courses may count toward the Asian Studies minor.

## Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the minor in Asian Studies.

## Other Considerations

Students may petition for any other course with a clear Asia focus but not explicitly cross listed in Asian Studies to count for the Asian Studies minor.

Majors and minors in Chinese or Japanese may count no more than one course toward both the Asian Studies minor and their major or minor.

## Chinese Major Requirements

The Chinese major presents an opportunity for an in-depth and focused study of Chinese language and culture. The major places emphasis on the student's acquisition of oral and written language proficiency as well as on the development of cultural awareness and competency.

The major consists of a minimum of 12 courses that must include the following:

### 2. Language

Complete seven courses from the following:

- CHI 101 Beginning Chinese I
- CHI 102 Beginning Chinese II
- CHI 201 Intermediate Chinese I
- CHI 202 Intermediate Chinese II
- CHI 301 Upper-Level Modern Chinese I
- CHI 302 Upper-Level Modern Chinese II
- CHI 401 Advanced Chinese
- CHI 415 Readings in Classical Chinese
- CHI 450 Special Topics in Advanced Chinese

CHI 450 is a topics course and may be repeated to reach the seven-course requirement.

### 3. Literature

Complete at least one course from the following:

- CHI 207/ASIA 207 The Self and the World in Premodern Chinese Literature
- CHI 223/ASIA 223 New and Emerging Voices in Chinese Literature

Students who take both courses may apply the second course towards the Cultural Electives requirement.

### 4. Cultural Electives

Complete at least two courses from the following:

- Any CHI courses, excluding CHI 101, 102, 201, 202, 301, 302, and 401.
- Any courses designated with the (CHI: Cultural) attribute.

Students may apply CHI 415 and 450 to the Cultural Electives only when taken after the Language requirement is complete.

5. Advanced Seminar

Complete the following course:

- ASIA 320 Advanced Seminar: Current Research on Asia

6. Senior Thesis

Complete at least one course from the following:

- CHI 457 Senior Thesis
- CHI 458 Senior Thesis

### Courses Taken Outside of Bates

Students may petition the program to have courses taken in approved study-abroad programs applied toward the fulfillment of the Chinese language requirements (up to two credits per semester of study) and the literature and culture requirement (up to one credit per semester of study).

Students who receive a score of four or five on the Chinese Advanced Placement examination may receive one credit toward the language requirement of the Chinese major.

### Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the Chinese major.

### Short Term Courses

Up to two Short Term courses may count toward the major.

### Other Considerations

The program strongly recommends that majors spend half or all of their junior year on a College-approved study-abroad program.

Majors in Chinese may count no more than one course toward both the Asian Studies minor and their Chinese major.

## Chinese Minor Requirements

The minor consists of a minimum of seven courses that must include the following:

7. Language

Complete six courses from the following:

- CHI 101 Beginning Chinese I
- CHI 102 Beginning Chinese II
- CHI 201 Intermediate Chinese I
- CHI 202 Intermediate Chinese II

- CHI 301 Upper-Level Modern Chinese I
- CHI 302 Upper-Level Modern Chinese II
- CHI 401 Advanced Chinese
- CHI 415 Readings in Classical Chinese
- CHI 450 Special Topics in Advanced Chinese

CHI 450 is a topics course and may be repeated to reach the six-course requirement.

#### 8. Literature or Culture

Complete at least one course from the following:

- Any CHI courses, excluding CHI 101, 102, 201, 202, 301, 302, and 401.
- Any courses designated with the (CHI: Cultural) attribute.

Students may apply CHI 415 and 450 to the Literature or Culture requirement only when taken after the Language requirement is complete.

#### Courses Taken Outside of Bates

A student may petition to have up to three comparable courses, completed at other institutions in the United States or abroad, apply toward the minor.

#### Short Term Policy

One Short Term course may be applied toward the minor in Chinese

#### Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the minor in Chinese.

#### Other Considerations

Minors in Chinese may count no more than one course toward both their Asian Studies major or minor and their minor in Chinese.

## Japanese Major Requirements

The major in Japanese presents an opportunity for an in-depth and focused study of Japanese language and culture. The major places emphasis on the student's acquisition of oral and written language proficiency as well as on the development of cultural awareness and competency.

The major consists of a minimum of 12 courses that must include the following:

#### 9. Language

Complete seven courses from the Japanese language sequence:

- JPN 101 Beginning Japanese I
- JPN 102 Beginning Japanese II
- JPN 201 Intermediate Japanese I

- JPN 202 Intermediate Japanese II
- JPN 305 Upper Intermediate Japanese
- JPN 350 Topics in Advanced Japanese

JPN 350 is a topics course and may be repeated to reach the seven-course requirement.

**10. Literature**

Complete the following course:

- JPN 224/ASIA 224 Japanese Literature and Society

**11. Cultural Electives**

Complete at least two courses from the following:

- Any JPN courses, excluding JPN 101, 102, 201, 202, and 305
- Any courses designated with the (JPN: Cultural) attribute.

Students may apply JPN 350 to the Cultural Electives only when taken after the Language requirement is complete.

**12. Advanced Seminar**

Complete the following course:

- ASIA 320 Advanced Seminar: Current Research on Asia

**13. Senior Thesis**

Complete at least one course from the following:

- JPN 457 Senior Thesis
- JPN 458 Senior Thesis

Students are expected to utilize some source materials in Japanese when conducting research for the thesis. Qualified students may elect to write the thesis in Japanese.

**Courses Taken Outside of Bates**

Students may petition the program to have courses taken in their study-abroad program (including the Bates Fall Semester Abroad) applied toward the fulfillment of requirements. Students are typically able to petition for two language credits and one or two literature and culture credits per semester from an approved junior semester/year program in Japan to apply towards the fulfillment of requirements. Which courses these off-campus courses replace depends on the actual off-campus courses; students should discuss their plans with their major advisor before they depart.

Students may receive credit for JPN 102 with a score of four on the Japanese Advanced Placement examination and JPN 201 with a score of five.

**Short Term Courses**

Up to two Short Term courses may count toward the major.

### **Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the Japanese major.

### **Other Considerations**

The program strongly recommends that majors spend their junior year at the Associated Kyoto Program or another approved year-long study-abroad program in Japan.

Majors in Japanese may count no more than one course toward both the Asian Studies minor and their major.

## **Japanese Minor Requirements**

The minor consists of a minimum of seven courses that must include the following:

### **14. Language**

Complete six courses from the following:

- JPN 101 Beginning Japanese I
- JPN 102 Beginning Japanese II
- JPN 201 Intermediate Japanese I
- JPN 202 Intermediate Japanese II
- JPN 305 Upper Intermediate Japanese
- JPN 350 Topics in Advanced Japanese

JPN 350 is a topics course and may be repeated to reach the six-course requirement.

### **15. Literature or Culture**

Complete one course from the following:

- Any JPN courses, excluding JPN 101, 102, 201, 202, and 305
- Any courses designated with the (JPN: Cultural) attribute.

Students may apply JPN 350 to the Literature or Culture requirement only when taken after the Language requirement is complete.

### **Courses Taken Outside of Bates**

A student may petition to have up to three comparable courses, completed at other institutions in either the United States or abroad, applied toward the minor. Students are typically able to petition for two language credits per semester from an approved junior semester/year program in Japan. Which courses these off-campus courses replace depends on the actual off-campus courses; students should discuss their plans with their major advisor before they depart. Advanced Placement courses may not be applied toward the minor.

### **Short Term Courses**

One Short Term course can be applied to the minor.

### **Pass/Fail Policy**

Pass/Fail grading may not be elected for courses toward the minor in Japanese.

### **Other Considerations**

Minors in Japanese may count no more than one course toward both the Asian Studies major or minor and their Japanese minor.

## Course Offerings

### **ASIA 109 Anime: Shojo and Society in Japanese Animation**

Some refer to shojo animation as "girls' anime," but the figure of the shojo—an adolescent somewhere between girlhood and womanhood, has a complex role in Japanese storytelling and society. Who is the shojo? Is the shojo a "third gender?" Does the shojo hold a special role compared with other age and gender categories? Why is the shojo so often chosen as a figure who confronts social crises or bridges social gaps? This class will explore the age and gender category known as "shojo" primarily through the lens of animation, but occasionally making use of literature and manga as well. The class will focus on how adolescent girls in Japanese animation interact with social problems and crises such as gender role limitations, environmental crisis, natural disaster, and urbanization.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 109, JPN 109

Instructor: Wiesinger, Justine

Instructor Permission Required: No

### **ASIA 110 East Asia between Tradition and Modernity**

China, Japan, and Korea each had a watershed moment in which they transformed into modern, independent nations. This course first provides an introduction to traditional cultures, and then explores the violent changes that swept over East Asia from the mid-nineteenth century through the Chinese Civil War and the destruction of World War II. Imperialism, women's movements, and cultural nationalism are examined through an interdisciplinary approach that draws from intellectual history, literature, and visual and performing arts.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C053

Department/Program Attribute(s): (ASIA: Breadth)(CHI: Cultural)(History: Asia)(History: Modern)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): HIST 110

Instructor: TBA, Staff

Instructor Permission Required: No

### **ASIA 130 Japanese Horror Film: Silent Era to Present**

Horror films are a familiar pop-culture touchstone, and many Americans are somewhat familiar with horror films from Japan. To deepen their appreciation of such films, students consider Japanese horror films in the context of genre theory and cinematic, psychological, social, political, and artistic elements. Students have the opportunity to think critically about popular films: What intellectual and artistic value do we find in genre films? How do we evaluate the claims of film scholars? Students also explore theory related to both filmic expression and horror themes, including psychoanalytic theory, feminist theory, film theory, and trauma theory. What does horror film say about the social, temporal, and cultural context from which it

emerges? What does horror film say about filmmaking itself? How are formal filmic techniques used to express and induce fear and anxiety? No prior familiarity with Japan is required. Conducted in English.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C019, C033, C046, C052, C053

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): JPN 130

Instructor: Wiesinger, Justine

Instructor Permission Required: No

### **ASIA 131 Chinese Popular Culture**

This course explores the varied cultural landscapes of the Chinese-speaking world through the lens of popular culture. Students are introduced to key approaches in cultural studies, while learning to critically interpret literary, musical, and visual texts in the Chinese-speaking world in social and historical context. Topics include modernity and tradition, technology and culture, media and society, and the local and the global. Students emerge from the course with a new set of tools in thinking about "culture," both familiar and unfamiliar. No previous knowledge of Asia is required.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C033, C047, C053

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CHI 131

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

### **ASIA 155 Introduction to Asian Religions**

An introduction to the major religious traditions of Asia, in both their historical and contemporary forms, with a focus on modern popular developments in Hindu, Buddhist, Daoist, and Confucian traditions, and the ways in which racism has influenced popular perceptions of these religious traditions in North America and Europe. The course explores the foundational teachings of each tradition, examines their historical and social contexts, and seeks answers to questions such as: What is the nature of religious experience? What are the functions of myth and ritual? How have these religious traditions been adapted, adopted, and appropriated in "the West"?

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (ASIA: Breadth)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): REL 155

Instructor: Melnick, Alison

Instructor Permission Required: No

### **ASIA 161 Cultural History of Japan: From Jōmon Pottery to Manga**

This course starts with two questions: What is cultural history? Has there been just one culture in the history of the Japanese isles? The course considers cultural features of the prehistoric Japanese isles and then explores the development of aristocratic, warrior, and mercantile cultures in premodern and early modern Japan, focusing on literature, the arts, and religion. The course then considers culture in modern Japan. How have the premodern arts informed the cultural development of modern Japan? How does popular culture reflect earlier cultural concerns while reformulating them in novel ways? The aim of the course is to promote critical engagement with Japanese cultures. Readings are in English, and no previous familiarity with Japanese culture is required.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C040, C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): JPN 161

Instructor: McGaughey, Hanna

Instructor Permission Required: No

### **ASIA 171 Imperial China**

An overview of Chinese civilization from the god-kings of the second millennium and the emergence of the Confucian familial state in the first millennium B.C.E., through the expansion of the hybrid Sino-foreign empires, to the revolutionary transformation of Chinese society by internal and external pressures in the nineteenth and twentieth centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C047, C048, C050

Department/Program Attribute(s): (CHI: Cultural)(History: Asia)(History: Early Modern)(History: Modern)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 171

Instructor: Chaney, Wesley

Instructor Permission Required: No

### **ASIA 207 The Self and the World in Premodern Chinese Literature**

What can premodern Chinese literature tell us about how to inhabit the world—about self and society, love and loss, beauty and time, truth and transcendence, and life's manifold possibilities? This course explores these questions through a survey of its masterworks of poetry, drama, fiction and belles-lettres prose from ancient times to the nineteenth century. As we learn to appreciate these works, we will also investigate questions such as: how to approach a literary text? What is the role of translation in shaping our understanding? In what ways are the works we read products of their own times and places, and how do they speak to universal themes of human experience? All texts will be made available through English translation; no previous knowledge of Chinese language or literature is required.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C033, C047, C051, C052, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CHI 207

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

### **ASIA 208 Religions in China**

A study of the various religious traditions of China in their independence and interaction. The course focuses on the history, doctrines, and practices of Daoism, Confucianism, and various schools of Mahayana Buddhism. Readings include basic texts and secondary sources.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002, C047

Department/Program Attribute(s): (CHI: Cultural)

Class Restriction: None

Cross-listed Course(s): REL 208

Instructor: Melnick, Alison

Instructor Permission Required: No

### **ASIA 215 Film, Literature, and the Cultures of Postwar Japan**

From monster movies to abstract poetry, this course explores the diverse cultural currents running through Japan's era of high-speed growth during its dramatic economic recovery following the widespread destruction of World War II. Students examine some of the major literary, cinematic, and artistic movements of the period, their interrelationships, and their global reach and reception. Analysis of individual works considers broad thematic trends and choices made by postwar artists, including engagement with-or breaks from-the cultural and historical past; varying degrees of social engagement; and use of realism, experimentalism, or abstraction. Conducted in English.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033, C046, C050, C053, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): JPN 215

Instructor: Wiesinger, Justine

Instructor Permission Required: No

### **ASIA 223 Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature**

A survey of Chinese literature since 1911, including a wide range of fiction, poetry, and drama from mainland China and texts from the Chinese diaspora as well. Students gain a greater understanding of China's history and literary culture in three major periods: the May Fourth shift from traditional language and forms to vernacular literature; Socialist Realism and the Marxist theory of the first three decades of the People's Republic; and China's Reform Era, including expatriate authors like Ha Jin and China's two controversial Nobel Prize winners, Gao Xingjian and Moyan. Recommended background: AS/CI 207.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C033, C047, C052, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CHI 223

Instructor: Faries, Nathan

Instructor Permission Required: No

### **ASIA 224 Japanese Literature & Society**

This course examines major trends in Japanese literature and society from its beginnings to the modern period. Students consider well-known stories, plays, and novels from the classical, medieval, early modern, and modern periods, placing each text within its unique sociohistorical context. All readings are in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C033, C046, C050, C052, C053, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): JPN 224

Instructor: Wiesinger, Justine; McGaughey, Hanna

Instructor Permission Required: No

### **ASIA 229 Modern Vietnamese Culture through Film**

Many people conceive of Vietnam through images of war rather than through its culture. This course offers students an opportunity to study modern Vietnamese culture through documentary and feature films produced by westerners and Vietnamese during the last fifty years. The course helps students to gain insight into a traditional culture that, in part, shaped the modern course of Vietnam's history. The course challenges the old stereotypical views of Vietnam advanced by Hollywood movies with the new cultural images presented through Vietnamese eyes. Not open to students who have received credit for AVC s29 Modern Vietnamese Culture through Film.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C019, C033, C052, C053, C061

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)

Class Restriction: None

Cross-listed Course(s): AVC 229

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **ASIA 234 Chinese Arts and Visual Culture**

This course introduces Chinese visual cultures, from the Neolithic period to the present day, focusing on a period of particular cultural significance from the Han to Qing dynasties. The course reveals interrelationships among Chinese art, literature, religious philosophy, and politics. Topics discussed include artists' places within specific social groups, theories of arts, questions of patronage, and the relation of traditional indigenous art forms to the evolving social and cultural orders from which they draw life.

Principal objects include ritual objects, bronze vessels, ceramics, porcelain, lacquer ware, sculptures, rock-cut temples, gardens, painting, calligraphy, and wood-block prints.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033, C047

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(CHI: Cultural)

Class Restriction: None

Cross-listed Course(s): AVC 234

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **ASIA 235 Supernatural in East Asia**

This course explores key themes in stories of the supernatural in East Asia, specifically China and Japan and their role in the cultural, visual, and religious imagination. Here the supernatural ranges from strange animals, ghosts, and demons to Buddhist miracles and Daoist immortals. The texts include short stories, plays, and visual representations. Students consider the boundaries between our world and other worlds and between humans and nonhumans. In the process, they consider the different ways the supernatural can function, from explorations of the self and the other to embodiments of cultural anxieties and desires.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033, C046, C047, C052, C067

Department/Program Attribute(s): (ASIA: Breadth)(CHI: Cultural)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ASIA 236 Japanese Arts and Visual Culture**

This course surveys the history of Japanese art and visual culture focusing on the development of pictorial, sculptural, and architectural traditions from the Neolithic to the present time. The course explores the relationship between indigenous art forms and the foreign concepts, art forms and techniques that influenced Japanese culture, and social political and religious contexts as well as the role of patronage for artistic production. Topics include architecture, sculpture, painting, narrative handscrolls, the Zen arts, monochromatic ink painting, woodblock prints, decorative arts, contemporary architecture, photography, and fashion design.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033, C046, C083

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): AVC 236

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **ASIA 238 Visual Depiction of "Self" and Transformation in East Asian Art**

Portraits have occupied preponderant places in East Asian cultures, depicting visual forms and revealing the subjects' spiritual essences. This course offers a cross-cultural study of portraiture in East Asian art. It introduces students to the physical likeness of a wide variety of subjects and explores underlying meanings and messages. It provides a comprehensive study of East Asian portraits, offers the current scholarship, and explores the core issues, including the relationship of portraiture, oral and written stories, the art of physiognomy, aesthetic principles and artistic styles, material cultures, and religious beliefs, social rituals, political ideologies, and underscored functions and meanings in the wide-ranging contexts. The course offers timely and astonishing transformations of the concepts of "self" examined via various aspects of social echelons, and reconsidering portraits as a thread to weave aspects of East Asian art together.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(CHI: Cultural)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): AVC 238

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **ASIA 243 Buddhist Arts and Visual Cultures**

The course examines the history of Buddhist visual cultures. It provides a basic introduction to a broad spectrum of Buddhist art, beginning with the emergence of early Buddhist sculpture in India and ending with modern Buddhist visual works. It examines selected works of architecture, sculpture, and paintings in their religious, social, and cultural contexts. It also briefly surveys regional Buddhism and its arts.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C001, C002, C033, C083, C087

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(CHI: Cultural)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): AVC 243

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **ASIA 245 Architectural Monuments of Southeast Asia**

This course examines the arts of Southeast Asia by focusing on significant monuments of the countries in the region. It examines the architecture, sculpture, and relief carvings on the ancient monuments and their relations to religious, cultural, political, and social contexts. Sites covered include Borobudur, Angkor, Pagan, Sukhothai, and My-Son.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C002, C033, C040, C057, C083, C087

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): AVC 245

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **ASIA 246 Visual Narratives: Storytelling in East Asian Art**

This course examines the important artistic tradition of narrative painting in China and Japan. Through study of visually narrative presentations of religious, historical, and popular stories, the course explores different contexts in which the works-tomb, wall, and scroll paintings-were produced. The course introduces various modes of visual analysis and art-historical contexts. Topics include narrative theory, text-image relationships, elite patronage, and gender representation.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C002, C033, C047, C052, C061

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(CHI: Cultural)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): AVC 246

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **ASIA 247 The Art of Zen Buddhism**

The art of Zen (Chan) as the unique and unbounded expression of the liberated mind has attracted Westerners since the mid-twentieth century. But what is Zen, its art, and its culture? This course considers the historical development of Zen art and its use in several genres within monastic and lay settings. It also examines the underlying Buddhist concepts of Zen art. The course aims to help students understand the basic teachings of Zen and their expression in architecture, gardens, sculpture, painting, poetry, and calligraphy. Recommended background: AV/AS 243.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C001, C002, C033, C061

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): AVC 247

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **ASIA 250 Buddhist Tradition**

The course focuses on the doctrinal and social developments of Buddhism across a range of communities, from early Buddhism in India and the rise of various Buddhist schools of thought throughout Asia, up to modern Buddhist traditions as practiced in North America. The course considers how Buddhism has been (re)interpreted in each new location, and the role of and rituals, meditation, and other forms of religious expression across the Buddhist world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002, C026, C087

Department/Program Attribute(s): (ASIA: Breadth)(CHI: Cultural)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): REL 250

Instructor: Melnick, Alison

Instructor Permission Required: No

### **ASIA 251 Religions of Tibet**

This course engages with a range of Tibetan religious practices, doctrine, and cultural contexts to better understand how Tibetan Buddhist and pre-Buddhist Indigenous traditions have developed over time. This course focuses on the history, doctrines, practices, literatures, major personalities, and communities of the different religious traditions that are expressed in the Tibetan Buddhist world, including monastic and tantric forms of Buddhism and pre-Buddhist religions practices. The relationships between religious and other social influence ethics also are explored.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002, C047, C066, C087

Department/Program Attribute(s): (ASIA: Breadth)

Class Restriction: None

Cross-listed Course(s): REL 251

Instructor: Melnick, Alison

Instructor Permission Required: No

### **ASIA 252 Musics of Asia and the Pacific**

Designed for students interested in music cultures based outside the West, this course introduces selected historical and contemporary musical traditions of East Asia, Southeast Asia, and the Pacific Islands, with an emphasis on the integration of music, dance, theater, and ritual. The mutual constitution of music and social worlds is a core premise of the course. Music and/as place, the performance of group and individual identities, and issues of cultural representation are unifying themes. Several hands-on sessions, in which students learn to play instruments of the Bates Indonesian gamelan, enhance the grasp of formal principles common to a variety of Southeast Asian musics. Regional/cultural focus may vary.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C026, C061, C080, C087

Department/Program Attribute(s): (ASIA: Breadth)

Class Restriction: None

Cross-listed Course(s): MUS 252

Instructor: Fatone, Gina

Instructor Permission Required: No

### **ASIA 259 Caravans, Khans, and Commissars: A History of Central Eurasia**

From Silk Roads to Chinggis Khan, an understanding of our world-and an appreciation for the diversity of human experience-calls for examining Central Eurasia. This course covers millennia and journeys through steppe, desert, and mountain, from Mongolia to Hungary, to reveal the ways Central Eurasia and its peoples

have shaped world history. Key topics include the emergence of pastoral economies, steppe-sown interactions, the exchange of both goods and ideas, and the rise of empire as well as Central Eurasia's modern fate. Students consider these issues by examining scholarship and exciting primary sources, including epic poetry, art, and novels.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (ASIA: Breadth)(CHI: Cultural)(History: Asia)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 259

Instructor: Chaney, Wesley

Instructor Permission Required: No

### **ASIA 260 Cultural Psychology**

This course provides an introduction to the theoretical perspectives and research findings of cultural psychology, with an emphasis on comparisons between North American and East Asian cultural groups. Topics include defining culture as a topic of psychological inquiry; the methods of conducting cross-cultural research; the debate between universality versus cultural specificity of psychological processes; acculturation and multiculturalism; and cultural influences on thought, emotion, motivation, personality, and social behavior. Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C030, C031, C053

Department/Program Attribute(s): (ASIA: Breadth)(Psychology: IDEA)

Class Restriction: None

Cross-listed Course(s): PSYC 260

Instructor: Boucher, Helen

Instructor Permission Required: No

### **ASIA 263 Producing Gender in Japanese History: Theater, Literature, Religion, Thought, and Policing**

How well does the gender binary describe cultural, religious, and linguistic identities and sexual relationships in premodern Japan? This course looks at gender identities and their conventions in premodern religious and political institutions as well as among professional entertainers, performers, and sex workers. Additional factors within these contexts are age and class. We will consider consent and the age of sexual maturity in the aristocratic court, boy entertainers in service at Buddhist temples and the shogun's court, and gender onstage in public and private performances. To understand the fate of gender as Japanese society modernized according to European and North American models, the course will introduce material on the policing of gender identities in the Meiji Period. Sources will include well-known examples of Japanese literature as well as less known texts, supplemented with art and material history. There are no prerequisites. All materials will be in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C033, C046, C051

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 263, JPN 263

Instructor: McGaughey, Hanna

Instructor Permission Required: No

### **ASIA 274 China in Revolution**

Modern China's century of revolutions, from the disintegration of the traditional empire in the late nineteenth century, through the twentieth-century attempts at reconstruction, to the tenuous stability of the post-Maoist regime.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C047, C053, C064

Department/Program Attribute(s): (CHI: Cultural)(History: Asia)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 274

Instructor: Chaney, Wesley

Instructor Permission Required: No

### **ASIA 283 International Politics of East Asia**

This course examines the sources of conflict and cooperation in international relations and assesses competing theoretical explanations for key events in East Asia after World War II. East Asia is home to one fifth of the global population and hosts three nuclear weapons states, three virtually nuclear powers, and two of the world's largest economies. As it experiences a major shift in the balance of power, its trajectory and implications for the rest of the world remain uncertain, but this course helps students learn how to make use of existing theories and analytical tools to make predictions for the future of East Asia. Recommended background: PLTC 171.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C053

Department/Program Attribute(s): (ASIA: Breadth)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PLTC 283

Instructor: Fukushima, Mayumi

Instructor Permission Required: No

### **ASIA 287 Chinese Drama and Storytelling**

This course provides an introduction to the vibrant traditions of Chinese drama and storytelling. What can stories and plays tell us about the worlds from which they came? How do retellings and adaptations make new meaning? While learning to read the texts as literary works, we will also pay attention to their lives in performance. The first half of the course is devoted to traditional Chinese storytelling and dramatic literature of the 14th to 19th centuries and the social, historical, and cultural contexts in which they arose; the second half focuses on their continued reimaginings in the 20th century and the intertwined lives of literature, stage and screen.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): C019, C033, C047, C050, C052, C053, C061, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CHI 287, THEA 287

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

### **ASIA 289 Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture**

The great reliquary towers called stupas (or "pagodas") are by far the most pervasive and symbolic form of Buddhist architecture in South, Southeast, and East Asia. Even in North America and Europe, they have become an essential part of Tibetan Buddhist communities. Stupas are symbols of illumination, repositories for the relics of enlightened Buddhists, and central to sacred narratives throughout the Buddhist world. They are also a universal symbol, conceived of as embodiments of metaphysical principles with manifold meanings. The course examines the vast array of architectural forms of stupas and artistic programs decorated on their gateways, balustrades, and galleries. It also explores religious concepts and symbolic motifs embodied in the architectural work.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C001, C002, C057

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(CHI: Cultural)

Class Restriction: None

Cross-listed Course(s): AVC 289

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **ASIA 302 Environmental History of China**

This course investigates the deep historical roots of China's contemporary environmental dilemmas. From the Three Gorges Dam to persistent smog, a full understanding of the environment in China must reckon with millennia-old relationships between human and natural systems. In this course students explore the advent of grain agriculture, religious understandings of nature, the impact of bureaucratic states, and the environmental dimensions of imperial expansion as well as the nature of kinship and demographic change. The course concludes by turning to the socialist "conquest" of nature in the 1950s and 1960s and China's post-1980s fate.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C047

Department/Program Attribute(s): (CHI: Cultural)(History: Asia)(History: Early Modern)(History: Modern)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 311, HIST 301S

Instructor: Chaney, Wesley

Instructor Permission Required: No

### **ASIA 308 Buddhist Texts in Translation**

This seminar involves the close reading and discussion of a number of texts representing a variety of Buddhist traditions. Emphasis is placed on reading across genres, which include canonical sutras, commentarial exegeses, modern-day texts for lay practitioners, philosophical treatises, and popular legends. Prerequisite(s): one course in religious studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C002, C033, C087

Department/Program Attribute(s): (ASIA: Breadth)(CHI: Cultural)(JPN: Cultural)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): REL 308

Instructor: Melnick, Alison

Instructor Permission Required: No

### **ASIA 320 Advanced Seminar: Current Research on Asia**

What are scholars teaching us about Asia today? How do scholars in different fields of Asian Studies approach topics and present their research to an audience in distinct ways? What is Asian Studies, and what are the origins of this discipline? In this advanced seminar, students read recently published scholarship about Asia, representing a variety of scholarly fields and research methods (History, Literature, Religion, Art, Economics, and others). They discuss the subject matter and methodology behind that research with several guest professors. Students work through all the stages of writing their own original research project: generating ideas, narrowing to a topic, making initial inquiry research, evaluating sources, writing a formal proposal, drafting, editing, receiving comments from readers, and revising. This work helps students find the research methodology, writing style, and academic mentors at Bates best suit their research interests. Open to Juniors and Seniors only.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C050

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ASIA 348 Epics of Asia: Myth and Religion**

This course considers the intersection of religion and society in Asia through the lens of popular Asian myths. Students examine how religious doctrine, ideals, and art have influenced the creation and interpretation of this unique narrative form, while also learning about specific Asian traditions. Close study of several tales, including narratives from India, China, and Tibet, include reading texts in translation as well as viewing cinematic and theatrical representations of myths intended for popular audiences. Students explore the dialogic process of myth by creating their own modern versions of one text.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C002

Department/Program Attribute(s): (ASIA: Breadth)(CHI: Cultural)(JPN: Cultural)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): REL 348

Instructor: Melnick, Alison

Instructor Permission Required: No

### **ASIA 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ASIA 457 Senior Thesis**

An extended research project on a topic relevant to East Asian society and culture that adopts one or more of the disciplinary approaches represented in the Asian studies curriculum. Students register for 457 in the fall semester or for 458 in the winter semester unless the Asian studies program committee gives approval for a two-semester project. Majors invited to pursue honors register for 457 and 458, contingent on the approval of the program committee.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ASIA 458 Senior Thesis**

An extended research project on a topic relevant to East Asian society and culture that adopts one or more of the disciplinary approaches represented in the Asian Studies curriculum. Students register for 457 in the fall semester or for 458 in the winter semester unless the Asian studies program committee gives approval for a two-semester project. Majors invited to pursue honors register for 457 and 458, contingent on the approval of the program committee.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ASIA S16 Understanding Vietnam: Its History and Culture**

In this course students consider a wide range of Vietnamese history and culture through a multidisciplinary lens. Students explore Vietnam within the framework and context of specific historical and visual culture, ranging from ancient monuments to contemporary sites. Students visit a variety of field sites including national museums, historical monuments, imperial palaces and tombs, and traditional craft villages as well as important sites of battles during the Vietnam War. Students discuss background texts and field trip experiences in light of their historical and cultural contexts. Recommended background: AVC 245 or s29.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)

Class Restriction: None

Cross-listed Course(s): AVC S16

Instructor: Nguyen, Trian

Instructor Permission Required: Yes

### **ASIA S17 Global Chinese Food**

What makes a "Chinese" meal? From dumplings in Shandong to chop suey in California, the meanings and flavors of "Chinese" food are hardly uniform. In this course, students explore-and taste their way through-the diverse ways of producing, preparing, and consuming "Chinese" foods. They focus especially on unique historical contexts and global patterns of migration, reflecting on what food and food culture might reveal about issues of authenticity, identity, gender, race, class, and memory. They consider these topics not only through textual and visual sources, but through oral interviews, hands-on cooking demonstrations, and taste tests.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (CHI: Cultural)(History: Asia)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST S17

Instructor: Chaney, Wesley

Instructor Permission Required: No

### **ASIA S19 From Kimono to Indigo: Japanese Textiles, Cultural Appropriation, and Sustainability**

The course will cover historical dress, (cross)gendered dressing, the levels of formality and seasonal patterns using a selection of vintage kimono. We will engage in kimono dressing, the visible mending technique sashiko, and the practice of preserving textiles with indigo dye. In addition, the course will address the issues related to Orientalism, cultural appropriation, and sustainability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AVC S19, JPN S19, THEA S19

Instructor: McGaughey, Hanna

Instructor Permission Required: No

### **ASIA S20 Philosophy of the Body**

What is the relationship between mind, spirit, and body? What constitutes the boundaries between health and illness? Traditional Chinese philosophy and contemporary science and medicine have very different answers to these questions. In this course, students explore conceptions of the body in diverse contexts, with readings drawn from the fields of literature, philosophy, and the history of science. In the spirit of embodied practice, the course combines seminar discussions with weekly practicums in the Chinese martial arts tradition of xinyi (“heart and mind”).

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C027, C033, C047

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CHI S20

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

### **ASIA S23 Studying Asian Art in the Bates College Museum Collection**

This course studies the major collections of more than 200 pieces of Asian art in the Bates College Museum of Art. They represent cultural richness and diversity in medium, and artistic expression, from the seventeenth century to the present in Asia. The course focuses on the art of shaman ritual objects from Southern China and Vietnam, on the popular images of the Japanese Ukiyo-e woodblock prints and the painting of flowers, birds, and water creatures from the Edo period, and on political propaganda posters from the mainland China. The course a) provides students with the first-hand experiences of viewing real objects in the museum; b) offers students the underpinned cultural contexts and original functions, meanings, purposes, and aesthetic concepts; c) helps students practice writing museum pamphlets and a short catalogue. Moreover, the museum's director and curators assist in facilitating the course to achieve its goals and objectives.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (ASIA: Breadth)(AVC: History and Criticism)(AVC: Non-Western Canon)(CHI: Cultural)

Class Restriction: None

Cross-listed Course(s): AVC S23

Instructor: Nguyen, Trian

Instructor Permission Required: No

### **ASIA S26 The Buddhist Himalaya: Religion in Ladakh**

In this course, students learn about religious practice through firsthand interaction with traditionally Buddhist communities in rural and urban Ladakh, India. Students conduct ethnographic fieldwork relating to modern Buddhist practice, and examine these practices from historical, archeological, and literary perspectives. They observe rituals, interview practitioners, and participate in the daily life of the Buddhist community. This course includes a significant community-engaged learning component. Prerequisite(s): one course focused on Buddhism.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002

Department/Program Attribute(s): (ASIA: Breadth)

Class Restriction: None

Cross-listed Course(s): REL S26

Instructor: Melnick, Alison

Instructor Permission Required: Yes

### **ASIA S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ASIA S51A Short Term Innovative Pedagogy: Designing Sociolinguistics of East Asian Languages**

In this Short Term Innovative Pedagogy course, students contribute to the design of key activities for a new course: Critical Sociolinguistics of East Asian Languages. The course topics include the shared and distinct histories of writing systems in Chinese, Japanese, and other Asian cultures; the relationships between nation-states and named languages in modern times; the power and privileges associated with colonial and standardized languages; the dominance of English in post-war East Asia; and the history of Chinese and Japanese language study in the United States. Students will first engage with these topics through foundational readings and discussions, then explore various activity and assignment types from the literature on inclusive pedagogy, and design recommended activities for selected course topics that invite a wide variety of students into the study of East Asian languages. Recommended background: Any one course in ASIA, CHI, JPN, FYS 491, FYS 501, FYS 564, or FYS 543.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (ASIA: Breadth)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Konoeda, Keiko

Instructor Permission Required: Yes

### **CHI 101 Beginning Chinese I**

An introduction to spoken and written modern Chinese. Conversation and comprehension exercises in the classroom and laboratory provide practice in pronunciation and the use of basic patterns of speech.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C044, C047

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Faries, Nathan

Instructor Permission Required: No

### **CHI 102 Beginning Chinese II**

A continuation of CHI 101 with increasing emphasis on the recognition of Chinese characters. By the conclusion of this course, students know more than one quarter of the characters expected of an educated Chinese person. Classes, conducted increasingly in Chinese, stress sentence patterns that facilitate both speaking and reading..

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C044, C047

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Faries, Nathan

Instructor Permission Required: No

### **CHI 131 Chinese Popular Culture**

This course explores the varied cultural landscapes of the Chinese-speaking world through the lens of popular culture. Students are introduced to key approaches in cultural studies, while learning to critically interpret literary, musical, and visual texts in the Chinese-speaking world in social and historical context. Topics include modernity and tradition, technology and culture, media and society, and the local and the global. Students emerge from the course with a new set of tools in thinking about "culture," both familiar and unfamiliar. No previous knowledge of Asia is required.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C033, C047, C053

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 131

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

### **CHI 201 Intermediate Chinese I**

Designed to enable students to converse in everyday Chinese and to read simple texts in Chinese. Classes conducted primarily in Chinese aim at further development of overall language proficiency.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C044, C047

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miao, Li-Ping; Faries, Nathan

Instructor Permission Required: No

### **CHI 202 Intermediate Chinese II**

A continuation of CHI 201.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C044, C047

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miao, Li-Ping; Faries, Nathan

Instructor Permission Required: No

### **CHI 207 The Self and the World in Premodern Chinese Literature**

What can premodern Chinese literature tell us about how to inhabit the world—about self and society, love and loss, beauty and time, truth and transcendence, and life's manifold possibilities? This course explores these questions through a survey of its masterworks of poetry, drama, fiction and belles-lettres prose from ancient times to the nineteenth century. As we learn to appreciate these works, we will also investigate questions such as: how to approach a literary text? What is the role of translation in shaping our understanding? In what ways are the works we read products of their own times and places, and how do they speak to universal themes of human experience? All texts will be made available through English translation; no previous knowledge of Chinese language or literature is required.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C033, C047, C051, C052, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 207

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

### **CHI 223 Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature**

A survey of Chinese literature since 1911, including a wide range of fiction, poetry, and drama from mainland China and texts from the Chinese diaspora as well. Students gain a greater understanding of China's history and literary culture in three major periods: the May Fourth shift from traditional language and forms to vernacular literature; Socialist Realism and the Marxist theory of the first three decades of the People's Republic; and China's Reform Era, including expatriate authors like Ha Jin and China's two controversial Nobel Prize winners, Gao Xingjian and Moyan. Recommended background: AS/CI 207.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C033, C047, C052, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 223

Instructor: Faries, Nathan

Instructor Permission Required: No

### **CHI 287 Chinese Drama and Storytelling**

This course provides an introduction to the vibrant traditions of Chinese drama and storytelling. What can stories and plays tell us about the worlds from which they came? How do retellings and adaptations make new meaning? While learning to read the texts as literary works, we will also pay attention to their lives in performance. The first half of the course is devoted to traditional Chinese storytelling and dramatic literature of the 14th to 19th centuries and the social, historical, and cultural contexts in which they arose; the second half focuses on their continued reimagings in the 20th century and the intertwined lives of literature, stage and screen.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): C019, C033, C047, C050, C052, C053, C061, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 287, THEA 287

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

### **CHI 301 Upper-Level Modern Chinese I**

Designed for students who already have a strong background in spoken Chinese, the course gives an intensive review of the essentials of grammar and phonology, introduces a larger vocabulary and a variety of sentence patterns, improves conversational and auditory skills, and develops some proficiency in reading and writing. The course makes extensive use of short texts (both literary and nonfictional) and some films. Classes are conducted primarily in Chinese.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C044, C047

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miao, Li-Ping

Instructor Permission Required: No

### **CHI 302 Upper-Level Modern Chinese II**

A continuation of CHI 301.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C044, C047

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miao, Li-Ping

Instructor Permission Required: No

### **CHI 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **CHI 401 Advanced Chinese**

This course is designed to enhance students' proficiency in Mandarin Chinese in all areas of reading, writing, speaking, and listening. Students develop confidence in their ability to narrate, describe, and articulate their opinions while engaging with a range of topics on Chinese culture and society. Recommended background: three years of college-level Mandarin or permission of the instructor.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C044, C047

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

### **CHI 415 Readings in Classical Chinese**

A foundational course in classical Chinese through reading and translating a range of literary, historical and philosophical texts from early and medieval China. Readings may include excerpts from the Analects, Mencius, Laozi, Zhuangzi, Tang-Song prose, poetry, and short stories. Grammar and syntax of classical Chinese are covered. Recommended preparation: CHI 201 or other previous familiarity with the Chinese writing system (such as through Japanese).

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C033, C044, C047, C051

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

### **CHI 450 Special Topics in Advanced Chinese**

An advanced content-based language course that enhances proficiency in Mandarin through engagement with specialized topics. Each semester that the course is offered presents a different focus; past topics have included contemporary Chinese short-short stories and creative writing. Through furthering skills acquired in earlier stages of language learning, we seek to acquire the tools and habits necessary for future independent explorations of Chinese language and culture. The course may be repeated for credit with instructor permission.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C033, C044, C047

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lu, Zhenzhen; Miao, Li-Ping

Instructor Permission Required: No

### **CHI 457 Senior Thesis**

An extended research project on a topic in Chinese literature, culture, or language utilizing some source materials in Chinese. Qualified students may, with approval of the Committee on Asian Studies, choose to write the thesis in Chinese. Students register for 457 in the fall semester or for 458 in the winter semester unless the committee gives approval for a two-semester project. Majors invited to pursue honors register for 457 and 458, contingent on the approval of the committee.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **CHI 458 Senior Thesis**

An extended research project on a topic in Chinese literature, culture, or language utilizing some source materials in Chinese. Qualified students may, with approval of the Committee on Asian Studies, choose to write the thesis in Chinese. Students register for 457 in the fall semester or for 458 in the winter semester unless the committee gives approval for a two-semester project. Majors invited to pursue honors register for 457 and 458, contingent on the approval of the committee.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **CHI S20 Philosophy of the Body**

What is the relationship between mind, spirit, and body? What constitutes the boundaries between health and illness? Traditional Chinese philosophy and contemporary science and medicine have very different answers to these questions. In this course, students explore conceptions of the body in diverse contexts, with readings drawn from the fields of literature, philosophy, and the history of science. In the spirit of embodied practice, the course combines seminar discussions with weekly practicums in the Chinese martial arts tradition of xinyi (“heart and mind”).

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C027, C033, C047

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA S20

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

### **CHI S21 Chinese Language, Culture, Health, and Chinese Traditional Medicine**

Students undertake four weeks of intensive Chinese language study while they gain knowledge in traditional Chinese medicine, focusing on rural health and healing in Kunming, Yunnan Province, China. Language courses focus on the rapid improvement of comprehension, speaking, reading, and writing skills. Lectures on traditional Chinese medicine address acupuncture, Moxibustion, and cupping. Students learn to make herbal tea and experience Chinese foot massage. These studies are complemented by field trips to famous historical sites including those in Beijing and Xian.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C047, C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miao, Li-Ping

Instructor Permission Required: No

### **CHI S23 Science Fiction from China: From the Rabbit in the Moon to The Three-Body Problem, and Beyond**

China has been looking to the stars for thousands of years. Now the science fiction world is looking to China. Chinese writers recently won major Hugo awards, and a constant flow of science fiction story and novel translations into English has followed. This course considers stories and films representing major periods in the history of Chinese science fiction with a strong focus on the past decade. What is "Chinese" about science fiction from China? How can popular fiction reflect the history and politics of a nation? Taught in English.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Faries, Nathan

Instructor Permission Required: No

### **CHI S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **JPN 101 Beginning Japanese I**

An introduction to the basics of spoken and written Japanese as a foundation for advanced study and proficiency in the language. Fundamental patterns of grammar and syntax are introduced together with a practical, functional vocabulary. Mastery of the katakana and hiragana syllabaries, as well as approximately seventy written characters, introduces students to the beauty of written Japanese.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C043, C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **JPN 102 Beginning Japanese II**

A continuation of JPN 101, this course is normally taken immediately following JPN 101 in order to provide a yearlong introduction to the language. Through dynamic exercises carried out inside and outside the classroom, students extend their proficiency in speaking, listening, reading, and writing in Japanese. An additional seventy written characters are introduced. Prerequisite(s): JPN 101.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C043, C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **JPN 109 Anime: Shojo and Society in Japanese Animation**

Some refer to shojo animation as "girls' anime," but the figure of the shojo—an adolescent somewhere between girlhood and womanhood, has a complex role in Japanese storytelling and society. Who is the shojo? Is the shojo a "third gender?" Does the shojo hold a special role compared with other age and gender categories? Why is the shojo so often chosen as a figure who confronts social crises or bridges social gaps? This class will explore the age and gender category known as "shojo" primarily through the lens of animation, but occasionally making use of literature and manga as well. The class will focus on how adolescent girls in Japanese animation interact with social problems and crises such as gender role limitations, environmental crisis, natural disaster, and urbanization.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 109, GSS 109

Instructor: Wiesinger, Justine

Instructor Permission Required: No

### **JPN 130 Japanese Horror Film: Silent Era to Present**

Horror films are a familiar pop-culture touchstone, and many Americans are somewhat familiar with horror films from Japan. To deepen their appreciation of such films, students consider Japanese horror films in the context of genre theory and cinematic, psychological, social, political, and artistic elements. Students have the opportunity to think critically about popular films: What intellectual and artistic value do we find in genre films? How do we evaluate the claims of film scholars? Students also explore theory related to both filmic expression and horror themes, including psychoanalytic theory, feminist theory, film theory, and trauma theory. What does horror film say about the social, temporal, and cultural context from which it

emerges? What does horror film say about filmmaking itself? How are formal filmic techniques used to express and induce fear and anxiety? No prior familiarity with Japan is required. Conducted in English.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C019, C033, C046, C052, C053

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 130

Instructor: Wiesinger, Justine

Instructor Permission Required: No

### **JPN 161 Cultural History of Japan: From Jōmon Pottery to Manga**

This course starts with two questions: What is cultural history? Has there been just one culture in the history of the Japanese isles? The course considers cultural features of the prehistoric Japanese isles and then explores the development of aristocratic, warrior, and mercantile cultures in premodern and early modern Japan, focusing on literature, the arts, and religion. The course then considers culture in modern Japan. How have the premodern arts informed the cultural development of modern Japan? How does popular culture reflect earlier cultural concerns while reformulating them in novel ways? The aim of the course is to promote critical engagement with Japanese cultures. Readings are in English, and no previous familiarity with Japanese culture is required.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C040, C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 161

Instructor: McGaughey, Hanna

Instructor Permission Required: No

### **JPN 201 Intermediate Japanese I**

A continuation of JPN 102, the course stresses the acquisition of new and more complex spoken patterns, vocabulary building, and increasing knowledge of cultural context through role play, video, and varied reading materials. Approximately seventy-five new written characters are introduced. A range of oral as well as written projects and exercises provides a realistic context for language use. Prerequisite(s): JPN 102.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C043, C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **JPN 202 Intermediate Japanese II**

A continuation of JPN 201, this course is normally taken immediately following JPN 201. It stresses further acquisition of complex spoken patterns, vocabulary and cultural knowledge through exercises in culturally realistic contexts. Students extend proficiency in the written language through writing projects and the introduction of approximately seventy-five new characters. Prerequisite(s): JPN 201.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C043, C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **JPN 215 Film, Literature, and the Cultures of Postwar Japan**

From monster movies to abstract poetry, this course explores the diverse cultural currents running through Japan's era of high-speed growth during its dramatic economic recovery following the widespread destruction of World War II. Students examine some of the major literary, cinematic, and artistic movements of the period, their interrelationships, and their global reach and reception. Analysis of individual works considers broad thematic trends and choices made by postwar artists, including engagement with-or breaks from-the cultural and historical past; varying degrees of social engagement; and use of realism, experimentalism, or abstraction. Conducted in English.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033, C046, C050, C053, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 215

Instructor: Wiesinger, Justine

Instructor Permission Required: No

### **JPN 224 Japanese Literature & Society**

This course examines major trends in Japanese literature and society from its beginnings to the modern period. Students consider well-known stories, plays, and novels from the classical, medieval, early modern, and modern periods, placing each text within its unique sociohistorical context. All readings are in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C033, C046, C050, C052, C053, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 224

Instructor: Wiesinger, Justine; McGaughey, Hanna

Instructor Permission Required: No

### **JPN 263 Producing Gender in Japanese History: Theater, Literature, Religion**

How well does the gender binary describe cultural, religious, and linguistic identities and sexual relationships in premodern Japan? This course looks at gender identities and their conventions in premodern religious and political institutions as well as among professional entertainers, performers, and sex workers. Additional factors within these contexts are age and class. We will consider consent and the age of sexual maturity in the aristocratic court, boy entertainers in service at Buddhist temples and the shogun's court, and gender onstage in public and private performances. To understand the fate of gender as Japanese society modernized according to European and North American models, the course will introduce material on the policing of gender identities in the Meiji Period. Sources will include well-known examples of Japanese literature as well as less known texts, supplemented with art and material history. There are no prerequisites. All materials will be in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C033, C046, C050, C051

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 263, GSS 263

Instructor: McGaughey, Hanna

Instructor Permission Required: No

### **JPN 305 Upper Intermediate Japanese**

A continuation of JPN 202, this course completes the introduction of essential Japanese syntactic forms and sentence patterns and prepares students to read, write, and discuss a range of texts in Japanese. Students continue development of oral skills through culturally realistic exercises involving a range of topics. Emphasis is placed on increased competence in the written language. Prerequisite(s): JPN 202.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C043, C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **JPN 350 Topics in Advanced Japanese**

Through the discussion and study of literary and non-literary texts on topics of student interest, faculty expertise, and current event, the course seeks to utilize, develop, and integrate skills acquired in the earlier stages of language learning. Through class presentations and discussion students further develop oral skills and expand their understanding of Japanese culture. Students may repeat the course for credit with instructor permission. Prerequisite(s): JPN 302 or 305.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C043, C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **JPN 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **JPN 457 Senior Thesis**

An extended research project on a topic in Japanese literature, culture, or language utilizing some source materials in Japanese. Qualified students may, with approval of the Committee on Asian Studies, choose to write the thesis in Japanese. Students register for 457 in the fall semester or for 458 in the winter semester unless the committee gives approval for a two-semester project. Majors invited to pursue honors register for 457 and 458, contingent on the approval of the committee.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **JPN 458 Senior Thesis**

An extended research project on a topic in Japanese literature, culture, or language utilizing some source materials in Japanese. Qualified students may, with approval of the Committee on Asian Studies, choose to write the thesis in Japanese. Students register for 457 in the fall semester or for 458 in the winter semester unless the committee gives approval for a two-semester project. Majors invited to pursue honors register for 457 and 458, contingent on the approval of the committee.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **JPN S19 From Kimono to Indigo: Japanese Textiles, Cultural Appropriation, and Sustainability**

The course will cover historical dress, (cross)gendered dressing, the levels of formality and seasonal patterns using a selection of vintage kimono. We will engage in kimono dressing, the visible mending technique sashiko, and the practice of preserving textiles with indigo dye. In addition, the course will address the issues related to Orientalism, cultural appropriation, and sustainability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA S19, AVC S19, THEA S19

Instructor: McGaughey, Hanna

Instructor Permission Required: No

### **JPN S24 Project-Based Japanese Language: Fluency through Experience and Action**

This multi-level, project-based course is designed for students of Japanese language and culture to further develop fluency in Japanese language and deepen their understanding of Japanese cultures in an action-oriented approach. Over three and a half weeks, students will engage in in-class and online discussions, hands-on activities, and reflective practices, while working on five key projects: (1) extensive reading, (2) intercultural virtual exchange with college students in Japan, (3) experiencing Japanese arts of calligraphy, (4) multimedia storytelling, and (5) teaching Japanese language and culture at a local elementary school. Students will interact with reading materials and media in Japanese, present book reviews and digital videos in Japanese, while a part of the discussions will be conducted in English. Prerequisite(s): JPN 102 or equivalent, or instructor permission.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Konoeda, Keiko

Instructor Permission Required: No

### **JPN S25 Traditional Japanese Theater: Noh, Puppet Theater, and Kabuki**

This course explores the rich tradition of Japanese theater, focusing the three major genres: Noh (and kyogen), puppet theatre, and kabuki. Reading, watching, and discussing representative plays from medieval to contemporary Japan, students learn how to analyze each play from both a literary and a performative point of view. The goal is to foster a deep understanding of the major traditions of Japanese theater while broadening students' perspectives on the social and cultural contexts of these works. Recommended background: No previous knowledge of Japanese language or culture is required, but one course in Japanese language or Asian studies is advantageous.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): THEA S25

Instructor: TBA, Staff

Instructor Permission Required: No

### **JPN S29 Performing Fukushima: Theater and Film**

In Japan in 2011, an earthquake, tsunami, and nuclear meltdown killed nearly 16,000 people and displaced hundreds of thousands. This course considers how a traumatic event is presented in theater and film.

Students learn about the social and political background of the disaster through readings and watch related theater and film. They analyze these media, considering and critiquing different approaches. How can trauma be represented? Who controls the narrative? What are the ethics of performing trauma?

Recommended background: one course in Asian studies, environmental studies, film studies, Japanese, or theater.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Wiesinger, Justine

Instructor Permission Required: No

### **JPN S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Biology

*Professors Bavis, Dearborn, Hill, and Horton; Associate Professors Huggett (chair), Kruse (Biology and Neuroscience), Mountcastle, and Williams; Assistant Professor LeFlore; Visiting Assistant Professors Ernststrom (Biology and Neuroscience), Kraus, Schrimpf, and Slane; Lecturer Salazar-Perea; Visiting Lecturer Whitaker.*

Biology is the study of living systems and how they interact with the nonliving world and with one another. It is a discipline that bridges the physical and social sciences. Students who major in biology become familiar with all levels of biological organization from molecules to ecosystems, and gain practical experience in both laboratory and field studies.

More information is available on the [Biology department website](#).

## Major Requirements

Biology is the study of living systems and how they interact with the nonliving world and with one another. It is a discipline that bridges the physical and social sciences. Students who major in biology become familiar with all levels of biological organization from molecules to ecosystems, and gain practical experience in both laboratory and field studies.

### 1. Introductory Chemistry Sequence

Complete the following courses:

- CHEM 107 Atomic and Molecular Structure/Lab
- CHEM 108 Chemical Reactivity/Lab

Prospective majors are strongly encouraged to complete the two-course introductory chemistry sequence in the first year.

### 2. Quantitative Course

Complete one of the following quantitative courses, which cannot simultaneously satisfy the General Education requirement for a quantitative or formal reasoning (QF) Mode of Inquiry:

- BIO 244 Biostatistics
- BIO 255A Mathematical Models in Biology
- BIO 282 Research Design in Environmental Science
- DCS 108 Introduction to Computation for Science and Mathematics
- EACS 217 Mapping and GIS
- ENVR 220 GIS Across the Curriculum
- ENVR 282 Research Design in Environmental Science
- MATH 105 Calculus I
- MATH 106 Calculus II
- MATH 117 Introduction to Data Science: Data Visualization
- MATH 214 Probability
- MATH 215 Statistics
- MATH 255D Mathematical Modeling with Monte Carlo Methods
- MATH 255E Nonlinear Models and Chaos

- MATH 255F Agent-Based Modeling with NetLogo
  - MATH S45T Mathematical Image Processing
  - NRSC 205 Statistical Methods
  - PHYS 107 Introductory Physics of Living Systems I/Lab
  - PHYS 108 Introductory Physics of Living Systems II/Lab
3. Additional Courses

Complete at least 12 courses in biology (11 credits - see 3b and 3c below), in which a minimum of nine must be taught by Bates faculty. Only two introduction courses (100-level) may be applied to the major and only if taken during the first or sophomore year. The 12 courses must include:

- a. A four-course core, comprising:
  - BIO 195 Lab-Based Biological Inquiry, typically taken in the first year
  - BIO 202 Cellular Basis of Life
  - BIO 204 Biological Research Experience: Molecules to Ecosystems
  - BIO 206 Evolution and Interactions of Life
- Majors are strongly encouraged to complete these four core courses by the end of the sophomore year; they must be completed prior to the beginning of the senior year. The 200-level courses have BIO195 as a prerequisite.
- b. A biological skills course (BIOs39 or another approved course), taken in Short Term for 0.5 credits.
- c. A senior seminar, integrated with the departmental seminar series over both semesters of the senior year, for 0.5 credits total. Students who will not be on campus for both semesters of the senior year must request permission to begin the senior seminar during their junior year.
- d. A one-semester, research-based capstone, drawn from the following:
  - BIO 457 Senior Thesis
  - BIO 458 Senior Thesis
  - BIO 472 Seminar and Research in Physiology/Lab
  - BIO 473 Seminar and Research in Cell Biology
  - BIO 476 Seminar and Research in Evolutionary Biology
  - BIO 477 Seminar and Research in Microbiology/Lab

Students may request permission to conduct a two-semester thesis, at the discretion of the thesis advisor and the department; this option is most appropriate for students considering graduate school and a career in research. A second semester of thesis can count toward the thirty-two credits required for graduation, but only one of the two thesis semesters count toward the major.

- e. Five additional biology courses (electives) to complete the 12 biology courses required, with the following additional caveats and permissions:

At least two of the elective courses must be 200-level or above and taught by Bates biology department faculty.

The electives may include BIO 244 only if the quantitative requirement is not being fulfilled with BIO 244 or NRSC 205 (see item 2 above).

One course from the following may be substituted for a maximum of one advanced biology course:

- CHEM 320 Mechanisms of Memory
  - CHEM 321 Biological Chemistry I/Lab
  - CHEM 322 Biological Chemistry II/Lab
  - ENVR 240 Water and Watersheds
  - ENVR 310 Soils/Lab
  - NRSC 325 Neural Development
  - NRSC 363 Physiological Psychology/Lab
4. Completion of the comprehensive assessment requirement. This requirement is fulfilled by completing a departmental comprehensive assessment during the senior year.

### **Senior Project Description**

Students may request permission to conduct a two-semester thesis, at the discretion of the thesis advisor and the department; this option is most appropriate for students considering graduate school and a career in research. A second semester of thesis can count toward the thirty-two credits required for graduation, but only one of the two thesis semesters counts toward the major.

### **Courses Taken Outside of Bates**

Advanced Placement (AP), A-Level, and International Baccalaureate (IB) credit can continue to count toward the thirty-two credits required for graduation in accordance with College policies, but does not count toward the major (i.e., this credit cannot substitute for any course in the department and does not reduce the number of courses required for the major).

### **Short Term Courses**

A biological skills course, taken in Short Term for 0.5 credits, is mandatory.

### **Pass/Fail Policy**

Pass/Fail grading may be elected for courses applied toward the major except for: BIO 195, the 200-level core courses (202, 204, and 206), and all 400-level courses. Pass/Fail grading may be used only for the elective courses, to the extent allowed by Bates' general policies on Pass/Fail grading.

### **Other Considerations**

Students may not major in biology and either biochemistry or neuroscience. Students may not major in biology and environmental studies if their environmental studies concentration is either 1) Ecology and Economics of the Environment or 2) Ecology and Earth Systems. Students planning to minor in chemistry may not use BIO 304, CHEM 304, CHEM321, or CHEM322 toward both the chemistry minor and the biology major.

## Course Offerings

### **BIO 102 Sensory Biology**

This course examines the biology of sensation in humans and other organisms. It focuses on the chemical (taste, smell) and mechanical (touch, hearing) senses, and includes other topics such as electroreception in fish, magnetoreception in migrating animals, and vision in vertebrates and invertebrates. Not open to students who have received credit for BIO 103 or s27.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C005, C027, C036

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 113 Marine Science**

An integrated, interdisciplinary marine science overview encompassing physical, biological, and social aspects of the marine environment. Oceanography topics encompass origins and geological history of the oceans, structure of basins and sediments, ocean chemistry, as well as currents, waves, and tides. Biological subjects include diversity, physiology, and behavior of marine organisms, ecology of major marine communities, and global change biology. Social considerations include human impacts on marine environments (including fisheries) and conservation.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C063, C070, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EACS 113

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 126 Science Communication**

The ability to effectively communicate science-related topics to nonexperts is essential for a successful career in science, and also critical for fostering public support of taxpayer-funded science research programs. Using recent examples from the biological sciences, students explore various ways and means to communicate science to public audiences through creative project-based learning exercises, including written science journalism articles, public speaking to local community groups, and multimedia video productions. Students examine how narratives and storytelling can be more effective for public engagement and comprehension of science than the information deficit model, and inevitably learn a fair amount of biology along the way.

Modes of Inquiry: [CP], [SR]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Mountcastle, Andrew

Instructor Permission Required: No

### **BIO 129 Human Nutrition**

This course examines nutrition and its relationship to health and disease. Emphasis is on the chemical, anatomical, and physiological aspects of ingestion, digestion, absorption, and metabolism of macronutrients (carbohydrates, proteins, and lipids) and micronutrients (vitamins and minerals). This course explores the relationships between nutrition and disease and the role of nutrition to reinstate health. It also considers the relationship among nutrition, the scope of practice of different healthcare providers, and culture. This course fulfills the nutrition prerequisite for students planning to apply to health professions programs such as nursing, physician assistant, physical therapy, and occupational therapy. Recommended background: high school biology and chemistry. This course does NOT count towards the SR general education requirement.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Salazar-Perea, Bruno

Instructor Permission Required: No

### **BIO 132 Vaccines, Fasting, and Coconut Oil: Online Misinformation and Your Health**

While we all care about our health, nearly all Americans now receive the majority of their science and health information from non-medical sources like social media or talking with their friends. Whether accidentally or by design, much of this information is misleading, inaccurate, or even harmful. In this course, students explore individual topics such as popular diets, vaccines, probiotics, and even GMO foods, and identify what major claims are being circulated. Then students use primary scientific sources to research and present their findings about which claims are supported by science and which are exaggerated or just plain wrong.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 134 Marine Biodiversity**

Organisms in the ocean have lifestyles so different from our own. This course will help students understand the constraints faced by organisms living in a marine environment. What are the unique challenges of living while floating through the water column, glued by your head to a rock on the beach, or under the crushing pressure of the deep? How do different organisms with diverse phylogenetic histories overcome the same obstacles? The main focus of this class will be on allowing you to become intimately acquainted with a diverse set of marine species local to the northwest Atlantic. Lectures will provide ecological and

evolutionary context to the strange organisms one encounters on our local shores. Finally, assignments will focus on the role non-traditional scientists play in collecting and dispersing new and important scientific findings. Laboratories include work in local marine communities and require occasional evening or weekend trips. This course is designed and intended for students who are not majoring in biology.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Anderson, Kat

Instructor Permission Required: No

### **BIO 136 Citizen and Community Science**

Programs that involve the general public in scientific data collection and analysis have gained popularity in recent decades, especially those designed to measure and monitor biodiversity. This course introduces students to some of these programs and explores the associated benefits and challenges of this approach to conducting science. We will discuss a broad range of related topics, such as the role of science in society, effective communication between organizers and volunteers, how to deal with variability and bias in data, and how government policy and conservation action rely on accurate information.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 137 The Science of Stress**

Stress is an inevitable aspect of our existence, deeply intertwined in the daily lives of humans and other animals. While some stress can be beneficial, excessive or prolonged stress can have detrimental impacts on both our physical and mental health. In this comprehensive and interdisciplinary course, students will journey into the world of stress to understand its multifaceted impacts. Students will explore how the body generates different types of stress responses, why these responses are adaptive, and how each can influence the physiology and behavior of humans and other animals. Students will also explore the primary literature to learn how scientists study stress and to gain insights into various methods of stress management.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## **BIO 140 Introduction to Biotechnology – Concepts, Advantages, and Risks**

At the heart of Biotechnology lies the manipulation of living cells or organisms in order to perform a specific, predictable task used to solve problems and produce commercial products. It has therefore a wide range of applications in the medical and pharmaceutical, agricultural, environmental, or chemical industries and has led to major advances in those areas. This course provides a broad overview of concepts and techniques used in this field and considers milestones and current advances in the light of Covid-19 and climate change. Students evaluate possibilities and advantages, explore career paths, and also evaluate risks and ethical drawbacks of Biotechnology.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## **BIO 158 Evolutionary Biology**

Evolution is the great unifying theory in biology. It is the context into which all other biological subjects fit. The course examines various aspects of evolution, including the origin of life, the major events in the evolution of life on Earth, the processes that result in evolutionary change, the nature of the fossil record and the genetics of populations.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dearborn, Don

Instructor Permission Required: No

## **BIO 195A Lab-Based Biological Inquiry: Marine Biology in a Changing Ocean**

In this course-based research experience in the biological sciences, students build research skills through open-ended, authentic experimentation or observations of the natural world. They gain experience reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The marine biology version of the course is focused on the living (including humans) and nonliving influences on organisms that live in marine environments. Topics encompass ecology, evolution, and natural history. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career. Several class meetings during the semester involve field trips that may run past the official scheduled time. Recommended corequisite(s): CHEM 107 or 108. Not open to juniors or seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 195C Lab-Based Biological Inquiry: Symbiotic Microalgae**

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The symbiotic microalgae version of the course investigates the potential of microalgae isolated from animal host cells as renewable and sustainable sources of biofuels and bioactive medicinal products. Topics encompass areas of molecular and cellular biology, ecology, evolution, physiology, and biotechnology. The course is intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career. Recommended co-requisite(s): CHEM 107 or 108. Not open to juniors or seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Horton, April

Instructor Permission Required: No

### **BIO 195D Lab-Based Biological Inquiry: Living in a Microbial World**

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The microbial community version of the course examines how and why microbial communities form in nature, what attributes these microbial communities carry, and how their presence intersects with the human world. Topics encompass areas of microbiology, molecular and cellular biology, ecology, and biotechnology. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for health-related careers. Recommended corequisite(s): CHEM 107 or 108. Not open to juniors or seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 195E Lab-Based Biological Inquiry: Sponge Fluid Dynamics**

In this course-based research experience in the biological sciences, students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The sponge fluid dynamics version of the course investigates water flow around and through sponges, and the effects of sponge morphology on current-induced flow. Topics encompass areas of physiology, ecology, evolution and fluid dynamics. This course is intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career. Recommended corequisite(s): CHEM 107 or 108. Not open to juniors or seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Mountcastle, Andrew

Instructor Permission Required: No

### **BIO 195F Lab-Based Biological Inquiry: Phenotypic Plasticity and the Changing World**

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world, gaining practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. This version of the course explores how environmentally induced variation in morphology, physiology, and behavior influences animal performance and the role this plasticity may play as animals respond to climate change and pollution. Topics encompass areas of physiology, biochemistry, ecology, and evolution. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career. Recommended corequisite(s): CHEM 107 or 108. Not open to juniors or seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Bavis, Ryan

Instructor Permission Required: No

### **BIO 195G Lab-Based Biological Inquiry: Growing Wildflowers**

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. This version of the course is focused on developing effective seed propagation methods for native wildflowers needed to improve pollinator habitat in the Lewiston-Auburn area. Topics encompass ecology, evolution, physiology, and conservation biology. The course is intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a

health-related career; it is recommended that students taking BIO 195 simultaneously enroll in CHEM 107 or CHEM 108. Not open to seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 195H Lab-Based Biological Inquiry: Cellular Neuroscience**

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The cellular neuroscience version of the course investigates how lipids regulate the activity of neuronal cells, and how a combination of experimental and computational approaches can be used to study cellular metabolic networks. Topics encompass areas of physiology, neuroscience, molecular and cellular biology, mathematical modeling, and evolution. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career; it is recommended that students taking BIO 195 simultaneously enroll in CHEM 107 or CHEM 108. Not open to juniors or seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Kruse, Martin

Instructor Permission Required: No

### **BIO 195J Lab-Based Biological Inquiry: Life of a Forest**

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. This version of the course is focused on how forests grow and survive with emphasis on plant biology, forest ecology, and mycology. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career; it is recommended that students taking BIO 195 simultaneously enroll in CHEM 107 or CHEM 108. Not open to juniors and seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Huggett, Brett

Instructor Permission Required: No

### **BIO 195K Lab-Based Biological Inquiry: Poisons**

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. This version of the course surveys historical and emerging poisons, examines their impact on human health, and tests the behavioral and molecular effects of exposure to poisons using animal models. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career. Recommended corequisite(s): CHEM 107 or 108. Not open to juniors or seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Williams, Larissa

Instructor Permission Required: No

### **BIO 195L Lab-Based Biological Inquiry: Reprogramming Cells with Designer DNA**

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The Reprogramming Cells with Designer DNA version of the course is focused on understanding how genes in the DNA control a cell and developing recombinant DNA to modulate these processes. Topics will encompass cellular biology, gene functions, and biotechnology techniques. Intended for students majoring in Biology, Biochemistry, Neuroscience, or Environmental Studies, or preparing for a health-related career; it is recommended that students taking BIO 195 simultaneously enroll in CHEM 107 or CHEM 108.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Adams, Levi

Instructor Permission Required: No

### **BIO 195M Lab-Based Biological Inquiry: Wildlife Sampling and Identification**

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating

in disciplinary style, and working in teams. The wildlife sampling and identification version of the course is focused on developing the field skills needed to observe, monitor, and study wildlife species in New England. Topics will encompass species identification via tracks and sign, camera trapping, and transect sampling, among others. Intended for students majoring in Biology, Biochemistry, Neuroscience, or Environmental Studies, or preparing for a health-related career; it is recommended that students taking BIO 195 simultaneously enroll in CHEM 107 or CHEM 108.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: LeFlore, Eric

Instructor Permission Required: No

### **BIO 195N Lab-Based Biological Inquiry: Plant Hormones and Climate Change**

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The Plant Hormones and Climate Change version of the course examines the relationship of changing abiotic conditions and plant hormones which are major regulators of plant development. Topics encompass areas of physiology, biochemistry, molecular and cellular biology, microscopy, and data visualization, among others. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career; it is recommended that students taking BIO 195 simultaneously enroll in CHEM 107 or CHEM 108.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Slane, Daniel

Instructor Permission Required: No

### **BIO 195O Lab-Based Biological Inquiry: Neural Signaling**

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The neural signaling version of the course is focused on how neurons use electrical and chemical signals for intercellular communication. To probe the structure and function of neurons and test student-derived hypotheses, students will measure electrical signals from the neurons of live invertebrate specimens such as insects, worms, or mollusks. Intended for students majoring in Biology, Biochemistry, Neuroscience, or Environmental Studies, or preparing for a health-related career; it is recommended that students taking BIO 195 simultaneously enroll in CHEM 107 or CHEM 108.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ernstrom, Glen

Instructor Permission Required: No

### **BIO 195P Lab-Based Biological Inquiry: Spatial Ecology**

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The spatial ecology version of the course explores how environmental patterns across a landscape (or seascape) influence the distribution, behavior, and conservation of organisms. Topics will encompass ecology, evolution, animal behavior, remote sensing, and the use of geographical information systems (GIS). Intended for students majoring in Biology, Biochemistry, Neuroscience, or Environmental Studies, or preparing for a health-related career; it is recommended that students taking BIO 195 simultaneously enroll in CHEM 107 or CHEM 108.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 195Q Lab-Based Biological Inquiry: Animal Behavior**

In this course-based research experience in the biological sciences, students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. This version of the course is focused on the mechanistic, developmental, adaptive, and phylogenetic approaches to understanding how and why animals behave the way they do. Topics will encompass areas of physiology, developmental biology, ecology, and evolution. Intended for students majoring in Biology, Biochemistry, Neuroscience, or Environmental Studies, or preparing for a health-related career.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Kraus, Jacob

Instructor Permission Required: No

## **BIO 202 Cellular Basis of Life**

A view of life at the cellular and molecular levels drawing examples from organisms. Topics include the chemical basis of cellular life, cellular structure and function, cellular division, and the expression of genes in cells. Prerequisite(s): BIO 195 and CHEM 108.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## **BIO 204 Biological Research Experience: Molecules to Ecosystems**

This is an intermediate-level research experience in the biological sciences. Students learn and apply research methods using multiple approaches that span a range of disciplines in biology, from molecular to ecological. Research topics include a place-based component that engages students in the Lewiston-Auburn area or in nearby ecosystems. Students practice common conventions for communication within the biological sciences. Only open to sophomores and juniors. Prerequisite(s): BIO 195. Recommended background: CHEM 108.

Modes of Inquiry: [SR]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## **BIO 206 Evolution and Interactions of Life**

An introduction to ecological and evolutionary patterns, principles, and processes. Topics include speciation, mechanisms of evolution, pivotal events in evolutionary history, adaptation to environmental challenges, life history strategies, population dynamics, community structure and species interactions, and ecosystem processes in a changing world. Only open to sophomores and juniors. Prerequisite(s): BIO 195 or ENVR 203.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 207 Human Impacts on Marine Ecosystems**

This course is designed as a second science course for students interested in marine science and environmental studies. We will survey coastal marine ecosystems, explore how they are structured, how they function, and how human impacts alter structure and function. This course will draw from principles of biology, ecology, restoration science, and policy to holistically explore the relationship between humans and coastal ecosystems including how climate change and development alter coastal ecosystems. Prerequisite(s): BIO113, 195, EACS103, 109, 113, ENVR 203, or FYS 476.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C068

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 207

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 213 Marine Botany**

Marine animals, from tiny zooplankton to giant marine mammals, rely on marine "plants" (photosynthesizers) to form the base of productive, multilevel food webs. This course introduces students to the fascinating underwater world of marine photosynthesizers (microalgae, seaweeds, seagrasses, etc.), including key adaptations, ecology, physiology, life history strategies, and interactions with other species, including humans. Students consider conservation strategies and challenges and the effects of climate change on marine environments. They also gain experience in science communication, hone critical thinking skills, and have multiple opportunities to collaborate with peers. Prerequisite(s): BIO195 or ENVR203.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 217 Human Anatomy and Physiology I**

This course explores human anatomy and physiology with an integrative approach that links all organ systems to the neuroendocrine system and examines the interactions among organ systems. Topics include the organization of the human body; the nervous system and special senses; and the endocrine, musculoskeletal, and integumentary systems. This course is intended to fulfill the human anatomy and physiology prerequisite for students planning to apply to health professions programs such as nursing, physician assistant, physical therapy, and occupational therapy. Students planning to apply to veterinary programs should enroll in BIO 311 and BIO 337. Prerequisite(s): BIO195 and CHEM108.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Salazar-Perea, Bruno

Instructor Permission Required: No

### **BIO 218 Human Anatomy and Physiology II**

A continuation of BIO 217, this course explores human anatomy and physiology with an integrative approach that links all organ systems to the neuroendocrine system and examines the interactions among organ systems. Topics include the cardiovascular, immune, respiratory, urinary, digestive, and reproductive systems. This course is intended to fulfill the human anatomy and physiology prerequisite for students planning to apply to health professions programs such as nursing, physician assistant, physical therapy, and occupational therapy. Students planning to apply to veterinary programs should enroll in BIO 311 and BIO 337. Prerequisite(s): BIO 217.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Salazar-Perea, Bruno

Instructor Permission Required: No

### **BIO 225 Biogeography**

Biogeography is the study of spatiotemporal distribution of biota through the interplay between living systems and the environment. This course explores how biogeographic processes influence the evolution of species, communities, and ecosystems, and provides background and analytical techniques for studying the effects of global change on biota. The course combines evolutionary and ecological perspectives in the field of biogeography and shows how Earth history, contemporary environments, and evolutionary and ecological processes have shaped species distributions. General patterns in space and time across the Earth's aquatic and terrestrial ecosystems are used to illustrate biogeography. This course examines how geographically-linked processes influence evolution and extinction of biota, and provides an overview of the techniques and applications for studying the interplay between geographic ranges, environment, evolution, and extinction. Prerequisite(s): BIO 195 or 204 or ENVR 203 or 240.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 225

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 241 Water and Watersheds/Lab**

This course explores the structure and function of lakes and rivers and their relationship to the surrounding terrestrial systems. Students consider physical, chemical, and biological processes that influence the movement and quality of water, emphasizing controls on the distribution, movement, and chemistry of water both to and within freshwater ecosystems. Field and laboratory studies combine ecological, geological, and chemical approaches to questions of water quality and quantity as well as an introduction to working with large data sets. Students are assumed to be proficient in the use of spreadsheets. Prerequisite(s): one of the following: BIO 195; ENVR 203; BI/EA 112; EACS 103, 104, 107, 109, or FYS 476.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C058, C068, C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EACS 241, ENVR 240

Instructor: Ewing, Holly

Instructor Permission Required: No

### **BIO 244 Biostatistics**

A course in the use of statistics in the biological sciences, focusing on core concepts and skills necessary for the analysis and interpretation of data, including types of data, the fundamentals of study design, sampling distributions, the meaning and interpretation of p-values and confidence intervals, statistical errors, and power. Students learn to select and carry out appropriate statistical tests for a variety of simple datasets. Statistical methods considered include analyses such as binomial tests, Fisher's exact tests, t- and chi-square tests, 1- and 2-way ANOVA, correlation and regression, and simple nonparametric techniques for numerical data. Not open to students who have received credit for BIO282/ENVR282. Prerequisite(s): BIO195, ENVR 203, 240, or 310.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: LeFlore, Eric

Instructor Permission Required: No

### **BIO 246 Conservation Biology**

The work of conserving the ecological systems on which we and other species rely draws on many disciplines, including biology, policy, ethics, and other disciplines to conserve biological diversity. This course focuses on the biological aspects of conservation work while also considering their context within a complex, interdisciplinary endeavor. Students examine conservation at multiple scales, including the conservation of species, biological communities, and ecosystems. Classroom activities help students develop scientific reasoning skills and apply them to conservation problems. Readings and discussions encourage students to consider social, ethical, and other perspectives on conservation work. Prerequisite(s): BIO195, ENVR 203, 240, or 310.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 246

Instructor: LeFlore, Eric

Instructor Permission Required: No

### **BIO 255A Mathematical Models in Biology**

Mathematical models are increasingly important throughout the life sciences. This course provides an introduction to a variety of models in biology, with concrete examples chosen from biological and medical fields. Students work both theoretically and with computer software to analyze models, compute numerical results, and visualize outcomes. Prerequisite(s): MATH 205.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006, C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): MATH 255A

Instructor: Greer, Meredith

Instructor Permission Required: No

### **BIO 271 Dendrology and the Natural History of Trees/Lab**

In this field-based course, students engage in the scientific study of the natural history and identification of trees and important shrubs native to New England, and some commonly planted non-native trees. Topics include the anatomy, function, taxonomy, biology, and uses of trees. Lecture topics support weekly outdoor laboratories, which may include trips to such field sites as the Saco Heath, Thorncrag Bird Sanctuary, and Wolfe's Neck State Park. Study of the woody flora of New England serves as a foundation for further work in biology, environmental studies, conservation, or related fields. Prerequisite(s): BIO195, 206, or ENVR 203.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C058

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 271

Instructor: Huggett, Brett

Instructor Permission Required: No

### **BIO 282 Research Design and Analysis in Environmental Science**

This course is designed to introduce experimental design and hypothesis testing in the context of environmental science. We will focus on building quantitative skills (in R) and improving our conceptual understanding of data visualizations and research design. The course assumes no prior R or statistical knowledge and will help build transferable quantitative skills for future careers. Recommended Background:

Two or more courses in natural science. Facility with spreadsheets is assumed. Not open to students who have taken BIO 244. Prerequisite(s): BIO195, ENVR203, 240, or 310.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 282

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 301 Pathophysiology**

This course introduces the students to the understanding of human diseases that most commonly affect us. Students learn about the most common pathological conditions by organ systems, examining the abnormal function of cells and body systems, clinical manifestations, diagnostic testing, and adaptations used by the organism to restore homeostasis. Students apply critical thinking skills to integrate how the malfunction of one organ affects other organ systems and the individual as whole, with the goal of expanding students' knowledge of the human body. Prerequisite(s): one of the following: BIO 114, 217, 218, 311, 337, or NRSC/PSYC 160.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C027, C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Salazar-Perea, Bruno

Instructor Permission Required: No

### **BIO 304 Biochemistry of Virus Replication and Host Cell Defense Systems**

Viruses that infect eukaryotic cells have evolved a wide range of strategies to co-opt the biochemical machinery of host cells for the purpose of maximizing virus replication success. Eukaryotic cells have simultaneously evolved mechanisms to limit the extent to which viruses can establish successful infections. This course examines, in large part through the primary literature, the replication biochemistry used by representative examples of mammalian viruses and the cellular biochemical pathways designed to defend cells and organisms from viral takeover. Prerequisite(s): BIO195, 202, and CHEM 218.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CHEM 304

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 305 Gene Editing in Biology and Neuroscience**

The development of genome editing techniques by molecular biologists has raised great hopes that a treatment for genetic disorders such as cystic fibrosis or Huntington's disease might finally be available. In this course, students analyze how genome editing techniques such as CRISPR/Cas9 have evolved, how they can be applied to study the role of individual genes or to alter mutant genes, and what approaches exist for the delivery of DNA-modifying enzymes into an organism. In addition, students use scientific publications and popular literature to discuss ethical implications of usage of genome editing techniques for society.

Prerequisite(s): BIO 195 and 202.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 305

Instructor: Kruse, Martin

Instructor Permission Required: No

### **BIO 308 Neurobiology**

An introduction to the molecular and cellular principles of neurobiology and the organization of neurons into networks. Also investigated are developmental and synaptic plasticity, analysis of signaling pathways in cells of the nervous system, and the development of neurobiological research, from studies on invertebrate systems to usage of stem cell-derived brain organoids and gene-editing techniques such as CRISPR/Cas9. Laboratories include analysis of nerve cell activity, computer simulation and modeling, and the use of molecular techniques in neurobiology. Prerequisite(s): BIO195 and 202.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): C006, C027

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 308

Instructor: Kruse, Martin

Instructor Permission Required: No

### **BIO 309 Marine Invertebrate Ecophysiology: Organismal and Ecosystem Responses to Global Change**

An exploration of marine invertebrate responses to global change (warming, acidification, etc...), the mechanisms underlying such responses, and how these responses impact ecosystems across spatial scales.

Laboratory is a semester-long Course Based Undergraduate Research Experience (CURE) in which groups of students will design and implement experiments in research aquaria. Recommended background: experience working with data is expected. Prerequisite(s): BIO 195 or ENVR 203, and one of the following: BIO 202, 204, 206, ENVR 207, 221, 240, 282, or 310.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 309

Instructor: Baumann, Justin

Instructor Permission Required: No

### **BIO 310 Bioinspiration**

Wind turbine blades inspired by insect wings are more efficient than conventional blades. The nose cones of Japanese bullet trains are modeled after kingfisher beaks to reduce noise pollution. Condiment bottles will soon feature a non-stick surface inspired by lotus leaves. Technology is increasingly looking to biology for design inspiration because evolution often yields elegant and robust solutions to real-world problems. In this project-based course, students explore examples of biological form and function, and use this knowledge to design a product that is inspired by nature to solve a problem faced by today's society. Prerequisite(s): BIO 204 or PHYS 108.

Modes of Inquiry: [CP], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Mountcastle, Andrew

Instructor Permission Required: No

### **BIO 311 Comparative Anatomy of the Chordates/Lab**

An introduction to the comparative anatomy of the vertebrates and their kin, with laboratory study of both sharks and mammals. Prerequisite(s): BIO195.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Mountcastle, Andrew

Instructor Permission Required: No

### **BIO 313 Marine Ecology**

An examination of the complex ecological interactions that structure marine systems in a changing ocean.

Habitats studied include intertidal, estuary, coral reef, deep sea, salt marsh, and pelagic. Laboratories include work in local marine communities and require occasional weekend trips. Prerequisite(s): BIO 206 or ENVR 240.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C058, C070

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 315 Microbiology/Lab**

A survey of the structure, function, and diversity of microorganisms, including viruses, bacteria, and eukaryotic microbes, with emphasis on adaptations to specific niches. Particular attention is given to organisms of ecological, medical, and industrial interest. Prerequisite(s): BIO 202 and 204.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C064, C065, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 319 Neurogenetics**

A seminar examining the genetic dissection of nervous systems. Topics include the genetic basis of neural signaling, neural circuit formation and function, and behavior. Concepts in genetic analysis are emphasized and cutting-edge electrophysiological and optical technologies (optogenetics, super-resolution microscopy) used to monitor neural structure and function are introduced. Students focus on discussions of papers from the primary literature. Prerequisite(s): BIO 202. Recommended background: BIO/NRSC 308, BIO 330 and 331.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ernstrom, Glen

Instructor Permission Required: No

### **BIO 320 Pharmacology**

Pharmacology is the study of the actions and effects of drugs within a living organism, whether they are illegal, legal, prescription, or over-the-counter. This course places an emphasis on treatment of illness and disease in mammals and presents mechanisms of action, and therapeutic uses and toxicities of important drugs, including medications that affect the peripheral nervous system, cardiovascular system, gastrointestinal tract, endocrine system, reproductive system, and agents used to treat cancer. Prerequisite(s): BIO 202 and CHEM 107.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Salazar-Perea, Bruno

Instructor Permission Required: No

### **BIO 321 Cellular Biochemistry**

This course explores the biochemical mechanisms of cellular functions with the goal of extending student knowledge about the structure, synthesis, and metabolism of biological macromolecules and contextualizing the regulation of these molecules in healthy and diseased cells and tissues. The course does not satisfy a requirement for the biochemistry major. Not open to students who have received credit for CHEM 321 or 322. Prerequisite(s): BIO 202 and 204. Strongly recommended: CHEM 217 and 218.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 322 Emergent Ecologies**

We are living on what has been described by some as a “damaged planet.” Pollutants, ranging from tiny toxic particles to vast trash-filled gyres, unnatural disasters, unsustainable and unethical farming and fishing practices, the sixth mass extinction, and anthropogenic climate change have largely defined our current era. However, even in these treacherous times, filled with dystopian scenarios of apocalyptic devastation, new ecologies - relations - are formed. In this course, we look beyond the hopelessness to ask, what emergent ecologies are coming into being in the Anthropocene? Traversing the disciplines of conservation biology, ecology, ethology, geography, and anthropology, this course looks closely at the ideas of invasive species, extinction studies, and environmental management (among others) to examine what is living, even thriving, in uncertain times. Prerequisite(s): Any BIO195 and BIO 206.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 323E Philosophy of Evolution**

Evolutionary theory raises many deep and complicated philosophical issues as well as questions about how science operates: Are concepts like function, selection, and optimality scientifically legitimate? How do we make inferences about the unobserved past? Can thinking about the evolutionary past help us understand how biological processes, such as the mind, work today? It also raises questions about who we are and where we come from: How do we relate to other species? Can we better understand our moral and intellectual strengths and weaknesses by looking to evolution? In this course, students approach these questions from an interdisciplinary perspective, including philosophy, biology, and the cognitive sciences. Prerequisite(s): one

of the following: PHIL 211; two courses in philosophy; or one course in philosophy and one course in biology.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PHIL 323E

Instructor: Dacey, Mike

Instructor Permission Required: No

### **BIO 328 Developmental Biology**

Developmental biology is a dynamic field that addresses questions related to how organisms come into being and grow. This course introduces students to developmental biology with a particular emphasis on the molecular basis for developmental events. The course focuses on the mechanisms involved in making cells that are different from one another (cell differentiation) and the associated mechanisms by which patterns are created (morphogenesis). In the lab, students explore the phenomenon of development in several of the most prominently utilized model organisms. The lab culminates in an independent project. Prerequisite(s): BIO 202 and 204.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Williams, Larissa

Instructor Permission Required: No

### **BIO 329 Human Dimensions of Wildlife Management**

As biodiversity loss occurs rapidly around the globe, wildlife conservation is one of humanity's most complex and critical challenges. Wildlife population declines primarily stem from an inherent conflict between two competing forces – the finite capacity of ecosystems and an increasing demand placed on those systems by humans. Since wildlife conservation is often said to be “10% working with wildlife and 90% working with people,” students will explore how human actions, attitudes, and perceptions affect wildlife conservation and management. This course investigates how citizens, governments, and organizations protect wildlife in the face of increasing anthropogenic pressures while also considering a variety of stakeholder needs and opinions. Using case studies and data from the field, students will examine terrestrial ecosystems and associated human dimensions, analyze qualitative data, and learn advanced skills needed to be successful conservation biologists and managers. Recommended background: BIO246 or ENVR223. Prerequisite(s): BIO206, ENVR203, or 204.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): ENVR 329

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 331 Molecular Biology**

A laboratory and lecture introduction to the molecular biology of genes and chromosomes. The course emphasizes current research about gene structure and function, experimental techniques, and eukaryotic genetics. Prerequisite(s): BIO 202 and 204.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Williams, Larissa

Instructor Permission Required: No

### **BIO 334 Medical Genetics**

More than four-fifths of the genes in the human genome are expressed in the brain, making the construction of the brain a phenomenal act of coordinated genetic activity. Mutations in single genes can profoundly affect the development or function of the brain, and investigating the diseases caused by these mutations can provide a unique form of insight into the brain's normal processes. In this course, we will examine the genetics of human nervous system disease, from nucleic acid structure and genetic recombination through a variety of developmental and adult disorders. For each disorder, we will discuss how the observed phenotype relates to the biological function of the underlying disease gene. This seminar course will be based in reading the primary scientific literature and will host a variety of guest speakers working on human neurogenetics research. Prerequisite(s): NRSC 160, PSYC 160, PSYC 215, or permission of the instructor; and BIO 202.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 334

Instructor: Woodworth, Mollie

Instructor Permission Required: No

### **BIO 337 Animal Physiology/Lab**

The major physiological processes of animals, including digestion, circulation, respiration, excretion, locomotion, and both neural and hormonal regulation. Examples are drawn from several species and include a consideration of the cellular basis of organ-system function. Prerequisite(s): BIO 202.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bavis, Ryan

Instructor Permission Required: No

### **BIO 339 Origin(s) of Life**

This course is an interdisciplinary survey of the conditions and environments that may have led to the origin(s) of life. Studying the origin of life involves research across physics, astronomy, geology, chemistry and biology but with a major lens of chemistry. Did life begin only once? What makes a planet habitable? How do we go from molecules to cells? Beginning with the formation of planets and stars, progressing to "Earth history", then trying to define what "life" is, we will assess the current theories for how life started with a chemical lens. We will also discuss how scientists are currently searching for it elsewhere. In addition to learning about the theories surrounding the origin(s) of life and the science involved in solving this difficult question, we will focus on developing a scientific mindset through the primary literature, and the course culminates in the scientific process of proposing experiments to address open questions in the field.

Prerequisite(s): CHEM 217.

Modes of Inquiry: [AC], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CHEM 339

Instructor: Pazienza, Lydia

Instructor Permission Required: No

### **BIO 342 Ecological and Evolutionary Physiology**

This course explores the interaction between the environment and physiological phenotypes in animals while emphasizing the role of evolutionary processes in shaping physiological variation. Topics may include the evolution of endothermy, adaptation to extreme environments and climate change, and concepts such as symmorphosis. Readings from the primary scientific literature highlight diverse methodological approaches used to understand the evolution of physiological traits, such as comparative and phylogenetic analysis, selection experiments, genetic and phenotypic manipulation, and quantitative genetics. Prerequisite(s): BIO 206.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bavis, Ryan

Instructor Permission Required: No

### **BIO 344 Genetics**

Genetics is the study of information transfer across generations. In this course, students examine the molecular basis of genetic information, consider the consequences of mutations, identify common patterns

of inheritance, apply probability and statistics to understand genetic problems, and learn about techniques used commonly in genetic research, screening, and testing. Prerequisite(s): BIO 195 and 202.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 351 Immunology**

This course focuses on the human immune system using selected clinical applications (case studies) to understand the immune system. This course considers the cells, tissues, and molecules of the immune system and their purpose in the human body. Students discuss the basic biology of the innate and adaptive immunity, formation and activation of B-cells and T-cells as well as the structure and function of antibodies, antigen recognition, and immunity to microorganisms. Other topics include hypersensitivities, immunodeficiencies, transplantation, cancer, immunotherapy, and vaccinology. Recommended background: coursework in microbiology and human anatomy and physiology. Prerequisite(s): BIO 202.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C064, C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Salazar-Perea, Bruno

Instructor Permission Required: No

### **BIO 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO 363 Behavioral Ecology**

This course explores how animals interact with their environments and each other. Topics will include predator-prey dynamics, cooperation and competition, mating systems and sexual selection, and paternal care, group and social behaviors with an emphasis on how environmental pressures drive the evolution of different behavioral strategies. Weekly laboratories provide a research-led approach to understanding behavioral variation across different environmental contexts. Recommended background: prior coursework in statistics. Prerequisite(s): BIO 195, 204, and 206.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Kraus, Jacob

Instructor Permission Required: No

### **BIO 380 Plant Physiology/Lab**

A study of organismal and cellular functions important in the life of green plants. Topics include mineral nutrition, water relations, carbon assimilation, metabolism, and regulatory processes with an emphasis on how plant structure and function are influenced by pressures in the growing environment or by interactions with other organisms. Weekly laboratories provide a research-led approach to understanding physiological processes in plants. Prerequisite(s): BIO 202, 206, 271, or ENVR 271.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Huggett, Brett

Instructor Permission Required: No

### **BIO 457 Senior Thesis**

Permission of the department and the thesis advisor are required. Students register for BIO 457 in the fall semester. Majors writing an honors thesis register for both BIO 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **BIO 458 Senior Thesis**

Permission of the department and the thesis advisor are required. Students register for BIO 458 in the winter semester. Majors writing an honors thesis register for both BIO 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **BIO 470 Seminar and Research in Ecology**

Laboratory, field, or library study of a current research topic in experimental ecology. A topic is selected with reference to the research interests of the instructor. Prerequisite(s): BIO206.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **BIO 472 Seminar and Research in Physiology/Lab**

Laboratory or library study of a current research topic in physiology. A topic is selected with reference to the research interests of the instructor. Prerequisite(s): BIO 102.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **BIO 476 Seminar and Research in Evolutionary Biology**

Laboratory or library study of a current research topic in evolutionary biology. A topic is selected in reference to the research interests of the instructor. Prerequisite(s): BIO202 and 206.

Modes of Inquiry: [SR]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dearborn, Don

Instructor Permission Required: Yes

### **BIO 480 Senior Seminar**

This course brings together senior biology majors across both fall and winter semesters to engage in discussions about the scientific literature as a class and with seminar speakers. Students attend seminars and discuss the content, context, and presentation of original investigations. Various instructors from the department will teach this course. Prerequisite(s): BIO 195, 202, 204, and 206.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **BIO S14 The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain**

This course immerses students in coastal issues facing Maine with the Bates-Morse Mountain Conservation Area and Phippsburg as the course setting. Students examine community dependence on fisheries and aquaculture and learn how to assess the health of the environment, including salt marshes, mudflats, the rocky intertidal zone, sandy beaches, and coastal forests. By combining the study of human and natural systems, students consider ways to manage resources within the broader context of a changing environment. The course introduces social-ecological systems theory and field methods including basic experimental design, data collection, and analysis. This course includes overnight stays at the Bates-Morse Mountain Conservation Area.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C058, C068

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR S14

Instructor: Cleaver, Caitlin

Instructor Permission Required: No

### **BIO S39B Biological Skills: Field Ecology**

This course is designed to build particular skills in an area of biology, with a general aim of preparing students for summer internships and careers in the biological sciences. The Field Ecology version of this course builds skills in observing, counting, and analyzing ecological populations and communities. Topics may include species identification, point counts, community diversity indices, and approaches to quantifying behavior as well as best practices in data analysis and scientific communication. The course is intended for students majoring in biology but may be relevant to students in biochemistry, neuroscience, earth and climate sciences, or environmental studies, or preparing for health-related careers. Prerequisite(s): BIO 195.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dobkowski, Katie

Instructor Permission Required: Yes

### **BIO S39D Biological Skills: Field Botany and Dendrochronology**

This course is designed to build particular skills in an area of biology, with a general aim of preparing students for summer internships and careers in the biological sciences. The field botany and dendrochronology version of this course focuses on field-based skills in identification of flora, natural history, data collection, and tree-ring analyses. Topics may include plant, fungal, and lichen identification and collection; forest biology; citizen science; and methodological approaches used to explore the impact of climate on the growth of forested ecosystems. The course is intended for students majoring in biology but may be relevant to students in biochemistry, neuroscience, earth and climate sciences, or environmental studies, or preparing for health-related careers.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C058

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Huggett, Brett

Instructor Permission Required: Yes

### **BIO S39E Biological Skills: RNA Collection and Bioinformatic Analysis**

This course is designed to build particular skills in an area of biology, with a general aim of preparing students for summer internships and careers in the biological sciences. The RNA collection and bioinformatic analysis section of the course builds understanding and skills in genetic manipulation of cells to explore mechanisms of human aging and disease. Topics include genetic engineering, RNA extraction and analysis, comparative bioinformatic analysis of relevant results, and best practices related to data handling, analysis, and scientific communication. Part of this course occurs off-campus, at the Mt. Desert Island Biological Laboratory in Bar Harbor, ME. The course is intended for students majoring in biology, neuroscience or biochemistry, but may be relevant to students preparing for health-related careers.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Adams, Levi

Instructor Permission Required: Yes

### **BIO S39F Biological Skills: Invasive Green Crab Inventory & Monitoring**

This course is designed to build particular skills in an area of biology, with a general aim of preparing students for summer internships and careers in the biological sciences. This version of the course focuses on green crabs, a marine invasive species that is causing environmental and economic harm in New England. Students learn monitoring field methods, including transect- and quadrat-based estimates for population size, site characterization methods, species identification, genetic assays to establish the population affinity of crabs, and how to recognize crab phenology. Topics may include trap-based subsampling, invasive species control methods, state and regional fisheries policy, and culinary use of this species. The course is intended for students majoring in biology but may be relevant to students in biochemistry, neuroscience, earth and climate sciences, or environmental studies, or preparing for health-related careers.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C058

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Minor, Jesse

Instructor Permission Required: Yes

### **BIO S39G Biological Skills: Marine Genomics**

This course builds skills in breeding and rearing bivalves (oysters, clams) as well as molecular and genomic analysis of selectively bred lines of shellfish. Shellfish are important to the health of Maine's marine ecosystem as well as commercially important to Maine's coastal economy and have experienced problems with overfishing, habitat loss, and disease. Students will travel to the Downeast Institute's (DEI) Marine Research Laboratory where scientists conduct applied research on commercially important shellfish species in Maine. There, students will learn about Maine's coastal economy and marine environment and enter into a collaborative project with researchers to use molecular approaches to study genomic selected shellfish lines or candidate species for shellfish aquaculture. At Bates, students will learn molecular biology approaches to isolating and characterizing nucleic acids from shellfish as well as bioinformatic approaches to studying shellfish genomes. Prerequisite(s): BIO195.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Horton, April

Instructor Permission Required: No

### **BIO S39H Biological Skills: Advanced Microscopy**

This course is designed to build particular skills in an area of biology, with a general aim of preparing students for summer internships and careers in the biological sciences. The Advanced Microscopy version of this course employs hands-on work and analysis of original data sets to build skills in data acquisition and image analysis workflows on the onsite laser scanning confocal microscope. Theory and practice to be discussed. The course is intended for students majoring in biology but may be relevant to students in

biochemistry or neuroscience, or preparing for health-related careers. Recommended Background: BIO 202 and/or any Cell and Molecular Biology courses. Prerequisite(s): BIO 195.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ernstrom, Glen

Instructor Permission Required: Yes

### **BIO S39I Biological Skills: Herbarium and Digital Taxonomy**

This course examines the flora of different sites in Maine combining field trips to collect specimens for herbarium use, computational approaches to do taxonomy research and build phylogenetic trees, and learning about the history of ecology and combining that with the *in silico* phylogenetic analyses in class at Bates. The lab-based part of the course will consist of interactive lectures, discussions based on the history of ecology with a focus on plants, and computer-based analyses at the Bates Campus. The excursions might include field trips to Old Speck Mountain, Coastal Maine Botanical Gardens, Kennebunk Plains, or Morse Mountain to Seawall Beach, including salt marsh, sandy beach, mossy forests, and rocky mountain areas. Students gain skills in identifying local flora at sites displaying different kinds of vegetation, assembling a class herbarium including mosses, ferns, and flowering plants, taxonomic sequencing data analysis, and building phylogenetic trees. Prerequisite(s): BIO 202 or 204.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Slane, Daniel

Instructor Permission Required: Yes

### **BIO S39J Biological Skills: Field Ornithology**

This course is designed to build particular skills in an area of biology, with a general aim of preparing students for summer internships and careers in the biological sciences. We will focus on the skills necessary to study birds in the field, learning many techniques used by modern ornithologists, from identifying birds (by sight and sound) to the use of cutting-edge tracking tags. You should expect to spend many hours outside, usually beginning very early, often at or before sunrise. In addition to the local Lewiston-Auburn area, we will explore a variety of environments around Maine, including forests, fields, coastal marshes, and the nearshore ocean. Travel will primarily be via day trips but will also involve some overnight trips. A large part of conducting modern science involves collaboration, which we will practice by doing much of our fieldwork together with other researchers and members of the local community. Prerequisite(s): BIO 195.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Schrimpf, Michael

Instructor Permission Required: Yes

### **BIO S47 Experimental Cell Biology/Lab**

In this laboratory-based course, students investigate how lipids and proteins act together to regulate cellular activity. Using state of the art research facilities on campus and at Mount Desert Island Biological Laboratory near Bar Harbor, ME, students work with an immortalized cell line to address questions of neuronal signaling pathways by applying molecular, biochemical, and microscopy techniques. The course introduces students to the mathematical programming language R, and trains students in using R to analyze experimental data. Prerequisite(s): BIO 202 and 204.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kruse, Martin

Instructor Permission Required: Yes

### **BIO S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Chemistry and Biochemistry

*Professor Schlax; Associate Professors Côté, Kovach-Côté (chair), and Laurita; Assistant Professors Freas, O'Loughlin, and Piedmonte; Visiting Assistant Professors Farley, Manganaro, Sommer, and Trull.*

Chemistry is the study of the properties and behavior of matter and energy that affect nearly every aspect of our lives and environment. A chemistry education explores the theories, laws, applications, and potential of this science. Biochemistry encompasses the study of the form and function of the proteins, lipids, carbohydrates, and nucleic acids found in living organisms. Traditionally, biochemistry has been an interdisciplinary field, drawing on techniques and expertise from physics, medicine, biology, and chemistry.

The department offers a major in chemistry, a major in biochemistry, and a minor in chemistry. The chemistry and biochemistry curricula are sufficiently flexible to allow students with career interests in areas such as the health professions, research, law, business, and education to design a suitable major program. Students interested in careers in chemistry or biochemistry will find chemistry electives that provide a background for work in graduate school, industry, or other positions requiring a strong foundation in chemistry. The department and its curriculum are approved by the American Chemical Society (ACS), and an ACS-certified major in chemistry is offered.

More information is available on the [Chemistry and Biochemistry department website](#).

## Biochemistry Major Requirements

Biochemistry encompasses the study of the form and function of the proteins, lipids, carbohydrates, and nucleic acids found in living organisms. Traditionally, biochemistry has been an interdisciplinary field, drawing on techniques and expertise from physics, medicine, biology, and chemistry. More information on the biochemistry major is available on the website ([bates.edu/chemistry-biochemistry](http://bates.edu/chemistry-biochemistry)).

The biochemistry major requires courses from both the chemistry and biology departments, including a one- or two-semester capstone experience. Some courses have math and/or physics prerequisites, which are normally taken in the first two years. Students who major in biochemistry may not double major in biology, chemistry, or neuroscience, minor in chemistry, or obtain a general education concentration in chemistry.

### 1. Chemistry Core

Complete the following courses:

- CHEM 107 Atomic and Molecular Structure/Lab
- CHEM 108 Chemical Reactivity/Lab
- CHEM 217 Organic Chemistry I/Lab
- CHEM 218 Organic Chemistry II/Lab
- CHEM 321 Biological Chemistry I/Lab
- CHEM 322 Biological Chemistry II/Lab

Complete at least one course from the following:

- CHEM 302 Statistical Thermodynamics
- CHEM 310 Biophysical Chemistry

**2. Biology Core**

Complete the following courses:

- BIO 195 Lab-Based Biological Inquiry
- BIO 202 Cellular Basis of Life
- BIO 204 Biological Research Experience: Molecules to Ecosystems

Complete at least one course from the following:

- BIO/CHEM 304 Biochemistry of Virus Replication and Host Cell Defense Systems
- BIO 305 Gene Editing in Biology and Neuroscience
- BIO 315 Microbiology/Lab
- BIO 319 Neurogenetics
- BIO 328 Developmental Biology/Lab
- BIO 331 Molecular Biology
- BIO 334/NRSC 334 Medical Genetics
- BIO 339/CHEM 339 Origin(s) of Life
- BIO 344 Genetics
- BIO 351 Immunology

**3. Electives**

One elective from the following list is required for the major. It is strongly recommended that students considering graduate programs in biochemistry, biophysics, or related disciplines select a chemistry elective. An elective course may not also be used to fulfill another course requirement for the Biochemistry major. Independent study and Short Term courses may not be used as electives.

Complete at least one course from the following:

- Any Chemistry course 200-level or above, except CHEM 360 (Independent Study)
- BIO 244 Biostatistics
- BIO 304 Biochemistry of Virus Replication and Host Cell Defense Systems
- BIO 305 Gene Editing in Biology and Neuroscience
- BIO 308 Neurobiology
- BIO 315 Microbiology/Lab
- BIO 319 Neurogenetics
- BIO 328 Developmental Biology/Lab
- BIO 331 Molecular Biology
- BIO 333 The Genetics of Conservation Biology/Lab
- BIO 334 Genetics
- BIO 336 The Genetics of Conservation Biology
- BIO 337 Animal Physiology/Lab
- BIO 351 Immunology

**4. Senior Project**

The written thesis required of all biochemistry majors may be either an experimental (including computational) or non-experimental thesis. Students conducting an experimental thesis register for BCHM 457, 458, or both, while students undertaking a non-experimental thesis register for either BCHM

457 or 458. Students pursuing honors must register for both BCHM 457 and 458. Details about thesis requirements are found on the department website.

### Courses Taken Outside of Bates

Students receiving scores of four or five on the Chemistry AP examination, a grade of A or B on the A-level Chemistry examinations, or a grade of six or seven on the IB HL program examination may receive credit for CHEM 107 and/or 108. These credits may be used toward a major or minor in chemistry or the major in biochemistry, and may be used as a prerequisite for any course that requires CHEM 107 or 108. Their suitability as a prerequisite for a medical school is determined by the requirements of each individual medical school program. Except for AP/IB courses, a maximum of two credits taken elsewhere (transfer or off-campus study courses) may be used as a core or elective course, subject to department approval.

### Short Term Courses

Short Term courses may not be used to fulfill the requirements of the major.

### Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

### Other Considerations

Students typically satisfy the [W2] requirement by completing BIO 204. Most courses required for the B.S. degree are normally fulfilled through required courses and their prerequisites. However, students may need additional courses and should consult the requirements for the B.S. degree.

## Chemistry Major Requirements

Chemistry is the study of the properties and behavior of matter and energy of matter and energy that affect nearly every aspect of our lives and environment. A chemistry education explores the theories, laws, applications, and potential of this science. The chemistry curriculum is sufficiently flexible to allow students with career interests in areas such as the health professions, research, environmental science, law, business, and education to design a suitable major program. Students interested in careers in chemistry will find electives that provide a background for work in graduate school, industry, or other positions requiring a strong foundation in chemistry. The department and its curriculum are approved by the American Chemical Society (ACS), and an ACS-certified major is offered.

The chemistry major requirements include core courses, elective courses, and senior research and seminar. Some courses have math or physics prerequisites, which are normally taken in the first two years.

Students who major in chemistry may not double major in biochemistry, minor in chemistry, or complete the general education concentration in chemistry. It is highly recommended that 200-level core courses be completed by the end of the junior year.

#### 1. Chemistry Core

Complete the following courses:

- CHEM 107 Atomic and Molecular Structure/Lab
- CHEM 108 Chemical Reactivity/Lab
- CHEM 212 Analytical Chemistry/Lab
- CHEM 215 Inorganic Chemistry/Lab
- CHEM 217 Organic Chemistry I/Lab
- CHEM 218 Organic Chemistry II/Lab
- CHEM 301 Quantum Chemistry

Complete at least one course from the following:

- CHEM 302 Statistical Thermodynamics
- CHEM 310 Biophysical Chemistry

## 2. Chemistry Electives

Complete two chemistry courses 200-level or above except CHEM 360 Independent Study.

An elective course may not also be used to fulfill another course requirement for the Chemistry major. Independent study courses and Short Term courses cannot be used to satisfy elective requirements.

Elective course selections depend upon the goals and interests of the student. All students preparing for graduate study should choose advanced courses in their specific area of interest.

## 3. Senior Project

The written thesis required of all chemistry majors may be either an experimental (including computational) or a non-experimental thesis. Students conducting an experimental thesis register for CHEM 457, 458, or both, while students undertaking a non-experimental project may register for CHEM 457 or 458. Students pursuing honors must register for both 457 and 458. Details about thesis requirements are found on the department website.

## Courses Taken Outside of Bates

Students receiving scores of four or five on the Chemistry AP examination, a grade of A or B on the A-level Chemistry examinations, or a grade of six or seven on the IB HL program examination may receive credit for CHEM 107 and/or 108. These credits may be used toward a major or minor in chemistry or the major in biochemistry, and may be used as a prerequisite for any course that requires CHEM 107 or 108. Their suitability as a prerequisite for a medical school is determined by the requirements of each individual medical school program. Except for AP or IB courses, a maximum of two credits taken elsewhere (transfer or off-campus study courses) may be used as a core or elective course, subject to department approval.

## Short Term Courses

Short Term courses may not be used to fulfill the requirements for the major.

## Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

## Other Considerations

In order to earn an ACS-accredited chemistry major, students must take CHEM 321 (may count as an elective), two additional courses with a laboratory component (e.g. CHEM 305, 322, S37, S42, or S27), and both CHEM 457 and 458. Students may satisfy the [W2] requirement by completing a series of required and elective courses as described on the [Chemistry and Biochemistry W2 Requirement website](#). Most courses required for the B.S. degree are normally fulfilled through required courses and their prerequisites. However, students may need additional courses and should consult the requirements for the B.S. degree.

## Chemistry Minor Requirements

Chemistry deals with phenomena that affect nearly every aspect of our lives and environment. A chemistry minor provides an introduction to chemical principles and applications that may be relevant to and complement other liberal arts majors.

Students may complete a minor in chemistry by taking seven courses from the following:

- Any Chemistry courses
- EACS 240 Environmental Geochemistry/Lab
- EACS 340 Stable Isotope Geochemistry

At least one of course must be a 300-level Chemistry course.

This minor is not open to students who have declared a major in chemistry or biochemistry.

## Courses Taken Outside of Bates

Students receiving scores of four or five on the Chemistry AP examination, a grade of A or B on the A-level Chemistry examinations, or a grade of six or seven on the IB HL program examination may receive credit for CHEM 107 and/or 108. These credits may be used toward a major or minor in chemistry or the major in biochemistry, and may be used as a prerequisite for any course that requires CHEM 107 or 108. Their suitability as a prerequisite for a medical school is determined by the requirements of each individual medical school program. Except for AP or IB courses, a maximum of two credits taken elsewhere (transfer or off-campus study courses) may be used as a core or elective course, subject to department approval.

## Short Term Courses

Short Term and independent study courses may not be used to fulfill the requirements for the minor.

## Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the minor.

## Course Offerings

### BCHM 457 Senior Thesis

A laboratory or library research study in an area of interest under the supervision of a member of the biology or chemistry department. Senior biochemistry majors deliver presentations on their research. Students register for BCHM 457 in the fall semester and BCHM 458 in the winter semester. Majors writing an honors thesis register for both BCHM 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### BCHM 458 Senior Thesis

A laboratory or library research study in an area of interest under the supervision of a member of the biology or chemistry department. Senior biochemistry majors will be asked to deliver presentations on their research. Students register for BCHM 457 in the fall semester and BCHM 458 in the winter semester. Majors writing an honors thesis register for both BCHM 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### CHEM 107 Atomic and Molecular Structure/Lab

Fundamental concepts underlying the structure and behavior of matter are developed. Major topics include states of matter, atomic structure, periodicity, and bonding. This course, or its equivalent, is a prerequisite for all advanced courses in chemistry and biological chemistry. Laboratory: three hours per week.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **CHEM 108 Chemical Reactivity/Lab**

A continuation of CHEM 107. Major topics include thermodynamics, kinetics, equilibrium, acid/base behavior, and electrochemistry. Laboratory: three hours per week. Prerequisite(s): CHEM 107.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **CHEM 112 The Chemistry of the Environment Around Us**

This course will use an environmental lens to expose how chemical reactions take center stage in the world around us. The course will begin with a general overview of environmental chemistry and the periodic table and then progress through fundamental chemistry topics including atoms and molecules, elements, compounds and chemical equations, acids and bases, oxidation and reduction reactions, equilibrium and finally, nuclear chemistry. We will explore these topics by examining some of the most pressing issues in the Earth's atmosphere, waterbodies and soils, including impacts of pollution and anthropogenic actives on the environment, as well as efforts towards energy advancements and large-scale environmental clean-up campaigns. Not open to students who have received credit for CHEM 107 or 108.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **CHEM 125 Bioenergetics and Nutrition**

Living organisms require nutrients extracted from the environment to support the chemical reactions necessary for all life processes including development, growth, motion, and reproduction. Maintaining the chemical reactions that allow the web of life to continue to exist on Earth demands a continuous input of energy. This course examines the flow of energy from the sun into the biosphere through plants and into animals, with a focus on humans. Through a combination of research and oral presentations, problem solving, and group discussions, the chemistry behind this energy flow is explored, as are the ways in which energy is used by living organisms. The nutritional requirements required to support these energy transformations also are considered. Recommended background: high school chemistry. Not open to students who complete CHEM 108.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C027, C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lawson, Glen

Instructor Permission Required: No

### **CHEM 212 Analytical Chemistry/Lab**

A study of some of the most universally used methods and techniques of analytical chemistry. Both theory and applications are covered. Topics include titrations, gravimetric analysis, electrochemistry, spectroscopy, liquid-liquid extraction, and gas and liquid chromatography. Laboratory: three hours per week.

Prerequisite(s): CHEM 108.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Sommer, Michael

Instructor Permission Required: No

### **CHEM 215 Inorganic Chemistry/Lab**

A study of the wide-ranging aspects of inorganic chemistry. The use of periodic trends and fundamental principles of inorganic chemistry to systematize the descriptive chemistry of the elements is explored. Topics include reaction mechanisms in inorganic chemistry, ligand field theory, and solid state chemistry.

Applications of inorganic chemistry to biochemistry, environmental chemistry, and geochemistry are also considered. Prerequisite(s): CHEM 108.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Laurita, Geneva

Instructor Permission Required: No

### **CHEM 217 Organic Chemistry I/Lab**

An introduction to organic chemistry. Topics include bonding, structure, stereochemistry, and nomenclature; reactions of alkyl halides; and spectroscopic methods. Laboratory: three hours per week.

Prerequisite(s): CHEM 108.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kennedy, Andrew; Koviach-Cote, Jennifer; Freas, Dylan; Farley, Scotty

Instructor Permission Required: No

### **CHEM 218 Organic Chemistry II/Lab**

A continuation of CHEM 217. The reactions of alcohols, alkenes, alkynes, carbonyl compounds, aromatics, and radicals are studied from both a mechanistic and a synthetic point of view. Laboratory: three hours per week. Prerequisite(s): CHEM 217.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kennedy, Andrew; Koviach-Cote, Jennifer; Freas, Dylan; Farley, Scotty

Instructor Permission Required: No

### **CHEM 251 Introduction to Forensic Science**

This course will focus on the different analytical techniques used in forensic labs to assist in providing evidence that may be used in a trial. It will serve as an introduction to many different aspects of forensic analysis ranging from fingerprint analysis to ballistics, to blood spatter, to drug detection. This class will provide a wide look at different instruments and how analytical chemistry by forensics laboratories to provide insight on physical evidence. By the end of this course students will understand the paths a piece of evidence can take from a crime scene, through a lab, and into a courtroom. Students will also understand the theory and application of a variety of analytical techniques including gas chromatography-mass spectroscopy, capillary electrophoresis, and immunoassays. Prerequisite(s): CHEM108.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **CHEM 301 Quantum Chemistry**

Major topics include quantum mechanics, atomic and molecular structure, and spectroscopy. Prerequisite(s): CHEM 108, MATH 106, and PHYS 107 or 109. Corequisite(s): MATH 205.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006, C056

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cote, Matt

Instructor Permission Required: No

### **CHEM 302 Statistical Thermodynamics**

Major topics include statistical mechanics and chemical thermodynamics. Prerequisite(s): CHEM 108 and MATH 106. Prerequisite(s), which may be taken concurrently: PHYS 107 or 109.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006, C056

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cote, Matt

Instructor Permission Required: No

### **CHEM 303 Modern Data Acquisition and Analysis**

Making measurements is a key element of chemistry and other physical sciences. Measurements made with commercial turn-key instruments typically employ operations whose details are obscured by slick user interfaces. To help students make fuller and more sophisticated use of such instruments, this course provides a hands-on introduction to the details of the hidden operations: simple analog electronics, digital data acquisition, and computer-based data analysis. Students create simple electronic circuits, use the LabVIEW programming language to program computers to generate and acquire electronic signals, and apply MATLAB software to analyze and extract meaning from the measurements they make. Relatively simple experiments and devices relevant to the physical sciences provide opportunities to put the ideas and techniques discussed into practice. Neither experience with computer programming (in LabVIEW, MATLAB, or otherwise) nor knowledge of electronics is assumed. Recommended background: MATH 106. Prerequisite(s): CHEM 108, PHYS 108, or PHYS 109.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cote, Matt

Instructor Permission Required: No

### **CHEM 304 Biochemistry of Virus Replication and Host Cell Defense Systems**

Viruses that infect eukaryotic cells have evolved a wide range of strategies to co-opt the biochemical machinery of host cells for the purpose of maximizing virus replication success. Eukaryotic cells have simultaneously evolved mechanisms to limit the extent to which viruses can establish successful infections. This course examines, in large part through the primary literature, the replication biochemistry used by representative examples of mammalian viruses and the cellular biochemical pathways designed to defend cells and organisms from viral takeover. Prerequisite(s): BIO195, 202, and CHEM 218.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 304

Instructor: TBA, Staff

Instructor Permission Required: No

### **CHEM 305 Methods in Biophysical Chemistry**

This course introduces experimental techniques used to characterize the properties, interactions, and functions of biological macromolecules. Working in groups, students formulate and test hypotheses, analyze data, interpret results, and refine their experimental approaches. Emphasis is placed on proper techniques in laboratory work, safety, waste handling, and communicating experimental approaches and results.

Prerequisite(s): CHEM 108 and two of the following: CHEM 212, 215, 217, or 218.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Schlax, Paula

Instructor Permission Required: No

### **CHEM 310 Biophysical Chemistry**

An overview of physical chemical principles and techniques used in understanding the properties, interactions, and functions of biological molecules. Thermodynamic, kinetic, and statistical mechanical principles are applied to understanding macromolecular assembly processes (i.e., assembly of viruses or ribosomes) and macromolecular interactions involved in gene expression and regulation, DNA replication, and other biological processes. Techniques used in studying protein folding, RNA folding, and enzyme kinetics are presented. Prerequisite(s): CHEM 108 and MATH 106. Prerequisite(s), which may be taken concurrently: PHYS 107 or 109. This course is normally offered every year, alternating with CHEM 302.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006, C056

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Schlax, Paula

Instructor Permission Required: No

### **CHEM 313 Organic Spectroscopy**

In this course the utilization of nuclear magnetic resonance (NMR), infrared (IR), and mass spectral data for structural analysis is developed. Particular attention is given to the theory and interpretation of proton, carbon-13, and two-dimensional NMR spectra, and to structure prediction using all three spectroscopic techniques. Students will gain hands-on experience with the NMR spectrometer. Prerequisite(s): CHEM 218.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years  
Cross-listed Course(s): None  
Instructor: Koviach-Cote, Jennifer  
Instructor Permission Required: No

### **CHEM 316 Advanced Topics in Inorganic Chemistry**

A study of selected advanced topics in inorganic chemistry. Topics may include bioinorganic chemistry, inorganic materials science, and inorganic reaction mechanisms. Critical reading of the current literature, and applications of inorganic research, are emphasized. Prerequisite(s): CHEM 215.

Modes of Inquiry: [QF], [SR]  
Writing Credit: None  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): None  
Instructor: Laurita, Geneva  
Instructor Permission Required: No

### **CHEM 317 Molecular Tools for Microscopy**

The course surveys molecular tools, imaging techniques, and data quantification methods used in current research practices. Students will be introduced to optical sensors and actuators and how they are created, developed, optimized, and used in biological research. We will discuss the fundamentals and practical applications of various imaging techniques. This course will also engage the students in creative hypothesis-directed development of a novel imaging tool that satisfies an unmet biological need in their field. This course approaches molecular imaging holistically from both cell biological and chemical points of view.  
Prerequisite(s): BIO 202 and CHEM 218.

Modes of Inquiry: [SR]  
Writing Credit: None  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: Trull, Keelan  
Instructor Permission Required: No

### **CHEM 320 Mechanisms of Memory**

This course engages students in ideas from the fields of neuroscience, chemistry, biology, and psychology to understand on a chemical level how memory is stored and recalled in the human brain. Using seminal experiments as a foundation, students differentiate between “learning” and “memory” and connect model systems from the molecule all the way to behavior. Multimodal assignments explore the broad scope of experimental design and the cutting-edge subtleties of what it means to store and access information in the brain. Prerequisite(s): BIO 202 and CHEM 217.

Modes of Inquiry: [CP], [HS]  
Writing Credit: None  
GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 320

Instructor: TBA, Staff

Instructor Permission Required: No

### **CHEM 321 Biological Chemistry I/Lab**

An introduction to biologically important molecules and macromolecular assemblies. Topics discussed include the structure and chemistry of proteins; the mechanisms and kinetics of enzyme-catalyzed reactions; and the structure, chemistry, and functions of carbohydrates, lipids, nucleic acids, and biological membranes. Laboratory: three hours per week. Prerequisite(s): CHEM 218. Recommended background: Bio 242, or BIO 202 and 204, and CHEM 217.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lawson, Glen; O'Loughlin, Colleen; Schlax, Paula

Instructor Permission Required: No

### **CHEM 322 Biological Chemistry II/Lab**

A survey of the major metabolic processes in living cells. Topics discussed include protein synthesis, DNA replication and gene expression, the global organization of metabolic pathways, carbohydrate and fatty acid metabolism, biological oxidation, reduction and energy production, and the metabolism of nitrogen-containing compounds. Special attention is given to the mechanisms by which metabolic processes are regulated. Laboratory: three hours per week. Prerequisite(s): CHEM 321.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lawson, Glen; O'Loughlin, Colleen

Instructor Permission Required: No

### **CHEM 325 Advanced Organic Chemistry**

A study of important organic reactions with emphasis on structure, stereochemistry, mechanism, and synthesis. Prerequisite(s): CHEM 218.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kennedy, Andrew; Koviach-Cote, Jennifer

Instructor Permission Required: No

### **CHEM 337 Natural Products and Secondary Metabolites as Drugs**

Over a third of all FDA-approved drugs originated as natural products originally made by mammals, plants, and microbes. As sequencing technologies have improved our ability to peer into genomes, there is a renewed hope that this genomic revolution will drive an expansion of drug-like natural products. In this course, students explore the biochemical pathways for the production of secondary metabolites, relate their synthesis to primary metabolism, and explore the clinical trial process. They discuss natural product biochemistry, assay development, clinical trial planning, patient recruitment, and how natural products have shaped human history. Recommended background: BIO 242, BIO 202 and 204, or CHEM 321.

Prerequisite(s): CHEM 218.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: O'Loughlin, Colleen

Instructor Permission Required: No

### **CHEM 339 Origin(s) of Life**

This course is an interdisciplinary survey of the conditions and environments that may have led to the origin(s) of life. Studying the origin of life involves research across physics, astronomy, geology, chemistry and biology but with a major lens of chemistry. Did life begin only once? What makes a planet habitable? How do we go from molecules to cells? Beginning with the formation of planets and stars, progressing to "Earth history", then trying to define what "life" is, we will assess the current theories for how life started with a chemical lens. We will also discuss how scientists are currently searching for it elsewhere. In addition to learning about the theories surrounding the origin(s) of life and the science involved in solving this difficult question, we will focus on developing a scientific mindset through the primary literature, and the course culminates in the scientific process of proposing experiments to address open questions in the field.

Prerequisite(s): CHEM 217.

Modes of Inquiry: [AC], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 339

Instructor: Pazienza, Lydia

Instructor Permission Required: No

### **CHEM 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus,

and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **CHEM 401 Biochemistry of Prokaryotic Gene Expression**

Bacteria respond to a variety of stresses in their environment and modify the expression of molecules as adaptations. This course will serve as an alternative capstone for Chemistry and Biochemistry majors.

Readings and original research will focus on recent literature outlining our current understanding of biochemical principles in transcription, translation, and in the regulation of these processes. Writing will develop through peer review and in class presentations, and result in a significant, original, document that is aimed at identifying key questions and approaches to answering them in one area of gene expression and regulation. Prerequisite(s): BIO 202.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Schlax, Paula

Instructor Permission Required: Yes

### **CHEM 457 Senior Research and Seminar**

A laboratory or library research study in an area of interest under the supervision of a member of the department. Each senior major delivers one presentation on the research for each thesis credit. Students register for CHEM 457 in the fall semester. Majors writing an honors thesis register for both CHEM 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **CHEM 458 Senior Research and Seminar**

A laboratory or library research study in an area of interest under the supervision of a member of the department. Each senior major delivers one presentation on the research for each thesis credit. Students

register for CHEM 458 in the winter semester. Majors writing an honors thesis register for both CHEM457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **CHEM S14 Science, Public Health, and Humanistic Inquiry: Travel, Medicine and the COVID-19 Pandemic in Chile**

This course explores the intersection of natural scientific and humanistic inquiries in the context of Chile's public health system and its response to the COVID-19 pandemic. The state of biomedical science in Latin America is approached through the lens of travel as both a practice and metaphor for understanding encounters with other societies as a peril of infection and contagion. How scientific problem-solving produced anti-virus transmission protocols and vaccines and how interactions between travelers and host societies during a global pandemic expose conflicts of socioeconomic interests and human welfare provide the context and foundation for on-site examinations of the public health response and self-reflection in Chile. Students engage with local biomedical and public health researchers, healthcare providers, and cultural practitioners, and visit relevant cultural and historical sites to understand how scientific and humanistic modes of inquiry work in tandem. Recommended background: One course in chemistry or biology; one course in Hispanic studies or Latin American and Latinx studies.

Modes of Inquiry: [HS], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): HISP S14

Instructor: Lawson, Glen; George, David

Instructor Permission Required: Yes

### **CHEM S15 Radioactivity: the Films, the Facts, the Future**

This course will explore the discovery and implications of radioactivity through the lens of major motion pictures. Films such as Radioactive, Oppenheimer and Chernobyl will be used as launching points to introduce the basics of nuclear chemistry, biological effects of radiation, and uses of radiation in nuclear reactors and nuclear weapons. Discussions will include how these topics are presented in major motion pictures and the general publics' perception of radiation and nuclear chemistry in general. Example topics include the structure of the atom; modes of radioactive decay; isotopes; half-lives; health impacts of radiation exposure; medical applications of radioactivity; development of nuclear weapons; global and moral implications of nuclear weapons; global and moral implications of nuclear energy; and radioactive waste management. Assessments will include discussion boards, reflections and in class presentations.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Piedmonte, Ida

Instructor Permission Required: No

### **CHEM S27 Visualizing Science**

Presenting data obtained from physical measurements in a way that clearly conveys meaning is a critical part of many scientific endeavors. This is typically done visually, through images and graphs, but acoustic or tactile depictions may be more effective in some contexts, or better serve some participants in the process. This course explores well-established, as well as more novel, approaches to making physical measurements and communicating features of interest. Prerequisite: at least one semester of a college science course, preferably with a hands-on component (lab section, or lab aspect to lectures).

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cote, Matt

Instructor Permission Required: No

### **CHEM S28 Chemistry and the Arts**

In this course we will explore the connection between chemistry and various topics in the arts and arts-related fields. This course will involve learning about the chemistry behind these topics, exploring the literature behind various artistic practices, and applying hands-on techniques in the laboratory involved in various art processes. This class may involve interaction with scholars who will help introduce new techniques and topics. Example topics covered in this course are the origin of color in pigments and dyes and their identification in pieces of art; the chemistry of ceramics and glazes; the development of polymers, resins, alloys, and composites for sculptures and jewelry-making; the chemical processes behind printmaking; authentication, preservation, and restoration of works of art through chemical methods.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C036

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Laurita, Geneva

Instructor Permission Required: No

### **CHEM S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus,

and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Classical and Medieval Studies

*Professors Baker (Religious Studies), Federico (English), Maurizio (chair), and O'Higgins; Assistant Professors Boomer (Art and Visual Culture), Brent, Lynch, and Tizzoni; Senior Lecturer Walker.*

The Program in Classical and Medieval Studies combines a uniquely interdisciplinary study of cultural history with an emphasis on empowering students to read and assess texts in relevant ancient and medieval languages.

The Bates program is distinctive in its scope because it links the study of classical antiquity with that of the Middle Ages and embraces the global context of ancient and medieval societies, from northern Europe and Scandinavia to Central Asia, and from North and West Africa to the Indian Ocean. It considers the many diverse cultures and communities in North Africa, the Near East, Crete, and Sicily constituting ancient "Greece" and "Rome." Its definition of the medieval period encompasses the civilization of Islam, the Byzantines, and the Latin and vernacular cultures of Western Europe, from Visigoths and Vikings to Middle English poets and builders of Gothic cathedrals. This broad chronology, coupled with an extensive geographical and cultural range, encourages students to examine the long track of history to see how humans act and react with each other, their environments, their pasts, and their futures.

The program centers questions about power, oppression, and the constructed nature of culture, identity, and the past itself. Students explore these questions through different lenses: art, archaeology, architecture, drama, literature, philosophy, religion, rhetoric, and social and cultural history. Students learn ancient and medieval languages to engage directly and authoritatively with textual evidence. Because no study of the past is complete without understanding its material culture and how people communicated through it, students are encouraged to study abroad to experience ancient and medieval visual and material culture in various contexts of display. They also interrogate how representations of the ancient and medieval pasts have been used to support cultural, political, and artistic projects, whether in the sixteenth century or more recently. By pursuing their passion for the past in these various ways, students develop critical skills necessary to meet the challenges of the present day.

More information is available on the [Classical and Medieval Studies program website](#).

## Major Requirements

The major in Classical and Medieval Studies has new requirements that apply to students graduating in 2028 and subsequent years. Students graduating in 2025, 2026, or 2027 may fulfill the new requirements described below or those in place when they enrolled at the College. Consult with the program chair to convey your preference.

The major requires 11 credits. CMS courses taken during the semester at Bates count for 1 credit. Semester-long courses taken in College-approved study abroad programs usually count for 1 credit. CMS short-term courses count for .5 credits. Two CMS short-term courses count as one CMS credit.

### 1. Introduction

Complete the following course:

- CMS 107 Race, Reception, and the Modern Creation of the Ancient and Medieval Past

2. Language

Complete at least one of the following:

- Any four Latin courses
- Any four Ancient Greek courses

Students may use a College-approved study abroad program, or a pre-approved course taken in the summer toward this requirement.

3. Additional Courses

Complete five courses from the following:

- Any Classical and Medieval Studies Course
- FYS 345 Classical Myths and Contemporary Art
- FYS 518 Ancient Magic and its Practitioners
- FYS 569 Medieval/Modern
- FYS 574 Creating Community in the Medieval World
- Additional courses in Ancient Greek and Latin beyond the four required language courses may be counted towards these five.

4. Senior Thesis

Complete at least one course from the following:

- CMS 457 Senior Thesis
- CMS 458 Senior Thesis

Typically, majors complete a one-semester thesis. The program chair consults with faculty and students to assign thesis advisors. Additional information is available on the [Classical and Medieval Studies website.](#)

### Courses Taken Outside of Bates

No more than four one-credit College-level courses, completed at institutions in the United States or abroad, may be applied toward the major. Students seeking to receive credits toward the major for summer courses should obtain permission from the program chair before enrolling in such a course. Generally speaking, the program does not grant credit for online courses, including online language courses, to fulfill its requirements. If a student wishes to seek an exception to this rule, they should consult the program chair.

Students with backgrounds in ancient Greek and Latin may consult with faculty to determine their course level for enrollment. Those who have taken only one year of College-level ancient Greek or Latin courses at Bates or another institution should register for 200-level courses. All other students may register for 300-level courses. Advanced Placement examination scores of four or five in Latin may be used toward the College's graduation requirements and to help place students in Latin courses, but may not count toward the major, minor, or General Education Concentration requirements. All 200- and 300-level courses in ancient Greek and Latin courses focus on developing reading comprehension and exploring the historical context of the texts studied. Students meet collectively and divide into smaller groups to accommodate their individual needs.

## **Short Term Courses**

The major may include two Short Term CMS courses.

### **Pass/Fail Policy**

Pass/Fail grading may not be elected for the ancient language courses required for the major.

## **Ancient Greek Minor Requirements**

The study of ancient Greek and Latin languages provides a point of entry into ancient and medieval worlds and has practical and professional benefits. It offers insight into English vocabulary and grammar, thus improving one's writing skills and logical thinking. Graduate programs in English and modern languages, for example, frequently require reading knowledge of either ancient Greek or Latin, and professional programs in law and medicine often favor applicants who have studied an ancient language.

Complete any six ancient Greek courses (GRK).

### **Courses Taken Outside of Bates**

No more than two one-credit College-level courses, completed at institutions in the United States or abroad, may be applied toward the minor. Students seeking to receive credits toward the minor for summer courses should obtain permission from the program chair before enrolling in such a course. Generally speaking, the program does not grant credit for online courses, including online language courses, to fulfill its requirements. If a student wishes to seek an exception to this rule, they should consult the program chair.

Students with backgrounds in ancient Greek may consult with faculty to determine their course level for enrollment. Those who have completed one year of College-level ancient Greek at Bates or another institution should register for 200-level courses. All other students may register for 300-level courses. All 200- and 300-level courses in ancient Greek focus on developing reading comprehension and exploring the historical context of the texts studied. Students meet collectively and divide into smaller groups to accommodate their individual needs.

### **Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the minor.

## **Latin Minor Requirements**

The study of ancient Greek and Latin languages provides a point of entry into ancient and medieval worlds and has practical and professional benefits. It offers insight into English vocabulary and grammar, thus improving one's writing skills and logical thinking. Graduate programs in English and modern languages, for example, frequently require reading knowledge of either ancient Greek or Latin, and professional programs in law and medicine often favor applicants who have studied an ancient language.

Complete any six Latin courses (LTN).

### Courses Taken Outside of Bates

No more than two one-credit College-level courses, completed at institutions in the United States or abroad, may be applied toward the minor. Students seeking to receive credits toward the minor for summer courses should obtain permission from the program chair before enrolling in such a course. Generally speaking, the program does not grant credit for online courses, including online language courses, to fulfill its requirements. If a student wishes to seek an exception to this rule, they should consult the program chair.

Students with backgrounds in ancient Latin may consult with faculty to determine their course level for enrollment. Those who have completed one year of College-level Latin at Bates or another institution should register for 200-level courses. All other students may register for 300-level courses. Advanced Placement examination scores of four or five in Latin may be used toward the College's graduation requirements and to help place students in Latin courses, but may not count toward the major, minor, or General Education Concentration requirements. All 200- and 300-level courses in Latin focus on developing reading comprehension and exploring the historical context of the texts studied. Students meet collectively and divide into smaller groups to accommodate their individual needs.

### Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the minor.

## Course Offerings

### CMS 101 Introduction to the Ancient World

A study of the ancient civilizations of Greece and Rome, this course is the introduction to European history in the Department of History and is a fundamental course in the Program in Classical and Medieval Studies. It addresses themes and events extending from the eighth century B.C.E. until the second century C.E. Students consider the disciplines that comprise study of classical antiquity, engage with primary texts (literary, graphic, and epigraphical), and learn how ancient history has come to be written as it has been.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C048, C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 101

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

### CMS 102 Medieval Worlds

Far from being an “enormous hiccup” in human progress, the medieval centuries (c. 300-1500) marked the emergence and development of new cultures and identities in and beyond the Mediterranean. These powerful medieval cultures—Islamic, “Byzantine,” and Western European—continue to shape our present. The central theme of this introductory survey course is to explore their genesis and development, including their social, economic, political, and cultural aspects. Important topics include the transformation of the Roman Empire; religious changes across Europe, the Mediterranean, and Middle East; the persistence of the Eastern Roman world; cultural vitality; and alterity and race-making.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C034, C048, C051, C057, C064, C090

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 102

Instructor: Lynch, Sarah; Tizzoni, Mark

Instructor Permission Required: No

### CMS 104 Introduction to Medieval English Literature

This course offers an introductory survey of the literature produced in England between 800 and 1485, from Anglo-Saxon poetry through the advent of print. Major texts include pre-Conquest poetry and prose (such as Beowulf and the Anglo-Saxon Chronicle), early Middle English romance, post-Conquest lyric and narrative verse (including Chaucer), the fourteenth-century alliterative revival, Arthurian romance, drama, chronicles, and personal letters. Designed for nonmajors and prospective majors, the entry-level course provides a foundation in critical thinking about literary history.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): ENG 104

Instructor: Federico, Sylvia

Instructor Permission Required: No

### **CMS 107 Race Reception and the Modern Creation of the Ancient and Medieval Past**

This course is designed to introduce students to the ways in which the study of the classical and medieval worlds has been constructed alongside, and as an integral part of, modern systems of colonialism, racism and white supremacy. It aims, likewise, to introduce students to the ways in which the distant past, so constructed, continues to inform the contemporary world, both as a locus of oppression and of resistance. The course will, therefore, present students with the tools necessary to understand and critique these fields of study, as well as help them to more critically view the way they understand the past and the present.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C051, C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): HIST 107

Instructor: O'Higgins, Laurie; Tizzoni, Mark

Instructor Permission Required: No

### **CMS 108 Roman Civilization: The Republic**

In this course students explore the civilization and history of ancient Rome from the foundation of the Republic around 510 B.C.E. until the civil wars and its transformation into an Empire under Julius Caesar and his nephew, Octavian. Each week the class convenes for lectures and discussions devoted to the political, social, and cultural history of the Republic.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C048, C054, C057

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 108

Instructor: Brent, Liana

Instructor Permission Required: No

### **CMS 109 Roman Civilization: The Empire**

This course introduces students to the history and culture of the Roman Empire from Augustus to Constantine, with a secondary emphasis on disasters such as fires, floods, earthquakes, and plagues. By the end of the course, students will have a broad understanding of Roman political, social and environmental history, as well as knowledge of Roman literature and culture during the Empire. Recommended background: CMS/HIST 108.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C048, C054, C057, C059

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 109

Instructor: Brent, Liana

Instructor Permission Required: No

### **CMS 112 Ancient Greek History**

This course examines Greece from the Bronze Age to Alexander. It focuses on the geographical breadth and temporal extent of "Ancient Greece," and how that considerable space and time were negotiated and understood by the Greeks themselves. In such a far-flung world, extending from Sicily to Ionia, from the Black Sea to North Africa, Greeks experienced "Hellenicity" through sea lanes and land routes, and by means of a network of religious festivals and athletic meets, coordinated among multiple civic calendars. Topics include political structures, philosophies, literature, and modes of warfare.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 112

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

### **CMS 114 Introduction to Classical Archaeology**

Physical remains from the ancient world are important for reconstructing daily life in past societies. The goal of the course is to familiarize you with the archaeology of the ancient Mediterranean world and the social contexts that gave rise to important sites, monuments, and objects. We will use archaeology and material culture as a lens to explore Roman values, political and religious institutions. We will examine critically how ancient sites and monuments have been appropriated over the centuries by different groups and why these sites continue to fascinate archaeologists, collectors, and the general public millennia later.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): ANTH 114, AVC 221, HIST 114

Instructor: Brent, Liana

Instructor Permission Required: No

### **CMS 121D The Many Lives of King Arthur**

King Arthur is called the "once and future king," but this malleable, mythic figure in some sense always lives in the present time. Approaching Arthur as an idea as much as a man, students analyze the ways in which the Arthur story has been adapted for different literary, social, and political purposes according to the needs and desires of its changing audience. They explore the features of the Arthurian legend which make it universally compelling, including feudal loyalty and kinship, women and marriage, questing and adventure, magic and monsters, violence and warfare, and consider the fierce debate over Arthur's historical and mythical origins.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C051, C064

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): ENG 121D

Instructor: Federico, Sylvia

Instructor Permission Required: No

### **CMS 175 Roman Civilization**

This course introduces students to Roman civilization from an interdisciplinary perspective with particular emphasis on Roman literature, history, and culture. Using a combination of primary sources and information from lectures, we will create a chronological framework for analyzing Roman culture through its literature and systems of values and beliefs. We will also focus on distinctly non-elite culture: the jobs and occupations that were performed, which provide alternative perspectives on what it meant to be ‘Roman.’ Not open to student who have received credit for CMS 108/HIST 108 or CMS 109/HIST 109.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): HIST 175

Instructor: Brent, Liana

Instructor Permission Required: No

### **CMS 204 Classics and the History of Sexuality**

This course investigates how the language and culture of ancient Greece and Rome has shaped many of our contemporary ideas on sexuality in the United States. Students explore the role of Greco-Roman material in discourses of sexual identity, freedom, and oppression from the first scientific studies of sexual behavior in the late nineteenth century to notions of sex, gender, and sexuality in the modern day. Throughout the course, students analyze texts from both ancient and modern contexts to see how classical culture has acted as an explanatory force in the fields of medicine, psychology, law, and politics. Students also explore how marginalized groups, especially LGBTQI peoples, have used Greco-Roman antiquity as a means both for forming community and for arguing their equal rights.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C027, C054, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 204

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

### CMS 206 Chaucer

Reading and interpretation of Chaucer's major works, including The Canterbury Tales. Students interrogate the many ways Chaucer's texts challenge assumptions of fixity, including definitions of gender, race, class, territory, and time. All works are read in Middle English.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): ENG 206

Instructor: Federico, Sylvia

Instructor Permission Required: No

### CMS 207 Eve, Adam, and the Serpent

How are interpretations of the Bible's creation stories informed by contemporary cultural understandings of right and wrong, sex and gender, power and privilege, human and non-human? And, conversely, how do interpretations of these stories - ancient and modern - shape our sense of how the world works and what is possible now and in the future? Close readings of ancient texts paired with a wide array of later interpretations and commentary provide the basis for our studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 207, REL 207

Instructor: Baker, Cynthia

Instructor Permission Required: No

### CMS 215 Death and Burial in Ancient Rome

This course will examine the historical and archaeological aspects of death and burial in the Roman world from c. 150 BCE – 300 CE, in order to understand how the Romans cared for, disposed of, and commemorated the dead. We will explore culturally-specific attitudes to death, grief, mourning and funerals, alongside the physical monuments that commemorate the deceased. Geographically, we will focus on Italy, although case studies will span the Mediterranean world. Together, we will investigate Roman funerary rituals and follow the body on its journey from the world of the living to that of the dead, while exploring new narratives about death in different classes of ancient (and modern) society.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): ANTH 215, AVC 242, HIST 215

Instructor: Brent, Liana

Instructor Permission Required: No

### CMS 216 Conflict and Community in Medieval Spain

Medieval Spain was a crossroads where the civilizations of Islam, Christianity, and Judaism met, mingled, and fought. Diverse and dynamic societies emerged, and from this climate of both tension and cooperation came a cultural and intellectual flowering that remains a hallmark of human achievement. Using a wide range of primary sources, this course focuses particularly on two key concepts in Spanish history: the Reconquista and the Convivencia. To examine these, students investigate the nature of conflict in medieval Spain and the ways in which those who lived there constructed and understood their communities.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C051, C090

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 216, REL 223

Instructor: Tizzoni, Mark

Instructor Permission Required: No

### CMS 218 Greek and Roman Myths

Did the Greeks and Romans believe their myths about winged horses, goddesses, and golden apples? How are myths related to the religious, political, and social world of Greece and Rome? This course examines Greek and Roman myths from a variety of theoretical perspectives in order to understand their meaning in the ancient world and their enduring influence in Western literature and art.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054, C057

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 218

Instructor: Maurizio, Lisa

Instructor Permission Required: No

### CMS 220 The Medieval Year

This course explores daily life and community in the Middle Ages through festivals, holidays, and marking the passage of the seasons. First, students are introduced to the format of both the natural and ritual year, and how individuals and groups responded to environmental factors. Second, they consider the role of such seasonal rituals as a means of creating social cohesion and coercion. Medieval festivals and holidays were not just fun: they frequently sought to impose specific visions of social and religious order on participants (and those who were excluded). Third, students reflect on how holidays and communal rituals still have power to shape community, identity, and belonging in contemporary society. The course helps students learn about medieval religious and cultural practices in a critical manner; while focusing on Christian traditions, they also consider Jewish and Muslim customs in a broader European context. Recommended background: prior coursework on the pre-modern world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 220, REL 220

Instructor: Lynch, Sarah

Instructor Permission Required: No

### **CMS 225 Rituals, Sentiments, and Gods: Religion in Ancient Greece**

An anthropological approach to ancient Greek religion in which archeological, literary, and art-historical sources are examined to gain an understanding of religion in ancient Greek society. Topics explored include cosmology, polytheism, mystery cults, civic religion, ecstasy, sacrifice, pollution, dreams, and funerary customs.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 225, REL 225

Instructor: Maurizio, Lisa

Instructor Permission Required: No

### **CMS 235 Introduction to the Hebrew Bible**

What is the Hebrew Bible (Christianity's Old Testament and Judaism's Tanakh)? This course centers perspectives of BIPOC biblical scholars who employ a range of scholarly tools and methods for exploring the content and genres of major books of the Hebrew Bible - including Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges, Samuel, and Kings-with brief forays into selected Prophets and Wisdom literature. Topics include theories about the composition and sociopolitical contexts of the writings, the events and ideas they narrate, and the use of scripture in sustaining and contesting modern social practices, especially those related to colonization, cultural violence, and race/gender disparities.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 235

Instructor: Baker, Cynthia

Instructor Permission Required: No

### **CMS 236 Introduction to the New Testament**

The New Testament is a compilation of Greek documents written in various regions of the eastern Mediterranean about two thousand years ago, in the first and early second centuries of the Common Era (CE), by a handful of writers, many of them Jews. It is also a "living document" honored as scripture by Christians – members of the largest religious group in the world, currently numbering over two billion persons across the globe. As scripture, the New Testament has served to inspire countless Christians to engage in great acts of love and charity, devotion and self-sacrifice, and the creation of artistic masterpieces and folk traditions throughout two millennia. As scripture, it has also been used by Christians to sanctify

colonization and conquest, enslavement and race/gender/class disparities, and torture and genocide throughout those same two millennia. In light of this challenging complexity, this course employs both historical-critical lenses and theological/social justice lenses to explore the ideas, contexts, and movements that gave rise to these writings as well as some of the ways in which New Testament texts have been used to sustain and resist cultures of violence.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 236

Instructor: Baker, Cynthia

Instructor Permission Required: No

### **CMS 241 The Art of Islam**

Art of the Islamic world from its roots in the ancient Near East to the flowering of Safavid Persia and Mughal India in the sixteenth, seventeenth, and eighteenth centuries. Developments are traced through architecture, painting, ceramics, textiles, and metalwork. Consideration is given to the continuity of the Near Eastern artistic tradition and Islamic art in the nineteenth and twentieth centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051, C057, C090

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): AVC 241, REL 241

Instructor: Woodward, Beth

Instructor Permission Required: No

### **CMS 251 The Age of the Cathedrals**

An investigation of medieval architecture from the Early Christian era to the end of the Gothic period in Europe, including Russia and the Byzantine East. Emphasis is placed on the development of Christian architecture and the emergence of the Gothic cathedral in the context of European political and social history before 1500. This course explores historical methodology in the field since 1800.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C001, C035, C048, C051, C057

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): AVC 251, REL 253

Instructor: Boomer, Megan

Instructor Permission Required: No

### **CMS 252 Art of the Middle Ages**

In Europe from the Early Christian era to the end of the Gothic age, from 300 to 1450 C.E., precious objects, manuscripts, wall paintings, and stained glass were produced in great quantities. The course traces the

development of these and other media, including tapestry and sculpture. The roles of liturgy, theology, and technological and social changes are stressed. Modes of historical analysis are investigated.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C001, C048, C051, C057, C083

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): AVC 252, REL 252

Instructor: Boomer, Megan

Instructor Permission Required: No

### **CMS 254 Sacred Travel/Shrines/Souvenir**

From antiquity to the present day, people have traveled to local or far-off sites to approach holy figures, to appeal for divine intervention, and to fulfill obligations. This seminar explores the material dimensions of these journeys, from the spaces entered and sites encountered to the things travelers brought or took away. The class focuses on shrines built and used c. 300-1500 CE.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051, C090

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): AVC 254, REL 254

Instructor: Boomer, Megan

Instructor Permission Required: No

### **CMS 264 Islamic Civilization: Politics, History, Arts**

This course begins by interrogating the terms "Islamic", "Muslim", and "Civilization" in order to unpack the concept of "Islamic civilization" as a term relevant to the global order of things. Drawing on anti-colonial and decolonial thought, this course will follow Islam's movement from Arabia, through western Asia towards the Mediterranean, southern Europe, and the Sahel, and its simultaneous spread eastward towards Russia, central asia, India, to western China, south east Asia, and Oceania. We will look at cultural production in the arts, architecture, literature, and music from around the world in order to assess the utility, scope, and limits of the term "Islamic civilization." At the same time, we will examine the way in which Islam shaped and was shaped by the cultures, peoples, intellectual traditions, and practices that Muslims encountered. At the end, we will return to assessing the utility of the term "Islamic civilization" and, if needed, imagine other ways of conceptualizing the global life of Islam.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C090

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 264

Instructor: Pasha, Kyla

Instructor Permission Required: No

### **CMS 265 Florence to Bruges: The Early Renaissance in Europe**

This course investigates the art and architecture of Northern and Southern Europe between 1250 and 1450. Students analyze the impact of theology, liturgy, social change, urbanism, gender, and social class on visual culture. Artists considered include Cimabue, Duccio, Giotto, Fra Angelico, Donatello, Brunelleschi, Jan van Eyck, and Rogier van der Weyden.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C048, C051, C057

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): AVC 265

Instructor: Woodward, Beth

Instructor Permission Required: No

### **CMS 266 Magic and the Supernatural in the Middle Ages**

For many, "medieval" is simply another word for "superstition" and the Middle Ages were consumed by delusion punctuated with witch trials. This course instead focuses on religious and folk practices beyond orthodox Christianity in the Middle Ages, to understand the realities of "magical" practice and supernatural beliefs during the period and move away from misconceptions based on Enlightenment polemic and modern fantasy. Students discover the variety of beliefs associated with the concepts of magic and supernatural and come to understand that these concepts were not always seen as evil, or even wrong, by contemporaries. Students consider the differences between how learned and unlearned magic were perceived and the gender dynamics at the heart of this dichotomy. They explore the syncretic relationship between medieval Christianity and paganism and other traditional beliefs, as well as the overlap between "magic" and primitive science. Recommended background: prior coursework on the pre-modern world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 266, REL 266

Instructor: Lynch, Sarah

Instructor Permission Required: No

### **CMS 271 Ancient Philosophy**

What's the best way to live? For pleasure or for virtue? For oneself or for others? By the conventions of one's time or by some timeless truths? The fascination the ancient Greeks had with these questions was inextricably linked with others: What is the nature of the universe in which we live? What is the status of our knowledge of this universe? How can we understand the processes of change we see everywhere, including in ourselves? And what is the nature of philosophy itself? The course begins with the person who most famously asked these questions, Socrates, and on the writings in which he is most vividly portrayed, the dialogues of his student Plato. Students continue to pursue these questions through the writings of Aristotle as well as the famous schools of ancient philosophy, the Stoics, the Epicureans, and the Skeptics. No prior familiarity with philosophy is assumed; this is a perfect place to begin one's study of philosophy.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C031, C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PHIL 271

Instructor: Stark, Susan

Instructor Permission Required: No

### **CMS 276 Saints, Ships, and Sultans: The Horn of Africa in the Middle Ages**

The Horn of Africa represents one of the great crossroads of the world, connecting the Red Sea and Mediterranean worlds with those of the Indian Ocean. In the medieval period, the region flourished, with its history and society shaped by religion, trade, and politics. Christian states of Ethiopia sought both to pursue an independent expression of their faith and link themselves with the wider Christian world. Muslim states in Somalia sought political definition and economic power in a booming interconnected global community. Community-engaged learning sits at the core of this course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051, C090

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 276

Instructor: Tizzoni, Mark

Instructor Permission Required: No

### **CMS 291 Colonization and Resistance in Late Antique North Africa**

While treated by some scholars as peripheral, North Africa was and is a central arena in global history. This course examines the Maghreb in the dynamic period of transformation that saw the Roman Empire devolve into separate political and social entities, ca.200-700 C.E. In these critical centuries, North Africa and North Africans served both as anchors preserving Roman culture and society, and key agents in its transformation and devolution. Approaching the topic through primary and secondary sources, this course focuses on key themes: colonization and resistance, ethnicity and identity, and cultural and social cohesion. Recommended background: CM/HI 102.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051, C059, C090

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 291

Instructor: Tizzoni, Mark

Instructor Permission Required: No

### **CMS 292 The Dawn of the Middle Ages**

The period of Mediterranean history stretching from ca. 300 to ca. 700 C.E. saw both change and continuity, radical transformation and sociocultural resiliency. Often maligned as the "Dark Ages," this period has

attracted a great deal of scholarship, and looms large in the construction of modern national identities. The central question is not only how the ancient world became the medieval, and what that meant, but how and why this understanding has changed over the years, and why it matters. This course examines the period through the analysis of primary sources, key secondary sources, and historiography. Recommended background: CM/HI 102.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C051, C090

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 292, REL 292

Instructor: Tizzoni, Mark

Instructor Permission Required: No

### **CMS 293 Trans-Saharan Africa in the Middle Ages**

This course examines the early history of trans-Saharan Africa from roughly 600-1600 CE. During this period, new ideas, new political structures, and a new religion—Islam—united West Africa and the Maghreb in new, profound, ways. This dynamic era saw the formation of powerful, Islamic empires. Some, like the Fatimids, channeled Indigenous, anti-colonial anger into imperial projects. Others, like the Almoravids, used radical interpretations of Islam to form newly-conceived states. Others still, like Mali and Songhai, adapted Islam to enhance and amplify long-established African practices of state power and conceptions of imperial authority. This course examines key topics such as the spread and adaptation of Islam in West and North Africa, the dynamics of state and society building, the nature of historical sources, and the creation of historical knowledge regarding early African history.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C051, C090

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 293

Instructor: Tizzoni, Mark

Instructor Permission Required: No

### **CMS 301H Slavery in Ancient Rome**

Ancient Rome was an enslaving society, yet what little we know about slaves comes largely from the members of the social elite who wrote about slaves in literary and legal sources. How do we recover the lives and experiences of enslaved individuals? This course aims to understand the condition of slavery in the ancient Roman world from a variety of perspectives using methods and theories from social history and archaeology. Key topics include how individuals became enslaved; the treatment of slaves; the coercion and control of slaves; slave resistance; the family life of slaves; manumission and other paths to freedom; the material culture associated with Roman slaves. This seminar will include a mix of short lectures and discussions, as well as both oral and written assignments. Prerequisites: Any premodern CMS or HIST course.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C054

Department/Program Attribute(s): (History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301H

Instructor: Brent, Liana

Instructor Permission Required: No

### **CMS 301J Medieval Education**

This course will explore the nature of education, schooling, and university in the Middle Ages. Who attended schools and universities? How did a person become a teacher or professor? How were educational institutions organized and administered? What subjects and texts were studied? What was a school day or an academic year like? What were the motivations behind education (why go to school, why provide opportunities)? What was the material culture of education? How did education impact wider communities and society and visa-versa? We will consider these questions and more by employing a longue durée approach and examining how educational practices evolved over a thousand-year period. We will also take a transregional and transcultural view by comparing and contrasting education in Jewish, Christian (both Western and Eastern), and Muslim communities. Prior coursework in pre-modern history/medieval studies is strongly recommended.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301J

Instructor: Lynch, Sarah

Instructor Permission Required: No

### **CMS 344 Chaucer and His Context**

This seminar encourages students already familiar with Chaucer's Canterbury Tales to further explore his other major poetic works in the context of his late fourteenth-century London milieu. Texts include a selection of dream visions, historical romances, and philosophical treatises ("Troilus and Criseyde," "Book of the Duchess," "Parliament of Fowls," and others). Chaucer's literary contemporaries, including John Gower, William Langland, and the "Gawain"-Poet, are studied along with their poetic forms and historical contexts. All texts read in Middle English. Only open to juniors and seniors. Recommended background: familiarity with Middle English literature and/or language.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): ENG 344

Instructor: Federico, Sylvia

Instructor Permission Required: No

### CMS 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### CMS 373 Art of the Global Middle Ages

This course examines artworks produced by diverse communities in Europe, North Africa, the Middle East, and Western Asia from the period ca. 500-1500 C.E. Through case studies of luxury objects, iconic architecture, monuments, and paintings, students explore the ways that artists, patrons, and viewers within Islamic, Jewish, and Christian traditions articulated spiritual and intellectual values and religious and socioeconomic identities. The course focuses on visual and cultural interactions such as commerce, gift exchange, reinterpretation of visual forms, and reuse of significant objects and spaces. Attention is given to scholarly debates on the concept of a "global" Middle Ages and popular (mis)conceptions about the medieval era. Recommended background: at least one course in art history, premodern history, or religious studies.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C001, C051

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AVC 373

Instructor: Woodward, Beth

Instructor Permission Required: No

### CMS 395E Medieval Romance

Romance was the most popular literary genre of the later Middle Ages. Originating in France in the twelfth century, this highly adaptable form quickly became an international phenomenon, with numerous examples found across Europe and the British Isles. Many romances tell tales of amorous exploits, exotic travels, and quests for knowledge; the celebration of chivalric ideals is a central theme. But many of these tales seem to question and sometimes undermine the very ideals they otherwise espouse: courtly love mingles with sexual adventurism, for instance, and loyalty to one's lord often results in alienation or death. Students read a selection of romances from France and Britain (all texts are in modern English translation or manageable Middle English) with an eye toward how they variously articulate and deconstruct the notion of chivalry.  
Prerequisite(s): one English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 395E

Instructor: Federico, Sylvia

Instructor Permission Required: No

### **CMS 457 Senior Thesis**

Required of all majors, the thesis involves research and writing of an extended essay in classical and medieval studies, following the established practices of the field, under the guidance of a supervisor in the classical and medieval studies program. Students register for CMS 457 in the fall semester and for CMS 458 in the winter semester. Majors writing an honors thesis register for both CMS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **CMS 458 Senior Thesis**

Required of all majors, the thesis involves research and writing of an extended essay in classical and medieval studies, following the established practices of the field, under the guidance of a supervisor in the classical and medieval studies program. Students register for CMS 458 in the winter semester. Majors writing an honors thesis register for both CMS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **CMS S17 Readings in the Odyssey of Homer**

The *Odyssey* has proved an inspiring and inexhaustible text over the centuries. This course explores the poem in detail, examining its cultural and literary context and considering modern approaches to this most enigmatic text. The course is taught in English, but students who have completed one or more years of ancient Greek are encouraged to read sections in Greek, and learn how to "perform" the poetry.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

### **CMS S21 Economic Ecologies: Anthropology, Digital Humanities, and Climate Change in the North Atlantic**

This course provides a multidisciplinary introduction to the north of Iceland as a unique site to explore culture and nature from the medieval era to the present. Students examine local knowledges and folklore to better understand the rapidly changing climate. They investigate how locals work with global scholars to document and better understand humans' relationship to the natural world, using interdisciplinary tools from climate and social sciences, medieval and premodern studies, and digital media studies. Students apply what they learn by documenting the cultural and economic ecologies around them at Bates and in Maine through ethnographic and digital humanities methods. Recommended background: prior coursework in anthropology and/or environmental studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH S21, ENVR S21

Instructor: Hughes, Jen

Instructor Permission Required: No

### **CMS S22 Hell and Damnation: Imaging the Afterlife**

This course examines works of art produced in Europe from ca. 500 to 1500 C.E. and considers the ways in which the visual arts responded to and helped to shape premodern conceptions of death and the afterlife. How did medieval thinkers and artists envision Heaven, Hell, the Apocalypse, and the Last Judgment? How did visual representations of damnation and salvation change during the medieval period? Students analyze a variety of media (sculpture, paintings, mosaics, tapestries, stained glass, illuminated manuscripts, etc.) in order to gain a deeper understanding of the important and complex roles that concepts of judgment, damnation, and salvation played in the daily lives and visual environments of medieval Christians.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C001, C051

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): AVC S22

Instructor: Woodward, Beth

Instructor Permission Required: No

### **CMS S24 From Sagas to Memes: Anthropology of Vikings in the Digital Age**

This course uses an anthropological and intersectional lens to unpack the concept of "the Viking" in history, literature, archaeology, politics, video games, television and film, social media and contemporary popular culture. We examine Icelandic sagas, Marvel Studio's Thor franchise, the role of "Viking Bankers" in the

2008 global financial crisis, the Charlottesville Rally, the rise of online neopagan extremism, and the 2021 White House insurrection. We unpack the social and political consequences of representing Norse peoples of “the Viking age” and learn about Norse cultures in and beyond the North Atlantic. We trace the rise of online communities, digital medievalism, and the role of social media and meme culture in representations of “Vikings.” Students explore interdisciplinary scholarship and activism that confronts racist, sexist, ableist, and anti-indigenous images of the Viking age and work together to create multimedia projects.

Prerequisite(s): ENG 201, 205, 206, 210, CMS 101, HIST 102, 207, 390L or 390M.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH S24

Instructor: Thompson, Anne

Instructor Permission Required: No

### **CMS S26 Textile Towns: Medieval Tuscany and Modern Lewiston**

Settlements throughout history have been described as “textile centers” to indicate that their economies and environments were shaped by the production of cloth. Museum collections tend to frame textiles as luxury products that circulated within elite global networks. In this course, we will use the contrasting case of the Maine MILL to explore how medieval Italian cities like Florence, Lucca, and Prato were defined by the people who produced and profited from silk and wool, the networks of materials that went into the woven bolts, and the spaces and conditions of labor.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C051, C057

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AVC S24

Instructor: Boomer, Megan

Instructor Permission Required: No

### **CMS S31 The Layers of Rome**

This off-campus Short Term course will travel to Rome to explore the layers of the ancient city. The course will provide a broad overview of ancient Roman art, architecture, and archaeology, from the pre-Roman cultures of Iron Age Italy to Constantine and the late Roman Empire. Since Rome has been continuously inhabited for more than 3000 years, we will think about Rome as a palimpsest of layers, and we will explore the ways in which the fabric of the city (walls, roads, ancient and modern buildings) record human history. The goal of the course is to familiarize students with the physical world of the ancient Romans and the social contexts that gave rise to important sites, monuments, and objects. This course has an anticipated cost of \$5200 per student. Final costs will be determined in Fall 2024 in consultation with Darren Gallant and the Center for Global Education. Estimated costs include round-trip airfare and travel to Italy, lodging in shared accommodations, a daily food budget, entrance to sites, travel within Rome, and access to emergency services through a partner institution. Prerequisite(s): Any CMS or CMS cross-listed course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): HIST S31

Instructor: Brent, Liana

Instructor Permission Required: Yes

### **CMS S37 The Middle Ages through Film and Television**

Most people's first encounters with the "Middle Ages" are through fictional films & television programs. The purpose of this course is to help us explore the common themes & tropes utilized in popular media that construct a particular image of the period. In particular, this course will challenge the veracity of these constructs & consider how the presentation of the past feeds into racist, colonialist, & white-supremacist/nationalist ideas of the Middle Ages. The course will focus on popular film & television that was/is widely consumed. We will also move away from "Hollywood" depictions of the period to examine the Middle Ages in Middle Eastern & Asian cinema. Prior coursework on medieval topics (history, literature, religion etc.) is recommended.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): HIST S37

Instructor: Lynch, Sarah

Instructor Permission Required: No

### **CMS S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **GRK 101 Elementary Ancient Greek I**

This introduction to the ancient Greek language through a study of its vocabulary, forms, and syntax emphasizes the connection between ancient Greek and English grammar and etymology and presents

ancient cultural concepts as evident in Greek vocabulary. The course concentrates on Greek-English translation, with some English-Greek composition, to prepare students to read ancient authors.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

### **GRK 102 Elementary Ancient Greek II**

A continuation of GRK 101. Prerequisite(s): GRK 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Maurizio, Lisa

Instructor Permission Required: No

### **GRK 201 Ancient Greeks and Barbarians: Racing the Other**

The Greeks were united by the belief that they were unique and distinct from their Mediterranean neighbors. We study how the Greeks defined themselves in relationship to those they encountered, respected and fought against, such as Egyptians, Ethiopians, Scythians and Persians. Readings may include Herodotus' Histories, Aeschylus' Persians and Suppliants, the Alexiad of Anna Comena, etc. Recommended Background: Students should have completed GRK 101 and 102 or their equivalent.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **GRK 202 Homer's Poetry: Then and Now**

We read selections from Homer's Odyssey or Iliad, and ancient receptions such as Plato's Ion, the Battle of Mice and Frogs or Plutarch's Gryllus. We conclude by considering one contemporary receptions such as David Malouf's Ransom, Pat Barker's Silence of the Girls, or Madeline Miller's Circe. Recommended Background: Students should have completed GRK 101 and 102 or their equivalent.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **GRK 203 Violence, Gender, and the Social Contract in Ancient Greece**

We explore the causes and consequences of violence among men and male gods, between men and women, and between parents and children. Readings may include Hesiod's Theogony, Homeric Hymns, Attic orations, Aeschylus' Prometheus Bound, Euripides' Heracles Raging, or his Medea, etc. Recommended Background: Students should have completed GRK 101 and 102 or their equivalent.

Modes of Inquiry: [AC]  
Writing Credit: None  
GEC(s): C020  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **GRK 204 Love and Sexuality in Ancient Greece**

The Greeks celebrated and were wary of the power of love and sexuality. We study how they represented relationships between men and women, solely among men, and solely among women. Readings may include authors such as Sappho and the other lyric poets, Euripides' Hippolytus, Plato's Symposium, Lysias' On the Murder of Eratosthenes, Longus' Daphne and Chloe etc. Recommended Background: Students should have completed GRK 101 and 102 or their equivalent.

Modes of Inquiry: [AC]  
Writing Credit: None  
GEC(s): C020  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **GRK 301 Ancient Greeks and Barbarians: Racing the Other**

This course covers the same material as GRK 201 but is designed for students who have completed two or more years of college-level Greek. May be repeated for credit with permission of the instructor.

Modes of Inquiry: [AC]  
Writing Credit: None  
GEC(s): C020  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: TBA, Staff

Instructor Permission Required: No

### **GRK 302 Homer's Poetry: Then and Now**

This course covers the same material as GRK 202 but is designed for students who have completed two or more years of college-level Greek. May be repeated with permission of the instructor.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **GRK 304 Love and Sexuality in Ancient Greece**

This course covers the same material as GRK 204 but is designed for students who have completed two or more years of college-level Greek. May be repeated with permission of the instructor.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **GRK 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program, a course prospectus, and permission of the chair are required.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **LATN 101 Elementary Latin I**

This introduction to the Latin language through a study of its vocabulary, forms, and syntax emphasizes the connection between Latin and English grammar and etymology and presents Roman cultural concepts as evident in Latin vocabulary. The course concentrates on Latin-English translation, with some English-Latin

composition, to prepare students to read ancient authors. Latin 101 is not open to students with two or more years of Latin in secondary school.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **LATN 102 Elementary Latin II**

A continuation of LATN 101. Prerequisite(s): LATN 101.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **LATN 201 Constructing Gender and Imperialism in Rome**

Imperial power in the Roman Empire, and after, was rooted in patriarchy and worked by defining and perpetuating acceptable identities for men and women. With an emphasis on the treatment of women and the operation of power, we study how gender was imagined and constructed in readings such as Vergil's Aeneid, Livy's Histories, the so-called Laudatio Turiae, Roman love poetry, the Passion of Perpetua and Felicity, and the Anthologia Latina. Recommended Background: Students should have completed LATN 101 and 102 or their equivalent.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **LATN 202 Everyday Life in the Roman and Medieval Worlds**

While the traditional Latin literary canon centers on elite perspectives and literary genres, many texts were dedicated to everyday concerns. By reading Roman and post-Roman sources critically we construct an image of the everyday lives of people across a range of social classes in the ancient and medieval worlds. Readings may include texts by authors such as Cicero, Columella, Pliny the Younger and Elder, alongside funerary inscriptions, tenancy agreements, and legal texts. Recommended Background: Students should have completed LATN 101 and 102 or their equivalent.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **LATN 203 Humor, Satire, and Power**

In the past as in the present, humor is a powerful tool. We study how Latin authors used humor to celebrate, uphold, criticize, and/or undermine the social order. Readings may include authors such as Plautus, Terence, Seneca, Suetonius, Petronius, Juvenal, Luxorius, Hrotswitha, and Walter Map. Recommended Background: Students should have completed LATN 101 and 102 or their equivalent.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **LATN 204 Narrating the Past in Latin Literature**

Stories about origins—of the universe, of communities, of heroic deeds or personal journeys—narrate the past to justify and explain the present and control the future. We study how Roman and post-Roman authors narrated the past to both make sense of and shape their world. Readings may include texts such as Ovid's Metamorphoses, Lucretius' De Rerum Natura, Suetonius' Lives of the Caesars, Apuleius' Golden Ass, Jordanes' History of the Goths, or Braulio of Zaragoza's Life of Aemilian. Recommended Background: Students should have completed LATN 101 and 102 or their equivalent.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **LATN 301 Constructing Gender and Imperialism in Rome**

This course covers the same material as LATN 201 but is designed for students who have completed two or more years of college-level Latin. May be repeated with permission of the instructor.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **LATN 302 Everyday Life in the Roman and Medieval Worlds**

This course covers the same material as LATN 202 but is designed for students who have completed two or more years of college-level Latin. May be repeated with permission of the instructor.

Modes of Inquiry: None  
Writing Credit: None  
GEC(s): C010  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **LATN 303 Humor, Satire, and Power**

This course covers the same material as LATN 203 but is designed for students who have completed two or more years of college-level Latin. May be repeated with permission of the instructor.

Modes of Inquiry: [AC], [HS]  
Writing Credit: None  
GEC(s): C010  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **LATN 304 Narrating the Past in Latin Literature**

This course covers the same material as LATN 204 but is designed for students who have completed two or more years of college-level Latin. May be repeated with permission of the instructor.

Modes of Inquiry: None  
Writing Credit: None  
GEC(s): C010  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **LATN 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of

an agreed-upon product. Sponsorship by a faculty member in the program, a course prospectus, and permission of the chair are required.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **LATN S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Digital and Computational Studies

*Professor Lawson (chair); Associate Professors Diaz Eaton and Shrout; Assistant Professors Tamirisa (Music) and Ricci; Visiting Lecturer Agbonkhese.*

Data and computers are transforming virtually every facet of our professional and personal lives. Increasingly, they are the dominant media for how we generate, apply, and share knowledge. The digital and computational studies program is problem-oriented and reflective. By paying attention to the values and motivations underlying the development and use of computers; exploring the consequences of computers and computation for society; and engaging in programming, algorithmic development, and design, students can better understand what goes on beyond the user interface.

The program advances learning and scholarship across multiple disciplines, informed by concepts, methods, and tools of computer science and digital studies. In courses, students analyze the relationships among power, structural inequality, and technology. They recognize computers and data as social constructions and consider the context in which computing is undertaken. They explore the theory, the logic, and limits of coding and computation, and the role of algorithms and heuristics in problem solving. They engage in the assessment, analysis, and visualization of data. They also participate in digital and computation communities, contributing culturally responsive, public-facing digital work and open science. Additionally, they call on values to make decisions that are consistent with digital ethics, decolonizing frameworks, and social good.

Digital and computational studies courses span programming, computational theory, and critical theory. All courses are contextualized in real-world settings and/or partner disciplines. Programming and computational methods courses develop the theory and practice of computer programming, algorithmic thinking, and computational methods. Critical digital studies courses interrogate the social construction and use of programming and computing and apply critical theory to the digital age. Integrated courses explore the interface of programming and computational methods and critical digital studies.

Students completing the minor in digital and computational studies gain experience in:

1. Creating interdisciplinary bridges between the liberal arts and the digital world,
2. Collaborating with each other to tackle social justice and community issues using digital and computational skills,
3. Solving complex problems with a critical lens and computational and algorithmic thinking.

These are shared learning goals across digital and computational studies courses. Students are encouraged to engage in an exploration of breadth through courses tagged in different areas. Students will also have the opportunity to develop depth in particular areas of interest, with elective credits.

More information on the values, goals, and practices of the program can be found on the [Digital and Computational Studies program website](#).

## Minor Requirements

The minor consists of six courses, satisfying the following:

1. Courses are listed, or cross-listed as Digital and Computational Studies (DCS), not including DCS 401.

2. With prior approval of the chair, up to two of the six courses may be replaced by another option, such as an internship or a course taken outside of Bates. If an internship is approved, DCS 401 may be included as one of these courses.
3. At least two courses at the 200- or 300-level, or the s20 level or above.
4. Content Areas

Complete the following:

- At least one course on Critical Digital Studies designated with the (DCS: Critical Digital St.) attribute;
- At least one course on Programming and Computer Science Theory designated with the (DCS: Programming & Theory) attribute;
- At least one course on Digital and Computational Praxis designated with the (DCS: Praxis) attribute. This includes courses on Computational Modeling and Statistics, Data Analysis, Computational Creativity and Art, and Digital Community Engagement.

Courses are tagged with attributes to indicate their engagement with the various practices, theories, and applications in digital and computational studies. A course with two attributes may count for each corresponding content area: double-dipping is permitted.

5. At least three courses must be taught by Bates faculty. Internships do not count toward these three courses.

### **Courses Taken Outside of Bates**

At least three courses must be taught by Bates faculty. Internships do not count toward these three courses.

### **Short Term Courses**

Students may include up to two Short Term courses are part of their DCS minor. Each Short Term course counts as one course toward the minor.

### **Pass/Fail Policy**

Pass/Fail grading may be elected for only one course applied toward the minor in DCS.

### **Other Considerations**

The minor is not available to students who have declared a General Education Concentration in Digital and Computational Studies (C093).

## Course Offerings

### **DCS 105 Calling Bull: Data Literacy and Information Science**

Our world is rife with misinformation. This course is designed to hone digital citizenship skills. It is about "calling bullshit": spotting, dissecting, and publicly refuting false claims and inferences based on quantitative, statistical, and computational analysis of data. Students explore case studies in policy and science and dissect the "who, what, where, when, why, and how" of bullshit propagation. Examples include election misinformation, interpreting health risk, facial recognition algorithms, and science communication. Students practice visualizing data; interpreting scientific claims; and spotting misinformation, fake news, causal fallacies, and statistical traps. In doing so, the course offers an introduction to programming with R for data analysis and visualization.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Eaton, Carrie

Instructor Permission Required: No

### **DCS 106 TechnoGenderCulture**

Two premises inform this course: technologies have histories and cultures; technologies are gendered. The course brings together the disciplinary approaches of science and technology studies and gender and sexuality studies to explore contemporary problems at the intersection of gender and technology. Students explore classic texts in these fields and undertake design processes that help them apply those texts to real-world problems.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C027, C091

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: None

Cross-listed Course(s): GSS 106

Instructor: Shrout, Anelise

Instructor Permission Required: No

### **DCS 109D Introduction to Computer Science for Data Analysis**

This course is an introduction to computational thinking and problem solving via programming, designed for students interested in addressing problems in brain research, as well as experimental science more broadly. Students learn fundamentals of computer programming using Python, including basic data structures, flow control structures, functions, recursion, elementary object-oriented programming, and file I/O, as well as discussion of higher-level concepts including abstraction, modularity, reuse, testing, and debugging. By implementing programs in contexts such as image processing, neural networks, and the analysis of electrical brain activity, students develop an understanding of computational problem solving and gain experience in broadly applicable software development for data analysis. Not open to students who have earned credit for DCS 109, 109R, 109S, 109T, or 111.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Castro, Jason

Instructor Permission Required: No

### **DCS 109R Introduction to Computer Science Using Robots**

This course introduces computer science, computational thinking, and problem-solving in the context of robots. Students learn about computing in terms of the representation and manipulation of data, fundamental algorithms, and societal implications of computing. They will learn the fundamentals of computer programming using Python, including conditional statements, iteration, abstraction, testing, modularity, and debugging. Students will gain an understanding of computational problem solving through implementing programs to control robots and solve robotics problems. Not open to students who have earned credit for DCS 109, 109D, 109S, 109T, or 111.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ricci, Andy Elliot

Instructor Permission Required: No

### **DCS 109S Intro to Computer Science for Software Development**

This course is an introduction to computational thinking and problem solving via an introduction to computer programming, designed for students interested in broadly applying computing and software solutions across a range of disciplines. It considers computing as a discipline of study, exploring the representation and manipulation of data, fundamental algorithms, efficiency, and limits of computing. Students learn fundamentals of computer programming using Python, including basic data structures, flow control structures, functions, recursion, elementary object-oriented programming, and file I/O, as well as discussion of higher-level concepts including abstraction, modularity, reuse, testing, and debugging. By implementing programs in contexts such as image processing, voting algorithms, DNA sequence analysis, and simple games, students develop an understanding of computational problem solving and gain experience in broadly applicable software development skills. Not open to students who have received credit for DCS 109, 109D, 109R, 109T, or 111.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lawson, Barry

Instructor Permission Required: No

### **DCS 109T Intro to Computer Science for Text Analysis**

This course is an introduction to computational thinking and problem solving via programming, designed for students interested in applying computation to the humanities and text analysis. It frames computation as a process of designing systematic solutions to problems; implementing, testing, and verifying those solutions; and making the solutions accessible to other scholars and investigators. Students learn fundamentals of computer programming using Python, including basic data structures, flow control structures, functions, recursion and elementary object-oriented programming, as well as discussion of higher-level concepts including abstraction, modularity, reuse, testing, and debugging. By the end of the semester, students develop an understanding of computational problem solving and gain experience implementing that problem solving in the context of text analysis. Not open to students who have received credit for DCS 109, 109D, 109R, 109S, or 111.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Shroud, Anelise

Instructor Permission Required: No

### **DCS 117 Introduction to Data Science: Data Visualization**

This course offers an introduction to data science through data visualization. Through hands-on assignments, students will develop their skills in data cleaning, analysis, and visualization using the R programming language and Github for version control. In the course students will learn to calculate and describe data using descriptive statistics and how to create a range of data visualizations to explore variation and covariation in data. Students will also learn to critique and reflect on data visualizations encountered in everyday life. No prior experience in data science or programming is necessary, making this course accessible to all students interested in exploring the dynamic field of data science. Not open to students who have received credit for DCS 210.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): MATH 117

Instructor: Baker, Laurie

Instructor Permission Required: No

### **DCS 170 Introduction to Digital Media**

This introductory course explores the ever-evolving world of digital media in the performing arts, where technology, creativity, and communities converge. Students will be trained on the holistic and collaborative process from storyboarding to technical execution, specifically as it relates to live entertainment. We'll examine the history, current landscape, and emerging technologies in projection and video design.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): THEA 170

Instructor: Smith, Courtney

Instructor Permission Required: No

### **DCS 204 Archives, Data, and Analysis**

The computational humanities comprise a fast-growing and exciting field that is changing the way scholars work and think. This course provides an opportunity for students with some experience with programming to immerse themselves in semester-long projects in digital environments, moving from "analog" archives, through data structuring, and quantitative analysis, and culminating with a project that makes both the humanities and quantitative analyses legible for people from diverse backgrounds. Prerequisite(s): one 100-level digital and computational studies course.

Modes of Inquiry: [HS], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: None

Cross-listed Course(s): AMST 205

Instructor: Shrout, Anelise

Instructor Permission Required: No

### **DCS 206 The Past, Present, and Possible Dystopian Future of Computing**

In this course students examine the history, present, and possible future of computing through film and literature, focusing on questions at the intersection of computing, digital studies, and communication: Who are the stakeholders and participants in this intersectional area? What are the uses and abuses of data and computing in society? Who has the power of technology and who does not, and what are the consequences of that power? Recommended background: Prior critical-studies-oriented digital and computational studies course or similar course work in Africana, American studies, Latin American and Latinx studies and/or gender and sexuality studies.

Modes of Inquiry: [CP]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Eaton, Carrie

Instructor Permission Required: No

### **DCS 209 Pixelated Parts: Race, Gender, Video Games**

This course considers the politics of race, gender, and sexuality as they emerge in video games and their surrounding ecosystems: in games and their conditions and processes of production, in the representations

and spaces of identification that come with the play of games, in the communities that players generate among themselves, and in the affective and material interactions that result when players look at a screen, hold a controller, type on a keyboard, and move a mouse.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ANTH 209, GSS 209

Instructor: Rubin, Josh

Instructor Permission Required: No

### **DCS 210 Programming for Data Analysis and Visualization**

This course teaches computer programming with a focus on quantitative data analysis and visualization.

Primarily using the R programming language, fundamental programming concepts and high-level tools for data manipulation, analysis, and visualization are introduced using a variety of projects with cross-disciplinary applicability. In addition to writing computer scripts to analyze data, students learn the concepts and methods for effective presentation of data in a reproducible way. Prerequisite(s); one digital and computational studies course.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Praxis)(DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **DCS 211 Computing for Insight**

Building on DCS 109 (Introduction to Computing and Programming), this course explores practical application of software composition as a bridge to other disciplines. Students continue to develop programming and problem-solving skills, with the clear purpose of providing insight to inquiry in other fields that is made possible by modern computing, software composition, and libraries. The course includes study of additional data structures and algorithms; data harvesting, analysis, and visualization; machine learning; modeling and simulation; and considerations of human- and machine-efficiency. As a final course project, students design, implement, and assess a computing project of their choosing. Prerequisite(s): DCS 109, 111, or 210.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Praxis)(DCS: Programming & Theory)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lawson, Barry

Instructor Permission Required: No

## **DCS 212 Digital History Methods**

Through a combination of analytical, experiential, and collaborative exercises, students merge traditional historical methods with digital tools to explore new useful methodologies for collecting, analyzing, and disseminating historical knowledge. They develop technical and theoretical proficiency within the broader field of digital humanities. They engage digital tools and resources to rethink old historical questions. They develop with new questions that can be investigated only through digital practice. They contemplate avenues for collaboration between historical research and public communities. Finally, they weigh the practical and theoretical implications of using digital history to create more inclusive scholarship.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)(History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): HIST 212

Instructor: Shrout, Anelise

Instructor Permission Required: No

## **DCS 216 Computational Physics**

An introduction to computational methods for simulating physical systems, this course focuses on the numerical analysis and algorithmic implementation necessary for efficient solution of integrals, derivatives, linear systems, differential equations, and optimization. While the course presents a rigorous introduction to the numerical analysis underlying these techniques, the emphasis remains on practical solutions to important physical problems. Students solve problems across the wide range of applications of computational physics including astrophysics, biological population dynamics, gravitational wave detection, urban traffic flow, and materials science. No prior experience in programming is required, though students without a technical computing background are encouraged to take PHYS s10 before enrolling. Prerequisite(s): MATH 106 and either PHYS 108 or PHYS S31. Prerequisite(s), which may be taken concurrently: MATH 205.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PHYS 216

Instructor: Oishi, Jeffrey

Instructor Permission Required: No

## **DCS 219 Composing Sonic Systems**

This course takes computational and communications systems concepts, such as randomness, probability, generativity, signal processing, feedback, control (and non-control), and listening as parameters for electronic sound composition. Using the free, user-friendly visual programming environment, Pure Data (Pd), students create unique software-based artworks and compositions. Creative projects are grounded in theoretical and historical readings as well as listening assignments that provide context for the application of computational concepts and communications systems thinking to sonic arts practice. The course culminates in a final showing of sound art installations and performances. Recommended background: experience in one or more

of the following: music composition, music performance, experimental arts, digital media, computer programming, electronics, media studies.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): (DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): MUS 219

Instructor: Tamirisa, Asha

Instructor Permission Required: No

### **DCS 229 Data Structures and Algorithms**

This course provides an introduction to common data structures and selected algorithms for solving more complex problems. Topics covered include concrete data types (arrays and linked structures); abstract data types (including stacks, queues, trees, and maps); an introduction to fundamental algorithms including sorting, graph-search algorithms (breadth-first search, depth-first search), and greedy algorithms; and basic algorithm analysis (big-Oh). The course focuses on applying data structures and algorithms for problem solving, rather than on data-structure implementation details and formal analysis. Prerequisite(s): DCS 109 or 111.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lawson, Barry

Instructor Permission Required: No

### **DCS 252 Philosophy of Cognitive Science**

Cognitive science is the interdisciplinary study of the mind, including psychology, neuroscience, linguistics, computer science, and philosophy as its core. This course examines the conceptual foundations of cognitive science, and different approaches to integrating findings and perspectives from across disciplines into a coherent understanding of the mind. Students also consider issues in the philosophy of science, the nature of mind, self, agency, and implicit bias. Prerequisite(s): one course in philosophy, psychology, or neuroscience.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 252, PHIL 210

Instructor: Dacey, Mike

Instructor Permission Required: No

### **DCS 301C Public History in the Digital Age**

Public history takes place beyond history classrooms and academic contexts. Traditionally, it has been found in museums, walking tours, and performances, and has told the stories of people with social and political privilege. Increasingly, however, public history has come to focus on a greater range of voices, and takes place in a wider range of forms: on websites, graphic novels, interactive sensory experiences, social media, and other digital spaces. In this community-engaged course, students learn to see public history "in the wild," engage with primary sources, and present those sources and historical interpretation to the public in digital form. Students with interests in history and public engagement are encouraged to enroll in this course.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C091

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301C

Instructor: Shrout, Anelise

Instructor Permission Required: No

### **DCS 305 Digital Maps, Space, and Place**

Space and place-visualized by maps-condition nearly every aspect of our lived experience. It is almost impossible to imagine everyday experiences without access to maps. Maps also encode power. They tell particular stories and represent dominant cultural understandings of spatial relationship. In this course, students consider the reasons for studying maps, the ways in which maps might inscribe or combat extant power structures, the tools needed for geospatial analysis, how to embed and analyze geographical information, and how to link historical maps to modern-day geographies. Prerequisite(s): one 200-level digital and computational studies course.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Shrout, Anelise

Instructor Permission Required: No

### **DCS 306 Animal Learning**

The course examines historical and recent trends in animal learning. Topics include classical and operant conditioning, biological constraints on learning, and cognitive processes. Prerequisite(s): one of the following: NRSC/PSYC 160 or 200, PSYC 222, 230, or 250.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 306, PSYC 305

Instructor: Castro, Jason

Instructor Permission Required: No

### **DCS 307 Theory and Implementation of Computer Simulation Models**

This course introduces topics in computer simulation, focusing on the underlying theory, implementation, and analysis of discrete-event simulation models. Topics include discrete-event simulation, Monte Carlo simulation, random number generation, discrete and continuous stochastic models, input modeling, statistics and visualization for output analysis, and point and interval parameter estimation in simulation contexts. The course focuses heavily on real-world systems that are appropriately modeled using queuing and agent-based simulation models. The course is simultaneously theoretical and computational. Students use mathematical and statistical derivations, as well as existing software libraries in R and Python, to understand and analyze simulation models. Software development is also a significant component of the course, as students work in teams to design, implement, and analyze the results of their own models. Prerequisite(s): DCS 211 or 229.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Praxis)(DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lawson, Barry

Instructor Permission Required: No

### **DCS 316 PIC Math: Community Engaged Data Science**

This PIC Math (Preparation for Industrial Careers in Mathematical Sciences) course is intended for students with a strong interest in industrial applications of mathematics and computation. Students work in teams on a research problem identified by a community partner from business, industry, or government. Students develop their mathematical and programming skills as well as skills and traits valued by employers of STEM professionals, such as teamwork, effective communication, independent thinking, problem solving, and final products. Prerequisite(s): MATH 205 and 206.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): (DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): MATH 316

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **DCS 317 Algorithms & Theory of Computation**

This course presents an introduction to the design and analysis of efficient algorithms, and to the theory of computation. Students will learn to apply and analyze standard problem-solving techniques, and will also examine the spaces of problems that can be solved versus those that cannot be solved. Topics in algorithms will cover design strategies including divide & conquer and dynamic programming, as well as tools for analyzing and conveying algorithmic performance and correctness. The course will also include topics from

the theory of computation, including P vs NP and reductions, deterministic finite automata, Turing machines, undecidability, and the halting problem. Prerequisite(s): DCS 229, or instructor permission.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lawson, Barry

Instructor Permission Required: No

### **DCS 319 The Future of Work at the Human-Technology Frontier**

This seminar will explore privilege, power, place, and concepts of labor within digital economies of communication and information exchange. As digital technologies continue to blur the boundaries between leisure and work, surveillance and data collection become invisibilized and normalized processes. This class will combine methodologies from feminist research practices and critical digital studies while exploring the rapid coevolution of labor and technology. We will discuss place and transnational technological labor, unpack the black box of artificial intelligence and machine learning, and explore the digital spaces for activism towards an open and inclusive science. Students in this course will gain critical thinking and analytical skills in an interdisciplinary classroom setting that incorporates scholarship and methodologies from both humanities and STEM disciplines.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 319

Instructor: TBA, Staff

Instructor Permission Required: No

### **DCS 320 Health Informatics and Digital Health: Data, Systems, and Innovations in Healthcare**

Provides a comprehensive overview of health informatics, examining how digital health technologies and data-driven solutions are transforming healthcare. Includes study of design, implementation, and interoperability of health information systems, including electronic health records (EHRs) and clinical decision support systems (CDSS), and data standards. Students will learn to acquire, preprocess, and analyze health data using machine learning and predictive modeling techniques to enhance healthcare outcomes. Students will explore digital health innovations such as telemedicine, wearable devices, and mobile health applications. Students will critically analyze ethical, societal, and regulatory challenges, particularly in patient data privacy, security, and bias in artificial intelligence. Students will also develop and evaluate innovative digital health solutions to address current and future healthcare challenges through practical, project-based learning using real-world datasets. Recommended background: Basic knowledge of structured computer programming is necessary. Additional study in either computer science or in health sciences is recommended. Prerequisite(s): DCS 109 or 111; and one of the following: DCS 211, 229, BIO 202, or permission of the instructor.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Agbonkhese, Chris

Instructor Permission Required: No

### **DCS 325 Introduction to Web Development**

This course provides an introduction to full-stack web development, including user-facing website design and construction, back-end frameworks, and client communication. The course will cover fundamental core web technologies (HTML, CSS, and JavaScript), as well as select libraries and frameworks used in current practice (e.g., React, Tailwind CSS). The course will also cover various web data formats (e.g., JSON, XML), server-side / back-end frameworks (e.g., Firebase, Django, Flask), fundamental UI and UX concepts (e.g., prototyping, usability, accessibility), and website security. Students will work directly with clients, with a focus on planning and maintenance. Prerequisite(s): DCS 109 or 111.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lawson, Barry

Instructor Permission Required: No

### **DCS 331 Mathematics for Machine Learning**

This course begins with linear regression models and introduces students to a variety of techniques for learning from data, as well as principled methods for assessing and comparing models. Topics include bias-variance trade-off, resampling and cross-validation, linear model selection and regularization, classification and regression trees, bagging, boosting, random forests, support vector machines, generalized additive models, principal component analysis, unsupervised learning and k-means clustering. Emphasis is placed on the mathematics behind these concepts and on the statistical computing in a high-level language (e.g. R or Python). Recommended background: prior coursework in programming and statistics. Prerequisite(s): MATH 205.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): MATH 331

Instructor: Sanogo, Fatou

Instructor Permission Required: No

### **DCS 351 Computational Macroeconomics**

This course is an introduction to dynamic general equilibrium models, which have become the workhorses of modern macroeconomics. These models involve intertemporal optimization by the different agents in the economy: households, firms, and the government. They are often used to analyze the modern theories of growth and aggregate fluctuations, and to study the role of monetary and fiscal policy. Most of these dynamic models, however, do not have analytical (closed form) solutions and one often has to rely on computational methods to analyze their behavior. The goal of this course is to provide an introduction to the computational tools that are necessary to solve dynamic economic models quantitatively. Prerequisite(s): ECON 255 and 270.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ECON 351

Instructor: Chakraborty, Pubali; Sen, Anamika

Instructor Permission Required: No

### **DCS 355A Numerical Analysis**

This course studies the best ways to perform calculations that have already been developed in other mathematics courses. For instance, if a computer is to be used to approximate the value of an integral, one must understand both how quickly an algorithm can produce a result and how trustworthy that result is. While students implement algorithms on computers, the focus of the course is the mathematics behind the algorithms. Topics may include interpolation techniques, approximation of functions, solving equations, differentiation and integration, solution of differential equations, iterative solutions of linear systems, and eigenvalues and eigenvectors. Prerequisite(s): MATH 106 and 205.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): MATH 355A

Instructor: TBA, Staff

Instructor Permission Required: No

### **DCS 355D Chaotic Dynamical Systems**

The field of dynamical systems is best understood from both theoretical and computational viewpoints, as each informs the other. Students explore attracting and repelling cycles and witness the complicated dynamics and chaos a simple function can exhibit. Topics include chaos in discrete versus continuous dynamical systems, bifurcations, and attractors, with applications to biology and physics. While there will be a significant computational component to the course, previous coding experience is not required. Recommended background: MATH219. Prerequisite(s): MATH205.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): MATH 355D

Instructor: Ross, Chip

Instructor Permission Required: No

### **DCS 355H Numerical Linear Algebra**

This course studies the best ways to perform calculations that have been developed in Linear Algebra. Topics may include solving systems of equations, error and condition numbers, least squares, and eigenvalues and singular values. Prerequisite(s): MATH 205

Modes of Inquiry: None

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): MATH 355H

Instructor: TBA, Staff

Instructor Permission Required: No

### **DCS 357 Computational Neuroscience**

The brain is a complex object, and studying it scientifically requires a facility with tools and concepts for analyzing high dimensional data. This course will provide a survey of such tools through representative case studies in perception (how many types of odors are there?), genomics (how do we classify cell types?), and neural coding and dynamics (how does brain activity encode attributes of the world?). Students will develop intuitions for framing fundamental neuroscience questions as data-driven problems, and will also develop skills for exploring, visualizing, modeling, and interpreting data. No prior experience with coding is assumed or expected, and the course will emphasize the use of high-level computational tools rather than implementation of algorithms from scratch. Prerequisite(s): NRSC/PSYC 160.

Modes of Inquiry: [SR]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 357

Instructor: Castro, Jason

Instructor Permission Required: No

### **DCS 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **DCS 368 Data Science for Economists**

Economics is at the forefront of developing statistical methods for analyzing data collected from uncontrolled sources. Because econometrics addresses challenges such as sample selection bias and treatment effects identification, the discipline is well-suited to analyze large or unstructured datasets. This course introduces practical tools and econometric techniques to conduct empirical analysis on topics like equality of opportunity, education, racial disparities, and more. These skills include data acquisition, project management, version control, data visualization, efficient programming, and tools for big data analysis. The course also explores how econometrics and statistical learning methods cross-fertilize and can be used to advance knowledge on topics where large volumes of data are rapidly accumulating. We will also cover the ethics of data collection and analysis. Prerequisite(s): ECON 255 and ECON 260 or 270.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ECON 368

Instructor: TBA, Staff

Instructor Permission Required: No

### **DCS 375 Network Analysis**

Networks are everywhere. They describe how people, organisms, and ideas connect and interact. Studying networks reveals patterns, systems, and frameworks that are, in many cases, otherwise invisible. This course introduces network analysis as a tool that offers insights into the construction of social, biological, and information systems. It scaffolds the terminology and theoretical underpinnings of network science. It also introduces the data wrangling, qualitative analysis, quantitative analysis, critical analysis, and data visualization tools that often accompany the studies of networks. Recommended background: Prior coursework in critical digital studies and R programming, data cleaning, and/or significant programming experience. Prerequisite(s): DCS 204.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)(DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Eaton, Carrie; Shrout, Anelise

Instructor Permission Required: No

### **DCS S13 Computation & Mathematical Art**

This course will explore art and how art can be used to visually demonstrate computational and mathematical concepts. Explore the cross-over between two very different disciplines and what you can do with this knowledge. This course will feature work by prominent mathematicians and computer scientists in the mathematical and computational art space. Additionally, students will leave the course with a completed art project of their devising that demonstrates a computational or mathematical concept and a beginner level knowledge of crochet. The course will also include a historical overview of how art, specifically weaving and knitting, were instrumental in creating examples of how to store information that would be used as computer science was developed. Recommended background: Creativity, interest in creating art.

Prerequisite(s): any college-level math course, DCS109, OR DCS111.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **DCS S16 Infrastructures**

Popular representations of digital technologies often present them as somehow independent of material constraints-as inherently clean, "green," and ethereal as a cloud. Those images belie the realities of the information economy's myriad environmental impacts, from resource depletion to water pollution to massive energy consumption. This course, an introduction to the history and politics of infrastructure, directs attention to relationships between human and nonhuman nature, using everyday personal computing as a point of departure. Throughout, students engage with activists, regulators, and maintainers working toward justice and sustainability in the digital age.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR S13

Instructor: Herzig, Rebecca

Instructor Permission Required: No

### **DCS S17 Modeling & Data Analysis in the Physical Sciences**

How are models used in the physical sciences? How are models informed by data in different disciplines, and how do we analyze it? This course will provide students with an opportunity to explore the many ways that models are used to conduct scientific research, and gain insights into how models can support their academic and career goals. We will discuss a variety of models, techniques, and tools used throughout the physical sciences, and guide students to use them for their own research project. Students will learn data fundamentals as well as specific applications of these data-driven techniques to fields within the physical sciences. Lessons will be taught through a lecture and lab component, going over the concepts before letting students work through coding projects, enabling them to create and conduct their own data-driven research.

This course has no prerequisites, and aims to bring together students from a wide variety of academic disciplines and any level of coding experience.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASTR S11, EACS S11, PHYS S11

Instructor: Payne, Becca

Instructor Permission Required: No

### **DCS S31 Human-Robot Interaction Design Workshop**

How should robots co-exist with humans? In this course, you will learn about the field of human-robot interaction (HRI) with a focus on the theory and processes used to design robots that interact with people. You will work in teams to iteratively design, build, and evaluate a new human-robot interaction system. At the end of the term, each team will share their findings and design process. No prior programming or robotics experience is required. Prerequisite(s): One DCS course or instructor permission.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ricci, Andy Elliot

Instructor Permission Required: No

### **DCS S33 Introduction to Web Development**

This course provides an introduction to full-stack Web development, including user-facing website design and construction, back-end frameworks, and client communication. The course will cover technologies for client-side development (HTML, CSS, and JavaScript), various web data formats (e.g., JSON, XML), server-side web frameworks (e.g., Django, Flask), fundamental UI and UX concepts (e.g., prototyping, usability, accessibility), and website security. Students will work directly with clients, with a focus on planning and maintenance. Prerequisite(s): DCS109 or DCS111.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lawson, Barry

Instructor Permission Required: No

### **DCS S34 Data, AI, and Society: Ethical Implications in Research and Practice**

How do data practices by companies, governments, educators, and researchers shape our world, and what ethical responsibilities come with this power? Open to students from all backgrounds, this course explores

the ethical landscape of data science and AI through topics like data privacy, surveillance, algorithmic bias, and data governance, examining how these practices impact personal freedoms, education, and public trust. Through case studies, discussions, and interactive activities, you'll learn to navigate ethical challenges across the data lifecycle, building skills in transparency, responsible communication, and fairness in data applications. By the end, you'll apply your insights in a short final project, designing either a research plan with ethical safeguards or a teaching module on data and AI ethics. Recommended background: Basic experience with a statistics or data science course. Prerequisite(s): MATH 117, DCS 204, 210, 211, or 375, or instructor permission.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **DCS S45T Mathematical Image Processing**

This course introduces mathematical methods in digital image processing, including basic image processing tools and techniques with an emphasis on their mathematical foundations. Students implement the theory using MATLAB. Topics may include image filtering, image enhancement, edge detection, and image segmentation. Prerequisite(s): MATH 205 or 206.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: None

Cross-listed Course(s): MATH S45T

Instructor: Ott, Katy

Instructor Permission Required: No

### **DCS S51A STIP: Rethinking Archives, Data and Analysis: Critical Approaches to Archival Data and Bates College**

Through engagement with archives, scholarly literature and Bates's history, students in this curricular innovation course will help to re-imagine AMST/DCS 204: Archives, Data and Analysis. This re-imagining will include considering new archives and/or data that can help inform our understanding of Bates College in the past and the present, incorporating innovative work in critical archival and data studies, and considering which computational methods and approaches might be added to enhance the course. This re-designed course will center the operation of race, power, privilege and/or colonialism in the context of Bates College. At the end of this short-term course, students will have a grounding in the scholarly work on data analysis, critique and archives, as well as in computational methods necessary to complete those analyses. Recommended background: prior coursework in DCS beyond AMST/DCS 204. Prerequisite(s): AMST 204, DCS 104, or 204.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)

Class Restriction: None

Cross-listed Course(s): AMST S51B

Instructor: Shrout, Anelise

Instructor Permission Required: Yes

## Earth and Climate Sciences

*Professor Johnson (chair); Associate Professor Balascio; Assistant Professor Arora; Visiting Assistant Professors McDannell and Payne.*

Earth and climate sciences are key to addressing scientific issues relating to energy, mineral, and water resource security; ecosystem and environmental stewardship; hazards risk assessment; adaptation and mitigation; and climate variability and change. In the Department of Earth and Climate Sciences, students learn about interactions among the Earth's mantle, crust and surface, including the Earth's structure, its current and past climate system, earth materials, earthquakes and volcanoes, the water cycle, geologic time, and the Earth as a system using a combination of field, laboratory, and computational methods. Students work with their peers and faculty to answer fundamental questions and to solve real-world problems in Maine and beyond. The department stresses the importance of communication, collaboration, and hands-on experiential learning in the field, the laboratory, and the classroom.

Given the College's location in Maine, with ready access to a wide variety of diverse geologic environments, students have excellent opportunities for experiential learning, whether in the classroom, the laboratory, or the field, and through independent research, at all levels of the curriculum.

The Department of Earth and Climate Sciences strives to instill in students a life-long curiosity of the Earth across vast spatial and temporal scales. The curriculum provides the fundamentals of engaging science while illuminating the power of scientific literacy in informing social issues, thus better preparing students to be engaged citizens. Courses prepare students for professional careers and to be well-informed citizens who use their expertise ethically to contribute to equity and social justice. The major offers students the opportunity to learn field, laboratory, and computational skills. Select courses from environmental studies, physics, chemistry, biology, mathematics, and digital and computational studies may also count toward the major.

More information is available on the [Earth and Climate Sciences department website](#).

## Major Requirements

The major consists of 11 courses (nine core courses and two electives) and a one- or two-semester thesis. Students may design their major by choosing from a suite of courses at all levels of the curriculum.

1. Introductory-Level Earth Science Courses

Complete at least one course from the following:

- EACS 104 Plate Tectonics and Hazards/Lab
- EACS 107 Katahdin to Acadia: Field Geology in Maine/Lab

2. Introductory-Level Climate Science Courses

Complete at least one course from the following:

- EACS 103 Earth Surface Environments and Environmental Change/Lab
- EACS 109 Earth's Climate Systems/Lab
- FYS 476 Coastal Hazards/Lab

3. Intermediate-Level Courses

Complete at least four courses from the following:

- EACS 210 Sedimentary Processes and Environments/Lab
- EACS 220/PHYS 220 Dynamical Climate
- EACS 223 Earth Materials/Lab
- EACS 230 Earth Structure and Dynamics/Lab
- EACS 240 Environmental Geochemistry/Lab

4. Upper-Level Earth Science Courses

Complete at least one course from the following:

- EACS 302 Paleoseismology and Active Tectonics
- EACS 303 Sedimentary Basins and Global Change
- EACS 383 The Lithosphere
- EACS 391 Seminar in Appalachian Geology

5. Upper-Level Climate Science Courses

Complete at least one course from the following:

- EACS 303 Sedimentary Basins and Global Change
- EACS 305 Current Topics in Climate and Environmental Change
- EACS 307 Soils and Landscape Evolution
- EACS 310 Quaternary Paleoclimatology/Lab
- EACS 341 Stable Isotope Geochemistry
- ENVR 310 Soils/Lab

6. Short Term Course

Complete at least one course from the Earth and Climate Sciences offered in a Short Term.

7. Additional Courses

Complete at least two courses from the following:

- BIO 113 Marine Science
- BIO 195 Lab-Based Biological Inquiry
- BIO 204 Biological Research Experience: Molecules to Ecosystems
- BIO 206 Evolution and Interactions of Life
- BIO 244 Biostatistics
- BIO 313 Marine Ecology
- CHEM 107 Atomic and Molecular Structure/Lab
- CHEM 108 Chemical Reactivity/Lab
- CHEM 215 Inorganic Chemistry/Lab
- DCS 108 Introduction to Computation for Science and Mathematics
- EACS 113 Marine Science
- EACS 217 Mapping and GIS
- EACS 226 Hydrogeology
- EACS 231 Paleoclimate & Climate Proxies
- EACS 360 Independent Study
- EACS 458 Senior Thesis (taken in addition to EACS457, creating a year-long thesis)

- ENVR 203 Scientific Approaches to Environmental Issues/Lab
  - ENVR 217 Mapping and GIS
  - ENVR 226 Hydrogeology
  - ENVR 240 Water and Watersheds/Lab
  - MATH 105 Calculus I
  - MATH 106 Calculus II
  - PHYS 107 Introductory Physics of Living Systems I/Lab
  - PHYS 108 Introductory Physics of Living Systems II/Lab
  - PHYS S10 Basic Computational Science Lab Skills
  - A second Earth and Climate Sciences Short Term course
  - A third 300-level Earth and Climate Sciences course
8. Thesis

Complete the following course:

- EACS 457 Senior Thesis

OPTIONAL:

- EACS 458 Senior Thesis

A one-semester thesis (EACS 457) is required of all majors. The two-semester thesis option (EACS 457 and 458) is normally reserved for honors candidates or those students pursuing graduate studies or a career in earth and climate sciences. To qualify for the honors program, students must earn an A- or better in EACS 457, have the support of their thesis advisor, and must sustain a minimum GPA of 3.5 in their earth and climate sciences courses. To enroll in a two semester non-honors thesis, the student must have the support of the thesis advisor and department.

### Courses Taken Outside of Bates

1. The department recommends that majors who wish to study abroad do so for only one semester.
2. The department strongly encourages majors to complete the following major requirements prior to the semester abroad: one 100-level course; a minimum of three 200-level courses; and one Short Term course.
3. The department expects that majors take all four 200-level core courses at Bates.
4. The department expects that majors will have completed the following major requirements prior to their senior year: all four 200-level core courses and one 300-level course.
5. All applications for off-campus study require approval of the major advisor and the department chair.
6. Applications that involve exceptions to the above guidelines require a petition review and approval by the department. The department normally accepts two non-Bates courses toward the major. Typically, these courses are used to fulfill a 100- or 300-level earth and climate sciences course and an elective.

### Short Term Courses

Once Earth and Climate Sciences Short Term course is required for the major.

### Pass/Fail Policy

Pass/Fail grading may not be elected for any course used to fulfill the major requirements.

## Minor Requirements

The Earth and Climate Sciences minor consists of seven courses:

1. 100-Level Course

Complete one course from the following:

- Any 100-level Earth and Climate Sciences course
- FYS 476 Coastal Hazards

2. 200-Level Courses

Complete three courses from the following:

- EACS 210 Sedimentary Processes and Environments/Lab
- EACS 220/PHYS 220 Dynamical Climate
- EACS 223 Earth Materials/Lab
- EACS 230 Earth Structure and Dynamics/Lab
- EACS 240 Environmental Geochemistry/Lab

3. Additional Courses

Complete three courses from the following:

- Any 200- or 300-level EACS course, two of which may include pre-approved EACS courses taken in off-campus study programs
- Any EACS Short Term course

Students completing the environmental studies major with an Ecology and Earth Systems concentration and an Earth and Climate Sciences minor may count no more than one course toward both.

Students completing a double major in Earth and Climate Sciences and in Environmental Studies with an Ecology and Earth Systems concentration may count no more than two courses toward both majors.

### Courses Taken Outside of Bates

Pre-approved Earth and Climate Sciences courses in off-campus study programs are usable as part of the three additional credits beyond the core.

### Short Term Courses

Short Term courses may count towards the minor

### Pass/Fail Policy

Pass/Fail grading may not be elected for courses counting toward the minor.

## Course Offerings

### **EACS 103 Earth Surface Environments and Environmental Change/Lab**

The Earth's surface environments are in a constant state of change resulting from the interaction of its atmosphere, hydrosphere, biosphere, and lithosphere. Changes on the surface occur on various time scales from brief, severe storms to glaciations lasting thousands of years and changes in continents and ocean basin environments occurring over millions of years due to tectonic processes. Studies of surficial processes and materials illustrate the dynamic nature of the Earth and provide a key to understanding past and future environmental change. The lectures are complemented with field and laboratory study. Field experiences include day trips to local geologic settings and to the Maine coast.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C007, C058, C063, C068, C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 104 Plate Tectonics and Hazards/Lab**

Volcanoes, earthquakes, and tsunamis are examples of tectonic hazards that directly affect human populations. Yet the processes responsible for such natural hazards are an integral part of the global tectonic cycle that over millions of years results in the formation of ocean basins, mountain ranges, and the global-scale motion of continents. Study of active and ancient tectonic activity is key to forecasting future volcanic eruptions and earthquakes as well as global environment change.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C058, C063, C068

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 107 Katahdin to Acadia: Field Geology in Maine/Lab**

The rocky coast and glaciated bedrock mountains of Maine have a rich 500-million-year geologic history. This hands-on, outdoor-oriented course on Maine's geologic history includes field trips to local geologic settings. Reading and making maps, recording field observations, writing papers, giving talks, and making posters about the variety of geologic environments are the major features of the course. The required trips involve strenuous hiking and sea kayaking. Appropriate outdoor clothing and footwear is needed.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C058, C063, C068

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 109 Earth's Climate System/Lab**

The Earth System is composed of the dynamic interactions between its various components: the biosphere, lithosphere, hydrosphere, and the atmosphere. Humans are perturbing these components at unprecedented rates, resulting in climate and environmental change on regional and global scales. In this course, students examine the Earth's climate system on multiple timescales and investigate current topics in global change, including the impact of greenhouse gases on global climate, sea level, El Niño, global dimming, and ocean acidification. Experiential learning may include field trips to sites that illustrate environmental change on local and regional scales and analysis of large data sets.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C007, C058, C063, C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Johnson, Bev

Instructor Permission Required: No

### **EACS 113 Marine Science**

An integrated, interdisciplinary marine science overview encompassing physical, biological, and social aspects of the marine environment. Oceanography topics encompass origins and geological history of the oceans, structure of basins and sediments, ocean chemistry, as well as currents, waves, and tides. Biological subjects include diversity, physiology, and behavior of marine organisms, ecology of major marine communities, and global change biology. Social considerations include human impacts on marine environments (including fisheries) and conservation.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C063, C070, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): BIO 113

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 210 Sedimentary Processes and Environments/Lab**

The study of modern sedimentary processes and environments provides geologists with a basis for comparison with ancient deposits preserved in the rock record. The analysis of modern sedimentary environments and reconstruction of ancient environments permit stratigraphic reconstructions at regional and global scales. Laboratory work includes field studies of processes and interpretation of modern and ancient depositional systems. Prerequisite(s): one introductory earth and climate sciences course.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): C006, C007, C058, C070

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 217 Mapping and GIS/Lab**

Geographical information systems (GIS) are computer-based systems for geographical data presentation and analysis. They allow rapid development of high-quality maps, and enable sophisticated examination of spatial patterns and interrelationships. In this course students learn the principles of GIS through extensive computer use of ArcGIS (ESRI). Geological and environmental projects introduce students to cartography, common sources of geographic data, methods for collecting novel spatial data, and data quality. Finally, students learn to extend the capabilities of GIS software to tackle more advanced spatial analysis tasks by completing an independent project. Lectures supplement the laboratory component of the course. Not open to students who have received credit for ENVR220. Prerequisite: one 100-level course in earth and climate sciences or one 200-level course in environmental studies.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C058, C068, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 217

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 220 Dynamical Climate/Lab**

An introduction to the dynamical behavior of climate on geologic and human timescales. Simple conceptual models are developed, with the goal of understanding the role of feedback, stability, and abrupt changes. Topics include the basic physics of climate, El Niño/La Niña, climate models, the greenhouse effect and global warming, and glacial cycles. Python is used as the main computational tool; no prior experience is required. Prerequisite(s): MATH 106; and any 100-level earth and climate sciences course or PHYS 109.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006, C007

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PHYS 220

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 223 Earth Materials/Lab**

Many geochemical processes that occur within the lithosphere, such as crystallization of magmas, metamorphism, and weathering, are understood through the study of minerals and rocks. This course covers the occurrence and composition of the common rock-forming minerals; the mineral reactions and

assemblages typical of igneous, metamorphic, and sedimentary environments; and applications to a range of tectonic processes. The laboratory involves the identification of minerals and the determination of mineral composition in hand specimens and by optical microscopy, energy dispersive X-ray spectrometry, and X-ray diffraction. Prerequisite(s): one introductory earth and climate sciences course.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): C007, C058

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 226 Hydrogeology**

Hydrogeology is the study of the movement and interaction of underground fluids within rocks and sediments. This course uses hydrogeology as a disciplinary framework for learning about groundwater processes, contamination, supply, use, and management. Students engage in practical applications of hydrogeology via discussions, guest lectures, research projects, problem sets, and hands-on experience. Students learn field and laboratory methods for determining and analyzing groundwater flow, contamination, and aquifer properties by working at local sites of interest in central Maine. Prerequisite(s): ENVR 203 or one 100-level earth and climate sciences course.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C058, C070

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 226

Instructor: Johnson, Bev

Instructor Permission Required: No

### **EACS 230 Earth Structure and Dynamics/Lab**

The processes of mountain building and plate tectonics are understood by observing the structure and architecture of rocks. This course explores the nature and types of structures present in rocks that make up the Earth's crust. Fundamental concepts and principles of deformation are examined in a variety of field settings. The laboratory introduces the techniques used in descriptive and kinematic structural analysis. Several one-day excursions and one weekend field trip may take place throughout Maine and the mountains of the northern Appalachians. Prerequisite(s): any 100-level earth and climate sciences course.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): C006, C007, C058, C070

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 231 Past Climates and Paleoclimate Proxies**

Understanding Earth's climate history is imperative for predicting future environmental conditions as we are challenged by human-made climate change. By examining different climate case studies from the last ~800 million years, students identify the primary drivers of variation in Earth's climate, and assess the advantages and limitations of the physical and geochemical proxies used to interpret paleoclimate conditions. Students build skills in interpreting primary scientific literature and synthesizing real-world datasets through a mixture of student-led discussions and presentations, lectures on the Earth's climate system and paleoclimate tools, and the use of open-source databases to investigate paleoclimate questions. Recommended background: prior coursework in chemistry. Prerequisite(s): two courses in earth and climate sciences.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Fetrow, Anne

Instructor Permission Required: No

### **EACS 240 Environmental Geochemistry/Lab**

Environmental geochemistry draws from concepts in earth, climate, and environmental sciences, biology, and chemistry to study the behavior of natural and anthropogenic materials as they cycle through the various components of the Earth System. In this introduction to the field, students explore rock-water interactions, chemical equilibria, and biogeochemical cycling and develop field, laboratory, and modeling skills to work on local current environmental problems. Students may investigate climate change; mitigation and adaptation; surface and groundwater contamination by salt, arsenic, nutrients, and/or heavy metals; acid mine drainage; and the history of atmospheric lead deposition. The laboratory includes fieldwork, chemical analysis of environmental samples using inductively coupled plasma emission spectroscopy, and stable isotope ratio mass spectrometry and modeling using STELLA. Prerequisite(s): any 100-level earth and climate sciences course.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): C003, C006, C007, C058, C063, C068, C070

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Johnson, Bev

Instructor Permission Required: No

### **EACS 241 Water and Watersheds/Lab**

This course explores the structure and function of lakes and rivers and their relationship to the surrounding terrestrial systems. Students consider physical, chemical, and biological processes that influence the movement and quality of water, emphasizing controls on the distribution, movement, and chemistry of water both to and within freshwater ecosystems. Field and laboratory studies combine ecological, geological, and chemical approaches to questions of water quality and quantity as well as an introduction to working

with large data sets. Students are assumed to be proficient in the use of spreadsheets. Prerequisite(s): one of the following: BIO 195; ENVR 203; BI/EA 112; EACS 103, 104, 107, 109, or FYS 476.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C058, C068, C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): BIO 241, ENVR 240

Instructor: Ewing, Holly

Instructor Permission Required: No

### **EACS 302 Paleoseismology and Active Tectonics**

Paleoseismology is the study of past earthquakes. According to Charles Lyell, "[the] present is the key to [the] past," but the past is also the key to the present and future. Therefore, the estimation of past earthquake timelines is important to better access the potential of the future earthquakes. In this course, students develop an understanding of the earthquake geology and tectonic geomorphology and learn to identify earthquake generating active faults around the world using of aerial photographs, satellite data, and ArcGIS. Students learn to estimate the magnitude of past and future earthquakes using trench logs, borehole cores and geochronology as a case study from different seismically active regions such as New Zealand, Japan, Himalaya, and California and synthesize future potential trenching sites using conceptual knowledge learned from this course. Prerequisite(s), which may be taken concurrently: EACS 230.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C063

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Arora, Shreya

Instructor Permission Required: No

### **EACS 303 Sedimentary Basins and Global Change**

In this course-based research experience, students apply concepts in basin analysis and hazards to research impacts of global catastrophe on the geologic record. Students analyze diverse forms of data including sediment cores, stratigraphic columns, seismic (geophysical) data, and petrographic, mineralogical, and geochemical data from ocean drilling campaigns (plus onshore outcrops). Students interrogate scientific literature to collaboratively compile a global dataset cataloguing the marine sedimentary response to the Chicxulub asteroid impact 66 million years ago. This impact resulted in extreme environmental change, including mass extinction of the dinosaurs and 75% of living species, as well as worldwide wildfires, climate cooling, a global mega-tsunami, and submarine landslides. However, this impact's imprint on the marine sedimentary record, especially the coarse-grained clastic record, is understudied. Students will contribute to filling this gap in the scientific literature.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 307 Soils and Landscape Evolution**

In this course, students learn how to integrate concepts and analytical tools from geology, pedology, geomorphology, and geochemistry to evaluate the co-evolution of soils and landscapes across time scales. Topics include soil formation, soil geomorphology, stable and unstable isotopes as soil erosion tracers, and discussions about anthropogenic soil erosion and environmental injustice. Students develop a hands-on project using  $^{239+240}\text{Pu}$  and delta- $^{13}\text{C}$  to evaluate soil erosion/deposition processes. Students develop a sense of environmental justice, and analytical, field and communication skills that are useful in many careers. Two one-day weekend field trips to local settings may be scheduled during the semester. Prerequisite(s): EACS 210 or 240 or ENVR 310.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: de Castro Portes, Raquel

Instructor Permission Required: No

### **EACS 310 Quaternary Paleoclimatology**

The Quaternary Period, representing the last 2.6 million years of geologic history, is characterized by extreme climatic fluctuations with effects ranging from globally synchronous glacier expansions to periods warmer than present. Records of the climatic fluctuations are contained in sediments on land and in the oceans and lakes and also in the stratigraphy of ice caps. This course examines various climate proxy records and the dating methods used to constrain them. This course may require a lab. When the course is offered with a lab, fieldwork focuses on the recovery of sediment cores from local lakes, while in-class labs emphasize physical, chemical, and paleontological analyses of the sediment cores. Prerequisite(s): any 200-level earth and climate sciences course.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C007

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 341 Stable Isotope Geochemistry**

The stable isotope composition of modern and ancient waters and biological materials has revolutionized our understanding of biogeochemical cycling at the Earth's surface and of environmental change. This course focuses on the theory and applications of stable isotope fractionation in water and biological materials

for modern and past environmental research. The course may include fieldwork within the Androscoggin River watershed and the Maine coast and use of a stable isotope ratio mass spectrometer. Students are engaged in projects that may include tracking changes in carbon cycling in lakes, salt marshes, and trees through time, and documenting changes in energy flow in modern and ancient marine food webs. The interdisciplinary nature of the subject material lends itself well to upper-level students from a variety of science majors. Prerequisite(s): Any 200-level earth and climate sciences course. Recommended background: EACS 240.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Johnson, Bev

Instructor Permission Required: No

### **EACS 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 383 The Lithosphere**

The formation and occurrence of rocks in the lithosphere are directly relatable to plate tectonic processes. Tectonic environments such as rift valleys or subduction zones are characterized by specific assemblages of igneous and metamorphic rocks. This course examines rock and mineral assemblages typical of global tectonic environments, the processes by which they are generated, and the methods by which they are studied. Prerequisite(s): any 200-level earth and climate sciences course. Recommended background: EACS 223.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 457 Senior Thesis**

The thesis is a program of independent research conducted by the student, on a field, laboratory, and/or computational problem, under the direction of a faculty mentor. Seniors participate in the regularly scheduled weekly seminar, which includes preparation of an annotated bibliography, a thesis proposal, and timely submission of written results and oral progress reports of thesis research. Students are responsible for scheduling weekly individual meetings with their faculty committee. A public presentation is scheduled during finals week. Students register for EACS 457 in the fall semester. Students conducting a two-semester thesis must register for both EACS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS 458 Senior Thesis**

The thesis is a program of independent research conducted by the student, on a field, laboratory, and/or computational problem, under the direction of a faculty mentor. Seniors participate in the regularly scheduled seminar, which includes timely submission of written results and oral progress reports of thesis research. Students are responsible for scheduling individual meetings with their faculty committee. A public presentation and an oral defense are scheduled during the final week of the winter semester. Students register for EACS 458 in the winter semester. Students conducting a two-semester thesis must register for both EACS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS S11 Modeling & Data Analysis in the Physical Sciences**

How are models used in the physical sciences? How are models informed by data in different disciplines, and how do we analyze it? This course will provide students with an opportunity to explore the many ways that models are used to conduct scientific research, and gain insights into how models can support their academic and career goals. We will discuss a variety of models, techniques, and tools used throughout the physical sciences, and guide students to use them for their own research project. Students will learn data fundamentals as well as specific applications of these data-driven techniques to fields within the physical sciences. Lessons will be taught through a lecture and lab component, going over the concepts before letting students work through coding projects, enabling them to create and conduct their own data-driven research.

This course has no prerequisites, and aims to bring together students from a wide variety of academic disciplines and any level of coding experience.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASTR S11, DCS S17, PHYS S11

Instructor: Payne, Becca

Instructor Permission Required: No

### **EACS S12 Earth Science Methods: Data to Discovery**

Mastering technical equipment is a valuable skill that enhances critical thinking, problem-solving, and employability. This hands-on, outdoor-focused course provides training on a wide range of tools, including Real-Time Kinematics (RTK) GPS, Ground Penetrating Radar (GPR), and drones. These instruments have broad applications. For example, RTK-GPS can measure elevation changes with sub-centimeter accuracy, making it ideal for mapping coastlines vulnerable to erosion, assessing marsh stability, or tracking landforms altered by earthquakes. GPR, a geophysical tool used to scan the subsurface, is commonly employed to locate corroded or leaking pipelines, uncover hidden archaeological artifacts, unmarked graves, weapons, or identify geological features such as faults, which are critical to map before constructing dams or tunnels. This course will equip students with technological literacy and prepare them for academic or industry-based research. Prerequisite(s): one 100-level EACS course.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Arora, Shreya

Instructor Permission Required: No

### **EACS S13 Soil Geography of New England**

This course provides students with the fundamentals of soil geography and Geographic Information Systems (GIS) to understand soil distribution across the landscape. The New England region is home to an extraordinary landscape diversity that offers an excellent natural laboratory to examine the interactions among geology, geomorphology, and soil development. This course includes visits to the White Mountain National Forest in New Hampshire, coastal areas, and a farm field in Maine. Topics include soil morphology and soil genesis, soils of New England, land use, and introduction to GIS. This course includes a community-engaged activity, in which students develop a hands-on project to create soil and land management maps, in collaboration with Liberation Farms, the Harward Center, and the University of Maine Cooperative Extension. Students learn field techniques and GIS tools, and enhance communication skills that are useful in many careers.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: de Castro Portes, Raquel

Instructor Permission Required: No

### **EACS S17 Earthquakes and San Andreas Fault**

The short-term off-campus course is proposed at the transition between 100- and 200- levels, to balance the wide expected range of student backgrounds. Prior coursework in Plate Tectonics and GIS is recommended, such as EACS 104, EACS 230, or EACS 217.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Arora, Shreya

Instructor Permission Required: Yes

### **EACS S20 Climate Solutions Workshop**

To stay below global warming thresholds set by the international community, we must begin to durably sequester carbon at an industrial scale in the coming decades. After an introduction to Earth systems science, this course will explore and assess carbon dioxide removal technologies, including enhanced silicate weathering, ocean alkalinity enhancement, ocean fertilization, and biomass carbon removal. This course will include laboratory experiments, local field trips, and discussion of academic literature.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EACS S30 Volcanoes, Earthquakes, Geysers, and Fiords: Earth Science in Aotearoa New Zealand**

The Aotearoa New Zealand Short Term incorporates a diversity of themes, locations, pedagogies, research experiences, and student interests, and overall provides students with a packed agenda of many, essentially globally-unique opportunities. By engaging with this diversity of themes and experiences, this proposed course aims to both provide students with these unique opportunities and to foster and develop students' fieldwork skills, intensive geological mapping skills, applied geochemical and mineralogical interpretation skills, and ability to conduct meaningful scientific research (including literature review and reading papers, designing fieldwork campaigns, assessing appropriate field and analytical techniques and tools, analyzing and synthesizing data, interpreting real-world results, and writing scientific reports). Students will contextualize and apply these skills toward societally-relevant issues, including natural hazards, renewable (geothermal) energy, and climate change.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **EACS S31 Applied Geochronology and Thermochronology**

This course provides a hands-on introduction to geochronology and thermochronology, focusing on the principles, techniques, and applications of radiometric dating methods in Earth sciences. Students will analyze and interpret geochronologic and thermochronologic datasets to address geological questions, including the timing and rates of tectonic, volcanic, and erosion processes. The course integrates a case study of real detrital apatite fission-track data from the Arctic Ocean, requiring interpretation and thermal history modeling using software such as HeFTy or QTQt. Students will develop skills in data handling and visualization, and model interpretation. The course culminates in the preparation of data and models for a journal-style manuscript, providing an opportunity for students to refine their research communication. Ideal for those pursuing research or careers in Earth and climate sciences, particularly in geochronology and geodynamics. Prerequisite(s): Any 200-level EACS course.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: McDannell, Kalin

Instructor Permission Required: No

### **EACS S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C058

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Economics

*Professors Riera-Crichton and Shea; Associate Professors Goff (co-chair), He (co-chair), and Smith; Assistant Professors Bird, Chakraborty, Coombs, Lindsay, Sen, and Subramanian; Visiting Assistant Professors Morrill and Sallah; Visiting Instructor Wang; Visiting Lecturer Moodie (Economics, European Studies, and Sociology).*

An understanding of economics can help foster intelligent citizenship. Policy makers in business, government, and the nonprofit sector frequently evaluate complex economic issues. The goal of the economics curriculum is to educate students, both majors and nonmajors, about the ideas of economics and how they apply to today's world.

The Economics Department offers a set of introductory courses numbered between ECON 151-199. Each offering covers a common set of economic concepts, such as tradeoffs, supply & demand, and opportunity cost, but in the context of a field within economics. These introductory courses are not part of the economics major but are appropriate for students deciding whether to pursue economics, students preparing for the economics major, and non-majors just looking to take an economics class.

Courses numbered between 250 and 299 cover intermediate economic theory and introduce students to the methods of empirical analysis. Three-hundred-level courses integrate practical economic issues with empirical and theoretical analyses, enabling students to develop sophisticated insight into both contemporary and historical economic problems.

More information is available on the [Economics department website](#).

## Major Requirements

The department recommends that most students begin their study of economics by completing an introductory economics class, numbered ECON 150-199. Those with an extensive background in economics and mathematics may, however, begin their study of economics by taking ECON 260 or 270. ECON 150-199 does not count toward the major in economics.

Students majoring in economics are not permitted to use the Applying Mathematical Methods concentration (C006) to satisfy the General Education Concentration requirements.

### 1. Base

Complete the following courses:

- ECON 250 Statistics
- ECON 255 Econometrics
- ECON 260 Intermediate Microeconomic Theory
- ECON 270 Intermediate Macroeconomic Theory

At least three of these courses must be taken at Bates, and at least three of these must be completed prior to senior year. The following statistics courses may be substituted for ECON 250:

- BIO 244 Biostatistics
- MATH 215 Statistics

2. Math

Complete at least one course from the following:

- MATH 105 Calculus I
- MATH 106 Calculus II
- MATH 206 Multivariable Calculus

Fulfilling this requirement is a prerequisite for ECON 255, 260, and 270.

3. Electives

a. Complete at least three courses from the following:

- Any 300-level course in Economics

At least two of these courses must be taken at Bates.

b. Complete at least one course from the following:

- A fourth 200- or 300-level Economics course that does not already satisfy another major requirement. Introductory courses may not be used to satisfy this requirement.

The following courses may also satisfy this requirement:

- PLTC 222 International Political Economy
- SOC 260 Economic Sociology

4. Seminar or Thesis

Complete at least one of the following:

a. Seminar

- ECON 456 Senior Thesis Seminar

b. Thesis

- ECON 457 Senior Thesis
- ECON 458 Senior Thesis

Typically, the [W3] requirement is met through the completion of a thesis seminar (ECON 456).

### Courses Taken Outside of Bates

Students receiving a score of four or five on either the Macroeconomics or Microeconomics AP exam receive credit for ECON 150. Students receiving a score of four or five on the Statistics AP exam receive credit for ECON 250. A-Level credit: Students receiving a grade of A or B on the A-Level Economics examinations may receive credit for ECON 150. No credit is given for the O-Level examinations. International Baccalaureate credit: Students receiving a grade of six or seven in the IB HL program may receive credit for ECON 150. No credit is given for the IB SL program. Students who have failed a core economics course (ECON 101, 103, 150, 250, 255, 260, or 270) at Bates may not receive major credit for an equivalent course taken at another institution. Students planning to study abroad should consult the off-campus study section of the economics department website. Most basic questions concerning departmental study-abroad requirements are answered

there. Students should then consult with the department chair concerning the acceptability of particular courses for the major.

**Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the major.

## Course Offerings

### ECON 150 Applied Principles of Economics

What is economics? This course is intended for students who want to answer that question through exposure to the basic principles of economics. Students apply these principles to a variety of topics selected by the instructor, which may include climate change, income inequality, pandemics, patents, trademarks and copyrights, poverty, and social media. The course is also intended for prospective majors and prepares students for a wide range of core and upper-level elective economics courses.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kurzfeld, Jonny; Lewis, Lynne; Nguyen, Linh; Shea, Paul

Instructor Permission Required: No

### ECON 153 Environmental Economics

This course introduces students to fundamental economic concepts in both microeconomics and macroeconomics. Students learn the basics of supply and demand, how credit and labor markets work, welfare analysis, and how these apply to contemporary economic issues. In this section, students will learn the fundamentals while focusing on environmental issues and the methods used by environmental economists. By the end of the semester, students will understand how economists evaluate environmental problems our society faces.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### ECON 156 Unemployment, Inflation, and Wealth

This course introduces students to fundamental economic concepts in both microeconomics and macroeconomics. Students learn the basics of supply and demand, how credit and labor markets work, welfare analysis, and how these apply to contemporary economic issues. This section emphasizes how these tools apply to macroeconomics and macroeconomic policy. Students learn the causes of unemployment, economic growth, and how policy makers can affect these variables. The class examines how Central Banks, including the Federal Reserve, interact with the economy. It also studies the role of taxation, government spending, and regulatory policy.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: Shea, Paul  
Instructor Permission Required: No

### **ECON 160 Economics of Inequality**

This course introduces students to fundamental economic concepts in both microeconomics and macroeconomics. Students learn the basics of supply and demand, how credit and labor markets work, welfare analysis, and how these apply to contemporary economic issues. This section focuses on issues pertaining to economic inequality.

Modes of Inquiry: [AC], [HS]  
Writing Credit: None  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: Chakraborty, Pubali  
Instructor Permission Required: No

### **ECON 222 Environmental Economics and Policy**

The preservation of environmental quality and the struggle of people to improve their economic circumstances are often in conflict. This course explores the economic basis of environmental problems and examines alternative policies aimed at reducing environmental degradation. Among the topics are the deficiencies in the market system and existing property-rights system that contribute to environmental problems, cases where public intervention offers the potential for improvement, cases amenable to market-based approaches, and the public-policy tools available to promote environmental goals. Prerequisite(s): ECON 101, 150, or 260.

Modes of Inquiry: None  
Writing Credit: None  
GEC(s): C063, C065, C070  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: Lewis, Lynne  
Instructor Permission Required: No

### **ECON 223 Law and Economics**

This course introduces the use of economic methods to examine laws and legal institutions. The fundamental concepts of economics—scarcity, maximization, and marginal analysis—are used to predict the effect of legal rules on behavior, and to evaluate how well a particular rule achieves its intended end. At another level, civil law may be viewed as another system of resource allocation and wealth distribution, as the legal system is often used to craft a remedy when markets fail in their allocative role. Topics may include property law, contract law, accident law, family law, criminal law, and copyright and trademark law. Prerequisite(s): ECON 101, 150, or 260.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kurzfeld, Jonny

Instructor Permission Required: No

### **ECON 231 Money and Magic: Anthropological Exploration of Contemporary Capitalism**

This course examines the more magical and relational aspects of contemporary economy, markets, and capitalism. First, students examine ideas often taken for granted about nature, humans, and nonhumans that shape cultural understandings of "economy" in American capitalism. Then they explore economic practices, ideal subjects, and the production of economic "others" in contemporary capitalism(s) around the world, past and present. Through readings and use of various media (film, TikTok, Twitter, etc.) students explore how economy is cultural, relational, and ultimately a bit "magical." Prerequisite(s): ECON 101 or 103.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ANTH 231

Instructor: Hughes, Jen

Instructor Permission Required: No

### **ECON 246 Understanding Poverty: Introduction to Development Economics**

This course provides an introduction to development economics and the issues that it attempts to address. The United Nations reports that one in every nine people globally suffered from hunger in 2019. The number of people living in extreme poverty stood at 736 million in 2015, down from nearly 2 billion in 1990. Why are some countries richer than others? What are the policies that help people transition out of poverty and increase their standard of living? Prerequisite(s): ECON 101 or ECON 150.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nguyen, Linh

Instructor Permission Required: No

### **ECON 250 Statistics**

Topics include probability theory, sampling theory, estimation, hypothesis testing, and linear regression. Prospective economics majors should take this course in or before the fall semester of the sophomore year. Recommended background: any introductory economics course from ECON 150-199.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nguyen, Linh; Subramanian, Nivedhitha

Instructor Permission Required: No

### **ECON 255 Econometrics**

Topics include multiple regression using time series and cross-sectional data, simultaneous equation models, and an introduction to forecasting. Prerequisite(s): ECON 250 and MATH 105, 106, 205, or 206.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Murray, Michael; Rakitan, Timothy

Instructor Permission Required: No

### **ECON 260 Intermediate Microeconomic Theory**

Compares models of perfect competition and market failure, with emphasis on the consequences for efficiency and equity. Topics include consumer choice, firm behavior, markets for goods and inputs, choice over time, monopoly, oligopoly, monopolistic competition, externalities, and public goods. Recommended background: any introductory economics course from ECON 150-199. Prerequisite(s): MATH 105, 106, or 205.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: He, Leshui

Instructor Permission Required: No

### **ECON 270 Intermediate Macroeconomic Theory**

This study of national income determination includes movements involving consumption, saving, investment, demand for money, supply of money, interest rates, price levels, wage rates, and unemployment. Monetary policy, fiscal policy, inflation, and growth models are considered. Recommended background: any introductory economics course from ECON 150-199. Prerequisite(s): MATH 105, 106, or 205.

Modes of Inquiry: [HS], [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Riera-Crichton, Daniel

Instructor Permission Required: No

### **ECON 284 The Political Economy of Capitalism**

Political economy studies the market and the state as interrelated institutions. This course examines capitalism within its political context from two complementary perspectives. Students examine the historical evolution of social scientific thinking about the economy, in the process identifying some of the central critiques and defenses of capitalism as a system of social organization. Then they consider political economy topically, addressing a series of policy challenges thrown up by capitalism and considering multiple perspectives on how those challenges should be diagnosed and addressed.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PLTC 284

Instructor: TBA, Staff

Instructor Permission Required: No

### **ECON 301 Economic Analysis for Non-Profits**

This course offers hands-on experience with empirical microeconomic tools in collaboration with a local community partner. Students will begin by understanding the partner's mission and goals for program evaluation or economic analysis. They will conduct literature reviews on relevant topics (e.g., minimum wage changes) and contextualize existing studies to the local context. After reviewing causal econometric methods, students will perform primary data analysis and present their findings to the community partner. Recommended background: Strong interest in applied econometrics. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Smith, Austin

Instructor Permission Required: No

### **ECON 304 Macroeconomic Finance**

This course studies the interaction between macroeconomics and financial markets. The course begins with a modern perspective on money and banking, and then uses this foundation to examine a variety of financial market features that influence macroeconomic performance and policies. The majority of the long run analysis focuses on the relationship between financial development and economic growth. Short run topics include the link between investment and monetary policy, the effect of housing market features on macroeconomic volatility, borrowing and access to credit, and financial market imperfections.

Prerequisite(s): ECON 255 and 270.

Modes of Inquiry: [CP], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ECON 305 International Financial Stability**

Global financial stability is an essential requirement to ensure sustainable world economic growth and the successful development of emerging markets. This course provides an in-depth understanding of the mechanisms and institutions that rule our international financial system. First, students take a historic look at the evolution of the international monetary system during the last century. Then they study recent failures of the system leading to global financial crises. Special attention is paid to currency, debt, and balance of payments crises. Finally, they review current policy challenges faced by developed and developing nations.

Prerequisite(s): ECON 255 and 270. Recommended background: ECON 221.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Riera-Crichton, Daniel

Instructor Permission Required: No

### **ECON 306 Economics of Strategies in Firms and Markets**

This course investigates the economics of strategies between and within firms. Students consider the applications of game theory in the realm of business practices, including basic principles of game theory, applications of game theory in business practices, and the empirical realities of business organizations. Major topics include monitoring and incentivizing employees, trust and cooperation within groups, patent races and patent adoption, and communications within and across organizations.

Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [HS], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: He, Leshui

Instructor Permission Required: No

### **ECON 308 Women and Economic Development**

On which margins do differences in women's and men's access to or participation in economic activities persist in low- and middle-income countries? Which policies have been successful at closing those gaps, and why? In this course, students begin by exploring gender gaps in economic development access and outcomes,

why these gaps matter, and an economic basis for why some of these gaps might occur. Students then examine policies that might close or widen these gaps, and empirical evaluations of such policies using economic principles. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Subramanian, Nivedhitha

Instructor Permission Required: No

### **ECON 309 Economics of Less-Developed Countries**

This course goes beyond descriptive statistics about developing countries to analyzing and explaining these outcomes using development economics. Particular attention is paid to the role of information and institutions in shaping markets and economic decision-making in developing country contexts. Topics may include economic history, labor and capital markets, poverty and social-assistance programs, and political economy in developing countries. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C014, C022

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Nguyen, Linh

Instructor Permission Required: No

### **ECON 311 Public Economics**

An analysis of basic issues in the field of public finance. The course covers a wide range of topics, including the welfare implications of expenditure and taxation policies of governments, the economic rationale of governmental provision of goods and services, fiscal institutions in the United States, efficiency and distributive aspects of taxation, effects of taxation on household and firm behavior, intergovernmental fiscal relations, and the public debt. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [HS], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kurzfeld, Jonny

Instructor Permission Required: No

### **ECON 313 A Tale of Two Recessions: 2008 and 2020**

This seminar examines the events of the 2008 recession, as well as its causes and aftermath. Special attention is paid to the housing bubble that preceded the recession, how the crisis in the housing sector spread to the

rest of the economy, and the response of monetary, fiscal, and regulatory policies. The seminar focuses both on refining students' theoretical and empirical skills, and on applying them to recent macroeconomic events. Prerequisite(s): ECON 255 and 270.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Shea, Paul

Instructor Permission Required: No

### **ECON 315 Energy Economics**

In this course students develop and use tools of economic analysis to understand contemporary policy issues related to energy. This course focuses on the relationship among economics, science, technology, and energy in the public policy process. Students examine the political economy of global climate change to study this relationship. The goal is to establish a reasonable basis for understanding the science and politics of global climate change. Prerequisite(s): ECON 255, 260, and 270.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Rakitan, Timothy

Instructor Permission Required: No

### **ECON 318 Advanced Macroeconomics**

Theories and empirical studies of business cycles: fixed-investment behavior, inventory activity, and monetary fluctuations. The course examines recent work on inflation, expectations, economic growth theory, and techniques in current use for forecasting general economic activity. Prerequisite(s): ECON 255 and 270.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Shea, Paul

Instructor Permission Required: No

### **ECON 325 Prices, Property, and the Problem of the Commons**

An analysis of water resources and fisheries economics. Topics include water allocation, scarcity and pricing, water rights, cost-benefit analysis, valuation, water markets, and problems related to common-property resources such as underground aquifers and fisheries. Economic incentives for pollution control including

tradable pollution permit programs for water quality maintenance are also covered. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C063, C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lewis, Lynne

Instructor Permission Required: No

### **ECON 326 Economic Development and Political Economy**

Economic development is often associated with spending on international aid. But independent governments are usually the primary source of spending on poverty alleviation and development within their own borders. This course examines economic development through the lens of political economy, tracing out the complex relationships between poverty, growth, markets, institutions, and political agents. Topics include institutional development and long-run growth, political agency and incentives for public goods provision, corruption, clientelism, and natural resource management. Prerequisite(s): ECON 255 and ECON 260.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ECON 331 Labor Economics**

A study of human resources and the labor market. Topics include racial and sexual discrimination, theories of unemployment and job search, income distribution and poverty, Becker's new household economics, unions and collective bargaining, and government intervention in the labor market. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ECON 337 Behavioral Economics**

The field of behavioral economics seeks to explain the economic decision-making of homo sapiens economicus, the psychologically complex, cognitively limited, emotional, social, decision-maker. This course

covers major findings to date in behavioral economics and develops students' abilities to apply a behavioral perspective to models of economic choice. Students learn to interpret and critique economic research and to write clearly and concisely about topics in behavioral economics. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Hughes, Jim

Instructor Permission Required: No

### **ECON 338 Labor Economics and Policy**

An economic analysis of interactions between workers and firms. This course begins with an overview of labor supply: how do individuals decide how much to work, if at all? The bulk of the course focuses on contemporary topics in labor economics, which may include minimum wage policy, labor-market discrimination, incentive pay, occupational licensing, human capital, and unions. Emphasis is placed on empirical applications with exploration of econometric techniques commonly used in labor economics. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Smith, Austin

Instructor Permission Required: No

### **ECON 339 Industrial Organization**

Theories of the firm are used to explain the organization of economic activity across markets and within firms. The effects of pricing behavior, merger activity, advertising, and research and development on efficiency and social welfare are examined. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [HS], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: He, Leshui

Instructor Permission Required: No

### **ECON 341 Time Series Econometrics**

This course examines the theory and application of time series econometrics. The course considers issues related to time series data including stationarity, lag structure, and endogeneity, as well as estimation techniques such as vector autoregressions, maximum likelihood, and Bayesian approaches. The course's

applications primarily are related to the estimation of macroeconomic models and forecasting macroeconomic policy changes. Prerequisite(s): ECON 255 and 270.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Riera-Crichton, Daniel; Shea, Paul

Instructor Permission Required: No

### **ECON 342 Economics of the Family**

In this course, we will use economic principles to analyze decisions made within a family. Topics include spousal labor supply, marriage, divorce, fertility, parenting, human capital, and social mobility. We will then consider the macroeconomic implications of these family decisions. First, we will focus on short- and medium-run fluctuations and study how the changing demographic factors influence aggregate labor supply and savings. Next, we will discuss the importance of accounting for families in explaining inequality and as determinants of long-run economic development. Prerequisite(s): ECON 255 and ECON 260.

Modes of Inquiry: [QF]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Chakraborty, Pubali

Instructor Permission Required: No

### **ECON 343 International Finance**

A study of the macroeconomics of international economics. The course covers topics in international finance and open-economy macroeconomics, including foreign exchange markets, exchange rate determination and regimes, purchasing power parity, balance of payments, the international capital market, and financial globalization. This course is designed to help students understand the main implications of increasing integration of the world economy. Students learn fundamental theories in the analysis of international macroeconomics, review related empirical evidence, analyze current international macroeconomics issues, and evaluate policy options. Prerequisite(s): ECON 255 and 270.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ECON 344 Finance & Society**

This course explores the relationship between finance and society, focusing on how financial systems shape and are shaped by social, political, and economic forces. Students will cover topics such as financial inclusion, sustainable finance, the impact of emerging financial technologies, and the role of financial institutions in addressing community needs. Through community-engaged learning, students will partner with local financial institutions to apply their knowledge to real-world challenges, gaining practical experience while contributing to meaningful projects. The course aims to equip students with a critical understanding of finance's broader societal implications and the skills to engage in impactful financial solutions. Prerequisite(s): ECON 255 and 270.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Sen, Anamika

Instructor Permission Required: No

### **ECON 351 Computational Macroeconomics**

This course is an introduction to dynamic general equilibrium models, which have become the workhorses of modern macroeconomics. These models involve intertemporal optimization by the different agents in the economy: households, firms, and the government. They are often used to analyze the modern theories of growth and aggregate fluctuations, and to study the role of monetary and fiscal policy. Most of these dynamic models, however, do not have analytical (closed form) solutions and one often has to rely on computational methods to analyze their behavior. The goal of this course is to provide an introduction to the computational tools that are necessary to solve dynamic economic models quantitatively. Prerequisite(s): ECON 255 and 270.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 351

Instructor: Chakraborty, Pubali; Sen, Anamika

Instructor Permission Required: No

### **ECON 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Prerequisite(s): ECON 255.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ECON 368 Data Science for Economists**

Economics is at the forefront of developing statistical methods for analyzing data collected from uncontrolled sources. Because econometrics addresses challenges such as sample selection bias and treatment effects identification, the discipline is well-suited to analyze large or unstructured datasets. This course introduces practical tools and econometric techniques to conduct empirical analysis on topics like equality of opportunity, education, racial disparities, and more. These skills include data acquisition, project management, version control, data visualization, efficient programming, and tools for big data analysis. The course also explores how econometrics and statistical learning methods cross-fertilize and can be used to advance knowledge on topics where large volumes of data are rapidly accumulating. We will also cover the ethics of data collection and analysis. Prerequisite(s): ECON 255 and ECON 260 or 270.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 368

Instructor: TBA, Staff

Instructor Permission Required: No

### **ECON 372 Experimental Economics**

This course presents the methodology of experimental economics, and the various findings obtained by analyzing markets, human rationality, and human social behavior. Throughout the course students participate in a range of classroom experiments and propose their own experimental design. Prerequisite(s): ECON 255 and 260 or 270.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ECON 373 The Economics of Crime, Punishment, and Rehabilitation**

This seminar explores a rational choice basis for understanding criminal behavior. Rather than framing the behavior of individuals involved in crime as fundamentally different from our own, students consider how environmental, economic, and legal constraints and incentives lead to criminal activity that is individually rational. Students examine empirical evidence of the effectiveness of justice reforms and use it to further

understand the role of rational choice in criminal behavior, along with its limitations. Students also engage in community partnerships to directly observe the legal environment and better connect theoretical applications to the institutional and cultural setting. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [AC], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kurzfeld, Jonny

Instructor Permission Required: No

### **ECON 456 Senior Thesis Seminar**

Building on experience from previous economics courses, students in this course produce new independent research. They consider advanced topics in fields related to the instructors' expertise. Prerequisite(s): two 300-level economics courses.

Modes of Inquiry: [HS], [QF]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **ECON 457 Senior Thesis**

Prior to entrance into ECON 457, students must submit for approval a thesis proposal based on work done in a nonintroductory course. Students enroll in ECON 457 in the fall. Honors thesis writers enroll for both ECON 457 and ECON 458. Prerequisite(s): at least two 300-level economics courses.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **ECON 458 Senior Thesis**

A continuation of ECON 457 and designed for students completing an honors thesis. Students must submit for approval a thesis proposal based on work done in a nonintroductory course. Prerequisite(s): ECON 457 and at least two 300-level economics courses.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **ECON S15 Maine's Marine Resources**

This course uses economic reasoning and perspective to explore the health and management of marine resources in the state of Maine. Students will learn about how marine fisheries and coastal ecosystems have been managed by indigenous tribes, local communities, and state and federal governments. Through case study research, they will identify the challenges of designing, monitoring, and enforcing management systems, including issues connected to climate change and economic trends. Prior coursework in economics is recommended but not required for this course. Course will include day trips to organizations and sites along Maine's coast.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ECON S21 Renewable Energy in Maine and New England**

In examining renewable energy in Maine and New England, students consider what “counts” as renewable energy and why, as well as the environmental, economic, and institutional tradeoffs involving renewables investment. The course includes up to three day-long trips to locations such as the Shawmut Dam in Skowhegan, the hydroelectric project in Lisbon Falls, community solar farms in the Portland and Augusta areas, land trusts in Maine’s Downeast counties, and wind turbine installations. Students interact with guest speakers and prepare a presentation on the impacts of renewable energy policies. Grading is participation-and presentation-based.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rakitan, Timothy

Instructor Permission Required: No

### **ECON S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus,

and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ECON S51C Environmental Economics - Inclusive Pedagogy Re Design**

This course is part of the inclusive pedagogy (re)Design program. In this course students will develop and test materials for a new course offering, an introductory economics course focused on environmental economics.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

## Education

*Associate Professors Buck and Tieken (co-chair); Senior Lecturer Charles (co-chair); Lecturer Sale (co-chair); Visiting Lecturer Wallace.*

The Bates College Department of Education seeks to foster the democratic possibilities of schooling through the study of education in the United States and internationally. The aim of the department is to create an environment in which students and faculty together analyze the complex dynamics between the purposes and products of schooling and the social structures and cultural processes that constitute the broader context for education. In particular, the department aims to nurture in students the development of these qualities:

1. Critical action and civic responsibility: The department wants students to develop a sense of social responsibility and concern for the common good, and so encourages them to become involved in the local community and beyond through fieldwork, community-engaged learning projects, policy analysis, student teaching, and empirical research.
2. Reflection and engagement: In the department's vision of education, reflection and engagement work together to deepen students' understanding and foster their personal growth.
3. Imagination and a passion for learning: With imagination, a passion for learning, and the skills and knowledge they develop, students are well-prepared to pursue their interests in education.
4. Commitment to social justice: Throughout the program, students are encouraged to recognize and address the influence of social context on the democratic possibilities of schooling.

Because education itself is an interdisciplinary area of study, the Education department offers courses that attract students with a variety of interests. Some pursue educational studies as part of their exploration of liberal arts at Bates. Some want to teach immediately after they graduate from Bates or following graduate study. Others link their interest in social institutions, public policy, community, or families and children to a direct and deeper understanding of schools and schooling. Many students simply want to know more about education so that they can be better prepared to fulfill their future roles as citizens and/or parents. To encourage the integration of theory and practice, most education courses require a field placement in a local school or community setting. Students are expected to reflect systematically on the larger questions surrounding educational structures and practices raised through field experiences.

More information is available on the [Education department website](#).

The Bates Department of Education offers two minors in education: Teacher Education and Education. For both minors, students are required to take EDUC 231 (Perspectives on Education). This course introduces students to the field through foundational perspectives that stimulate further interest in education; it is open to first-year students. Students interested in declaring a minor in Education are encouraged to come to information sessions offered twice during the academic year and to make appointments with education faculty for early planning and advisement.

Teacher Education offers graduates the ability to complete certification as public school teachers (7–12) in several disciplines including english, social studies, science, mathematics, modern languages (K–12), and art (K–12). The program is approved by the Maine State Board of Education, and students who are Teacher Ed program completers are eligible for Maine Licensure, which has reciprocity with approximately forty-five other states. Some students may choose to enroll in the Teacher Education program even if they are interested in teaching or working in non-public institutions where certification is not required, because they gain significant experience in the classroom and in school settings.

The minor in Education offer students the opportunity to pursue a set of interdisciplinary courses that are designed around students' emerging interests in education policy, practice, theory, and research.

Students who wish to pursue a minor in either Teacher Education or Education should begin planning their course schedules no later than the sophomore year. With early planning they will be able to meet all of the requirements for a major and minor and to spend some time in off-campus study as well. Those students interested in the Teacher Education minor need to think about how to balance the demands of student teaching in their senior year with their course work and thesis.

## **Teacher Education Minor Requirements**

Requirements for the College's recommendation for certification in Maine:

**1. Education Courses**

Complete the following courses:

- EDUC 231 Perspectives on Education
- EDUC 362 Basic Concepts in Special Education
- EDUC 274/PSYC 274 Educational Psychology OR PSYC 240 Developmental Psychology

Senior sequence of student teaching and coursework:

- EDUC 460 Student Teaching I (Fall)
- EDUC 447 Curriculum and Methods (Winter)
- EDUC 448 Senior Seminar in Teacher Education: Reflection and Engagement (Winter)
- EDUC 461 Student Teaching II (Winter)

**2. Subject Matter**

Complete 8 courses in the content area for certification (i.e. mathematics, English, social studies, physical science, life science, art, modern language), which may be fulfilled by a student's major or second minor.

**3. Degree Requirements**

Fulfill the College's General Education and other degree requirements

**4. Fulfillment of state requirements, including fingerprinting. Licensing teachers is a state function; requirements differ from state to state. Students interested in certification should consult with a faculty member as early as possible to plan for required course work. Applications must be complete by March 1 of the sophomore year.**

## **Education Minor Requirements**

A student choosing this option must complete seven courses, one of which may be from outside the department.

**1. Education**

Complete the following courses:

- EDUC 231 Perspectives on Education
- EDUC 450 Seminar in Educational Studies, taken in the senior year

## 2. Additional Courses

Complete five additional courses, four of which must be Education courses (or courses cross-listed with Education) and only one of which may be a Short Term course.

First year seminars may not count toward the minor.

### Courses Taken Outside of Bates

Most education courses require at least thirty hours of field experience in educational settings or fieldwork related to education more generally, such as research on policy. Students may apply to have an off-campus program or course count as one of the six required education courses. These requests require the prior approval of the education faculty.

### Short Term Courses

Students may count only one Short Term course toward the Education Studies minor.

### Other Considerations

Title II "Report Card." An amendment to Title II, Higher Education Act (HEA), requires that states and institutions with teacher-preparation programs annually report to the public the pass rates of participants on assessments for teacher certification. Maine no longer requires Praxis testing for successful completers of state-approved Teacher Education programs. Bates enrolls between 2 and 15 seniors in this program each year, with a faculty ratio of no more than 6:1, but typically no more than 4:1. The current requirement for clinical experience in the program is 450 hours. Further information about the program is available from departmental faculty and staff.

## Course Offerings

### EDUC 231 Perspectives on Education

This course introduces students to foundational perspectives (anthropological, historical, philosophical, psychological, and sociological) on education and helps students apply these perspectives to contemporary schools and classrooms. The course considers several large questions: What should be the purpose of education in a democratic society? What should be the role of the school? Who should participate in making decisions about schools? In what ways do schools reflect and perpetuate larger social inequities, and, alternately, how can they contribute to a more just and inclusive society? Students must complete at least thirty hours of fieldwork.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C030, C084, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### EDUC 235 Teaching in the Sciences

We all possess an innate curiosity about the natural world, especially during childhood. This course explores the excitement and challenges of teaching sciences in the traditional classroom setting and experientially through lab and outdoor experiences. Through readings, conversation, research, writing, practice, and field placement in local schools, students approach the teaching of science as visionaries whose classrooms are ones of imagination, curiosity, investigation, and skepticism. A thirty-hour field placement in a local school is required. Recommended background: math or science majors preferred. A previous education class is recommended.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C030, C084, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### EDUC 242 Race and Justice in American Education

This course considers how racial identity, class, culture, and privilege intersect with education systems and structures to shape students' schooling experiences and academic outcomes. Through readings, discussion, projects, and fieldwork, students explore several questions: What are race and racism, and how do they matter to education? How has the U.S. tradition of racially segregated and unequal schooling played out historically? What are the effects of that legacy for children and for society today? And how do schools currently work to address opportunity gaps? Topics covered include bilingual education, tracking, and access to higher education. A thirty-hour field experience is required. Recommended background: EDUC 231.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C008, C030, C037, C041, C084, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): SOC 242

Instructor: Tieken, Mara

Instructor Permission Required: No

### **EDUC 255 Adolescent Literacy**

This course examines various perspectives on and issues in adolescent literacy in today's middle and high schools, focusing primarily on critical sociocultural frameworks for the study of current practices and beliefs. Topics include not only what we mean by literacy, but also how youths today make meaning within various discourse communities and contexts. Topics include multiple literacies, literacy across the curriculum, the influence of complex technologies, diverse learners, and current policies and paradigms influencing instruction. This course interweaves theory with practice through a required thirty-hour field placement in a local middle or high school. Recommended background: EDUC 231.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C030, C084, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Charles, Anita

Instructor Permission Required: No

### **EDUC 263 Comparative and International Education**

This course explores education across international contexts. Students reflect on similarities and differences in educational systems around the world, and understand that institutional practices reflect social, cultural, and national ideologies. Students evaluate educational systems against international standards and outcomes, and consider relationships among schooling, society, and development. Topics include global aims, policies, and outcomes; learning environments and pedagogies; and issues of equity across class, gender, race, ethnicity, and dis/ability. Additionally, students engage in research on an educational system of one country from among a selection of choices representing different regions of the world. Recommended background: EDUC 231.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C026, C030, C084

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Charles, Anita

Instructor Permission Required: No

### **EDUC 265 Teaching through the Arts**

In this course students explore interdisciplinary approaches to integrating the arts into all subjects in schools. Students consider methods and models of utilizing the arts in educational settings as well as theories of creativity. Class sessions include large- and small-group work, participatory experiences, lectures, group discussions, and student-led activities and presentations. A thirty-hour field placement in a local school is required. Recommended background: EDUC 231.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C011, C030, C084, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Sale, Bronwyn

Instructor Permission Required: No

### **EDUC 274 Educational Psychology**

A comprehensive introduction to current thinking and research in educational psychology, including theoretical, empirical, and applied issues. This course addresses our understanding of what constitutes knowledge, how we motivate and direct learning, and how we can work with diverse learners. Students adopt tools and thinking strategies to develop a critical lens of key educational psychology topics. As such, this course emphasizes critical thinking, research, and applications to everyday (e.g., creating lesson plans). A thirty-hour field placement experience is required. Prerequisite(s): EDUC 231 or PSYC 101.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C030, C084

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PSYC 274

Instructor: Maker Castro, Elena

Instructor Permission Required: No

### **EDUC 290 Internship in Education**

In this course, students engage in immersive, yearlong internships in the field of education. Internships occur in local schools and organizations and feature close collaboration between community partners, the college's education department, the Bates Center for Purposeful Work, and the Harward Center for Community Partnerships. Internships are offered in a range of subfields including but not limited to educational policy, leadership, administration, after-school programming, nonprofit management, advocacy and activism, research, higher education administration, and early childhood education. Recommended background: EDUC 231. \*F-1 visa holders are not eligible for this course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C008, C030, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Buck, Patti

Instructor Permission Required: No

### **EDUC 343 Learning and Teaching: Theories and Practice**

Students explore teaching with an emphasis on reflective practice. They consider various theories and research on instructional design, culturally responsive teaching, learning, and educational philosophy. This knowledge serves as a basis for critically examining curriculum, classroom practice, and the roles of teachers and students in today's schools. Students apply what they learn by creating a mini-curriculum unit and teaching a lesson in a local classroom. The teaching fulfills part of the required thirty-hour field experience for the course. Recommended background: EDUC 231 and 362.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): C030, C084, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Sale, Bronwyn

Instructor Permission Required: No

### **EDUC 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EDUC 362 Basic Concepts in Special Education**

Students learn the legal requirements (IDEA, ADA) for providing special services to, and the characteristics of, students who need additional support to learn. They explore a variety of strategies and modifications teachers can use to help students with various learning differences, styles, and abilities succeed in the mainstream classroom. They critically examine how differences in students' gender, cultural, socioeconomic, racial, and ethnic backgrounds affect the quality of the education they receive. A thirty-hour field experience is required. Because this course is required for certification as a teacher in Maine, it is also required for Bates students pursuing the minor in Teacher Education. Recommended background: EDUC 231.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C030, C084, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Charles, Anita

Instructor Permission Required: No

### **EDUC 379 Understanding Migration to Maine**

In this course, students learn about lesson plan design and place-based, project-oriented approaches to teaching contemporary social issues utilizing local migration as a fund of knowledge for the classroom. Since the turn of the twentieth-first century, Maine has welcomed thousands of new Americans. Why did these new residents leave their nations of origin or choose to make Maine their home? What are their lives like now? Students explore these questions through readings, discussion- oriented seminars, and community-engaged learning; they guide Maine youth to do the same by producing lesson plans honoring recent immigrants' struggles and accomplishments. Recommended background: EDUC 231.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Buck, Patti

Instructor Permission Required: No

### **EDUC 380 Education, Reform, and Politics**

The United States has experienced more than three centuries of growth and change in the organization of public education. This course examines 1) contemporary reform issues and political processes in relation to school, research, legal, policymaking, and student/family constituencies and 2) how educational policy is formulated and implemented. The study of these areas emphasizes public K-12 education but includes postsecondary education. Examples of specific educational policy arenas include school choice (e.g., charter schools, magnet schools, and vouchers), school funding, standards and accountability, and college access. A thirty-hour field experience is required. Prerequisite(s): EDUC 231.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C030, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): SOC 380

Instructor: Tieken, Mara

Instructor Permission Required: No

### **EDUC 447 Curriculum and Methods**

In this course students expand and further develop the concepts and skills needed to understand curriculum design and teaching methodologies in their subject area. The course is integrated with the seminar (EDUC 448, taken concurrently), allowing students to plan, develop, teach, and evaluate their own curriculum units. At the same time, students also reflect on questions in curriculum and instruction, such as: How can teachers

work within the context of mandated standards to create their own curriculum? What are the central goals of curriculum and instruction in schools? How might assessment and evaluation be developed and implemented in ways that support and respond to all learners? What strategies and methods best match certain subject areas to enhance meaningful learning? Prerequisite(s): EDUC 231, 362 and 460.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Charles, Anita; Sale, Bronwyn; Tieken, Mara

Instructor Permission Required: Yes

### **EDUC 448 Senior Seminar in Teacher Education: Reflection and Engagement**

The seminar supports students as they reflect upon and engage with their experiences as teachers. Students refine their own philosophies of education and build on these philosophies to plan and teach classes in their placement. The seminar provides opportunities to critically and creatively reflect on, develop, and refine effective practices, and addresses essential questions such as: What does good teaching look like? How do I plan lessons to ensure the engagement and success of all students? Why is it important to be a reflective practitioner? Candidates complete a state-mandated portfolio that demonstrates an understanding of the knowledge, skills, and dispositions expected of those entering the teaching profession. Prerequisite(s): EDUC 231, 362, and 460.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Charles, Anita; Sale, Bronwyn; Tieken, Mara

Instructor Permission Required: Yes

### **EDUC 450 Seminar in Educational Studies**

In this capstone course students explore the question: What is the purpose of education? Course assignments and class discussion allow students to reflect upon and synthesize material introduced in previous education courses, courses in related fields, and their field experiences. Students produce and present a culminating collaborative project. This course does not have a required field work component. Prerequisite(s): EDUC 231 and three additional courses in education. Open to seniors only.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Buck, Patti

Instructor Permission Required: No

## **EDUC 460 Student Teaching I**

EDUC 460 is an intensive field experience in secondary education. Students begin by observing a cooperating teacher in their academic field, spending one or two class periods each day in a middle or high school. Through a carefully scaffolded experience, students begin developing and teaching lessons and units. They are guided and supported by their cooperating teachers and a Bates faculty supervisor. Students meet for seminar sessions at Bates to address conceptual methods and models of teaching and instructional design. Students begin to move toward proficiency in four areas of practice: curriculum, instruction, and assessment; classroom management, interactions, and relationships; diversity, equity, and inclusion; time management and organizational skills. Prerequisite(s): EDUC 231 and 362. Course includes a 60 hour field placement.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Charles, Anita; Sale, Bronwyn; Tieken, Mara

Instructor Permission Required: Yes

## **EDUC 461 Student Teaching II**

This course continues and deepens the student teaching experience begun in EDUC 460. Students spend full school days (M-F) in a local middle or high school, taking responsibility for planning and teaching at least three courses in partnership with their cooperating teacher. Students meet with, and are observed and supported by their cooperating teacher and Bates faculty supervisor. Integrated into curriculum and methods (447) and the Bates seminar (448), students spend extensive time planning and teaching lessons and units. Prerequisite(s): EDUC 231, 362, and 460.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Charles, Anita; Sale, Bronwyn; Tieken, Mara

Instructor Permission Required: Yes

## **EDUC S19 Teaching and Tutoring Writing (With) Power**

This course explores the intersection of identity, writing, and power and, in particular, the teaching and tutoring of writing in colleges and writing centers around the world. Students consider their own histories and perceptions of literacy, while expanding their understanding of tutoring as a global practice and field of research, and of writing centers and writing classrooms as potential sites of social justice and anti-oppression. Through various collaborative and research activities, students grapple with theories of linguistic justice, peer-led learning, and equity-minded writing pedagogy and apply course content by engaging with their classmates as writers, observing and meeting with current SWLC tutors, and collaborating with teachers and student-writers in the Lewiston-Auburn community. Though not a required prerequisite, this course will

build on content offered in EXDS 201. Both courses may be of interest to students seeking to improve their own writing or who would like to tutor or teach writing.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C030, C084

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EDUC S21 Interdisciplinary Curriculum and Methods**

In this course, we will examine the various approaches to interdisciplinary curriculum and instruction utilized in k-12 schools such as: concept-based education, expeditionary learning, STEM, arts integration, humanities, and creativity education. In addition to critically examining a variety of interdisciplinary models, students will apply what they learn by designing curricular components that utilize works from the permanent collection at the Bates Museum of Art in partnership with the Curator of Education and local teachers. Prerequisites: EDUC 235, EDUC 265, EDUC 274, or EDUC 343.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C030, C084

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Sale, Bronwyn

Instructor Permission Required: No

### **EDUC S22 Childhood Literacy**

This course will explore the complex elements of childhood literacy learning and instruction, from birth to upper elementary school. The course builds upon the theoretical lens of an interactive strategies approach, integrating printed word recognition, language development, and instructional strategies that are contextual, interactive, and responsive to learners. Additional topics include critical literacy studies, integration of new technologies and tools, and intersectionalities of identities with literacy development. Students will access and explore storybooks available at Ladd Library through the Diverse Bookfinder project, examining representations of race, ethnicity, class, and gender in picture books. Students will also engage in a sustained, weekly field experience at a local school system, tutoring children in literacy development. Recommended background: EDUC 231.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C030, C084

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Charles, Anita

Instructor Permission Required: No

## **EDUC S26 Qualitative Methods of Education Research**

Policymakers and practitioners often rely upon rich descriptive data to inform their understandings of schools and students. This sort of ethnographic, qualitative research typically involves observation and interviewing. This course introduces students to these methods, exploring the fundamentals of research design, data collection, and data analysis. Students consider questions concerning validity, positionality, and the ethics of qualitative research. Working in partnership with a local school or organization, students carry out a community-engaged qualitative research project, articulating research design, conducting observations and interviews, analyzing data, and presenting results. A thirty-hour field experience is required.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Tieken, Mara

Instructor Permission Required: No

## **EDUC S32 (Don't) Say Gay: LGBTQIA+ Education in the United States**

In April 2022, Florida became the first state in over twenty years to prohibit the teaching of LGBTQIA+ inclusive curricula in schools. Since then, similar bans have been put in place or are expected to follow in Ohio, Tennessee, Kansas, and Indiana. These newcomers join a coterie of states with preexisting restrictions including Texas and Mississippi. By contrast, Connecticut, Nevada, New Jersey, Illinois, Oregon, and Colorado have introduced and in some cases mandated LGBTQIA+-affirming curricula. In this course, students explore the divisive politics of teaching about queer identity, history, and experience in K-12 schools. They familiarize themselves with research on the impact of gender- and sexuality-conscious policy and practice on American youth. The course has a required field placement component in which LGBTQIA+-affirming pedagogy is practiced. Students are expected to develop and demonstrate competency in evidence-based, best practices in working with queer youth. Prerequisite(s): EDUC 231.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C009, C030

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Buck, Patti

Instructor Permission Required: Yes

## **EDUC S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C030

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EDUC S51C Short Term Innovative Pedagogy: Teacher Education Redesign**

As part of the Short Term Innovative Pedagogy program students and instructor will collaborate to map and redesign the curriculum of the senior sequence of courses required for all Teacher Education minors.

Through reflection, reading, and alumni interviews we will together identify any changes needed to align with RPPC requirements at Bates. We will also work to strengthen and expand inclusive teaching models and methods explored in the courses. Recommended background: EDUC 242, 343, or 362. Prerequisite(s): Declared minors in education who have completed at least three education courses.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C084

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Sale, Bronwyn

Instructor Permission Required: Yes

### **EDUC S51E Short Term Innovative Pedagogy: Educational Psychology Redesign**

This course is an opportunity to work collaboratively with students and the instructor to redesign PSYC/EDUC 274. PSYC/EDUC 274 provides a comprehensive introduction to current thinking and research in educational psychology, including theoretical, empirical, and applied issues. Students adopt tools and thinking strategies to develop a critical lens of key educational psychology topics. As such, this course emphasizes critical thinking, research, and applications to every day (e.g., creating lesson plans). Recommended background: prior coursework in psychology and education.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PSYC S51E

Instructor: Maker Castro, Elena

Instructor Permission Required: Yes

## English

*Professors Dillon, Federico (chair), Nayder, and Pickens; Associate Professors Freedman and Osucha; Assistant Professor Hardy; Lecturer Anthony.*

Through a wide range of courses offered in English, students develop the ability to read closely and to engage in skilled textual analysis. They gain a sense of diverse literary histories and an understanding of literary genres. Deepening their engagement with literature, they formulate and test questions about texts and compare them critically. Students learn to recognize the strengths and weaknesses of critical sources, methods, and interpretations and to negotiate among them. Discussions and course work require students to develop their own ideas about texts and to present persuasive arguments in an articulate, responsive, and insightful manner, in both speech and writing. The English major prepares students for careers such as content creation, teaching, publishing, and writing, for graduate study in literature, and for graduate programs leading to the study or practice of medicine, law, business, public health, bioethics, and library science.

English majors who wish to concentrate in creative writing complete the introductory and advanced workshops in either fiction or poetry, and broaden their workshop experience through the completion of a third workshop outside of their chosen genre. Creative Writing students then write a creative thesis.

Departmental offerings are intended to be taken in sequence. Courses at the 100 level are open to all students. Courses at the 200 level are more difficult in both the amount of material covered and the level of inquiry; they also address questions of theory and methodology in more self-conscious ways. Most 200-level courses have prerequisites. Seminars at the 300 level are generally for juniors and seniors who have completed several English courses (the latter requirement may be waived at the discretion of the instructor for certain interdisciplinary majors).

More information is available on the [English department website](#).

## Major Requirements

The English major without the Creative Writing concentration consists of 11 courses. Two courses may be taken at the 100-level and the remaining courses must be at the 200-level or above.

1. Critical Methods

Complete the following course:

- ENG 296 Methods and Modes of Literary Study

The critical methods course (ENG 296) is a prerequisite for the senior thesis. Students are strongly advised to take the methods course in their second year.

2. Literature before 1800

Complete at least three courses designated with the (English: Pre-1800) attribute.

One course must be medieval.

3. Literature after 1800

Complete at least three courses designated with the (English: Post-1800) attribute.

4. Race, Ethnicity, and Diasporic Literature

Complete at least two courses designated with the (English: R, E, DL) attribute.

5. Junior-Senior Seminar

Complete at least two courses from the following:

- Any ENG 395 seminar course
- AFR 306 Queer Africana: History, Theories, and Representations
- AFR 325 Black Feminist Literary Theory and Practice
- AFR 341 The Africana Novel As Theory
- CMS 344 Chaucer and His Context
- ENG 306 Queer Africana: History, Theories, and Representations
- ENG 325 Black Feminist Literary Theory and Practice
- ENG 341 The Africana Novel As Theory
- ENG 344 Chaucer and His Context
- GSS 306 Queer Africana: History, Theories, and Representations
- GSS 325 Black Feminist Literary Theory and Practice

6. Senior Thesis

Complete one from the following:

a. One-semester Thesis

- ENG 457 Senior Thesis

b. Two-semester Thesis

- ENG 457 Senior Thesis
- ENG 458 Senior Thesis

7. Additional Courses (if applicable)

Courses may be used to fulfill more than one Major requirement above. In addition to the above courses, the following courses may be taken to fulfill the 11 required courses:

- Any English or cross-listed with English course
- A first-year seminar, upon approval
- THEA 240 Introduction to Playwriting

## **Major & Creative Writing Concentration Requirements**

The English major with the Creative Writing concentration consists of 13 courses. Two courses may be taken at the 100-level and the remaining courses must be at the 200-level or above.

Requirements are the same as those for the English major, with the following additions and specifications

**1. Introductory Workshop**

Complete at least one course from the following:

- ENG 291 Fiction Writing
- ENG 292 Poetry Writing

**2. Second Introductory Workshop**

Complete at least one course from the following:

- ENG 291 Fiction Writing
- ENG 292 Poetry Writing
- ENG 293 Creative Nonfiction Writing
- ENG 295G Autofiction
- THEA 240 Playwriting

A second introductory workshop that is not the course chosen for the first workshop.

A full-term or intensive summer writing workshop undertaken elsewhere. Requests for such substitutions must be made in writing to the chair, and include a syllabus and portfolio.

**3. Advanced Workshop**

Complete one course from the following:

- ENG 391 Advanced Fiction Writing
- ENG 392 Advanced Poetry Writing

This workshop should follow the student's chosen genre.

**4. Allied Courses**

Three allied courses in the student's chosen genre, often from among those taken to satisfy the major, in the English department or in the literature of another language, which will be useful to the student's development as a writer, chosen in consultation with their advisor.

**5. Manuscript Thesis**

A thesis, undertaken during either one or, by approval, two semesters, consisting of a single cohesive manuscript in the chosen genre, or a closely-related hybrid genre.

Majors who elect the creative writing program count one of the writing courses toward fulfillment of the English major requirements, as well as the allied literature courses, and thesis. Thus, the usual number of courses required for the English major and the creative writing program is 13. Students who elect to complete their second introductory workshop through Autofiction (ENG395G) may take 12.

**Senior Project Description**

The thesis should comprise the best work brought, through intensive revision, to final form during the semester(s) spent working on the project. Theses may include revised developments of work first drafted in previous seminars or workshops, but should consist mainly of new work drafted and revised during the project. A copy of the original previous work should be provided to the thesis advisor if a student plans to draw on it in this way.

## Critical Theses:

Students undertaking a critical thesis:

1. Should consider the work they have done at the 200- or 300-level as generative ground for their thesis, identifying a set of texts and/or topics that grow out of the coursework they have completed in the Department. Students are encouraged, with approval of their advisor and the instructor, to select the “thesis through seminar” option, using one of their two required junior-senior seminars as an anchor for their thesis work. This option permits students to get the thesis (and W3) requirement while simultaneously getting credit for the seminar.
2. Must submit a proposal to the department, outlining their rationale (including relevant bibliography) for the project. Once the proposal is approved and assigned to an advisor, the student and advisor begin devising a working schedule for the project. Please take note: your thesis advisor must be a faculty member in the department whose research expertise aligns with the topic and methodology of your thesis.
3. Should note that critical theses should be a minimum of 20 pages to be considered for passing credit; many theses will be longer, depending on the complexity of the topic and at the discretion of the advisor.

## Honors

With departmental approval, students may write a two-semester honors thesis in the senior year. Majors who wish to present themselves as potential honors candidates are encouraged to register for at least one junior-senior seminar in their junior year. Majors who elect to participate in a junior-year-abroad program and who also want to present themselves as honors candidates must submit evidence of broadly comparable course work or independent study pursued elsewhere; such persons are encouraged to consult with the department before their departure or early in their year abroad. Toward the end of their junior year, all prospective honors candidates must submit a two-page proposal and a one-page bibliography; those wishing to write a two-semester creative thesis must submit a one-page description of a project and a substantial writing sample.

## Creative Theses:

Although most creative theses are composed in the genres of either fiction or poetry, it may be possible to write a thesis in creative nonfiction or a hybrid genre. The length and nature of such a project is determined by the student and their advisor.

The broad outlines of expectation for one or two-semester creative theses are as follows:

- One-Semester Poetry: At least fifteen, but not much more than twenty poems. A preface of ca. ten pages should discuss craft, influences, and intentions.
- One-Semester Fiction: At least forty, but not much more than sixty pages of fiction. A preface of ca. ten pages should discuss craft, influences, and intentions.
- Two-Semester Poetry: At least twenty-five, but not much more than thirty poems. A preface of ca. ten pages should discuss craft, influences, and intentions. A public presentation (reading) from the work, delivered at the Mount David Summit in their senior year, is optional but strongly encouraged.
- Two-Semester Fiction: At least seventy, but not much more than 100 pages of fiction (e.g., stories or novella). A preface of ca. ten pages should discuss craft, influences, and intentions. A public presentation (reading) from the work, delivered at the Mount David Summit in the senior year, is optional but strongly encouraged.

- Two-semester creative theses may be read for approval and comment by the advisor and another member of the Bates faculty, not necessarily a member of the English department. Thesis authors seeking a second reader are responsible for securing such an agreement. Responsibility for assignment of a final grade rests with the thesis advisor.

Students undertaking a creative thesis:

1. Have successfully completed the three workshop courses required by the program. Students who have not yet done this, for reasons of off-campus study, for example, may undertake a creative thesis provided they take the remaining required writing course(s) by the end of senior year.
2. Must submit a proposal to the department, requesting the opportunity to write a creative thesis and delineating their vision for the project. Once the proposal is approved and assigned to an advisor, the student and advisor begin devising a working schedule for the project.

There is no honors designation for a creative thesis, but students may apply to write for two semesters, registering for ENG 457 and ENG 458, so long as they have completed the advanced workshop in their chosen genre before the fall of their senior year, or are otherwise approved to write for one full year.

If the two-semester request is approved, the student proceeds with the understanding (as with English Department honors projects) that the advisor's assessment of the work produced during the fall semester, and the student's adherence to deadlines determine if the project goes forward beyond the end of fall semester. The creative writing committee, composed of those faculty engaged in teaching workshop courses that year, may decide that a thesis should be completed by the end of the fall semester, or it may also grant an advisor and student request to extend a thesis into a two-semester project.

The department expects many creative theses to be completed in one semester, with most students using the advanced workshop to develop the foundation for their creative thesis.

### Courses Taken Outside of Bates

Students may receive no more than two credits for semester-abroad courses, and, normally, no more than two credits for yearlong study-abroad courses. Under special circumstances, and upon written petition to the English department, students studying off campus for the year may receive credit for three courses. One course credit is granted for Advanced Placement scores of four or five. However, such credits count only toward overall graduation requirements, not toward the 11-course major requirement in English. Note that the REDL, Methods, and junior senior seminar requirements must be fulfilled at Bates.

### Short Term Courses

English Short Term courses may be counted toward the major at the discretion of the course instructor. A first-year seminar taught by a member of the English faculty may count toward the English major as a 100-level course, at the instructor's discretion. Students not pursuing the creative writing concentration may count one course in creative writing toward the major.

### Pass/Fail Policy

Pass/Fail grading may not be elected for courses counting toward the major.

## Other Considerations

Students planning to do graduate work — whether an M.A. or Ph.D. or an M.F.A. in creative writing — should seek advice early concerning their undergraduate program, the range of graduate school experience, and vocational options. Most graduate programs require reading proficiency in two other languages, so it is strongly recommended that prospective graduate students achieve at least a two-year proficiency in a classical (Latin, Greek) or modern language.

## Course Offerings

### ENG 102 Introduction to Early Modern Literary Studies

An introduction to early modern literary studies. Special attention will be paid both to the skills needed for all literary analysis, as well as to topics, genres, authors, and themes particularly resonant in English literature from 1500-1800. These topics may include (but are not limited to): the role of queer genders and sexualities across early modern English poetry; the relationship between history and theoretical approaches to literature; intertextuality in early modern poetry; the relationship between literature and coloniality, imperialism, and a burgeoning global perspective.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### ENG 104 Introduction to Medieval English Literature

This course offers an introductory survey of the literature produced in England between 800 and 1485, from Anglo-Saxon poetry through the advent of print. Major texts include pre-Conquest poetry and prose (such as Beowulf and the Anglo-Saxon Chronicle), early Middle English romance, post-Conquest lyric and narrative verse (including Chaucer), the fourteenth-century alliterative revival, Arthurian romance, drama, chronicles, and personal letters. Designed for nonmajors and prospective majors, the entry-level course provides a foundation in critical thinking about literary history.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): CMS 104

Instructor: Federico, Sylvia

Instructor Permission Required: No

### ENG 105 9/11 in Literature and Film

This course examines a wide range of literature, film, and other art that represents the September 11 attacks and their aftermath. Students consider the many ways in which ideas of national belonging intersect with practices of racial and other exclusions in the public cultures of mourning and memorialization that frame the idea of "9/11." Although the focus is on texts that engage with concepts of post-9/11 American culture, students also consider these events and their meanings in global contexts.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C029, C037, C041

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Osucha, Eden

Instructor Permission Required: No

### **ENG 109 Foundations of English Literature**

This course introduces students to the major genres, critical approaches, and topics in the field of literary study.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENG 113 Theory of Narrative**

The novelist E. M. Forster distinguished between "the king died and then the queen died," which is a story, and "the king died, and then the queen died of grief," which is a plot. How does the causal meaning of "then" explain narrative? Narratology provides a theory of reading that crosses literary criticism, neuroscience, and philosophy of law. This course, in examining causality, agency, event, and temporality, also may pursue recent questions that ask what role narratives play in understanding self, consciousness, and cognition and emotion.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

### **ENG 114 Introduction to African American Literature I: 1600-1910**

This introductory course traces the development of a distinct African American literary tradition from the Atlantic Slave Trade to 1910. Students examine music, orations, letters, poems, essays, slave narratives, autobiographies, fiction, and plays by Americans of African descent. The essential questions that shape this course include: What is the role of African American literature in the cultural identity and collective struggle of Black people? What themes, tropes, and forms connect these texts, authors, and movements into a coherent living tradition?

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037, C041

Department/Program Attribute(s): (Africana: Historical Persp.)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): AFR 114

Instructor: Pickens, Theri

Instructor Permission Required: No

### **ENG 115 Introduction to African American Literature II: 1910-Present**

This introductory course traces the development of a distinct African American literary tradition from 1910 to the present. Students examine music, orations, letters, poems, essays, autobiographies, fiction, and plays by Americans of African descent. The essential questions that shape this course include: What is the role of African American literature in the cultural identity and collective struggle of Black people? What themes, tropes, and forms connect these texts, authors, and movements into a coherent living tradition? This course is a continuation of African American Literature I, which considers literary production before 1910.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041

Department/Program Attribute(s): (Africana: Historical Persp.)(English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): AFR 115

Instructor: Pickens, Theri

Instructor Permission Required: No

### **ENG 118 The Aesthetics of Seeing: Poetry as Witness**

This course explores poetry profoundly influenced by poets' lived experiences as witnesses. Often the aesthetic of witness is one based in the traumatic: war, abuse, exile, and injustice. But this witnessing can also be the experience of observing kindness, joy, and beauty during times of inhumanity. The course examines how poets use what they have seen, what they have witnessed, to make poems. In effect, poetry preserves memories of the unmemorable. The course studies poems by Carolyn Forche, Yusef Komunyakaa, and Mahmoud Darwish, among others. Classes are discussion-based and include close readings of poems, group exercises, and short papers.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENG 119 "I, Too, Sing America": Poetry of this Moment/Movement**

In the tradition of Walt Whitman and Langston Hughes, American poets who explicitly wrote of the political and social anxieties of their country's moment, this course analyzes the work of contemporary poets responding to the current social and political moment in the United States. Students closely examine poetry that speaks from small-town America, environmental wreckage, #BlackLivesMatter, #MeToo, the Standing Rock Dakota Pipeline movement as well as poetry that addresses our current political leadership. Readings include Claudia Rankine, Terrance Hayes, and Layli Long Soldier. Students engage these discussions through the production of critical examinations of the texts and through their own creative writing.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C041

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): AFR 121

Instructor: Hardy, Myronn

Instructor Permission Required: No

### **ENG 121B Postmodern Short Stories**

Focusing on short stories published from 1945-2015, this discussion-based course examines the international phenomenon of postmodern short fiction both as a natural sequence of modernism, and an expression of a new kind of post-WWII cynicism. Students are introduced to central aspects of postmodern literature through close readings of short fictions by writers as diverse as Borges, Cortazar, Lispector, Paley, Barthelme, Brautigan, Calvino, Everett, Atwood, Morrison, Hempel, Wallace, Smith, Pynchon, Lessing, and Saunders. Students complete the semester by writing a postmodern short story of their own.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: Anthony, Jess

Instructor Permission Required: No

### **ENG 121D The Many Lives of King Arthur**

King Arthur is called the "once and future king," but this malleable, mythic figure in some sense always lives in the present time. Approaching Arthur as an idea as much as a man, students analyze the ways in which the Arthur story has been adapted for different literary, social, and political purposes according to the needs and desires of its changing audience. They explore the features of the Arthurian legend which make it universally compelling, including feudal loyalty and kinship, women and marriage, questing and adventure, magic and monsters, violence and warfare, and consider the fierce debate over Arthur's historical and mythical origins.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C051, C064

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): CMS 121D

Instructor: Federico, Sylvia

Instructor Permission Required: No

### **ENG 121F Modern Essays**

Speculative, skeptical, learned, and often a formal in its formality, the personal essay meditates on a single perspective or argument and is rich in contradiction and subjective nuance as it mines objective fact. From Michel De Montaigne to Zadie Smith, this course identifies the essential characteristics of the essay across

centuries and cultures, focusing on both “classic” and contemporary texts by writers selected from among James Baldwin, Joan Didion, Annie Dillard, Donald Hall, Cathy Park Hong, Leslie Jamison, Maxine Hong Kingston, Barry Lopez, Maggie Nelson, Wesley Morris, Cynthia Ozick, Zadie Smith, Susan Sontag, John Jeremiah Sullivan, Henry David Thoreau, Jesmyn Ward, E.B. White, Virginia Woolf, and others. Students experiment with writing an essay of their own.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Anthony, Jess

Instructor Permission Required: No

### **ENG 121H The Brontës**

Reading a selection of fiction and poetry by the four Brontë siblings, including their childhood compositions, as well as critical and biographical studies of the authors and their work, students consider the writings of Charlotte, Branwell, Emily and Anne in relation to their family dynamics. They examine the ties between literature and history in the Victorian period, and discuss the Brontës' representations of British imperialism and class relations as well as their varied constructions of gender.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C060

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

### **ENG 121J What is Poetry? Why is Poetry? An Introduction**

In this course, we will engage the “why?” and “what?” of poetry through introducing students to ways to close read an extensive variety of poems. Students will learn practices and literary terminology for poetic analysis. We will become knowledgeable of various poetic forms, traditions, and periods. We will read poems by John Clare, John Keats, D. H. Lawrence, Sylvia Plath, W.B. Yeats, Edna St. Vincent Millay, Jean Toomer, Elizabeth Bishop, Gwendolyn Brooks, Pablo Neruda, Philip Larkin, Elizabeth Alexander, among others.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hardy, Myronn

Instructor Permission Required: No

### **ENG 121L Modern Short Stories**

A study of the short story and novella as characteristic twentieth-century genres, with a brief introduction to works in the nineteenth century. The course focuses on both "classic" and contemporary texts by writers selected from among Anton Chekhov, Thomas Hardy, James Joyce, Jamaica Kincaid, Jhumpa Lahiri, D. H. Lawrence, David Leavitt, W. S. Maugham, Katherine Mansfield, Susan Minot, Shani Mootoo, Susan Sontag, Guy Vanderhaeghe, and Virginia Woolf. Students experiment with writing a short story.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Anthony, Jess

Instructor Permission Required: No

### **ENG 121P Narrow Rooms: The Art of the Sonnet**

This course explores the formal constraints, thematic conventions, historical contexts, and aesthetic and philosophical adaptations and reiminations of a single poetic form: the sonnet. Beginning with the Italian Renaissance, students follow the form's movement to Tudor England; its transformation during the sonnet "vogue" of the 1590s; its recuperation by the Romantics; its cooptation during the Harlem Renaissance; its tactical exploitation in feminist and queer poetry; and, its radical, digital, avant-garde, and political remediations by contemporary poets. In addition to writing and thinking critically about sonnet culture(s), students compose their own.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Adkison, Katie

Instructor Permission Required: No

### **ENG 131 Tragedy and the Drama of Voice**

"Why does tragedy exist?" asks Anne Carson. The answer: "Because you are full of rage. And why are you full of rage? Because you are full of grief." This course explores how dramatic tragedy expresses such rage and such grief through the medium of the embodied, dramatic voice. By probing the voice's place in tragedy, emotion, and politics, students seek to better understand tragedy as a genre. Students read selected classical and Shakespearean tragedies, alongside adaptations by modern artists who rethink how tragedy works and whom it serves.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Adkison, Katie

Instructor Permission Required: No

### **ENG 132 Narratives of Assimilation and Alienation: "Immigrant Fiction" and the Making of Modern American Lit**

In a 2013 interview, writer Jhumpa Lahiri rejected the term “immigrant fiction” as both marginalizing and overly general: “Given the history of the United States, all American fiction could be classified as immigrant fiction.” Ceding Lahiri’s point about the pitfalls of “immigrant fiction” as a genre distinction, this introductory course takes a historical approach, tracing a modern literary tradition in relation to the politics and history of U.S. immigration law, from the 1882 passage of the first Chinese Exclusion Act through the so-called “Muslim Ban” of 2017. Students examine how writings by and about diverse American immigrants’ experiences of assimilation and alienation variously reflect and respond to this history. In shaping conversations about American identity, post-1882 immigrant narratives also reshaped American literary history, as seen in the emergence of Asian American, Arab American, and Latinx literatures, among other traditions.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C086

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Osucha, Eden

Instructor Permission Required: No

### **ENG 133 Inventing Originality**

Originality, varyingly described and likely socially constructed, is linked to creativity and defined as the first appearance of an idea. It is a term relevant to the arts, science, and cultural history and augmented by concepts both tied and in opposition to it: individuality, authority, imitation, genius, creativity, and plagiarism. “Inventing Originality” focuses on romanticism as the historical beginning of the concept. It examines originality expressed by imitation in classical and early modern texts, queries Baudrillard’s simulacrum appearing in twenty-first century experiments in poetry and fiction, Dadaist poetry, and postmodernist efforts to randomize thought, and presents the impact of British imperialism, American immigration policy, and university gender preferences on the scientific discoveries of Ramanujan, Charles Steinmetz, and Rosalind Franklin. Finally, originality is seen in teamwork, especially by those practicing accessibility and inclusion.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

### **ENG 143 Nineteenth-Century American Literature**

A critical study of American literary history from the early national period through the Gilded Age. Students examine a wide range of texts in relation to key historical phenomena and events. These historical concerns provide a context for understanding the work of literature in constructions of the nation and of American identity. Special emphasis is placed on writing by African American and Native American authors working within and against dominant literary traditions. Texts, authors, and themes may differ across iterations of the course, but students consider—along with key genres and aesthetic impulses—racial formations in American literature; gender roles, "separate spheres" ideology, and nineteenth-century feminisms; dialectical relations of violence and civic belonging; and constructions of urban, rural, and frontier spaces.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Osucha, Eden

Instructor Permission Required: No

### **ENG 152 American Writers since 1900**

A study of ten to twelve American texts selected from the works of such writers as Dickinson, Twain, Gilman, Chesnutt, James, Adams, Dreiser, Hughes, Frost, Stein, Hemingway, Larsen, Fitzgerald, Faulkner, Pound, Eliot, Crane, Cullen, Wright, Stevens, Williams, Baldwin, Plath, Albee, Brooks, Walker, Ellison, Pynchon, and Morrison.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dillon, Steven; Osucha, Eden

Instructor Permission Required: No

### **ENG 203 Topics in Pre-Modern Literature**

This course explores selections from texts (poetry and prose) recorded before the fifteenth century.

Prerequisite(s): one 100-level English course. Recommended background: ENG 213 or 214.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENG 206 Chaucer**

Reading and interpretation of Chaucer's major works, including *The Canterbury Tales*. Students interrogate the many ways Chaucer's texts challenge assumptions of fixity, including definitions of gender, race, class, territory, and time. All works are read in Middle English.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): CMS 206

Instructor: Federico, Sylvia

Instructor Permission Required: No

### **ENG 207 Fictions of Affliction: Novels, Disability, Medicine**

In what critic Martha Stoddard Holmes terms "fictions of affliction," nineteenth-century novelists construct stories of disability that dramatize the medical and social treatment of those deemed "impaired," and that consider a range of alleged limitations in relation to social and cultural norms, often to a critical end.

Reading such titles as Wilkie Collins's *Hide and Seek*, Charlotte Bronte's *Jane Eyre*, and Charles Dickens's *Our Mutual Friend* as well as stories and memoirs written by members of disabled communities, students draw from the Medical Humanities and from Disability Studies in order to better understand the broad significance of Victorian literary works.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

### **ENG 213 Shakespeare**

A study of the major plays, frequently taught under different themes, with some emphasis on the biography of Shakespeare and the Elizabethan milieu. ENG 213 is offered in the fall. Prerequisite(s): one 100-level English course. Not open to students who have received credit for ENG 215.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Freedman, Sanford; Adkison, Katie

Instructor Permission Required: No

### **ENG 214 Shakespeare and Early Modern Racialization**

This course examines the historical, ideological, and discursive construction of race in early modern England. Through the lens of Shakespearean drama, we will also trace, interrogate, and consider the ways that our contemporary world has inherited and perpetuated such constructions. At stake in examining this relationship between our moment and Shakespeare's moment, then, is the possibility that understanding the early formations of violent, racist ideologies and systems of thought (including anti-Blackness, antisemitism, white supremacy, and settler-colonialism), as well as ruptures in and resistances to such logics, may help us do the work of dismantling them in our own time and furthering the cause of anti-racist scholarship, pedagogy, and being. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C037, C041, C066

Department/Program Attribute(s): (English: Pre-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Adkison, Katie; Wright, Myra

Instructor Permission Required: No

### **ENG 222 Topics in Seventeenth-Century Literature**

A survey of major literature – poetry, drama, and prose – written before 1700. Topics may include (but are not limited to): lyric poetry of the sacred and the profane; politics and the public stage; prose romance; colonialism and its entanglement with the literary; the history of identity formation; the ascension of James I, the English Civil War, and the Restoration of the monarchy; etc.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENG 223 Survey of Literatures of the Caribbean**

This course examines the literatures of the African diaspora in the Caribbean and the Caribbean diaspora in Canada, the United States, the United Kingdom, and France. Some texts are drawn from Anglophone authors such as Lamming, Anthony, Walcott, Brodber, Danticat, Lovelace, Brathwaite, NourBese (Philip), Hopkinson, and Dionne Brand; others, from Francophone and Hispanophone writers, including Guillen, Carpentier, Condé, Chamoiseau, Depestre, Ferré, Santos-Febres, and Morejón. The course places each work in its historical, political, and anthropological contexts, and introduces students to a number of critical theories and methodologies with which to analyze the works, including poststructural, Marxist, Pan-African, postcolonial, and feminist. Recommended background: AFR 100 or one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C038, C041, C059

Department/Program Attribute(s): (Africana: Diaspora)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 223

Instructor: Houchins, Sue

Instructor Permission Required: No

### **ENG 231 Women Writers of the 1950s**

Was the '50s woman a radical? By brazenly exploring taboo identities of family, race, class, religion, sexuality and gender in their work, how did women writers of the post-war era reject and/or ironically embrace the confines of social conservatism to advance their art? This discussion-based course reads expansively from women writers around the country during the post-war period, examining both individualized and shared characteristics of their disparate voices. Did women writers of the 1950s create a foundation for social justice movements to come, such as Women's Lib, #MeToo, #BlackLivesMatter? Can or should we consider them to be a school as codified as, say, the Beat Poets? Readings may include Brooks, Childress, Hansberry, Jackson, McCullers, O'Connor, Paley, Plath, Porter. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C060

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Anthony, Jess; Dillon, Steven

Instructor Permission Required: No

### **ENG 233 New York City: Land of Poets**

What poet does New York City make? Why has New York City been "the" place for poets to be, live, and converge? This course explores poems and poets emerging from the experience of either being a native New Yorker or influenced or inspired by this metropolis. Students examine poets including those from the New York School, a group of poets of the 1950s and 1960s allied with and interested in visual art and artists, urban wit, and casual address including Frank O'Hara, Barbara Guest, and John Ashbery. Students also examine Langston Hughes, Audre Lorde, Eileen Myles, Hettie Jones, Allen Ginsberg, and Federico Garcia Lorca, the lauded Spanish poet who lived in New York City for nine months, among others. The course includes a creative work.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hardy, Myronn

Instructor Permission Required: No

### **ENG 238 Jane Austen: Then and Now**

Students read Austen's six major works, investigate their relation to nineteenth-century history and culture, and consider the Austen revival in film adaptations and fictional continuations of her novels. The course

highlights the various and conflicting ways in which critics represent Austen, and the cultural needs her stories now seem to fulfill. Readings include Sense and Sensibility, Pride and Prejudice, Mansfield Park, Emma, Northanger Abbey, and Persuasion. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C060

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

### **ENG 239 Shakespeare's Queens**

When Shakespeare began writing plays, England was ruled by a queen. Elizabeth I understood that her power was inextricable from her gender, and she developed intricate iconography and ideology to support her queenly rule-iconography and ideology which also made it into some of the greatest art of the age. This course considers the question of queenship in Shakespeare's poetry and plays. Centralizing concerns of gender-including those of sovereign rule, race, queerness, desire, religion, agency, performativity, and intersectionality-students work to understand forms of "queenship" in playful as well as serious ways.  
Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Adkison, Katie

Instructor Permission Required: No

### **ENG 240 Literary Imagination and Neuroscience**

Freudian approaches to the mind, which influence literary ideas, have been supplanted by cognitive neuroscience. Can today's neurobiology explain literary imagination, and would eighteenth-century aestheticians understand such explanation? This course inquires how philosophers and scientists once defined imagination and next investigates what interdisciplinary overlap exists between contemporary studies and its past. Historically it frames imagination, and the Lockean language about the mind that accompanies it queries whether romantic writers advanced radically different ideas than these earlier efforts, and finally studies how today's "Principles of Neural Science" understand consciousness and unconsciousness. Does the neurobiological picture of imagination, seen through the cross-neural nature of cerebral processes, cognitive historicism, neurobiological imaging techniques, and emotion processes as fluvial and dynamic stand at great distance from what was once thought?

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

### **ENG 241 Fiction in the United States**

Critical readings of a diverse selection of novels and shorter fictions, ranging from works by earlier writers such as Hawthorne, Howells, James, Wharton, Jewett, and Chesnutt, to more recent writing from James Baldwin, Don DeLillo, Toni Morrison, Donald Barthelme, Sherman Alexie, and David Foster Wallace, among others. In addition to major directions in the history of American fiction, more recent developments concerning postmodernism, multi-ethnic literature, and emergent forms—graphic novels and electronic texts—are considered. Class discussions and writing assignments also address critical terms and methods.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dillon, Steven; Osucha, Eden

Instructor Permission Required: No

### **ENG 243 Global Romanticism**

Some scholars of Romanticism contend that it cannot be defined. Others have insisted on maintaining national divides between the movement to preserve purist genealogies. Still others have argued that it can be viewed as a reaction against the way of life in capitalist societies. This course reexamines the origins and breadth of Romanticism, beginning first with the traditionally studied German Novelle and British poetry and then shifting to other national and transnational works that have not previously been associated with Romanticism as a movement, such as romantic racialized paintings of Native Americans, Frederick Douglass' "The Heroic Slave," and the Haitian rebellion. The course breaks down Romanticism past definitional monolith and asks how capitalism, nationalism, revolution, and transatlanticism revise past scholarly approaches to the movement and further contextualize it within the global world. Prerequisite(s): one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

### **ENG 246 Staging Sovereignty: Theatricality and Early Modern Politics**

This course explores the tensions, intersections, and overarching relationship between early modern politics and notions of theatricality from the opening of the first public playhouse (1576) until just after re-opening of the playhouses following Cromwell's Interregnum (1660). Students read drama concerning governmentality's relationship to gender, race, coloniality, divine right, representation, and revolution

alongside early modern political speeches, edicts, and treatises. They contend with the way politics informed the period's dramatic theater and, indeed, the way the period's dramatic theater came to inform politics.

Prerequisite(s): one 100-level English course. Recommended background: ENG 213 and 214.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Adkison, Katie

Instructor Permission Required: No

### **ENG 247 Contemporary Arab American Literature**

This course studies Arab American literature from 1990 until the present. Students examine novels, short fiction, memoirs, or poetry in an effort to understand the major concerns of contemporary Arab American authors. Students are expected to engage theoretical material and literary criticism to supplement their understanding of the literature. In addition to a discussion of formal literary concerns, this course is animated by the way authors spotlight gender, sexual orientation, politics, and history. Prerequisite(s): one 100-level course in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041, C090

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): AMST 247

Instructor: Pickens, Theri

Instructor Permission Required: No

### **ENG 249 Medieval English Dream Visions**

This course examines the popular genre of the dream vision in the later Middle Ages, including its sources and receptions, cultural contexts, and major authors. Texts will be read in Middle English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Federico, Sylvia

Instructor Permission Required: No

### **ENG 253 The African American Novel**

Examining the tradition of African American novels, this course introduces students to the particular concerns of the novel form as it is shaped and as it shapes the depiction of Blackness in the United States. Depending on the year, the course may take an historical view or be focused on a specific topic.

Prerequisite(s): one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037, C041

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): AFR 253

Instructor: Pickens, Theri

Instructor Permission Required: No

### **ENG 254 Modern British Literature since 1900**

An introduction to the birth of modern British literature and its roots, with attention to its social and cultural history, its philosophical and cultural foundations, and some emphasis on its relationship to the previous century. Texts are selected from the works of writers such as Forster, Lawrence, Joyce, Woolf, Mansfield, Eliot, Yeats, Orwell, Rushdie, and Lessing. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nayder, Lillian; Dillon, Steven

Instructor Permission Required: No

### **ENG 255 Black Poetry**

How does the African American poetic tradition specifically contribute to the literary canon of African American literature and larger conceptions of American and global literature? This course is both an introduction to Black poetics and a deep exploration. The course considers so-called basic questions (e.g., What are Black poetics?) and more sophisticated questions (e.g., How do Black poetics transform the literary and cultural landscape?). Students read a variety of authors who maneuver between intra- and inter-racial politics, including such canonical authors as Langston Hughes and Nikki Giovanni, and less well-known authors such as Jayne Cortez and LL Cool J.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C005, C037, C041

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): AFR 255

Instructor: Pickens, Theri

Instructor Permission Required: No

### **ENG 259 Contemporary African American Literature**

This course introduces students to contemporary African American literature. They explore literature written after 1975, considering a range of patterns and literary techniques as well as consistent themes and motifs. Students read a mix of canonical and less well-known authors. This course requires a nuanced, complicated discussion about what encompasses the contemporary African American literary tradition. Prerequisites(s):

one 100-level English course. Recommended background: course work in American studies, Africana, or English.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C037, C041

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): AFR 259

Instructor: Pickens, Theri

Instructor Permission Required: No

### **ENG 263 Literature, Medicine, Empathy**

Focusing on a range of novels published from the nineteenth century to the present day, and on scholarship in the developing field of empathy studies, students consider the relationships among literature, medicine, and empathy. Students examine representations of medical practice and practitioners and of relations between physicians and patients. They explore claims that literature has the power to develop empathy and should be central to medical education. Authors include George Eliot, Bram Stoker, Abraham Verghese, and Ian McEwan. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

### **ENG 265 The Writings of Toni Morrison**

This course surveys the writing of Nobel laureate Toni Morrison. Texts are selected from her novels, essays, children's literature, and drama; they also include criticism written about her work. Recommended background: one 100-level English course or AFR 100.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C060

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 265

Instructor: Houchins, Sue

Instructor Permission Required: No

### **ENG 268 Survey of Literatures of Africa**

This course explores folklore, myths, and literary texts of the African continent. These include works written by Anglophone authors such as Achebe, Soyinka, Ngugi, Vera, Njau, Aidoo, Nwapa, Head, Cole, Mda, Abani, Okorafor, and Atta; those drawn from oral traditions of indigenous languages transcribed into English, such as The Mwindo Epic and The Sundiata; and those written by Lusophone and Francophone

authors including Bâ, Senghor, Liking, Neto, Mahfouz, Ben Jelloun, and Kafunkeno. The course contextualizes each work historically, politically, and anthropologically. Students are introduced to a number of critical theories and methodologies with which to analyze the works, such as poststructural, Marxist, Pan-African, postcolonial, and feminist. Prerequisite(s): one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022, C038, C041

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 268

Instructor: Houchins, Sue

Instructor Permission Required: No

### **ENG 269 Narrating Slavery**

This course examines selected autobiographical writings of ex-slaves; biographical accounts of the lives of former slaves written by abolitionists, relatives, or friends; the oral histories of ex-slaves collected in the early to mid-twentieth century; and the fiction, poems, and dramas about slaves and slavery (neo-slave narratives) of the last hundred years. Students consider these works as interventions in the discourses of freedom-religious, political, legal, and psychological-and as examples of a genre foundational to many literary works by descendants of Africans in diaspora. The course surveys early works written by slaves themselves, such as broadsides and books by Jupiter Hammond, Frederick Douglass, and Harriet Jacobs; dictated biographies such as those by Esteban Montejo, Mary Prince, and Sor Teresa Chicaba; and fictional works inspired by the narratives, such as texts by Toni Morrison, Gayl Jones, Charles Johnson, Michelle Cliff, Sherley Ann Williams, and Colson Whitehead. Recommended background: one 100-level English course or AFR 100.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C038

Department/Program Attribute(s): (Africana: Diaspora)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): AFR 269

Instructor: Houchins, Sue

Instructor Permission Required: No

### **ENG 271 American Literature and the Law**

This course explores the relationship between law and literature from a variety of interpretive approaches, including the legal studies movement known as "Law and Literature." What role does literature play in judicial reasoning and how have literary techniques shaped norms and principles of justice in the law? What is "storytelling" in the law and is it similar to "narrative" literature? In focusing on the intersections of literature and law in the U.S. since the early nineteenth century, this course also asks how reading legal decisions and other law texts "as literature" helps to illuminate the role that social norms concerning gender, race, and nationality play in the conception of justice and the meaning of the law, as well as the source of its authority, at particular historical moments.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Osucha, Eden

Instructor Permission Required: No

### **ENG 273 Shakespeare and Adaptation**

This course explores a variety of interpretations and appropriations of Shakespearean tragedies, comedies, romances spanning the past century. In the context of modern cinematic adaptation, Shakespearean plays transform beyond themselves, often distorted or reworked to represent anachronistic cultural concerns. Students analyze linguistic, social, and historical contexts in the Shakespearean original and then comparatively considers these readings against their modern remakings: Are there limits to adaptation? What relates the original to the later work? How do we assess the evolving discourse of film reception studies? The focus shifts between comedy and tragedy, tragedy and romance, often redefining set assumptions about these thematic categories in the Shakespearean context. Adaptations include Japanese epic cinema, Hollywood screwball comedies, prison performance, militaristic stagings, avant-garde experimental film, and formulaic romantic comedies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

### **ENG 274 "Forgive Us Our Trespasses": Deviant Wanderings of Four Eighteenth-Century Writers**

This course critically compares four writers of the eighteenth-century European tradition who on first glance seem to have little in common: Aphra Behn, Samuel Johnson, Jean-Jacques Rousseau, and Ann Radcliffe. Students consider these writers' gender performance, satire, lexicography, political philosophy, confessional autobiography, Gothic novels, and painterly travescapes. How does their choice of genre serve as social commentary, (a)moral exposé, or visual escapism? Does their work revise our definition of an eighteenth-century writer? Drawing on critical gender studies, political philosophy, literary criticism, and theories of the Baroque help make sense of how such unlikely comparisons allow us to read this eighteenth-century episteme as an example of moral "enforcement." Recommended background: ENG 232 and 243.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

### **ENG 280 Anti-Semitism, Assimilation, and the European Novel, 1850-1935**

The Dreyfus Affair (1894-1906) is the seminal moment to understand anti-Semitism in the nineteenth and twentieth centuries. This course studies the multiple differences in how Jews appear in European novels and examines Jewish assimilation among composers, authors, and painters such as Mendelssohn, Mahler, Schoenberg, Schnitzler, Pissarro, and Chagall. It investigates both positive Jewish images and anti-Semitism in such novels as Celine's Journey to the End of the Night, Dickens' Our Mutual Friend, Melville's epic poem Clarel, and Roth's Goodbye Columbus.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

### **ENG 281 Arab American Poetry**

This course offers students an introduction to Arab American poetry from the early works of Khalil Gibran to the present. The course develops an appreciation of Arab American poetic forms, craft, voice, and vision within a transnational and diasporic framework. Surveying the poems and critical work of an expansive array of poets such as Lauren Camp, Hayan Charara, Suheir Hammad, Marwa Helal, Mohja Kahf, Philip Metres, Naomi Shihab Nye, Deema Shehabi, students examine the complex, personal, communal, national, cultural, historical, political, and religious realities that manifest themselves at home and elsewhere in the Arab American literary imagination. Prerequisite(s): one course in Africana, American studies, English, or gender and sexuality studies.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C005, C037, C041, C059

Department/Program Attribute(s): (English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST 281

Instructor: Pickens, Theri

Instructor Permission Required: No

### **ENG 282 Paradise Lost: Contexts and Afterlives**

This course studies the historical contexts and artistic afterlives of Paradise Lost. Milton's epic was greatly influenced by the tensions of its own moment - the English Civil War, the Protestant Reformation, and the imperial projects of Britain and Europe, to name but a few. So too, has the poem greatly influenced art and literature concerned with revolution and revolt, imperial power, religious freedom and/or persecution, gender politics, and humanity's relationship to nature and "fall" from an "Edenic" world. Students study Paradise Lost alongside its influences and some of the texts it has influenced, considering both how the poem creates meaning in its own context, and how it has come to signify far beyond that context. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Adkison, Katie

Instructor Permission Required: No

### **ENG 283 Early Modern Sex and Sexuality**

This course applies the methods of gender and sexuality studies to early modern literature. Taking up Michel Foucault's contention that sexual identity was an "invention" of the nineteenth century, students theorize and historicize sex and sexuality in the three centuries prior to this moment. Can we see the traces of identity in sexual desire in early modernity? How is sexual desire related to gender? To race? To class? To other intersectional identities? What might it mean to queer an early modern text? And how do literary genres from the period – poetry, drama, prose – enable the exploration of these questions? Recommended background: ENG 213 or 214.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C009, C037, C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 283

Instructor: Adkison, Katie

Instructor Permission Required: No

### **ENG 284 English Literature Before 1100**

An examination of the poetry and prose produced in England before the Norman Conquest. Texts include historical accounts of conflict and settlement, runic inscriptions, riddles, elegies, visions, medicinal recipes, and songs. Most texts will be read in Modern English translation, with some additional instruction in Old English. Prerequisite(s): at least one previous course in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Federico, Sylvia

Instructor Permission Required: No

### **ENG 286 Race before Race: Articulating Difference in Medieval England**

The medieval period is often wrongly perceived as a time that existed before the idea of race: before the Atlantic slave trade and before European colonialism, the Middle Ages might seem to be free of racial bias, and free of difference itself. Such fantasies of a preracial or hegemonic past also have given rise to white supremacist ideologies of racialized nationalism, including the mythic construction of "Anglo-Saxon" heritage. This course addresses these errors by examining how racial categories of human difference were

articulated in specific cultural contexts between 1150 and 1415, arguably inventing many of the dehumanizing tropes of racial discourse that persist today.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Federico, Sylvia

Instructor Permission Required: No

### **ENG 291 Fiction Writing**

A course for students who wish to have practice and guidance in the writing of prose. Admission by writing sample. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Anthony, Jess

Instructor Permission Required: Yes

### **ENG 292 Poetry Writing**

A course for students who wish to have practice and guidance in the writing of poetry. Admission by writing sample. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hardy, Myronn

Instructor Permission Required: Yes

### **ENG 293 Creative Nonfiction Writing**

A creative nonfiction writer tells a true story in an inventive and original manner. Or as John McPhee says, "Creative nonfiction is not making something up but making the most of what you have." In this course students write four creative nonfiction essays in the following genres: memoir, lyric, travelogue, and art review. Students learn to see writing as an act, not as a product. To that end, the course includes workshops in which ideas and critiques of writing assignments are thoughtfully offered. To further fuel the writing assignments and workshops students read a wide-ranging selection of creative nonfiction essays, studying figurative language, character and setting development, and dramatic structure.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Anthony, Jess

Instructor Permission Required: Yes

### **ENG 296 Methods and Modes of Literary Study**

This course introduces students to major trends, methodologies, and modes of inquiry in the field of literary study. Students identify and discuss the continuing significance of the formation of the Western canon (including counter responses to that formation), identify and demonstrate knowledge of the meaning of different literary genres, perform close readings of a given text, appreciate poetic form and experimentation, critically analyze a given text with reference to its historical significance, deploy theoretical concepts in relation to a given text, identify appropriate theoretical or digital methodologies to apply in different textual circumstances, and conduct research in the field.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENG 306 Queer Africana: History, Theories, and Representations**

This course examines the debates among authors, politicians, religious leaders, social scientists, and artists in Africa, the African Americas, and Afro-Europe about non-normative sexualities, throughout the diaspora. While the course analyzes histories of sexualities, legal documents, manifestos by dissident organizations, and anthropological and sociological treatises, it focuses primarily on textual and cinematic representations, and proposes methods of reading cultural productions at the intersection of sexualities, race, ethnicities, and gender. Recommended background: at least one course offered by the Program in Africana, the Program in gender and sexuality studies, or one course in literary analysis.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C009, C022, C037

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)(English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 306, GSS 306

Instructor: Houchins, Sue

Instructor Permission Required: No

### **ENG 325 Black Feminist Literary Theory and Practice**

This seminar examines literary theories that address the representation and construction of race, gender, and sexuality, particularly, but not exclusively, theories formulated and articulated by Afra-diasporic women such

as Spillers, Ogunyemi, Carby, Christian, Cobham, Valerie Smith, Busia, Lubiano, and Davies. Students not only analyze theoretical essays but also use the theories as lenses through which to explore literary productions of women writers of Africa and the African diaspora in Europe and in the Americas, including Philip, Dangarembga, Morrison, Gayl Jones, Head, Condé, Brodber, Brand, Evariston, Zadie Smith and Harriet Wilson. Cross-listed in Africana, English, and gender and sexuality studies. Strongly recommended: at least one literature course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C038, C041, C060

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 325, GSS 325

Instructor: Houchins, Sue

Instructor Permission Required: No

### **ENG 341 The Africana Novel As Theory**

The Africana writer maintains a unique relationship to fiction. Despite its conceptually imposed distance from fact, fiction, the novel in particular, acts as an avenue for truth for the Africana writer. Buried beneath the fiction of global epistemologies that privilege the dominant narrative, the Africana novelist often employs fiction to address what the larger narrative obscures or precludes entirely. The Africana writer demonstrates a perceptive and insightful understanding of the world at large and emerges as a theorist of the human experience within the pages of their literary contribution. So, in addition to challenging the perception of Africana people and culture through the Africana author, this course details a nuanced portrait of the humanities. Recommended background: AFR 100; prior work in research, writing, and critical theory.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (Africana: Diaspora)(English: Post-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 341

Instructor: Saunders, Catherine

Instructor Permission Required: No

### **ENG 344 Chaucer and His Context**

This seminar encourages students already familiar with Chaucer's "Canterbury Tales" to further explore his other major poetic works in the context of his late fourteenth-century London milieu. Texts include a selection of dream visions, historical romances, and philosophical treatises ("Troilus and Criseyde," "Book of the Duchess," "Parliament of Fowls," and others). Chaucer's literary contemporaries, including John Gower, William Langland, and the "Gawain"-Poet, are studied along with their poetic forms and historical contexts. All texts read in Middle English. Only open to juniors and seniors. Recommended background: familiarity with Middle English literature and/or language.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: Not open to: First-Years, Sophomores  
Cross-listed Course(s): CMS 344  
Instructor: Federico, Sylvia  
Instructor Permission Required: No

### **ENG 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Prerequisite(s): one 100-level English course.

Modes of Inquiry: None  
Writing Credit: None  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **ENG 391 Advanced Fiction Writing**

Prerequisite(s): English 291.  
  
Modes of Inquiry: [AC], [CP]  
Writing Credit: None  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): None  
Instructor: Anthony, Jess  
Instructor Permission Required: Yes

### **ENG 392 Advanced Poetry Writing**

Prerequisite(s): English 292. May be repeated once for credit.  
  
Modes of Inquiry: [CP]  
Writing Credit: None  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): None  
Instructor: Hardy, Myronn  
Instructor Permission Required: Yes

### **ENG 395E Medieval Romance**

Romance was the most popular literary genre of the later Middle Ages. Originating in France in the twelfth century, this highly adaptable form quickly became an international phenomenon, with numerous examples

found across Europe and the British Isles. Many romances tell tales of amorous exploits, exotic travels, and quests for knowledge; the celebration of chivalric ideals is a central theme. But many of these tales seem to question and sometimes undermine the very ideals they otherwise espouse: courtly love mingles with sexual adventurism, for instance, and loyalty to one's lord often results in alienation or death. Students read a selection of romances from France and Britain (all texts are in modern English translation or manageable Middle English) with an eye toward how they variously articulate and deconstruct the notion of chivalry.

Prerequisite(s): one English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 395E

Instructor: Federico, Sylvia

Instructor Permission Required: No

### **ENG 395G Autofiction**

A concentrated study of the interstices between experienced and imagined truth, dilemmas of disbelief, irony, narration, dialogue, persona, and performance in twenty-first-century autobiographical fictions or "autofictions," as coined by French critic Serge Doubrovsky in 1977. Readings of contemporary autofictions, as well as novels written well before Doubrovsky, may include Stendhal, Proust, Wilson, Joyce, Baldwin, Heti, Millet, Lin, Lerner, and Knausgard. A creative writing component is required.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Anthony, Jess

Instructor Permission Required: No

### **ENG 395H Shakespeare's Masterpiece? Revisiting King Lear**

Reading King Lear today means exploring its histories of (mis)appropriations and cultural reception. In order to explain the play, critics and scholars have been drawn to major historical events in Jacobean England (e.g., the Gunpowder Plot of 1604 or the London plague of 1603), often incorporating these analyses into their critical approaches, such as new historicism, Holocaust literature, ecocriticism, and textual instability. This course considers King Lear both textually and culturally, asking: How does the aesthetic upholding of the play as a "masterpiece" inform, trouble, or extend its long reception history? How do past explanations impress themselves upon contemporary interpretations? Recommended background: ENG 213, 214, and 239.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

### **ENG 395I Literary Imagination and Neuroscience**

This course investigates two separate disciplines, inquiring how they speak and think about literary imagination, and asks students to consider what interdisciplinary overlap might exist between the two. The course frames imagination and the Lockean language about mind that accompanies it in the writings of Addison, Burke, Johnson, and Young. It then queries whether romantic writing (Schlegel, Wordsworth, Coleridge, Keats) advances radically different ideas than these earlier efforts. Finally it jumps to our contemporary moment and ponders how terms of explanation may once again have changed. The course asks whether or not the neurobiological picture of imagination, the cross-neural nature of cerebral processes, cognitive historicism, and imaging techniques is at a great distance from what the eighteenth century once thought.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: Yes

### **ENG 395J Frontier and Border in U.S. Literature**

The "frontier" has long been a controlling idea for U.S. national identity. A vestige of our settler colonialist past, the American frontier persists ideologically as an imagined "meeting point between savagery and civilization." This course examines the history of this concept and its role in American literary history. We trace its influence upon more recent configurations of the nation as territory—namely, discourses of "the border" and "the homeland." Course readings include literature, law, and history from the nineteenth century through the post-9/11 era and relevant works of scholarship and critical theory. This course gives particular attention to Chicanx and Native American literatures and these traditions' critical perspectives on the contested paradigms that lend this course its title. Prerequisite(s): Any American Studies or 100-level English course.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C037

Department/Program Attribute(s): (English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST 395J

Instructor: Osucha, Eden

Instructor Permission Required: Yes

### **ENG 395K The Arctic Sublime**

Now the focus of grave concerns over climate change, the Arctic generated a different set of anxieties in the nineteenth century. Perceived as strange and terrifying, and deadly to those who tried to chart and conquer

it, the region was a source of the sublime; its inhuman greatness both inspired and appalled. Drawing on various genres, students examine the "Arctic sublime," considering its artistic and ideological purposes for Romantics and Victorians. Works include Coleridge's "Rime of the Ancient Mariner," Mary Shelley's Frankenstein, and Poe's Narrative of Arthur Gordon Pym as well as works of visual art and selections from nineteenth-century theorists of the sublime. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

### **ENG 395L Utopia/Dystopia Fiction**

What does it mean to live the "good life"? How is this related to building, planning, desiring, or dwelling in a "good place"? How do plans and policies for good life morph into bad places? Are good places always exclusionary, and thus foundationally bad places for some? This course traces two trends side by side: the early modern vogue for utopia-fictions, beginning with Thomas More's Utopia, and the twentieth- and twenty-first-century turn to dystopia-fictions. Students consider relationships of genre, politics, identity, modernity, and colonialism between these two trends, while broadly considering the relationship among power, place, and community.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Adkison, Katie

Instructor Permission Required: Yes

### **ENG 395N Literature/Cinema**

In this course, students analyze revenge and horror across drama and film. Class discussions consider revenge in its thematic resonances within revenge tragedy and horror alongside readings in feminist and queer theories and critical race studies. Early modern revenge tragedy is rife with displays of horror on stage, leaving audiences with high body counts and psychological scars. In revenge tragedies such as Shakespeare's Titus Andronicus, understanding the horror aspects can provide insight into analyzing revenge narratives in films such as the Scream franchise. Discussing work such as Julia Kristeva on the powers of horror and pivotal work by Robin R. Means Coleman in Horror Noir, this course will dig into the philosophical underpinnings of horror and revenge. We will ask what acts of revenge are driving motivations in modern horror? Why does revenge play a part in many horror narratives? How do power and identity play a part in both genres of revenge tragedy and horror film?

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dillon, Steven

Instructor Permission Required: No

### **ENG 395O Cinema's Inner World**

The cinema seems best able to show the outsides of things: specific places, the details of daily life, the faces of people. A complex inner life is perhaps better left to literature. Yet some film directors nonetheless aim their films at an inner world, a world of psychology, of faith, of imagination. This course looks at a range of topics associated with cinema's inner space: cinema as dream, outer space as inner space, the reading of interior space. Films are drawn primarily from the European art cinema, although some Hollywood, independent, and experimental films from the United States also serve as examples. Directors may include Deren, Lynch, Hitchcock, Godard, Bresson, Fassbinder, Fellini, and Tarkovsky. Prerequisite(s): one course in English.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dillon, Steven

Instructor Permission Required: Yes

### **ENG 395Q Reading Feeling: Literature and Affect Theory**

What does it mean to recognize the body as affectable? How might this recognition inform our understanding of power? How has affect contributed to the study of literature, and how might literature contribute to the study of affect? Students read literature of various genres side-by-side with the development of "affect theory." They trace the tendrils of feeling and emotion to some foundational roots in philosophy, psychology and psychoanalysis, and cognitive science, but the focus is on the affect theory that develops out of feminism, queer theory, and women of color- and queer of color-critique. Prerequisite(s): one 100-level English course. Recommended background: ENG 296.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 395Q

Instructor: Adkison, Katie

Instructor Permission Required: No

### **ENG 395R Gothic Bodies: Ann Radcliffe, Mary Shelley, Charlotte Bronte**

Focusing on the work of Ann Radcliffe, Mary Shelley, and Charlotte Bronte, students in this seminar examine the conventions of Gothic fiction and Gothic representations of the monstrous body, exploring the meaning and the "politics" of the corporeal in Britain from the 1790s through the mid-nineteenth century, and considering its relation to conceptions of sexuality, gender, race, and social class. Readings include

Radcliffe's *The Mysteries of Udolpho*, Shelley's *Frankenstein*, and Bronte's *Jane Eyre*, as well as Horace Walpole's *The Castle of Otranto* and Matthew Lewis's *The Monk*, among a range of other works of fiction, criticism and literary theory.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: Yes

### **ENG 395S Goodbye Yellow Brick Road: 1970s U.S. Culture**

Progressive political movements in the 1960s promised cultural visibility and social equality to oppressed and marginalized communities. 1970s US art and popular culture reflects the ongoing and often painful tension between white supremacist gatekeepers and multicultural voices. Students work with a range of artefacts that may include Hollywood and art films, popular music, selected television episodes, art photography, science fiction stories, and sports magazines. Inspired examples of political engagement (protests by A.I.M.—American Indian Movement, second-wave feminism, gay liberation) are analysed by comparing self-representation with representations in the media. Students learn to analyse multiple kinds of written and visual texts with a view to understanding how politics and culture intersect and generate meaning.

Prerequisite(s): one English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Dillon, Steven

Instructor Permission Required: No

### **ENG 395T African American Literary Criticism**

This seminar takes as its premise that black literature engages with and reflects parts of the world in which it is produced. In this course, students sort through the various conversations authors and critics have with each other. They read canonical authors and less well-known figures in an effort to tease out the nuance present in this body of work. Each text is paired with another in a form of dialogue. These exchanges are not set, so it is up to students to understand how the texts speak to each other. Literary criticism requires us to think through privilege, citizenship, capitalism, intraracial dynamics, gender and sexual dynamics, and political movements. The course theme may vary from year to year (e.g., disability, literature of the left, black queer studies).

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C019, C037, C041

Department/Program Attribute(s): (English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 395T

Instructor: Pickens, Theri

Instructor Permission Required: Yes

### **ENG 395U Postmodern Novel**

The seminar examines diverse efforts to define "postmodernism." Students read novels by Joyce, Pynchon, Wallace, Eco, and Rushdie. Contemporary reviews, secondary criticism, narrative theory, issues of socially constructed reality, and some problems in the philosophy of language mark out its concerns. Prerequisite(s): one 100-level English course.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

### **ENG 395W Advanced Early Modern Studies**

Advanced Early Modern Studies: This seminar focuses on one or two advanced approaches to scholarship within early modern studies. These approaches may include (but are not limited to): the history of science; histories of racialization and/or colonization; early modern political thought; classical reception; ecocriticism and literature of the environment; the relationship between early modernity and modernity; travel writing; gender, sexuality, and early modern women authors.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENG 395Z Curb Your Enthusiasm: Mockery, Irritability, and the Satire of Feigned Performance, 1600-2100**

Searching the past 500 years of British stage comedy, do the roots of bigotry and prejudice, as identified in contemporary comic performance, announce themselves? Is there a line from Shakespeare's, Jonson's, Behn's comedies; eighteenth-century comedy of manners; Victorian philosophical satire; Wilde's exaggerated speech; Beckett's flatness; Orton's outrageousness to the contemporary snarky comedy of Fawlty Towers, Key and Peele, and Curb Your Enthusiasm? Is religious imposturing, a complaint of seventeenth-century writers such as Spinoza against the clergy's case for belief in miracles, a probable source for the highly theatrical practice of feigning? Early modern theater, no less than subsequent theater, has seized on religious hypocrisy to provide material for comedy. To understand the social processes - the mechanism of action - of such migration, the seminar explores and contextualizes theatrical practices of mockery, irritability, and satire.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: Yes

### **ENG 457 Senior Thesis**

Students register for ENG 457 in the fall semester. Majors writing an honors thesis register for both ENG 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENG 458 Senior Thesis**

Students register for ENG 458 in the winter semester. Majors writing an honors thesis register for both ENG 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENG S10 International Cinema in the 1960s**

The 1960s saw the rise of "new wave" cinemas across the world; not only the French new wave, but also the Czech, British, Japanese, and Hungarian new waves brought youth, energy, and sometimes political rebellion to the screen. The auteurs of the European art cinema (Godard, Antonioni, Bergman) made films that were as intellectual and as challenging as any classic novel. This course introduces students to formal and ideological film analysis through a survey of key international films from the 1960s.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dillon, Steven

Instructor Permission Required: No

### **ENG S11 Reading Piers Plowman: Intensive Study of a Late Fourteenth-Century Allegory**

This course offers an intensive close reading experience of William Langland's allegorical poem *Piers Plowman*. Langland, a major contemporary of Chaucer, is studied for his use of alliterative Middle English verse, his visionary politics, and his reformist religious views.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Federico, Sylvia

Instructor Permission Required: No

### **ENG S13 Beowulf: A Close Reading**

This course offers a deep close reading of the Old English epic poem, "Beowulf." Students compare multiple translations of key passages, study the poem's historical and cultural contexts, and appreciate its major themes.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Federico, Sylvia

Instructor Permission Required: No

### **ENG S14 Cinema and Space**

Fictional movies not only tell stories, they organize and re-organize space. Sets contextualize the characters; camera lenses see clearly or half-clearly; lighting highlights or blurs edges; editing makes the world seem connected or disjunct; the frame itself includes or excludes. Using examples drawn mainly from international art films (1960s up to now), students practice spatial modes of film analysis in the form of essays, diagrams, and maps.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dillon, Steven

Instructor Permission Required: No

### **ENG S17 Foucault: An Introduction**

Twentieth-century French philosopher and historian, Michel Foucault, produced writings that profoundly challenge the disciplines of politics, philosophy, sociology, criminal justice, colonialism, gender and queer

studies. Foucault both coined or invigorated theoretical terms such as govermentality, biopower, genealogy, épistémè to expose the specific historical rationalities embedded in ordinary academic discourse which he opposed. His books and lectures from the Collège de France where he lectured from 1970-71 through 1983-1984 compose his work's corpus. This unit primarily studies two works: The Order of Things, the book that made Foucault world-renowned, and the later four volumes, first published in 1976, The History of Sexuality. The unit distinguishes the seminal concepts and structures Foucault posited from the broad, changed explanations of those who draw on his writings. Why read Foucault? Because he is one of the world's most influential thinkers in the past 100 years.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

### **ENG S20 Queer Thought, Queer Insurgency**

Queer theory provides a critical method that complements intersectional feminist approaches to literature and visual culture by analyzing the construction and regulation of gender and sexuality through social, legal, and medical norms of embodiment and identity. This course explores canonical queer critique in relation to the early history of the HIV/AIDS pandemic, an era in which the radical currency of the term "queer" links scholarly, activist, and artistic responses to the AIDS crisis and its homophobic cultural politics. Students also consider present-day LGBTQ+ scholarship, literature, and art to explore the insurgent visions and world-making projects that animate queer thought today. Prerequisite(s): one 100-level English course, or GSS 100.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Osucha, Eden

Instructor Permission Required: No

### **ENG S21 Knowing Dickens**

This course enables students to (better) know Dickens by introducing them to three of his works of fiction, to biographical studies of the writer, and to his autobiographical fragment. In addition, students examine one of his novels in its original, serialized form, in the weekly journal, Household Words. Students read Sketches by Boz, Hard Times, and The Mystery of Edwin Drood, and write their own concluding chapter(s) to that last, unfinished novel, in addition to critical essays and pseudo-Victorian journal articles. Prerequisite: one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

### **ENG S26 Overstories: Telling the Lives of Trees**

Who tells the stories of trees, how do they tell them, and why? How are the lives and voices of forests captured and constructed? Students in this course address these questions by examining a range of novels, histories, and scientific studies focused on trees and forests, and by constructing their own narratives – fictional and/or historical – about their lives with trees, including those on the Bates campus and in the surrounding community. They consider how trees and forests have been identified by writers as models for human beings and human communities. Students hear from those who work with trees, including foresters and arborists, and consider the ways in which the lives of trees and those of human beings are intertwined. Readings include Richard Powers, *The Overstory*; John Fowles, *The Tree*; Lauren Oakes, *In Search of the Canary Tree*; and Peter Wohlleben, *The Secret Lives of Trees*. Prerequisite(s): ENVR 205 or one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): ENVR S26

Instructor: Nayder, Lillian

Instructor Permission Required: No

### **ENG S27 Our Mutual Friend: Novel and Film**

The last completed novel of Victorian author Charles Dickens, *Our Mutual Friend* is considered a harbinger of British modernism, though it was first published in the 1860s, and T. S. Eliot first used a line from the work – "He do the police in different voices" – as the title of what became his famous poem "*The Waste Land*." Multi-voiced and, at times, apocalyptic – a study of human predation, social veneers, and the polluted waste land that was Victorian London – *Our Mutual Friend* is considered to be among the most complex and significant English novels by generations of critics and writers. Students in this course closely read Dickens's work, consider its meaning, structure, context, and its relevance in the present day, and compare it to the award winning BBC film adaptation of the novel. Prerequisite(s): Any 100-level English course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

### **ENG S29 Emily Bronte's Wuthering Heights and Its Adaptations**

In courses on "The Brontes," Emily's 1847 *Wuthering Heights* usually takes second place to Charlotte Bronte's *Jane Eyre*, which was published in the same year, despite their comparable literary significance and innovation. In this course, students focus on *Wuthering Heights* while also comparing the two works; they read fictional rewritings of Emily Bronte's novel, consider its various film adaptations, and read Victorian assessments and reviews, including Charlotte Bronte's own critique of her sister's writing. Texts include *Wuthering Heights*, *Jane Eyre*, Conde's *Windward Heights*, and biographies of the Brontes, among other works. Not open to students who have earned credit for ENG 121H. Prerequisite(s): One 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

### **ENG S32 Print Cultures: The Poetics of Printing**

An introduction to the study of print cultures and the history of the book by closely examining one type of printed text, poetry. Students consider how the invention of the Gutenberg press and developments in printing practices began to influence poets, before tracing the relationship between print technologies and poetic practices up through the present day. The class read widely, studying: Tottel's *Miscellany* (the first printed anthology of English poetry), George Herbert's image poetry (1633), William Blake's illuminated *Songs of Innocence and Experience* (1789), and the 20th- and 21st- century concrete- and pattern-poetry movements, including poetry by Augusto de Campos, Guillaume Apollinaire, e e cummings, Mary Ellen Solt, Marilyn Nelson, Tyehimba Jess, and Jen Bervin. Students also compose their own poetry and experiment with type-setting/printing on a hand press.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Adkison, Katie

Instructor Permission Required: Yes

### **ENG S41 Black Genealogies**

This course introduces students to the issues, politics, and the methodologies of Black genealogy. It begins and centers exploration with Africana texts and films that represent lineages of people of the Black Atlantic. It augments these texts with cookery books and historical texts about diasporic arts and crafts. Recommended background: coursework in Africana, American studies, gender and sexuality studies, or American or African histories or literatures.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR S41, AMST S41

Instructor: Houchins, Sue

Instructor Permission Required: No

### **ENG S43 Shakespeare in the Theater in London**

A study of Shakespeare's plays in performance, intended to acquaint the student with problems that are created by actual stage production in the interpretation of the plays. Students see Shakespearean productions in various locations, including London and Stratford-on-Avon, England.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C035, C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: Yes

### **ENG S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Environmental Studies

*Professors Ewing and Pieck (chair); Associate Professor Hall (History); Assistant Professors Baumann, Harper, and Haverkamp; Visiting Assistant Professor Martínez; Visiting Lecturer Olson.*

Environmental Studies prepares students with knowledge, skills, and ethical sensibilities needed to engage a broad range of local-to-global human-environment relationships. The program centers interdisciplinarity, cross-cultural perspectives, critical thinking, and care with the goal of better understanding the human and more-than-human world. The curriculum includes courses in the natural sciences, social sciences, and humanities that encourage students to explore the scientific, technical, social, political, economic, cultural, aesthetic, historical, ethical, and justice-oriented aspects of environmental inquiry. Students approach questions in the major by developing more focused knowledge and methodological tools in their major concentration. At a time of radical climatic and environmental change, we aim to empower students to create a more just, livable, and compassionate world for human and more-than-human flourishing.

More information is available on the [Environmental Studies program website](#).

## Major Requirements

### 1. Introduction

Complete the following courses:

- ENVR 204 Environment and Society
- ENVR 205 Lives in Place

### 2. Lab Introduction

Complete at least one course from the following:

- ENVR 203 Scientific Approaches to Environmental Issues/Lab
- ENVR 240/BIO 241/EACS 241 Water and Watersheds/Lab
- ENVR 310 Soils/Lab

### 3. Natural Science Core

Complete at least one course from the following:

- BIO 206 Evolution and Interactions of Life
- BIO 246/ENVR 246 Conservation Biology
- BIO 271/ENVR 271 Dendrology and the Natural History of Trees/Lab
- BIO 313 Marine Ecology
- EACS 210 Sedimentary Processes and Environments/Lab
- EACS 226/ENVR 226 Hydrogeology
- EACS 231 Past Climates and Paleoclimate Proxies
- EACS 341 Stable Isotope Geochemistry
- ENVR 207/BIO 207 Human Impacts on Marine Ecosystems
- ENVR 221 Ecology of Food and Farming
- ENVR 225/BIO 225 Biogeography
- ENVR 240/BIO 241/EACS 241 Water and Watersheds/Lab

- ENVR 282/BIO 282 Research Design and Analysis in Environmental Science
  - ENVR 305 Aquaculture Science and Management
  - ENVR 310 Soils/Lab
4. Social Science Core  
Complete at least one course from the following:
- ENVR 219 Disasters and Displacement
  - ENVR 223 Politics of Wildlife Conservation
  - ENVR 231 Climate (In)Justice
  - ENVR 243/LALS 243 International Development
  - ENVR 316 Consumerism and Beyond
  - ENVR 335 Indigenous Ecologies
  - ENVR 341 Political Ecology of Climate Change
  - ENVR 350 Environmental Justice
5. Humanities Core  
Complete at least one course from the following:
- ENVR 214/PHIL 214 Environmental Ethics
  - ENVR 227 Catastrophes and Hope
  - ENVR 235/ENG 235 Climate Fiction
  - ENVR 307 Narrating (Agri)cultures
  - ENVR 318 Ecomedia: Audiovisual Cultures of the Environment
  - ENVR 335 Indigenous Ecologies
  - ENVR 349 Extinction
  - EUS 322/ENVR 322/HIST 322 Mountains and Modernity
  - HIST 211/AMST 211/ENVR 211 U.S. Environmental History
  - HIST 301M/ENVR 301M New England: Environment and History
  - HIST 301S/ASIA 302/ENVR 311 Environmental History of China
  - RUSS 216/ENVR 216/EUS 216 Nature in the Cultures of Russia
6. Concentration  
Complete all requirements from one concentration listed below:

**Concentration 1: Environment and Human Culture**

- a. Environmental Literature, Film, Rhetoric, and/or Cultural Studies

Complete at least three courses from the following:

- AVC S15/ENVR S15 Photographing the Landscape
- ENG 395L Utopia/Dystopia Fiction
- ENVR 227 Catastrophes and Hope
- ENVR 235/ENG 235 Climate Fiction
- ENVR 307 Narrating (Agri)cultures
- ENVR 318 Ecomedia: Audiovisual Cultures of the Environment
- ENVR 349 Extinction
- ENVR S24 Local Food: Sovereignty and Justice

- ENVR S26 Overstories: Telling the Lives of Trees
  - GSS S13/ENVR S13 Infrastructures
  - RFSS 100 What is Rhetoric?
  - RFSS 120 Introduction to Screen Studies
  - RUSS 216/ENVR 216/EUS 216 Nature in the Cultures of Russia
- b. Environmental Philosophy and/or History

Complete at least two courses from the following:

- ASIA 302/ENVR 311/HIST 301S Environmental History of China
- ENVR 214/PHIL 214 Environmental Ethics
- ENVR 335 Indigenous Ecologies
- ENVR S31/ANTH S31 Landscape Ethnography
- GSS 210/AMST 210/HIST 210 Technology in U.S. History
- HIST 211/AMST 211/ENVR 211 U.S. Environmental History
- HIST 301M/ENVR 301M New England: Environment and History
- PHIL 310 Buddhist Philosophy

- c. 300-Level Requirement

At least two courses taken as part of the concentration must be at the 300-level.

## **Concentration 2: Global Environmental Politics**

- a. Introductory Social Science

Complete at least one course from the following:

- ANTH 251 Peoples of the Sea
- ECON 153 Introductory Economics: Environmental Economics
- PLTC 125 States and Markets
- PLTC 171 International Politics
- PLTC 222 International Political Economy

- b. Methods

Complete at least one course from the following:

- ANTH 210 Ethnographic Methods
- BIO 244 Biostatistics
- DCS 212/HIST 212 Digital History Methods
- ECON 250 Statistics
- EDUC S26 Qualitative Methods of Education Research
- ENVR 220 GIS Across the Curriculum
- ENVR 282/BIO 282 Research Design and Analysis in Environmental Science
- ENVR S31/ANTH S31 Landscape Ethnography
- GSS 250/AFR 250/AMST 250 Interdisciplinary Studies: Methods and Modes of Inquiry
- PLTC 218 Statistics for Political Analysis
- PSYC 218 Statistics
- RFSS 257 Rhetorical Criticism

- RFSS 276 Television Criticism
  - SOC 205 Research Methods for Sociology
- c. Electives

Complete at least two courses from the following:

- ECON 284/PLTC 284 The Political Economy of Capitalism
- ENVR 219 Disasters and Displacement
- ENVR 223 Politics of Wildlife Conservation
- ENVR 231 Climate (In)Justice
- ENVR 239 Anti-Blackness and the Environment
- ENVR 243/LALS 243 International Development
- HIST 211/AMST 211/ENVR 211 U.S. Environmental History
- HIST 244/AMST 244 Native American History
- PLTC 205 State-Society Relations in the Modern Middle East
- PLTC 215 Political Participation in the United States
- PLTC 236 The Global Politics of Climate Change
- PLTC 249/LALS 249 Politics of Latin America
- PLTC 262 Politics of the Modern Middle East
- PLTC 276 U.S. Foreign Policy
- PLTC 283/ASIA 283 International Politics of East Asia
- PLTC 290 Politics of Sub-Saharan Africa
- SOC 235 Global Health: Sociological Perspectives
- SOC 236 Urban Sociology
- SOC 250 Privilege, Power, and Inequality

- d. 300-Level Courses

Complete at least one course from the following:

- AFR 304/AMST 304 Decolonization
- ECON 309 Economics of Less-Developed Countries
- ECON 315 Energy Economics
- ECON 325 Prices, Property, and the Problem of the Commons
- ENVR 316 Consumerism and Beyond
- ENVR 335 Indigenous Ecologies
- ENVR 341 Political Ecology of Climate Change
- ENVR 350 Environmental Justice
- HIST 301M/ENVR 301M New England: Environment and History
- PLTC 346 Power and Protest

### **Concentration 3: Ecology and Earth Systems**

- a. Natural Science

Complete at least one course from the following:

- BIO 195 Lab-Based Biological Inquiry
- CHEM 108 Chemical Reactivity/Lab

- EACS 103 Earth Surface Environments and Environmental Change/Lab
- EACS 107 Katahdin to Acadia: Field Geology in Maine/Lab
- EACS 109 Earth's Climate System/Lab
- MATH 106 Calculus II
- MATH 205 Linear Algebra
- PHYS 106 Energy and Environment
- PHYS 107 Introductory Physics of Living Systems I/Lab
- PHYS 108 Introductory Physics of Living Systems II/Lab
- PHYS 109 Energy, Matter, and Motion

Courses in this section must be taken at Bates (no AP credit). An additional course from the “Electives” category can substitute for this requirement.

b. Electives

Complete at least two courses from the following:

- BIO 204 Biological Research Experience: Molecules to Ecosystems
- BIO 206 Evolution and Interactions of Life
- BIO 246/ENVR 246 Conservation Biology
- BIO 271/ENVR 271 Dendrology and the Natural History of Trees/Lab
- BIO 315 Microbiology/Lab
- BIO 342 Ecological and Evolutionary Physiology
- BIO 380 Plant Physiology/Lab
- EACS 210 Sedimentary Processes and Environments/Lab
- EACS 220/PHYS 220 Dynamical Climate/Lab
- EACS 226/ENVR 226 Hydrogeology
- EACS 230 Earth Structure and Dynamics/Lab
- EACS 231 Past Climates and Paleoclimate Proxies
- EACS 240 Environmental Geochemistry/Lab
- ENVR 207/BIO 207 Human Impacts on Marine Ecosystems
- ENVR 221 Ecology of Food and Farming
- ENVR 240/BIO 241/EACS 241 Water and Watersheds/Lab

c. Methods

Complete at least one course from the following:

- BIO 244 Biostatistics
- CHEM 212 Analytical Chemistry/Lab
- DCS 109 Intro to Computer Science for Software Development
- DCS 210 Programming for Data Analysis and Visualization
- DCS 229 Data Structures and Algorithms
- EACS 220/PHYS 220 Dynamical Climate
- EACS 217/ENVR 217 Mapping and GIS/Lab
- ENVR 220 GIS across the Curriculum
- ENVR 282/BIO 282 Research Design and Analysis in Environmental Science
- MATH 117/DCS 117 Introduction to Data Science: Data Visualization

- MATH 255A/BIO 255A Mathematical Models in Biology
- PHYS 216/DCS 216 Computational Physics

d. 300-Level Ecology or Earth Systems Course

Complete at least one course from the following:

- BIO 313 Marine Ecology
- EACS 307 Soils and Landscape Evolution
- EACS 310 Quaternary Paleoclimatology/Lab
- EACS 341 Stable Isotope Geochemistry
- ENVR 305 Aquaculture Science and Management
- ENVR 310 Soils/Lab

7. Capstone

Complete at least one course from the following:

- ENVR 417 Practicum in Community-Engaged Research
- ENVR 450 Senior Capstone in Environmental Studies
- ENVR 457 Senior Thesis
- ENVR 458 Senior Thesis

Majors must complete a capstone for their [W3]. Capstone courses and projects must build in some significant way upon the courses that students take as part of their major concentration.. Students write proposals for [W3] placement in the winter semester of the junior year.

The majority of environmental studies majors fulfill their [W3] capstone requirement by taking either ENVR 417, a community-engaged research capstone, or ENVR 450, a capstone in public writing. Students who wish to undertake a semester (or in rare cases, two semesters) of independent research, culminating in a long-form research paper (ENVR 457, ENVR 458), may apply to do so. In order for students to have sufficient scholarly background for an extended independent research project, students wishing to pursue this option will need to undertake additional coursework beyond that required for the major either within their concentration or across other concentrations. Students should speak with their advisor to plan such coursework.

### Courses Taken Outside of Bates

Students are encouraged to consider study abroad. Students who are far enough along in the major to successfully complete it even with a semester away are typically approved for one semester abroad. Students pursuing extensive study of a foreign language at Bates may apply for two semesters abroad in a country where the language of study is spoken if they are sufficiently far enough along in the environmental studies major. Only one course taken abroad may count toward the major, regardless of the number of semesters abroad, and the course must be approved by the major advisor. For both study-abroad courses and transfer courses from other institutions, a single course may transfer as either an introductory or intermediate course in the student's concentration. Transfer credits may not be counted towards the core or a 300-level elective.

### Short Term Courses

Where listed, students may use one Short Term course to fulfill a concentration requirement.

### **Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the major.

### **Other Considerations**

Students must complete ENVR 204, 205 and the Lab Introduction courses by the end of their sophomore year. The core courses ENVR 203, 204, and 205 are not open to junior or senior majors. To ensure that students are able to enroll in mid-level electives in the natural sciences, the environmental studies committee recommends that all students interested in environmental studies take a related course in biology, chemistry, physics, earth and climate sciences, or environmental science during their first year.

Students are advised that no more than two courses may be counted toward the environmental studies major and second major or a minor.

Students should note that there may be flexibility in requirements due to changes in the curriculum.

Students interested in environmental education are advised to take a minor or General Education Concentration in education in addition to their major in environmental studies.

## Course Offerings

### **ENVR 203 Scientific Approaches to Environmental Issues/Lab**

An introduction to central concepts in environmental science through the study of specific environmental issues. Focal issues, landscapes, and ecosystems illuminate the function and interrelationship of physical, chemical, biological, and socio-cultural systems at scales ranging from microscopic to global. The laboratory links field studies of environmental systems to the scientific concepts, tools, habits of the mind, and approaches to data handling and analysis that environmental scientists use. Not open to juniors or seniors.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006, C058, C063, C065, C068

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: Ewing, Holly; Baumann, Justin

Instructor Permission Required: No

### **ENVR 204 Environment and Society**

The environmental crisis is profoundly political. This course familiarizes students with some of the major social scientific contributions to understanding how and why environmental problems arise, how they are defined, and how different groups are affected by and respond to them. The course first outlines the contemporary world system in which environmental debates take place and then identifies drivers of environmental change. Students then apply these ideas to a variety of ongoing environmental controversies, including climate change, agriculture, urbanization, biodiversity conservation, pollution, and environmental justice.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C063

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: Pieck, Sonja

Instructor Permission Required: No

### **ENVR 205 Lives in Place**

What does it mean to live sustainably in place? This course investigates possible answers to that question by considering lives in place: particular stories, particular places, and multiple forms of storytelling about human relationships to the more than human world. From nature writing to poetry, memoir, documentary, film, and the novel, humans (the "storytelling animal") demonstrate ways of living that enable us to reflect on the virtues, values, vices, and trade-offs of those lives. Keystones in this consideration include modernity and tradition, technologies of change, voices and points of view, animal agency, eating as agricultural act, consumption, and creativity. Students consider both classic and emerging texts and artists from a variety of periods and cultures, examples of humans' ongoing experiment in living on Earth.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C068

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: Harper, Tyler

Instructor Permission Required: No

### **ENVR 207 Human Impacts on Marine Ecosystems**

This course is designed as a second science course for students interested in marine science and environmental studies. We will survey coastal marine ecosystems, explore how they are structured, how they function, and how human impacts alter structure and function. This course will draw from principles of biology, ecology, restoration science, and policy to holistically explore the relationship between humans and coastal ecosystems including how climate change and development alter coastal ecosystems. Prerequisite(s): BIO113, 195, EACS103, 109, 113, ENVR 203, or FYS 476.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C068

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): BIO 207

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 211 U.S. Environmental History**

This course explores the relationship between the North American environment and the development and expansion of the United States. Because Americans' efforts (both intentional and not) to define and shape the environment were rooted in their own struggles for power, environmental history offers an important perspective on the nation's social history. Specific topics include Europeans', Africans', and Native Americans' competing efforts to shape the colonial environment; the impact and changing understanding of disease; the relationship between industrial environments and political power; and the development of environmental movements.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C068

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 211, HIST 211

Instructor: Hall, Joseph

Instructor Permission Required: No

### **ENVR 214 Environmental Ethics**

What do we owe to nonhuman animals? How ought we treat plants and other nonsentient organisms? Are ecosystems appropriate objects of moral concern? This course focuses on moral issues that arise as a result of

human interaction with the environment. Students discuss mainstream Western philosophers as well as challenges from the point of view of indigenous cultures, Buddhism, and ecofeminism.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PHIL 214

Instructor: Schofield, Paul

Instructor Permission Required: No

### **ENVR 216 Nature in the Cultures of Russia**

This course explores the shifting and varying relationships between peoples of the Russian Empire, the Soviet Union, and the Russian Federation and the natural world. We will examine the often contradictory ways people understand and express those relationships, presenting nature alternately as prison, as escape, as an asset, as a threat, as salvation, as home, or as distant—often frozen—other world. Using sources from a broad range of genres and disciplines, we will look at how and why people express these attitudes and how these attitudes bear on historical and contemporary behaviors and politics. Conducted in English.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C067, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 216, RUSS 216

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 217 Mapping and GIS/Lab**

Geographical information systems (GIS) are computer-based systems for geographical data presentation and analysis. They allow rapid development of high-quality maps, and enable sophisticated examination of spatial patterns and interrelationships. In this course students learn the principles of GIS through extensive computer use of ArcGIS (ESRI). Geological and environmental projects introduce students to cartography, common sources of geographic data, methods for collecting novel spatial data, and data quality. Finally, students learn to extend the capabilities of GIS software to tackle more advanced spatial analysis tasks by completing an independent project. Lectures supplement the laboratory component of the course. Not open to students who have received credit for ENVR220. Prerequisite: one 100-level course in earth and climate sciences or one 200-level course in environmental studies.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C058, C068, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EACS 217

Instructor: TBA, Staff

Instructor Permission Required: No

## **ENVR 219 Disasters and Displacement**

This course explores the social, political, and economic production of “natural” disasters, and the linkages between disasters and various types of displacement (e.g., temporary/permanent, internal/international, and forced/voluntary). We take a case-study approach to understand disasters and displacement and work across a diversity of geographic and cultural contexts. Lastly, we engage both domestic and international law and policy as it relates to disaster preparedness and recovery, displacement, and resettlement.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C063

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## **ENVR 220 GIS across the Curriculum**

Geographical information systems (GIS) are computer-based systems for analyzing spatially located data. They allow rapid development of high-quality maps and enable sophisticated examination of spatial patterns and interrelationships. In this course students learn the principles of GIS through extensive use of the software ArcGIS (ESRI). Modules from across the curriculum introduce students to spatial data by exploring common data sources, data collection methods, data quality, and data presentation methods. Finally, students extend their capabilities in advanced spatial analysis tasks by undertaking an independent project. Not open to students who have received credit for ENVR217/EACS217.

Modes of Inquiry: [CP], [QF]

Writing Credit: None

GEC(s): C007, C029, C058, C068

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## **ENVR 221 Ecology of Food and Farming**

This course introduces the principles of ecology as applied to agricultural systems. Students explore the interaction of plants and animals raised or harvested for food and the ecosystems of which they are a part in both conventional and low-input systems. Readings are focused on the ecological foundation of how agricultural ecosystems function and may include related socioeconomic and cultural forces and context such as federal farm policy, labor, cultures of food, and environmental justice. Basic facility with spreadsheets is assumed. Weekend field trips may be required. Prerequisite(s): BIO124, 195, 206, ENVR203, 240 or 310.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C070

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ewing, Holly

Instructor Permission Required: No

### **ENVR 223 Politics of Wildlife Conservation**

The pursuit of wildlife conservation has produced significant policy changes, funding flows, international conventions, and countless projects. But how and why does conservation happen? And what are the consequences for diverse human and nonhuman communities? This course seeks to answer these questions through topics including the historical origins of the conservation idea; the national parks movement in the United States and the British Empire; the raced, classed, and gendered dimensions of conservation; protectionist, integrated, co-managed, and market-based approaches; human-wildlife conflicts; the illegal wildlife trade; de-extinction; rewilding; and conservation ethics. Prerequisite(s): ENVR 204.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C022, C072

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Pieck, Sonja

Instructor Permission Required: No

### **ENVR 225 Biogeography**

Biogeography is the study of spatiotemporal distribution of biota through the interplay between living systems and the environment. This course explores how biogeographic processes influence the evolution of species, communities, and ecosystems, and provides background and analytical techniques for studying the effects of global change on biota. The course combines evolutionary and ecological perspectives in the field of biogeography and shows how Earth history, contemporary environments, and evolutionary and ecological processes have shaped species distributions. General patterns in space and time across the Earth's aquatic and terrestrial ecosystems are used to illustrate biogeography. This course examines how geographically-linked processes influence evolution and extinction of biota, and provides an overview of the techniques and applications for studying the interplay between geographic ranges, environment, evolution, and extinction. Prerequisite(s): BIO 195 or 204 or ENVR 203 or 240.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 225

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 226 Hydrogeology**

Hydrogeology is the study of the movement and interaction of underground fluids within rocks and sediments. This course uses hydrogeology as a disciplinary framework for learning about groundwater processes, contamination, supply, use, and management. Students engage in practical applications of

hydrogeology via discussions, guest lectures, research projects, problem sets, and hands-on experience. Students learn field and laboratory methods for determining and analyzing groundwater flow, contamination, and aquifer properties by working at local sites of interest in central Maine. Prerequisite(s): ENVR 203 or one 100-level earth and climate sciences course.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C058, C070

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EACS 226

Instructor: Johnson, Bev

Instructor Permission Required: No

### **ENVR 227 Catastrophes and Hope**

Throughout human history, environmental wastelands have occupied a peculiar spot in our cultural imagination, invoking the specter of absolute catastrophe, and yet equally suggesting the hopeful possibility of rebirth and renewal. This course examines narratives of ecological disaster drawn from various time periods and cultural traditions, and including religious texts, memoir, literature, and film. Particular attention is paid to how events including the cold war and the contemporary climate crisis have caused us to reimagine the figure of the “wasteland” in the twentieth and twenty-first centuries. Prerequisite(s): ENVR 205.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C064

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Harper, Tyler

Instructor Permission Required: No

### **ENVR 228 Latin America Debates Dependency and Development**

The history of Latin American and Caribbean political development is also a history of how the region grappled with struggles for economic development and autonomy in relation to the more powerful Western states. This course surveys the progression of the dependency-development debate by contextualizing it within the Cold War context and beyond. The intellectual debate centers on elaborating a prognosis and solutions to the problem of dependency and underdevelopment. The course will cover (1) the roots of underdevelopment and its interconnectedness to the topics of reform/revolution, socialism/fascism/capitalism, and democracy/authoritarianism; (2) historical events that enabled and/or inhibited different socio-political experiments; and (3) contemporary issues that touch on this debate, including neo-extractivism, China’s growing influence, and regional ecological degradation. Recommended background: Prior coursework focusing on Latin America, development and/or political/social theory.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C037, C059, C072

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): LALS 228, PLTC 228

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 231 Climate (In)Justice**

Year after year of unprecedeted flooding, fires, and heatwaves: the climate crisis of the future is now. Governments, NGOs, scientists, entrepreneurs, communities, and individuals across the world are now confronted with the climate crises in variable and uneven ways. The drivers of climate change and how humanity responds to climate impacts each engender matters of climate (in)justice. This course explores the ways in which the uneven distribution of climate harms and benefits are deeply linked to structural inequalities along axes of race, class, gender, and nationality. Through engagement with case studies and social movements, topics such as sacrifice zones, environmental racism, climate gentrification, green grabbing, disaster capitalism, climate apartheid, and climate displacement are explored. Finally, students consider possibilities and proposals for realizing more just climate futures. Prerequisite(s): ENVR 204.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Pieck, Sonja

Instructor Permission Required: No

### **ENVR 234 Free The Land: Histories of Environmental Racism in the United States**

This course will introduce students to the study and discussion of environmental racism and environmental justice in the United States that centers the histories and experiences of communities of color. Environmental racism is defined by Dr. Robert Bullard ("the Father of Environmental Justice") as "any policy, practice or directive that differentially affects or disadvantages (where intended or unintended) individuals, groups or communities based on race." This course expands and illuminates this definition through examinations of watershed moments—from the Transatlantic Slave Trade to struggles in New England today—in which communities of color in the United States bear the deadly brunt of toxic fumes, poisoned groundwater, nuclear waste, perilous disaster work, land theft, and the slow violence of biological extermination.

Prerequisite(s): ENVR 204 or 205.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 239 Anti-Blackness and the Environment**

This course interrogates the link between anti-Blackness and the environment. It examines how race, power, and environmental risk converge to create environmental racism, which disproportionately impacts Black communities. This is a conundrum of the Anthropocene: those who cause the least pollution experience its effects the most. Students explore this dynamic while paying attention to how communities fight back and demand justice. They also consider the role this dynamic plays in our current climate crisis and what it implies for the responsibility and possibilities of repair.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C026, C037, C041, C059, C065

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 239

Instructor: Shepard, Cassandra

Instructor Permission Required: No

### **ENVR 240 Water and Watersheds/Lab**

This course explores the structure and function of lakes and rivers and their relationship to the surrounding terrestrial systems. Students consider physical, chemical, and biological processes that influence the movement and quality of water, emphasizing controls on the distribution, movement, and chemistry of water both to and within freshwater ecosystems. Field and laboratory studies combine ecological, geological, and chemical approaches to questions of water quality and quantity as well as an introduction to working with large data sets. Students are assumed to be proficient in the use of spreadsheets. Prerequisite(s): one of the following: BIO 195; ENVR 203; BI/EA 112; EACS 103, 104, 107, 109, or FYS 476.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C058, C068, C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): BIO 241, EACS 241

Instructor: Ewing, Holly

Instructor Permission Required: No

### **ENVR 243 International Development**

This course casts a critical eye on the international development complex and its varied consequences for environments and communities worldwide. Students first consider the colonial origins of the development idea, its institutional growth in the twentieth century, and various theoretical approaches to development. Drawing heavily on case studies and voices from across the global South, the course then explores major environment-development quandaries such as extractive industries, large infrastructure projects, public health, famine and food security, climate change adaptation, disaster relief, and foreign aid, all the while measuring them against development's shifting aspirations: poverty alleviation, social justice, and sustainability. Prerequisite(s): ENVR 204 or any course in Latin American and Latinx Studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): LALS 243

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 246 Conservation Biology**

The work of conserving the ecological systems on which we and other species rely draws on many disciplines, including biology, policy, ethics, and other disciplines to conserve biological diversity. This course focuses on the biological aspects of conservation work while also considering their context within a complex, interdisciplinary endeavor. Students examine conservation at multiple scales, including the conservation of species, biological communities, and ecosystems. Classroom activities help students develop scientific reasoning skills and apply them to conservation problems. Readings and discussions encourage students to consider social, ethical, and other perspectives on conservation work. Prerequisite(s): BIO195, ENVR 203, 240, or 310.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 246

Instructor: LeFlore, Eric

Instructor Permission Required: No

### **ENVR 260 Water Justice**

Water is a generative lens through which we can probe the layered interactions among ecology, culture, and power that shape our lives. In this class, we situate environmental justice in conflicts around water at multiple scales: in histories of Wabanaki resistance through rivers; the centrality of water protection to the Standing Rock protests and other Indigenous anti-pipeline resistance; and globally, through hydropower/livelihood conflicts and water privatization. The course also engages the study of water as a source of meaning, spirituality, and connection with the more-than-human world. Without water, we would not be, yet we can easily be profoundly disconnected from it. We end the course with attention to case studies in Southeast Asia, which will challenge our own ideas about creating just futures under fluid conditions of change and uncertainty, and with which we will co-create new vocabularies of surviving and thriving amidst the unpredictable currents of climate change. Prerequisite(s): ENVR 204.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C068

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 271 Dendrology and the Natural History of Trees/Lab**

In this field-based course, students engage in the scientific study of the natural history and identification of trees and important shrubs native to New England, and some commonly planted non-native trees. Topics include the anatomy, function, taxonomy, biology, and uses of trees. Lecture topics support weekly outdoor laboratories, which may include trips to such field sites as the Saco Heath, Thorncrag Bird Sanctuary, and Wolfe's Neck State Park. Study of the woody flora of New England serves as a foundation for further work in biology, environmental studies, conservation, or related fields. Prerequisite(s): BIO195, 206, or ENVR 203.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C058

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 271

Instructor: Huggett, Brett

Instructor Permission Required: No

### **ENVR 282 Research Design and Analysis in Environmental Science**

This course is designed to introduce experimental design and hypothesis testing in the context of environmental science. We will focus on building quantitative skills (in R) and improving our conceptual understanding of data visualizations and research design. The course assumes no prior R or statistical knowledge and will help build transferable quantitative skills for future careers. Recommended Background: Two or more courses in natural science. Facility with spreadsheets is assumed. Not open to students who have taken BIO 244. Prerequisite(s): BIO195, ENVR203, 240, or 310.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): BIO 282

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 301I Farm, Food, and Factory: An Environmental History of the Industrial Food System in the United States**

Food as one of the most basic human needs has generated incredible efforts to shape the environment.

Beginning in the nineteenth century, innovations that applied principles of industry to food production have resulted in an unprecedented availability of food. But nonhuman organisms have resisted complete commodification again and again, and have shaped the U.S. and global food system in return. From the vantage point of the United States and Maine in particular, this seminar explores how humans linked agriculture, labor, science, technology, industry, empire, and global trade and development into a powerful industrial-agrarian system that feeds us today.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: Not open to: First-Years  
Cross-listed Course(s): HIST 301I  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **ENVR 301M New England: Environment and History**

This seminar examines how people relate to their environments and how those relationships have changed. It also examines how understanding of “the environment” has consequences for how people influence it, how it influences them, and even how people influence each other. Understanding these varied relationships within the human and more-than-human world highlights how canoe routes, beach towns, textile mills, apple orchards, and all other New England environments are products of human dynamics, including those of race, gender, and class. Drawing on scholarly work as well as primary sources (including paintings, newspapers, diaries, and maps), students gain an appreciation for this complex history. They then engage in the process of writing their own analysis of some part of the region’s past.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C059, C068

Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301M

Instructor: Hall, Joseph

Instructor Permission Required: No

### **ENVR 302 Restoration Ecology/Lab**

Ecological restoration assists the recovery of ecosystems damaged or destroyed by human activities, improving habitat for threatened species and increasing the ability of natural systems to serve a wide variety of human needs. Students learn ecological concepts and practical approaches used in this important and growing field and explore the complex human values that shape restoration goals and practices. Course activities emphasize critical reading of the primary scientific literature, discussion of restoration goals and practices, and developing skills relevant to restoration work. Prerequisite(s): one of the following: BIO/ENVR 246, 271, 306, 333; BIO 206, 221, 270, s32, s37; ENVR 221, 240, or 310.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C068, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 305 Aquaculture Science and Management**

Aquaculture is the farming of aquatic organisms. This course is an examination of species, cultivation techniques, environmental conditions, and management considerations central to aquaculture. We will explore these topics at both a global level and a regional level, giving significant attention to aquaculture research and development efforts in Maine. Students will learn about and apply the fundamental biological,

chemical, and ecological concepts at play in the most common culture systems. We will also discuss issues that have affected the growth and development of aquaculture in the last century. Prerequisite(s): complete two of the following: ENVR 203, 204, or 205.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 307 Narrating (Agri)cultures: Ecologies of Livelihood, Care and Reciprocity**

Many stories associated with the environment reflect the experiences of populations that no longer grow their food or manage their waste – experiences that favor the idealization of “Nature” as a space of recreation or conceal the communities that make the modern economy possible. What priorities, hopes and anxieties emerge when we center communities that work the land? Devaluing the knowledge of small-scale farmers, indigenous peoples and minoritized communities has supported the spread of colonial capitalism. We ask how this stigma is contested by the stories of these groups today as they struggle to restore ancestral practices of land use, resist industrial agrobusiness or secure food sovereignty in the face of climate change. Through the study of art, literature and scholarship produced by these communities and their allies, we ask how the stories and ways of storytelling of those who work the land reorient definitions of “environment” and climate action and “resilience” agendas. Prerequisite(s): ENVR 205

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Martinez, Christine

Instructor Permission Required: No

### **ENVR 309 Marine Invertebrate Ecophysiology: Organismal and Ecosystem Responses to Global Change**

An exploration of marine invertebrate responses to global change (warming, acidification, etc...), the mechanisms underlying such responses, and how these responses impact ecosystems across spatial scales.

Laboratory is a semester-long Course Based Undergraduate Research Experience (CURE) in which groups of students will design and implement experiments in research aquaria. Recommended background: experience working with data is expected. Prerequisite(s): BIO 195 or ENVR 203, and one of the following: BIO 202, 204, 206, ENVR 207, 221, 240, 282, or 310.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 309

Instructor: Baumann, Justin

Instructor Permission Required: No

### **ENVR 310 Soils/Lab**

Depending on one's point of view, soils are geological units, ecosystems, the foundation of plant life, a place for microbes to live, building material, or just dirt. This course takes a scientific perspective and explores the genesis of soils, their distribution and characteristics, their interaction with plants, and their role in global cycles. Field studies emphasize description of soils, inferences about soil formation, and placement within a landscape context. Labs investigate the chemistry of soils and their role in forests and agricultural systems.

Prerequisite(s): BIO206, 271, CHEM212, 215, EACS210, 223, 240, ENVR221, 240, or 271.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C058, C068

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ewing, Holly

Instructor Permission Required: No

### **ENVR 311 Environmental History of China**

This course investigates the deep historical roots of China's contemporary environmental dilemmas. From the Three Gorges Dam to persistent smog, a full understanding of the environment in China must reckon with millennia-old relationships between human and natural systems. In this course students explore the advent of grain agriculture, religious understandings of nature, the impact of bureaucratic states, and the environmental dimensions of imperial expansion as well as the nature of kinship and demographic change. The course concludes by turning to the socialist "conquest" of nature in the 1950s and 1960s and China's post-1980s fate.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C047

Department/Program Attribute(s): (CHI: Cultural)(History: Asia)(History: Early Modern)(History: Modern)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ASIA 302, HIST 301S

Instructor: Chaney, Wesley

Instructor Permission Required: No

### **ENVR 316 Consumerism and Beyond**

Consumerism is a pervasive hallmark of modernity, often seen as the key to freedom, upward mobility, self-actualization, and happiness. Yet critics argue that it comes at the cost of an accelerating environmental crisis, mental health problems, social anomie, and violent inequalities. Drawing on diverse theoretical approaches, this seminar first explores the ecological, political, cultural, and psychological aspects of consumerism in the United States. The course then critically examines a range of alternative movements and paradigms that seek a life beyond consumerism, such as anti-corporate activism; ethical and political

consumption; voluntary simplicity; neo-Luddism; freeganism; circular economies; degrowth; commoning; and relocation. Prerequisite(s): ENVR 204.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Pieck, Sonja

Instructor Permission Required: No

### **ENVR 318 Ecomedia: Audiovisual Cultures of the Environment**

This course explores audio and/or visual modes of environmental expression including film, documentary photography, music, fine art, architecture, the graphic novel, and manga. Working across cultural traditions and emphasizing works by marginalized authors, artists, and directors, students investigate how various forms of ecomedia have been employed to express environmental sentiments, explore environmental issues, and give voice to those impacted by environmental crises. Equal attention is paid to canonical works of environmental art as well as pop cultural and/or nontraditional works that have often been overlooked. Prerequisite(s): ENVR 205 or one 200-level course in English or rhetoric, film, and screen studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Harper, Tyler

Instructor Permission Required: No

### **ENVR 322 Mountains and Modernity**

Once regarded as impenetrable barriers dividing Europe, the Alps and Carpathian Mountains were transformed into international meeting places with the arrival of mass tourism in the late nineteenth century. At the same time, these mountain ranges began to be claimed in the constructions of national and ethnic identities that reshaped Central and Eastern Europe in the first half of the twentieth century. The course examines the role ascribed to the Alps and Carpathians at a pivotal time in European history, when the demise of empires and rising nationalism, but also new ideas about class, gender, ethnicity, and race, fundamentally restructured dynamics of power on the continent. Recommended background: a 200-level course focused on the study of literature and/or film in any department.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EUS 322, HIST 322

Instructor: Cernahoschi, Raluca

Instructor Permission Required: No

### **ENVR 329 Human Dimensions of Wildlife Management**

As biodiversity loss occurs rapidly around the globe, wildlife conservation is one of humanity's most complex and critical challenges. Wildlife population declines primarily stem from an inherent conflict between two competing forces – the finite capacity of ecosystems and an increasing demand placed on those systems by humans. Since wildlife conservation is often said to be “10% working with wildlife and 90% working with people,” students will explore how human actions, attitudes, and perceptions affect wildlife conservation and management. This course investigates how citizens, governments, and organizations protect wildlife in the face of increasing anthropogenic pressures while also considering a variety of stakeholder needs and opinions. Using case studies and data from the field, students will examine terrestrial ecosystems and associated human dimensions, analyze qualitative data, and learn advanced skills needed to be successful conservation biologists and managers. Recommended background: BIO246 or ENVR223. Prerequisite(s): BIO206, ENVR203, or 204.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): BIO 329

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 335 Indigenous Ecologies**

This course centers Indigenous relations with land, water, climate, and more-than-human others. Drawing upon Indigenous studies and post/de/anticolonial literature, this course explores diverse ways in which Indigenous Peoples around the world understand, experience, and are responding to contemporary ecological challenges of pollution, biodiversity loss, and climate change. A wide range of topics are explored including the construction of knowledge, traditional ecological knowledge, eco-imperialism, ecocide, sovereignty and self-determination, and decolonization. This is a writing-intensive course culminating in the development of a creative anticolonial case study project. Prerequisite(s): ENVR 204 or 205.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 341 Political Ecology of Climate Change**

This course takes a critical political ecology approach to understanding the current global climate crisis. We will engage the historical, economic, cultural, and political dimensions of climate change, as well as adaptation and mitigation responses to it. This course does not attempt to present a comprehensive review of the political ecology literature on climate change. Rather, it is designed as an exploration of political ecology’s insights and arguments as they pertain to climate change impacts, governance, and politics. The

course is divided into four units: (I) defining the political ecology of climate change field, (II) doing political ecology research, (III) exploration of climate cases, and (IV) political ecology applied: climate case studies. Throughout the class, students engage in collaborative, community-engaged research centered around a local or regional climate issue of their choice. Prerequisite(s): ENVR 204.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 349 Extinction**

This course considers how key historical developments, including the rise of evolutionary biology, the birth of the nuclear age, and the contemporary climate crisis, have informed and transformed how writers, thinkers, and artists have imagined species extinction from the nineteenth century to the present. Beginning with the discovery of the first extinct species in 1796, students trace the concept of extinction across discourses including literature, film, philosophy, and the history of science. Particular attention is paid to questions concerning biodiversity loss and climate change, our cultural fascination with prehistoric life, and the omnipresent threat of human extinction. Prerequisite(s): ENVR 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Harper, Tyler

Instructor Permission Required: No

### **ENVR 350 Environmental Justice**

This seminar explores issues of environmental justice by focusing on how lines of difference—especially race, class, and gender—mediate people's relationships to each other and to the natural world. How do power relations shape differential access to and control over resources? What makes people more or less vulnerable to environmental changes? Through a selection of historical and contemporary topics and case studies from across the United States, the course explores how political, economic, and cultural forces shape environmental inequalities and how, in trying to address those inequalities, various groups challenge and broaden the assumptions and practices of modern environmentalism. Prerequisite(s): ENVR 204.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C008, C041, C065, C068

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Pieck, Sonja

Instructor Permission Required: No

### **ENVR 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 371 Landscape and Power**

Considering recent debates regarding travel bans, the tenets of citizenship, and global migration, representations of landscape warrant renewed attention. How does land become landscape? How does place become property? This course seeks to answer such questions by decentering a white, patriarchal, Eurocentric vision that has canonized histories of landscape and situated survey practices as modern strategies of expansionism. By understanding colonial visual strategies: the emptying of land, erasure of people, picturesque composition, together with modern optical technologies: telescopes, microscopes, cameras, and even firearms, students will dismantle landscape as a scenic facade engineered to assert dominance and legitimize imperial politics. They will explore how landscape is fundamental to identity formation, placemaking, and settlement, connecting contemporary eco-critical methods to scientific missions of the 19th century through a capstone digital humanities project.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Power and Privilege)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AVC 371

Instructor: Nolan, Erin

Instructor Permission Required: No

### **ENVR 417 Practicum in Community-Engaged Research**

Students work collaboratively to complete an interdisciplinary semester-long project. Projects include work with previously identified community partners and may vary from year to year. The course deals explicitly with the issues and best practices arising from doing complex collaborative work in a community-engaged setting. Prerequisite(s): ENVR 204 and 205 and one of ENVR 203, 240, or 310.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): C008, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 450 Senior Capstone in Environmental Studies**

This course serves as a capstone to the environmental studies major, in which students hone skills needed for future lives as environmental scientists, activists, practitioners, and artists. Students learn a variety of modalities for communicating about environmental topics with public audiences. They consider environmentally themed text as models for writing (e.g., advocacy, scholarship, scientific writing, personal and lyrical essays, natural history) and explore new media forms (e.g., podcasts, video essays, and other creative formats). Students' environmental writing develops through peer review and culminates in a substantial work for a public audience. Prerequisite(s): ENVR 203, 204, and 205.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W3]

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR 457 Senior Thesis**

This course involves research for and writing of the senior thesis, under the direction of a faculty advisor. Guidelines for the thesis are published on the program website and are available from the program chair. Students register for ENVR 457 in the fall semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **ENVR 458 Senior Thesis**

This course involves research for and writing of the senior thesis, under the direction of a faculty advisor. Guidelines for the thesis are published on the program website and are available from the program chair. Students register for ES 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: Yes

### **ENVR S13 Infrastructures**

Popular representations of digital technologies often present them as somehow independent of material constraints-as inherently clean, "green," and ethereal as a cloud. Those images belie the realities of the information economy's myriad environmental impacts, from resource depletion to water pollution to massive energy consumption. This course, an introduction to the history and politics of infrastructure, directs attention to relationships between human and nonhuman nature, using everyday personal computing as a point of departure. Throughout, students engage with activists, regulators, and maintainers working toward justice and sustainability in the digital age.

Modes of Inquiry: None  
Writing Credit: None  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): DCS S16, GSS S13  
Instructor: Herzig, Rebecca  
Instructor Permission Required: No

### **ENVR S14 The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain**

This course immerses students in coastal issues facing Maine with the Bates-Morse Mountain Conservation Area and Phippsburg as the course setting. Students examine community dependence on fisheries and aquaculture and learn how to assess the health of the environment, including salt marshes, mudflats, the rocky intertidal zone, sandy beaches, and coastal forests. By combining the study of human and natural systems, students consider ways to manage resources within the broader context of a changing environment. The course introduces social-ecological systems theory and field methods including basic experimental design, data collection, and analysis. This course includes overnight stays at the Bates-Morse Mountain Conservation Area.

Modes of Inquiry: None  
Writing Credit: None  
GEC(s): C058, C068  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): BIO S14  
Instructor: Cleaver, Caitlin  
Instructor Permission Required: No

### **ENVR S15 Photographing the Landscape**

The course provides a context for studying and analyzing images of the landscape by viewing and discussing historic and contemporary landscape photographs. Questions considered include the role of the sublime in current landscape photography, beauty as a strategy for persuasion, perceptions of "natural" versus "artificial," and contemporary approaches in trying to affect environmental change. Students explore the

depiction of the landscape by producing their own body of photographic work. Recommended background: AVC 219.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): AVC S15

Instructor: Morris, Elke

Instructor Permission Required: No

### **ENVR S17 Connections to Place: Exploring Community Science & Communication**

In a world marked by environmental shifts, political unrest and global challenges, this course invites students to explore their role as global citizens by connecting with place through local community science initiatives, investigating coastal ecosystems, and creating actionable proposals for local conservation efforts. The course introduces the theory and practice of community science as well as field methods including basic experimental design, data collection, analysis and effective communication. We will investigate different ecosystems in Phippsburg and at Bates-Morse Mountain Conservation Area, meet community partners and develop meaningful relationships with the land. This course includes overnight stays at Shortridge Coastal Center. Recommended background: prior coursework in basic statistics.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR S21 Economic Ecologies: Anthropology, Digital Humanities, and Climate Change in the North Atlantic**

This course provides a multidisciplinary introduction to the north of Iceland as a unique site to explore culture and nature from the medieval era to the present. Students examine local knowledges and folklore to better understand the rapidly changing climate. They investigate how locals work with global scholars to document and better understand humans' relationship to the natural world, using interdisciplinary tools from climate and social sciences, medieval and premodern studies, and digital media studies. Students apply what they learn by documenting the cultural and economic ecologies around them at Bates and in Maine through ethnographic and digital humanities methods. Recommended background: prior coursework in anthropology and/or environmental studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH S21, CMS S21

Instructor: Hughes, Jen

Instructor Permission Required: No

### **ENVR S22 Local Food: Sovereignty and Justice**

A community's right to healthy and culturally appropriate foods produced through ecologically sound and sustainable methods is at the center of numerous climate justice debates and "resilience" initiatives, particularly those driven by minoritized and colonized communities. While food sovereignty points to the rights of communities to control and define their own agricultural systems, food justice refers to the systemic lack of access to safe and sustainable nourishment suffered by certain communities, particularly within the globalized, industrial economy. Food sovereignty and food justice are thus intimately entwined struggles in the search for more equitable food systems. Over the course of the term students will discuss introductory texts to histories and concepts that define these movements as they learn about local food initiatives in Lewiston and its environs through conversations with local activists and visits to local food justice initiatives.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR S24 Local Food: Sovereignty and Justice**

A community's right to healthy and culturally appropriate foods produced through ecologically sound and sustainable methods is at the center of numerous climate justice debates and "resilience" initiatives, particularly those driven by minoritized and colonized communities. While food sovereignty points to the rights of communities to control and define their own agricultural systems, food justice refers to the systemic lack of access to safe and sustainable nourishment suffered by certain communities, particularly within the globalized, industrial economy. Food sovereignty and food justice are thus intimately entwined struggles in the search for more equitable food systems. Over the course of the term, students will discuss films and introductory texts to histories and concepts that define these movements as they learn about local food initiatives in Lewiston and its environs through conversations with local activists, volunteering with community partners, and visits to local food justice initiatives. Prerequisite(s): ENVR205

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C068

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Martinez, Christine

Instructor Permission Required: No

### **ENVR S26 Overstories: Telling the Lives of Trees**

Who tells the stories of trees, how do they tell them, and why? How are the lives and voices of forests captured and constructed? Students in this course address these questions by examining a range of novels,

histories, and scientific studies focused on trees and forests, and by constructing their own narratives – fictional and/or historical – about their lives with trees, including those on the Bates campus and in the surrounding community. They consider how trees and forests have been identified by writers as models for human beings and human communities. Students hear from those who work with trees, including foresters and arborists, and consider the ways in which the lives of trees and those of human beings are intertwined. Readings include Richard Powers, *The Overstory*; John Fowles, *The Tree*; Lauren Oakes, *In Search of the Canary Tree*; and Peter Wohlleben, *The Secret Lives of Trees*. Prerequisite(s): ENVR 205 or one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): ENG S26

Instructor: Nayder, Lillian

Instructor Permission Required: No

### **ENVR S31 Landscape Ethnography**

Environmental anthropologists, geographers and political ecologists have long been preoccupied with understanding the ways in which seemingly “natural” landscapes are actually the result of complex social histories. Landscape ethnography is the approach we take in this class to understand the entangled human and ecological histories of place, and challenge dichotomies of nature and culture. Informed by multispecies, interspecies and more-than-human perspectives across the social sciences and humanities, this class enables students an explorative and creative space to produce a landscape ethnography.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH S31

Instructor: TBA, Staff

Instructor Permission Required: No

### **ENVR S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

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Instructor: TBA, Staff

Instructor Permission Required: No

## European Studies

*Professors Duina (Sociology), López (Hispanic Studies), and Richter (Politics); Associate Professors Cernahoschi (German, chair), Kazecki (German), and Shaw (History); Senior Lecturer George (Hispanic Studies); Lecturer Balladur (French and Francophone Studies); Visiting Lecturer Moodie (Economics, European Studies, and Sociology).*

The Program in European Studies reinforces the College's mission to engage students in intellectual discovery and informed global citizenship. European studies is a multifaceted interdisciplinary program that broadens students' understanding of the region and encourages them to question assumptions about Europe's role in the world.

European Studies is an interdisciplinary program that brings together the methods and questions of the humanities and social sciences to better understand the people, languages, traditions, and cultures of Europe, as well as to examine European interactions with the wider world. Our curriculum recognizes the idea of Europe means different things to different people. It enables students to appreciate this diversity by studying individual societies and events and how they are represented, while situating them within a wider, European context. It encourages students to make connections between past and present, politics and culture, ideas and actions.

The establishment of the European Union and the intricate processes of negotiating national identities are recent and contentious steps toward greater political, economic, and cultural collaboration. At the same time, national politics, cultures, histories, sports and entertainment, arts, economies, and languages continue to play a role in defining what Europe is today and what it will become in the future.

The contemporary complexities of European history, society, politics, and languages can only be fully understood by transcending disciplinary boundaries. Courses offered by a variety of departments and programs provide a rich resource for European studies and ensure an interdisciplinary approach to texts and contexts.

More information is available on the [European Studies program website](#).

## Major Requirements

### 1. Foundation Courses

Complete both of the following courses:

- EUS 101 Introduction to Europe
- EUS 104 Revolutionary Europe and Its Legacies, 1789 to Yesterday

### 2. Languages and Cultures

Complete at least four courses from one language category below OR complete two 200-level or higher courses in two different languages listed below.

#### a. French (FRE)

- FRE 101 Elementary French I
- FRE 102 Elementary French II

- FRE 201 Intermediate French
- FRE 205 Oral French
- FRE 207 Introduction to Contemporary France
- FRE 208 Introduction to the Francophone World
- FRE 235 Advanced French Language and Introduction to Film Analysis
- FRE 250 Power and Resistance through Writing
- FRE 271 Translation: Theory and Practice
- FRE 360 Independent Study
- FRE 372 Woman Writer/Women Written
- FRE 373 Close-up on the Enlightenment: Film, Text, Context
- FRE S24 Cooking up French Culture
- FRE S34 French Drama in Performance
- FRE S39 Tintin et les Intellos
- FRE S50 Independent Study

b. German (GER)

- GER 101 Introduction to German Language and Culture I
- GER 102 Introduction to German Language and Culture II
- GER 201 Intermediate German Language and Culture I
- GER 202 Intermediate German Language and Culture II
- GER 233 Advanced German: Reading, Writing, Analysis
- GER 245 Adaptation
- GER 253 Contemporary German Cultures
- GER 341 Landscapes and Cityscapes in German Media
- GER 350 Margins and Migrations
- GER 358 Literature and Film of the German Democratic Republic
- GER 360 Independent Study

c. Spanish (HISP)

- HISP 103 Elementary Spanish
- HISP 201 Intermediate Spanish I
- HISP 202 Intermediate Spanish II
- HISP 210 Writing Spanish
- HISP 222 Short Narrative in the Spanish-speaking World
- HISP 223 Drama and Performance in the Spanish-speaking World
- HISP 224 Protest and Justice
- HISP 226 Race and Nation in the Ibero/American World
- HISP 228 Screen and Media
- HISP 305 Law and Justice in Contemporary Spanish Cinema
- HISP 308 Poetics of Gender and Memory in 21st-century Spanish and Spanish American Film
- HISP 344 Gendering Social Awareness in Contemporary Spain
- HISP 347 Building Memory: Narratives of the Spanish Civil War
- HISP 368 Realismo
- HISP S31 The Spain of Pedro Almodóvar

d. Russian (RUSS)

- RUSS 101 Elementary Russian I
- RUSS 102 Elementary Russian II
- RUSS 201 Intermediate Russian I
- RUSS 202 Intermediate Russian II
- RUSS 301 Advanced Russian I
- RUSS 302 Advanced Russian II

3. Electives

Complete at least three courses from the following:

- Any course offered by or cross-listed with European Studies
- FYS 423 Humor and Laughter in Literature and Visual Media

4. Senior Thesis Sequence

a. Upper-Level Seminar

Complete at least one 300-level course offered by or cross-listed with European Studies.

b. Senior Thesis

Complete at least one course from the following:

- EUS 457 Senior Thesis
- EUS 458 Senior Thesis

### Courses Taken Outside of Bates

Study abroad in Europe is encouraged but not required to complete the major. Up to four courses from approved study-abroad programs may be counted toward the language or elective courses, with the approval of the program chair.

### Pass/Fail Policy

Students may count either one 100- or 200-level elective or one 200-level language course taken Pass/Fail toward the major.

## Minor Requirements

A minor in European Studies consists of six courses:

1. Foundation Course

Complete the following course:

- EUS 101 Introduction to Europe

2. Language and Culture

Complete at least two courses taught in one of the following language categories:

a. French (FRE)

- FRE 101 Elementary French I
- FRE 102 Elementary French II
- FRE 201 Intermediate French
- FRE 205 Oral French
- FRE 207 Introduction to Contemporary France
- FRE 208 Introduction to the Francophone World
- FRE 235 Advanced French Language and Introduction to Film Analysis
- FRE 250 Power and Resistance through Writing
- FRE 271 Translation: Theory and Practice
- FRE 360 Independent Study
- FRE 372 Woman Writer/Women Written
- FRE 373 Close-up on the Enlightenment: Film, Text, Context
- FRE S24 Cooking up French Culture
- FRE S34 French Drama in Performance
- FRE S39 Tintin et les Intellos
- FRE S50 Independent Study

b. German (GER)

- GER 101 Introduction to German Language and Culture I
- GER 102 Introduction to German Language and Culture II
- GER 201 Intermediate German Language and Culture I
- GER 202 Intermediate German Language and Culture II
- GER 233 Advanced German: Reading, Writing, Analysis
- GER 245 Adaptation
- GER 253 Contemporary German Cultures
- GER 341 Landscapes and Cityscapes in German Media
- GER 350 Margins and Migrations
- GER 358 Literature and Film of the German Democratic Republic
- GER 360 Independent Study

c. Spanish (HISP)

- HISP 103 Elementary Spanish
- HISP 201 Intermediate Spanish I
- HISP 202 Intermediate Spanish II
- HISP 210 Writing Spanish
- HISP 222 Short Narrative in the Spanish-speaking World
- HISP 223 Drama and Performance in the Spanish-speaking World
- HISP 224 Protest and Justice
- HISP 226 Race and Nation in the Ibero/American World
- HISP 228 Screen and Media
- HISP 305 Law and Justice in Contemporary Spanish Cinema
- HISP 308 Poetics of Gender and Memory in 21st-century Spanish and Spanish American Film
- HISP 344 Gendering Social Awareness in Contemporary Spain

- HISP 347 Building Memory: Narratives of the Spanish Civil War
- HISP 368 Realismo
- HISP S31 The Spain of Pedro Almodóvar

d. Russian (RUSS)

- RUSS 101 Elementary Russian I
- RUSS 102 Elementary Russian II
- RUSS 201 Intermediate Russian I
- RUSS 202 Intermediate Russian II
- RUSS 301 Advanced Russian I
- RUSS 302 Advanced Russian II

3. Electives

Complete at least three courses from the following

- Any course offered by or cross-listed with European Studies
- FYS 423 Humor and Laughter in Literature and Visual Media

**Courses Taken Outside of Bates**

Study Abroad: Students may count for the minor up to two courses taken as part of a study abroad program, subject to approval by the program chair.

**Pass/Fail Policy**

Students may take a maximum of one elective below the 300-level as Pass/Fail.

**Other Considerations**

Four Distinct Courses: Of the six courses required for the minor, four must be distinct from courses taken as fulfilling requirements for other majors or minors.

## Course Offerings

### **EUS 101 Introduction to Europe**

This course introduces students to major themes in European studies, considering the dynamic processes by which Europe and European identities have been defined since the cold war. Students examine, among other questions, how Europe has changed in the wake of new economic and political realities, with the formation of international organizations, and in the face of shifting ethnic, religious, and cultural landscapes. By investigating these topics from various perspectives, students gain the interdisciplinary tools to understand the intricacies of an ever-changing Europe.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: George, David; Cernahoschi, Raluca

Instructor Permission Required: No

### **EUS 104 Revolutionary Europe and Its Legacies, 1789 to Yesterday**

This course examines European revolutions and their legacies—social, cultural, political, and ideological. The French Revolution of 1789 brought unprecedented promises of reform to old Europe, introducing new democratic and egalitarian possibilities. Yet it also brought counterrevolution and new authoritarian rulers, a cycle that seemed to repeat itself in 1848, "the first time as tragedy, the second as farce," as Karl Marx lamented. We consider these revolutions together with the Communist uprisings waged in Marx's name, the "velvet" revolutions of 1989, and the relationship between these last European revolutions and the populism that engulfs the continent today. We investigate these histories as lenses to understand the dynamics of modern revolution; the engagement of ordinary Europeans in these processes; and, not least, the making of modern Europe over the past 300 years.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 104

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **EUS 105 Germany and the "New Europe:" The Cultures of Central and East-Central Europe after 1989**

In this course, students explore the historical and cultural relations between Germany, the most prominent political and economic power in Central Europe, and the countries of East-Central Europe. The coursework focuses on "New Europe," a group of post-communist countries after 1989, investigating how they are viewed in Germany and how they positioned themselves in relation to Germany. By analyzing a wide range of fictional and non-fictional texts, students integrate insights from historical, political, and artistic discourses in Europe in the 19th and 20th centuries to develop an understanding of the region's past, the current

dynamics, the narratives that shape mutual perceptions and attitudes, and the ongoing processes of European integration. Conducted in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GER 105

Instructor: Kazecki, Jakub; Cernahoschi, Raluca

Instructor Permission Required: No

### **EUS 107 Destination Europe: Cultures of Travel, Migration, and Mobility in Contemporary Europe**

This course explores how travel, migration, and mobility have influenced European identities, challenged notions of belonging, and reshaped cultural boundaries from the 19th century to the present. Using an interdisciplinary approach, it examines the impact of human movement on Europe's social, political, and cultural landscape. Students will analyze diverse materials, including literature, film, art, and digital media, to understand representations and experiences of travel and migration in various European contexts. Topics include the emergence of modern tourism, the impact of colonialism and postcolonial migrations, travel writing's role in shaping perceptions of "otherness," and the consequences of increased mobility within the European Union. Students will engage with theories of travel, migration, and cultural exchange, developing a grasp of Europe's evolving relationship with movement and identity in an interconnected world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: George, David

Instructor Permission Required: No

### **EUS 111 Protestors, Punks, and Pioneers: Youth in Eastern Europe**

This course examines the role of youth and student culture in shaping East European societies in the twentieth and twenty-first centuries. Course materials including film, literature, journalism, and music provide an introduction to East European cultural and social history and encourage students to explore themes of identity, activism, expression, and community. As students move from considering the role of youth in the Russian Revolution to contemporary student protests in support of human rights, class discussions bring new perspectives to the ways young people both navigate and foster change in the times and spaces they occupy.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): RUSS 111

Instructor: Stephenson, Cheryl

Instructor Permission Required: No

### **EUS 112 Gangsters and Gulags: Crime in Russia and Eastern Europe**

This course explores the history and shifting contexts of crime and punishment in Russia and Eastern Europe from the nineteenth century to the present. Central questions for the course include how crimes against the state, against property, and against individuals differ; how gender, religious, and ethnic identities impact ideas about criminality; and how legality and morality are related. As students explore literary texts, first-person narratives, films, and other media depicting crime and criminals, they discuss what kinds of norms and values are reinforced or undermined by ideas and actions surrounding crime.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): RUSS 112

Instructor: Stephenson, Cheryl

Instructor Permission Required: No

### **EUS 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century**

In 1927, Katherine Mayo wrote a scathing report on public health and religious custom in India; the study was meant to support British rule as a modernizing force. Indian women, among others, responded immediately, tacking carefully between outrage at Mayo's argument for imperial oversight and desires for reform. The battles for and against European empires included battlefields and soldiers. As this course underscores, however, the logics of empire and anti-imperialism were deeply entwined in ideas about how those under imperial rule should live, as well. Such rationales underwrote social incursion; condensing visions drove resistance movements, too. As we will see, the makings of many of these campaigns began as early as the rise of modern European empires themselves. We focus on the British Empire, and India and Ireland especially, while taking close stock of what would become a truly global anti-colonial wave in the twentieth century.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014, C022, C041, C059, C087

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 206

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **EUS 215 Jewish Lives in Eastern Europe**

An exploration of the cultural landscape of Eastern Europe in the late nineteenth and early twentieth centuries with a focus on Jewish experience. What did it mean to be Jewish under the Austro-Hungarian and Russian empires and in the interwar republics that replaced them? How did Jews fashion their lives as political subjects, as members of diverse communities, and as individuals? How do historical research, personal and collective memories, a rich storytelling tradition, and mass media shape our access to a cultural landscape that no longer exists?

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca

Instructor Permission Required: No

### **EUS 216 Nature in the Cultures of Russia**

This course explores the shifting and varying relationships between peoples of the Russian Empire, the Soviet Union, and the Russian Federation and the natural world. We will examine the often contradictory ways people understand and express those relationships, presenting nature alternately as prison, as escape, as an asset, as a threat, as salvation, as home, or as distant—often frozen—other world. Using sources from a broad range of genres and disciplines, we will look at how and why people express these attitudes and how these attitudes bear on historical and contemporary behaviors and politics. Conducted in English.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C067, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 216, RUSS 216

Instructor: TBA, Staff

Instructor Permission Required: No

### **EUS 217 Fortress Europe: Race, Migration, and Difference in European History**

Race in Europe has seemed to be a 20th-century importation, the product of new migrations from the “outposts” of European empires in the wake of WWII. The “migrant crisis” of the present era doubles down on this sense of racial, ethnic, and religious difference as externally imposed. This account has served as a comforting narrative, just as it’s been intended to fuel reaction. In this course, we examine changing views on racial, ethnic, and religious differences in European thought and politics since the eighteenth century. In contrast to populist claims, there has been a long history of European difference-making – of “othering” along racial, ethnic, and religious lines that has produced a seemingly white and Christian European identity. Together, we will situate our investigation of difference-making alongside primary sources and recent scholarship which highlight the experiences of the individuals who built their lives and communities in the midst.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C014, C037, C041

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 217

Instructor: Shaw, Caroline

Instructor Permission Required: No

**EUS 220 Remembering War: The Great War, Memory, and Remembrance in Europe**

The course focuses on how the experience of the First World War (1914-1918) changed established narratives of violence and armed conflict in central Europe. It investigates how these new narratives became sites of memory, mourning, and remembrance in the twentieth and twenty-first centuries, drawing on examples from the literature and art of Central and Eastern European countries. Conducted in English.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C064

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GER 220

Instructor: Kazecki, Jakub

Instructor Permission Required: No

**EUS 229 Nationalism, Cosmopolitanism, and Antisemitism in 19th- and 20th-Century European Music**

Mendelssohn, Meyerbeer, Mahler, Finzi. Each a successful composer, but each of their stories marred by one commonality: antisemitism. Using the hermeneutics of Jewishness, nationalism, and cosmopolitanism, detailed study will be afforded to each of the aforementioned composers, to discuss the interplay between the nineteenth and twentieth-century European musical arena and antisemitism. Not open to students who are enrolled in or have earned credit for FYS 586.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C001

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): MUS 229, REL 229

Instructor: Kuriyama, Zen

Instructor Permission Required: No

**EUS 230 Cold War Identities: Competing Images of Self and Society in the US and the Soviet Union**

Cold War Identities explores the ways the combative and competitive culture of the Cold War impacted discourses surrounding race, sexual and gender identities, and national and ethnic identities in the United States, the Soviet Union, and in their respective spheres of influence. Working with materials from across cultural, political, and commercial spheres, students will engage with a fundamental contradiction of the Cold War: the ways superpowers both self-represented as bastions of freedom and progress, while simultaneously using the context of international competition as a justification for persecution of minoritized people within their own countries. With a focus on primary documents, the course builds students' skills in evaluating and understanding discussions and representations of identity and their impacts across a broad range of media and popular culture. Conducted in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): RUSS 230

Instructor: Stephenson, Cheryl  
Instructor Permission Required: No

### **EUS 233 Russian Myths and Legends**

The course analyzes many aspects of Russian folk and popular culture from pre-Christian to post-Soviet Russia and how folklore continues to influence contemporary Russian culture. The first part of the course concentrates on Russian folk belief as expressed through oral lore, visual arts, and music. The second part of the course focuses on the myth and folktale in the Soviet Union. The course concludes with the uses of folklore in Putin's Russia and the interaction between the forms of traditional folklore and modern popular culture. This course is not open to students who have completed RUSS S27.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C040, C051, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): RUSS 233

Instructor: Filipovic, Marina

Instructor Permission Required: No

### **EUS 242 Peace and Conflict in Europe**

Like any region of the world, Europe has experienced significant strife and political unrest throughout its history. However, the study of modern conflict often situates Europe as outside the realm of relevance. This course will explore the complex landscape of peace and conflict in post-World War Europe in the 20th and 21st century. Through in-depth examination of case studies such as Cyprus, Northern Ireland, the Balkans, and Ukraine, the course will investigate the underlying causes of these conflicts, ranging from inter-group dynamics to systemic factors, and the various paths toward peace that have been pursued to end the violence.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PLTC 242

Instructor: McAuliff, Alex

Instructor Permission Required: No

### **EUS 247 Contemporary Russia on Film**

The course engages students with contemporary Russia through cinema and discusses a European culture that is, at the same time, non-Western in its political make-up. Topics discussed include the colonial center and its contemporary political and cultural ambitions, imperial periphery and Russia's "quiet others," the Russian Idea in New Auteurism, Putin's blockbusters, Russia's alterities (minorities, sexualities, taboo Russia), Global Russia (the United States, Europe, Russia, and Ukraine). Conducted in English.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C019, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): RUSS 247

Instructor: Filipovic, Marina

Instructor Permission Required: No

### **EUS 254 Berlin and Vienna, 1900-1914**

From the beginning of the twentieth century to the outbreak of World War I, the capital cities of Berlin and Vienna were home to major political and cultural developments, including diverse movements in art, architecture, literature, and music, as well as the growth of mass party politics. The ascending German Empire and the multiethnic Habsburg Empire teetering on the verge of collapse provide the context within which this course examines well-known and lesser-known texts from the period. Topics include urban growth and its social effects, class and gender anxiety, the role of the military, empire and nationalism, and colonialism at home and abroad. Conducted in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C057, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GER 254

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

### **EUS 262 Renegades, Radicals, and Realists: Social Change in German Cinema**

This course examines the dynamic relationship between German cinema and social transformation from the early 20th century to the present. Focusing on key movements and filmmakers who have explored the intersecting spheres of art, politics, and social life, the course investigates how German films have both reflected and driven societal transformation. Students will study the radical innovations of Expressionist filmmakers in the Weimar era (1919-1933), the works of independent filmmakers of the New German Cinema in the 1960s and 1970s, the often-overlooked films of East German cinema produced under the DEFA studio system, and the diverse voices of post-reunification Germany. The course highlights how cinema has responded to and influenced political shifts and social reforms. Conducted in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C019, C064, C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GER 262

Instructor: Kazecki, Jakub

Instructor Permission Required: No

### **EUS 281 Upstairs, Downstairs, and Outside: Gender, Class, and the Household in British History**

If the home was the “Englishman’s castle,” its walls were porous. Liberal culture called for separating private from public life, yet households were key sites for negotiating classed, gendered, and racial relationships. Fear that family units might break down spurred social movements and governmental reform. Modern life tends to be understood as the rise of the presumptively white, male individual, someone independent of his

surroundings. By flipping the script, this course demonstrates the centrality of women, family, and community in defining and redefining society. Topics explored include work, motherhood, property rights, and the everyday life of politics, capitalism, and empire.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): GSS 281, HIST 281

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **EUS 290 Political Sociology**

This course offers an in-depth examination of core issues in political sociology. Attention turns to the formation of nation-states, nationalism, postcolonialism, neoliberalism and welfare states dynamics, international organizations, social movements and revolutions, democracy and regime change, violence, power, and related topics. Students encounter a variety of theoretical perspectives and methodological approaches, with empirical analyses focusing on case studies from across the globe. Recommended background: one or more courses in the social sciences.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): SOC 290

Instructor: Duina, Francesco

Instructor Permission Required: No

### **EUS 301R Mere Words? Honor, Reputation, and the Freedom of Speech**

Free speech has long been a centerpiece of modern, liberal institutions. Dictators have feared it, of course, but it chronically troubles democratic societies, too. Words have fanned racial and religious hatred and destroyed personal reputation, bringing neighbors to the courts over women's sexual honor and drawing men into deadly duels. This course draws students into the intertwined histories of freedom of speech and the protection of reputation. The course is rooted in early modern and modern European histories, drawing connections and comparisons not only over time, but also with American, colonial, and postcolonial contexts. Note: As part of History's 301 series, the course is designed to guide students through the research and writing process.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301R

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **EUS 302 Sex and the Modern City: European Cultures at the Fin-de-Siècle**

Economic and political change during the 1800s revolutionized the daily lives of Europeans more profoundly than any previous century. By the last third of the century, the modern city became the stage for exploring and enacting new moral fears. This course examines these developments by focusing on sex, gender, and new urban spaces in the decades around the turn of the twentieth century. We will explore the writings of Sigmund Freud and Gustav Le Bon, investigate middle-class fascination with urban voyeurism and new media, and read about sensational cases like those of Jack the Ripper and the “discovery” of an international sex trade. Note: As part of History’s 301 series, the course is designed to guide students through the research and writing process.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C057

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 314, HIST 301A

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **EUS 312 Populism in the Age of Globalization**

Populist movements and parties have gained power and prominence in recent years. Often defying traditional left-right distinctions, they have in many cases adopted anti-globalization, nationalist or nativist, and anti-elitist positions. They have enjoyed electoral and other successes in Europe, Latin America, North America, Asia, and Africa. This seminar examines the causes of their rise, nature of their rhetoric and policies, and profound impact on cultural, political, economic, and other social processes and dynamics.  
Prerequisite(s): EUS 101 or one course in politics or sociology.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): SOC 312

Instructor: Duina, Francesco

Instructor Permission Required: No

### **EUS 314 European Integration: Politics, Society, and Geography**

The European Union (E.U.) represents one of the most remarkable achievements of the contemporary world. This seminar first reviews the history and structure of the E.U. It then examines a series of topics related to the political, social, and geographical dimensions of European integration. These topics include the drivers of integration, the transformation of domestic policies and institutions, the demands of E.U. law, the rise of a European identity, the consequences of expansion in Eastern and Central Europe, the salience of regions, and the E.U. on the international scene. Comparisons with other trade blocs conclude the seminar. Students are exposed to numerous theoretical tools and methodologies, including institutionalism, rational choice theory, intergovernmentalism, and comparative methods. Prerequisite(s): one course in sociology or politics, or EUS 101.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): SOC 314

Instructor: Duina, Francesco

Instructor Permission Required: No

### **EUS 317 Beyond Human: Cyborgs and Technology**

What is a cyborg and how does this political and cultural concept evolve through various historical periods?

How are transformative relations between humans, animals, and machines imagined across cultural texts?

What is post- and transhumanism? The course examines changing ideas of constructing, enhancing, and technologizing body and mind in the Soviet Union and modern Russia. Students engage with ideas of the biopolitical remaking of humans, rejuvenating bodies surgically, prosthetically, pharmacologically, and digitally. Topics discussed include technologies of gender and gender technologies, identity politics, immortalization narratives, geopolitics. Conducted in English. Recommended background: prior coursework in literature or film.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 317, RUSS 317

Instructor: Filipovic, Marina

Instructor Permission Required: No

### **EUS 322 Mountains and Modernity**

Once regarded as impenetrable barriers dividing Europe, the Alps and Carpathian Mountains were transformed into international meeting places with the arrival of mass tourism in the late nineteenth century. At the same time, these mountain ranges began to be claimed in the constructions of national and ethnic identities that reshaped Central and Eastern Europe in the first half of the twentieth century. The course examines the role ascribed to the Alps and Carpathians at a pivotal time in European history, when the demise of empires and rising nationalism, but also new ideas about class, gender, ethnicity, and race, fundamentally restructured dynamics of power on the continent. Recommended background: a 200-level course focused on the study of literature and/or film in any department.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 322, HIST 322

Instructor: Cernahoschi, Raluca

Instructor Permission Required: No

### **EUS 357 Feminist Foreign Policy**

Since Sweden declared a Feminist Foreign Policy (FPP) in 2014, the concept has gained significant traction, and fourteen countries have subsequently adopted the term to describe their own global engagements. However, there is little consensus regarding what an FPP means in practical terms. Can a feminist approach to foreign policy be truly realized in the modern international state system? Through the use of case studies and consideration of policy areas including migration, development, humanitarian intervention, human rights, and security, students will critically engage the concept of FPP and grapple with the tensions, contradictions, and possibilities it presents. Prerequisite(s): one of the following: PLTC 155, 171, 256, or GSS 100.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 357, PLTC 357

Instructor: McAuliff, Alex

Instructor Permission Required: No

### **EUS 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EUS 457 Senior Thesis**

This course involves research and writing the senior thesis under the direction of a faculty advisor. Students register for EUS 457 in the fall semester. Majors writing an honors thesis register for EUS 457 in the fall semester and EUS 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EUS 458 Senior Thesis**

This course involves research and writing the senior thesis under the direction of a faculty advisor. Students register for EUS 458 in the winter semester. Majors writing an honors thesis register for EUS 457 in the fall semester and EUS 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EUS S18 Wilde Times: Scandal, Celebrity, and the Law**

Oscar Wilde, an icon today, was popular in his own time as well. His relationship with Alfred Douglas was an open secret despite the fact that homosexuality was at the time a criminal offense. Indeed, Wilde's sexuality was tolerated until he sued Douglas' irascible father for libel. This course begins with the 1895 trials, seeking to understand cultures of sexuality in a period notorious for sexual repression, and contextualizing issues they raise of scandal and the law, celebrity, gender, and sexuality. Designed to encourage independent research, the course guides students through the research process, drawing to the fore histories often hidden from view. Cross-listed in European studies, gender and sexuality studies, and history. Open to first-year students. Enrollment limited to 30.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): GSS S18

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **EUS S21 Puppets: Theory, Practice, and Play**

This interdisciplinary course examines the questions, concepts, and potential surrounding puppets through a combination of hands-on work and play with puppets, discussion, readings, and viewings of puppet performances. Readings and other materials offer perspectives on what puppets are, how they interact with audiences, and what makes puppet performance a distinct forum for exploring questions about bodies and identities. Students test these ideas together using actual puppets to see how theory and practice collide. The course concludes with a collective project using puppets to engage with the community at Bates and beyond.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): RUSS S21, THEA S21

Instructor: Stephenson, Cheryl  
Instructor Permission Required: No

### **EUS S26 The Split Screen: Reconstructing National Identities in West and East German Cinema**

This course investigates selected films from West and East Germany produced after 1945. Students discuss a broad range of topics and issues that define the popular view of Germany and its cultures today. They explore the cinematic images of Germany's Nazi past, the postwar division of the country and its reunification in 1990, the legacies of the 1968 generation, and diversity in contemporary Germany. The course also provides students with basic tools of film analysis, which are used in the discussion of cinematic art and in the analysis of the specific aesthetic qualities of a film. Conducted in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C019, C064

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GER S26

Instructor: Kazecki, Jakub

Instructor Permission Required: No

### **EUS S27 NATO and Euro-Atlantic Security: History, Policy, and Practice**

2024 marks the 75th anniversary of the North Atlantic Treaty Organization (NATO), which has grown from 12 founding members to 32. NATO has been pivotal in maintaining peace and stability in the Euro-Atlantic region since World War II. However, its purpose has been increasingly questioned, especially after the end of the Soviet threat, with debates focusing on its evolving goals, membership expansion, and burden-sharing among members. This course explores NATO's founding principles and goals, its evolution, and the current challenges it faces. Students will analyze the decision-making processes of key actors, including the US, and engage in a one-week simulation of NATO negotiations concerning an ongoing conflict. Participants will assume roles of NATO leaders and political heads to negotiate policies and strategies and prepare policy papers or conduct press conferences. The course also highlights how policy processes can be influenced to serve various actors' interests. Recommended background: PLTC 171 and/or PLTC 225.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PLTC S27

Instructor: Ozkan, Ozgur

Instructor Permission Required: No

### **EUS S29 WWII in Fact and Film**

The global cataclysm of World War II put fever-dreams of racial destiny, staggering liberal democracies, rickety colonial empires, and militant communism together in a crucible of unprecedented violence and mass cruelty. Having reshaped humanity's political horizons during the 20th century, World War II needs urgent reexamination in our current era of resurgent authoritarianism. This course juxtaposes the analytical insights of history and related social sciences with the efforts of filmmakers trying to make commercially

appealing and historically responsible narratives that do justice to the humanity (and inhumanity) of individuals' experience of the War and its aftermath.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Moodie, Ben

Instructor Permission Required: No

### **EUS S33 Central European Theater and Film**

A study of Hungarian and Czech history, politics, and theater since about 1945. Our focus is on the impact on theater of the cataclysmic social and political changes in Central Europe since the Hungarian uprisings of 1956. Other seminal events bearing on this study are the Prague Spring of 1968, the collapse of the Soviet bloc in 1989, and the subsequent rebuilding of politics and culture in the region up until today. In conjunction with our study of history, politics, and drama, students read an array of secondary sources on the social and cultural history of post-war Central Europe. Classes will be conducted as discussions, led by the Bates instructors and Hungarian, Czech, and other Central European artists and scholars. Students maintain a journal describing and analyzing the plays, readings and other academic materials studied. Recommended background: one course in European studies, theater, or politics.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PLTC S33, THEA S33

Instructor: Vecsey, Kati; Richter, Jim

Instructor Permission Required: Yes

### **EUS S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Extra-disciplinary Studies

Extra-disciplinary courses are those that fall outside the domain of the College's existing departments and programs. They are listed in the Catalog and Schedule of Courses with a subject code of "EXDS."

## Course Offerings

### **EXDS 116 Bates STEM Scholars**

A continuation of FYS 505. One-half course credit is granted upon completion of the course. Not open to students who are enrolled or have earned credit for EXDS 202. Prerequisite(s): FYS 505. Corequisite(s): one of the following: any 100-level biology or earth and climate sciences course; CHEM 108; MATH 105, 106, 205, or 206; NRSC 160; or PHYS 108.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Horton, April

Instructor Permission Required: Yes

### **EXDS 120 Designing Behavioral Interventions with Public Health Frameworks**

Students gain field-based experience in the public health program planning implementation and evaluation process through implementing a behavior based intervention to a public health problem at Bates: students use either the PRECEDE/PROCEED or Social Marketing frameworks to guide this process. Students will be organized into groups as an implementation team to identify a public health problem, conduct a needs assessment, identify specific behaviors, apply constructs of public health theories, and report on the efficacy of their initial hypothesis and intervention. This course is focused on learning concepts in the classroom and then applying these concepts in tangible ways in the field (on campus).

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Reilly, Blake

Instructor Permission Required: No

### **EXDS 201 Writing Process, Tutoring Practice**

This course introduces students to writing and tutoring as collaborative processes and intellectually rigorous and transformative practices. Students learn strategies for generating ideas; for drafting, revising, and polishing writing; and for improving writing in one-with-one and small group settings. In strengthening their rhetorical and linguistic awareness, students will learn to make informed choices and ask effective

questions about their own and others' writing. Incorporating seminar and practicum elements, students will discuss readings drawn from scholarship on writing center theory, rhetoric and composition, and multilingualism and will apply course content by observing tutors in the Student Writing and Language Center (SWLC), by receiving tutoring themselves, and by engaging with their peers as thinkers, writers, and communicators. This course may be of interest to students seeking to improve their own writing or who would like to support others in their writing.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Fullerton, Bridget

Instructor Permission Required: No

### **EXDS 202 Designing Your Bates Experience (Part I)**

This course provides an opportunity for first-generation-to-college students (where that category includes students for whom neither parent or guardian has attained a bachelor degree at time of enrollment) to reflect on their college experience, gain information about opportunities and resources, and to map out how to take advantage of opportunities to make the most of their time at Bates. First, the class offers students access to and information about internships and job shadows, connections with faculty and staff from a range of different resources and offices, and opportunities to hone their learning skills and strategies. In doing so, it helps students identify opportunities that may be of interest to them as well as to assist students in conceptualizing when in their time at Bates may be most ideal to make the most of those options. Second, the class provides space to reflect on their own goals and identities as first-generation college students, to do so in community with others, and to develop ideas on how to eliminate obstacles by considering what kinds of changes Bates might consider to ensure that all students thrive. Only open to first-year students. Not opened to students who are enrolled or have earned credit for EXDS 116.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Engel, Steve; Huber, Dri

Instructor Permission Required: Yes

### **EXDS 203 Designing Your Bates Experience (Part II)**

This course provides an opportunity for students to reflect on their college experience, gain information about opportunities, and to continue to design their educational pathways as they move into their sophomore year and beyond. It is organized to provide students exposure to the research on high-impact educational practices and opportunities, particularly those especially relevant to sophomores, and information on how to access and engage those opportunities at Bates. In so doing, the class helps students focus their educational interests into a major and second area of focus (the Bates "plus 1"), access research and fellowship opportunities and thereby strengthen their academic mentoring relationships, investigate

opportunities to study away from Bates, explore career opportunities and improve their career readiness, and deepen their community engagement. The class provides space for students to reflect on their goals and identities as first-generation college students. Only open to sophomores. Recommended Background: EXDS202. Not open to students who are enrolled or have earned credit for EXDS 215.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Engel, Steve; Huber, Dri

Instructor Permission Required: Yes

### **EXDS 215 STEM Scholars II**

The sophomore year of a STEM student's life is an exciting time as students choose their major and take upper-level science and math classes. In this course, students continue to develop their science identity, confidence, and enthusiasm for STEM. Conversations with a diverse network of professional scientists and hands-on group research activities demonstrate how scientists identify and work on real problems. Through self-reflection and development of a growth mindset, students begin to align their values, passions, and interests with their personal goals. In addition, students participate in workshops on study skills, stress management, choosing a major, study abroad, resumes, and summer research, among others. One-half course credit is granted upon completion of the course. Corequisite(s): any science or mathematics course. Open only to sophomores. Not open to students who are enrolled or have earned credit for EXDS 203.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Horton, April; Lawson, Barry

Instructor Permission Required: Yes

### **EXDS 216 STEM Scholars II**

In this continuation of EXDS 215, sophomore STEM students further build their science identity and community and foster personal academic and career goals. One-half course credit is granted upon completion of the course. Corequisite(s): any science or mathematics course. Open only to sophomores. Prerequisite(s): EXDS 215.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Horton, April

Instructor Permission Required: Yes

### **EXDS 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **EXDS S12 Emergency Medical Technician (EMT) Course**

Students learn the philosophies and systems of emergency medical services as well as effective strategies for communication with patients, bystanders, families of patients, and other healthcare and rescue personnel. This course equips students with the skills and knowledge to become a certified EMT in the state of Maine and nationally. The course is designed to prepare students at the EMT level to work effectively in the chain of the healthcare team. The course provides didactic knowledge so that the student can efficiently and effectively provide emergency medical care at the basic life support level with an ambulance service or other specialized agency or department.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Engel, Steve

Instructor Permission Required: Yes

### **EXDS S13 Two Batesies Teach Business: Practicum in Business and Marketing Strategies**

This course will cover business strategy, product development, marketing, sustainability and how businesses make decisions. Using the case method, students will work in-class on rapid business problem solving. Taught by two Bates alumni, with four decades in the corporate world, students will also learn how to look for a job, what marks a “winning” candidate, and how to navigate the workplace after Bates. The final team-based project will be a formal business plan for the launch of a new product or service. Early application required on PW Website.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **EXDS S14 Practicum in The Modern Political Campaign in the Age of AI**

This course covers the fundamentals required to plan, manage, and execute the major elements of a modern American campaign. Building skills that can be applied to all levels of the electoral process, this course includes a specific emphasis on the way artificial intelligence has played a role in past campaigns and charts the future of AI in political campaigns. While this course focuses on practical skills, empirical political theory and relevant political science will also be applied. This is not a course in political science, but a hands-on, intensive training seminar in campaign skills. Topics include: writing a campaign plan, structuring a fundraising effort, digital campaigning, communications, and organizing. This course will also explore AI in depth, including past, current, and future applications and the role of regulation. The aim is to make students competent and eminently employable in the modern era of advanced campaign technology. Early application required on PW website.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **EXDS S15A Attorney General: Who Wants to be a Government Lawyer?**

The lawyers for state government are the state attorneys general, who today are marching at the forefront of almost all high-profile issues of our time. They appear in the U.S. Supreme Court on issues such as abortion, religion, and climate change. They also are involved in other hot button issues, such as consumer protection, privacy, and challenging Big Tech companies. The course explores in a highly interactive manner this intersection of law and public policy. The assigned casebook is based on those used by the instructor in a version of this course he has co-taught for twelve years at Columbia, Yale, and Harvard Law Schools. Another important goal of the course is to answer the questions many undergraduates have about whether to go to law school, whether they should consider public service, and whether they would like to practice law. Guest Practitioner-Taught Course. Apply in advance on Purposeful Worksite.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **EXDS S15O Short Term Practicum: Private Equity: Corporate Financial Decision-Making**

This course provides an introduction to the practice of private equity, specifically the process of purchasing a company from the standpoint of a private investment fund. Students learn to source a potential transaction, value the business, arrange and structure the financing, negotiate the terms, and complete documentation. The practicum covers basic valuation tools, financial statement analysis, corporate finance tools such as discounted cash flow (DCF) analysis and internal rate of return (IRR). Students evaluate actual private businesses that are available for sale, take the role of private equity investors, and prepare, present and defend an offer to purchase their business.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **EXDS S15S Short Term Practicum: Advocating for the Environment**

This course covers both conceptual and practical advocacy skills required to create change in the fields of energy, climate change, and sustainability. A truly interdisciplinary course, it is suitable for students interested in Environmental Policy, Environmental Science, Government, and Communications. Most public policy courses focus on content areas such as natural resources or renewable energy. This course presents the more practical side of how to effectively communicate and advocate in the current political climate. The timing of the course coincides with the 129th Maine Legislature, when new legislation on energy and environmental issues are being discussed. Students will use this opportunity to understand what drives public policy, apply analytical tools, and draft and deliver testimony to legislative committees. These skills are essential for those who would like to pursue social change, public policy, government, and/or environmental issues as part of their career path.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **EXDS S15U Short Term Practicum: Spies, Special Agents, and the Presidency**

This course examines role of the intelligence community within the U.S. establishment. Students explore the missions, structures, and modus operandi of the intelligence community and interactions with policymakers and the executive branch. Special attention is given to issues around cyberspace as determinant of geopolitical insecurity. Students explore key transnational issues through hands-on exercises simulating real-life conflict and explore some of the most pressing ethical and moral issues involving the intelligence community and U.S. national security. This course is highly interactive and designed to mimic a day in the

life of an intelligence officer. It is particularly appropriate for students interested in gaining greater understanding of intelligence, cyberspace, and national security issues.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **EXDS S15Y ST Practicum: Virtual Reality: Design and Fabrication for Virtual Space**

Virtual Reality, as an emerging medium, provides a rare opportunity to construct content within a creative space where the possibilities of the form are actively being defined. In this practicum course, students investigate work currently under development in the field, gain insight into the state of VR from guest lectures by leaders in the industry, develop effective strategies and practices for creative development, and gain proficiency in digital asset creation software and real-time rendering. The class culminates in the design and construction of an immersive digital environment to be experienced in a VR headset. Taught by guest practitioner. Apply in advance on Purposeful Work site.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Praxis)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **EXDS S16A Practicum in Critical Museum Interpretation and Storytelling Toward Inclusivity, Empathy, and Action**

Museum interpretation, the way museums communicate information, allows institutions to expand their audience engagement through public programs, wall labels, and interactive displays. This course explores how museums use interpretive practices to share their collections and spaces to tell stories in the 21st century. Students will reflect and critique current museum practices with a focus on audience engagement. Students will develop an interpretive planning model and develop a lightning talk on a museum object to present to the class.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **EXDS S16B Practical and Social Complexities of US Healthcare Delivery**

This course provides a hands-on introduction to the practical and social aspects of orthopedic healthcare delivery, and medical practice in general, in consideration of time and student interest in specific topics. There are no prerequisites for the course beyond an interest in learning about orthopedic surgery and challenges facing it and all of healthcare today and in the immediate future. Students learn anatomy and surgical approaches, physical examination, critical assessment of peer reviewed medical articles, social determinants of health, payment methods: fee for service, single payer, value based payment, and implications of private equity, the process of medical school and specialization if students desire, orthopedic pain management and the current status of opioid use. Taught by a surgeon, guest practitioner. Early application required on the Purposeful Work website.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **EXDS S16C Is That True? ST Practicum in Journalistic News Literacy**

Understanding where news originates and the work that goes into reporting is a critical skill in today's world. This course seeks to teach students how to verify and report information, and ultimately equip them with the skills to navigate the proliferation of both misinformation and disinformation in our modern age. Students will learn how journalists approach covering complex stories where the truth is not black and white, analyze how social media posts can galvanize violence without any proof, and be asked to report out stories themselves in real time. Writing, critical thinking, questioning and even occasional cold calling are critical skills – students will be asked to do all of these as part of their course of study.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **EXDS S16D ST Practicum in Planetary Health: Protecting Nature for a Healthier Future**

This course provides an immersion into the new field of planetary health, examining the connection between human health and the natural systems that support it. Students explore global issues, including climate change, urbanization, and biodiversity loss, and their impacts on the environment and public health. Through interdisciplinary collaboration, they develop critical thinking skills and engage in actionable solutions that promote environmental sustainability and human well-being. Activities include journal reflections, class discussions, quizzes, and a community engagement project. Students participate in field trips to explore real-world applications of planetary health concepts and engage with various experts in the field to gain diverse perspectives and insights into current challenges and solutions. By the end of the course,

students understand the interconnectedness of global challenges and apply their knowledge to foster healthier communities and ecosystems.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **EXDS S16E ST Practicum in Business Essentials**

This immersive Practitioner Taught Course equips students with the skills and confidence to approach complex business challenges. The course delivers a comprehensive, dynamic and interactive curriculum and provides students with foundational business skills using a Client-focused Project Management framework. Leveraging the CPM process, students develop and present a cohesive business case study by integrating core business concepts taught by a team of four faculty members from the Tuck School of Business at Dartmouth. The course emphasizes experiential learning through a central case study that evolves throughout the program, simulating real-world business challenges and decision-making processes. Key topics include marketing, finance, accounting, spreadsheet modeling, business communications, organizational behavior, and negotiations, aligned with the strategic problem-solving framework.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **EXDS S21 Life Architecture: Designing Your Future Work**

Everyone works, whether for pay or for pleasure, in public or in private, with gusto or with dread. This course supports students as they prepare for a lifetime of work by encouraging consideration of the philosophical components of their plan including identifying and developing personal attributes correlated with career well-being, exploring the context of vocational decision making, and contemplating how meaning and purpose can be infused into any work. They also consider the pragmatic components, discussing how mentors can be cultivated, how jobs are best secured, and the practical considerations that can hold people back from realizing their visions. Only open to juniors and seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Fraser-Thill, Rebecca

Instructor Permission Required: Yes

### **EXDS S27 Peer-Led Learning: Pedagogy and Practice**

How can you transform yourself from a supportive peer to an impactful tutor? You can start by gaining an understanding of the pedagogical principles and practical tools that underpin successful peer-led learning. In this course, you will tap into the science of learning with a focus on the role of metacognition in fostering understanding and academic growth. You will unpack the art of critical thinking by deconstructing the problem-solving process with an eye towards modeling and teaching that process to others. Through discussion, analysis and workshops, you will build skills to promote learning in a collaborative peer-led environment, to cultivate inclusive practices for establishing rapport, and to develop strategies for embedding metacognitive practices in your tutoring.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Coulombe, Grace

Instructor Permission Required: No

### **EXDS S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## First Year Seminars

*Professors Cavallero, Chapman, Cummiskey, Douglass, Fra-Molinero, Horton, Ott, Rand, Rice-DeFosse, and Schlax; Associate Professors Goff, He, Medford, and Melnick Dyer; Assistant Professors Boomer, Cole, Ellasante, Gilson, Hardy, Kim, Lim, McGaughey, and Tizzoni; Senior Lecturer Vecsey; Lecturers Anthony and Sale; Visiting Lecturers Alford, Hamilton, Humphrey, Kinney, Longsdorf, Moodie, Page, Petrella, and Szeman.*

All first-year students are required to enroll in a first-year seminar, or FYS. Each first-year seminar offers an opportunity for entering students to develop skills in writing, reasoning, and research that will be of critical importance throughout their academic career. Enrollment is limited to 16 students to ensure the active participation of all class members and to permit students and instructor to concentrate on developing the skills necessary for successful College writing; as such, the FYS also fulfills the [W1] requirement and in some instances, it may also be tagged to count for a Mode of Inquiry requirement. Seminars typically focus on a current problem or a topic of particular interest to the instructor. First-year seminars are not open to upper-class students. Each FYS carries a full course credit.

More information is available on the [First Year Seminar website](#).

## Course Offerings

### FYS 258 Law and Justice

What is the nature of law and what is the relationship between law and justice? What is the nature of judicial reasoning and how is it related to moral reasoning? What are the functions and limits of a legal system? This seminar approaches these questions on philosophical, constitutional, and practical levels. Substantive questions include the justification of incarceration and the death penalty, racial and economic justice, property rights, liberty and privacy rights, and freedom of speech and expression.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C042

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Cummiskey, David

Instructor Permission Required: No

### FYS 318 Through the Eyes of Children

Is the experience of childhood universal or culturally specific? What do children from diverse French-speaking countries have in common? Children are often the least "acculturated" members of any particular society. What can we learn about culture from a child's perspective? These questions are probed by exploring childhood in a number of French-speaking countries and communities. Students examine (in English) a selection of narratives and films from the French-speaking world that feature the points of view of children. The course not only considers the ways in which narrative and film present childhood experiences in specific cultures, but also explores perspectives on issues such as family structure, sexual and gender orientation, child abuse, and colonialism.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C032, C034, C037, C067, C085

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Rice-DeFosse, Mary

Instructor Permission Required: No

### **FYS 393 Music and DiY Culture**

How did consumption become creative? How did musicians associated with punk, hip hop, electronica, and dub reggae create new art from the discarded refuse of late twentieth-century life? This course takes up the do-it-yourself ethic as a defining impulse in contemporary musical culture, informing the democratic amateurism of punk, the "found sound" innovations of the experimental avant-garde, and the collage aesthetic of the digital "mash-up." Students explore Lawrence Lessig's Creative Commons, with its challenges to copyright law, and engage with the work of John Cage, Bikini Kill, Brian Eno, the Raincoats, M.I.A., and Girl Talk, among others.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Chapman, Dale

Instructor Permission Required: No

### **FYS 434 Remaking Movies: Art, History, and Politics**

In this seminar, students investigate a number of films and their remakes to discern how the historical and political moment of a film's production and release helps to frame its narrative material. In addition to considering these historical and political constraints, students analyze the ways in which various modes of production and industry standards contribute to a film's content. Students examine such films as <cite>12 Angry Men</cite>, <cite>Invasion of the Body Snatchers</cite>, <cite>Memento</cite> (and its Bollywood remake, <cite>Ghajini</cite>), and <cite>The Manchurian Candidate</cite>. <crsaddmod></crsaddmod>

Modes of Inquiry: None

Writing Credit: [W1]

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: No

### **FYS 443 Heroes or Villains? Columbus and Fidel (Castro)**

Christopher Columbus' momentous voyage in 1492 ushered in the modern world in Europe, the Americas, and Africa. As a historical figure, Columbus has been the object of much myth making, both positive and

negative. Likewise, no other politician in Latin American history has been better known or more controversial than Fidel Castro. Columbus and Fidel, as he is known in Cuba, shared a utopian view of their world and the future of humanity. This seminar approaches the two figures by studying their own writings, the opinions of their contemporaries, and the ideological constructions that see them as heroes and also as negative figures in history.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C072

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

### **FYS 447 Holocaust on Stage**

This seminar studies the award-winning Polish play *Our Class*, by Tadeusz Słobodzianek, which is based on the 2001 book *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland* by Jan T. Gross. This controversial book explores the July 1941 massacre of Polish Jews by their non-Jewish neighbors in the small town of Jedwabne during the Nazi occupation. The play raises a question of national collective memory in the aftermath of World War II. Students study the historical events on which the play is based, and examine the dramatic structure of the text in the aspects of staging.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C028, C058, C067

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Vecsey, Kati

Instructor Permission Required: No

### **FYS 473 How Do You Know That?**

Knowledge is a political, ethical, philosophical, and pragmatic problem. Skepticism carries an air of intellectual sophistication, but can easily halt conversation and inquiry. This seminar aims to provide a guide to thinking about knowledge with questions such as: What do we mean when we say we "know" something? What is the role of certainty and uncertainty, of evidence and logic, in the creation of knowledge? Several touchstones guide this intellectual journey: knowledge creation as a process of interaction between environment and individual; the power and peril of abstraction; and the ethics and psychology of knowledge and argument.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Moodie, Ben

Instructor Permission Required: No

### **FYS 475 Theorizing the Ku Klux Klan: The White Power Movement and the Making of "America"**

This multidisciplinary course explores the origins and iterations of the Ku Klux Klan (KKK) in the United States from 1866 to the present. In so doing, the course makes larger claims about the core relationship between the white power movement and the making of "America." Drawing on the concepts, paradigms, and intellectual traditions of American cultural studies and Black studies, students consider the shifting narratives, contested ideologies, and the regional and temporal convergences and divergences of the KKK from its violent founding to our contemporary moment. Students learn how to theorize the KKK through frameworks that prioritize the concepts of racialization, patriarchy, cultural hegemony, resistance, citizenship, and counterrevolution.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Petrella, Christopher

Instructor Permission Required: No

### **FYS 505 Bates STEM Scholars**

What does it mean to become a scientist or mathematician and how do we build STEM identity? What habits of mind and practice are particularly effective in developing expertise in STEM knowledge and skills? What is the role of a supportive community of scholars? This seminar explores these questions and strategies for creating student success through reflective writing and collaborative engagement in learning. Corequisite(s): one of the following: any 100-level biology or earth and climate sciences course; CHEM 107; MATH 105, 106, 205, or 206; NRSC 160; NRSC/PHYS 117; or PHYS 107.

Modes of Inquiry: None

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Eaton, Carrie; Laurita, Geneva

Instructor Permission Required: Yes

### **FYS 510 Creativity: Theory and Practice**

What is creativity? Can people learn to be more creative? How do scholars study creativity and the creative process? In this course, students explore the answers to these questions through reading scholarly works from the interdisciplinary field of creativity studies. They examine cultural conceptions of creativity and the conditions that facilitate creative outcomes across disciplines. Together and individually, students practice developing the research-based attributes, skills, and habits associated with developing personal creativity.

Modes of Inquiry: None

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Sale, Bronwyn

Instructor Permission Required: No

### **FYS 523 Poetry and Resistance beyond the Gender Binary**

What is the gender binary? Who are those who resist it, circumvent it, or otherwise exist beyond it? Can the constraint of this binary be a site of creative production? This course examines the work of trans\*, nonbinary, and Two-Spirit poets and writers. Topics include a range of marginalized and gender-expansive identities, the use of language to expand gender, movements for justice and liberation, and the function of poetry in the work of resistance. Students pay particular attention to the role of race, socioeconomic class, citizenship, and ability and the writing of Black, Indigenous, Latinx, and Asian poets.

Modes of Inquiry: [HS]

Writing Credit: [W1]

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Ellasante, Ian-Khara

Instructor Permission Required: No

### **FYS 532 Arts and Spirituality: Art Making and Aesthetic Experience as Conduits for Reflection and Connection**

In this seminar, students explore the ways in which art making and aesthetic experiences facilitate reflection and instill connection to whatever one holds as sacred. They examine art practices from a variety of world religions and secular spiritual traditions, hear from current artists about their spiritual lives, learn to engage with art intentionally, and participate in many centering creative practices together. No previous artistic experience is necessary as this course focuses on the process of creating rather than the creation itself.

Modes of Inquiry: [CP]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Longsdorf, Brittany

Instructor Permission Required: No

### **FYS 533 Paperfolding: A Blend of Art, Mathematics, and Engineering**

From the ubiquitous paper crane to hyperbolic surfaces to space telescopes, origami has exploded in the last fifty years. Origami continues to inspire artists who have moved well beyond birds into fantastically complex creations involving hundreds of folds. It has brought together scientists, mathematicians, artists, teachers, and engineers. In this course, students learn basic paper folding techniques to create simple origami designs. Then they use these designs to delve into the world of mathematics, from using origami to trisect an angle to exploring the Cut and Fold Theorem. Students also look at some of the folds that have led to applications in

design and engineering. Finally, they consider the work of artists who have taken origami into high art, and investigate how origami is being used in the world of education.

Modes of Inquiry: [CP]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Alford, Andee

Instructor Permission Required: No

### **FYS 543 Buddhist Pilgrimage and Tourism in Asia**

What is "tourism"? What is "pilgrimage"? Where does one begin and the other end? How has colonialism changed the ways people interact with religious sites – especially in Asia - and what does this mean for religion and travel in the twenty-first century? How have people written about religious travel over time? This course explores the relationship between tourism, pilgrimage, and colonial histories through reading and writing about these topics in the context of modern Buddhist Asia. Students discuss three writing genres (ethnographic account, travel memoir, and academic article) and explore the components of each, while learning to write in these styles.

Modes of Inquiry: None

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Melnick, Alison

Instructor Permission Required: No

### **FYS 544 The Study and Practice of Human Cooperation**

Why are some people willing to sacrifice to improve the well-being of strangers? How can we motivate others to engage in prosocial behavior? Is cooperation always a good thing? In this course, students engage in both the study and the practice of prosocial behavior through lectures, multidisciplinary reading selections, class discussion, service to others, and a range of assignments designed to explore different ways of knowing and communicating. Students examine prosocial behavior through research questions, methodologies, and findings from economics, psychology, neuroscience, sociology, anthropology, evolutionary biology, environmental studies, and political science.

Modes of Inquiry: None

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Goff, Sandra

Instructor Permission Required: No

### **FYS 548 Queer Gender, Race, and Writing**

While terms like genderqueer, nonbinary, and cisgender have gained increasing public attention, they often travel without attention to the ways that gender norms, ideals, and privilege depend on matters such as race, ability, sexuality, and settler colonialism, as well as on resources for gender expression and self-determination. Using examples from diverse areas, including fiction, poetry, visual media, art, and sport, this course focuses on the interworkings of queer gender and race, including how those interworkings might factor into our writing practices.

Modes of Inquiry: [AC]

Writing Credit: [W1]

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Rand, Erica

Instructor Permission Required: No

### **FYS 550 Tell Us Your Story: Personal Exploration via Narrative Nonfiction**

We all have a story. What motivates us? What excites us? Where do we come from? Where are we going? At what cost? In this course, students mine their individual experiences to develop power and precision in writing. They read and discuss examples of effective storytelling, with particular emphasis on identifying audience and intent. They analyze how different authors present personal stories and community concerns, as they refine composition techniques and grammar fundamentals to more effectively express their own. As critical thinking skills evolve, writing skills improve.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **FYS 559 Art of the Short Story: Writing and Critiquing Short Fiction**

How has the short story developed over the past seventy years, and where might story writers go next?

Reading from the mid-twentieth century to the present, this course explores the recent history and diversity of contemporary American short fiction. What can a short story accomplish that a novel cannot? How do story writers find their subjects, and how do they continue to repeatedly innovate within the genre? While analyzing contemporary stories from the canonical to the obscure, students also experience the climate of the creative writing workshop by writing a complete short story of their own.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **FYS 560 Economics of the Digital World and Human Society**

This course examines the transformational impact of digital technologies on society. We will explore how the rise of digital technology disrupts traditional industries, how firms adapt, and how consumers interact with businesses and share information. Through readings, lectures, and discussions, students will critically analyze case studies, develop their own questions and arguments, and hone data analysis and evidence-based writing skills. Assessment will include presentations and writings in the forms of research reports, strategy memos, policy position papers, and academic research papers on a topic related to digitization and its impacts. The course aims to equip students to navigate the digital economy responsibly and purposefully.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: He, Leshui

Instructor Permission Required: No

### **FYS 561 Poets as Seers**

This course explores poetry influenced by poets' lived experiences as testifiers. This kind of poetics is based in the traumatic: war, abuse, exile, and injustice. But this seeing can also be the experience of observing kindness, joy, and beauty during times of inhumanity. The course examines how poets use what they have seen, what they have witnessed, to make poems. In effect, poetry preserves memories of the unmemorable. The course studies poems by poets famous for bearing witness such as Carolyn Forché, Mariana Tsvetaeva, Wilfred Owen, Javier Zamora, among others.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hardy, Myronn

Instructor Permission Required: No

### **FYS 562 Caribbean Cultural Politics and Racial Resistance Across the Diaspora**

Black Caribbean cultural politics are shaped by historical legacies and experiences of colonization, slavery, migration, and ongoing struggles for social justice and equality. The region's complex politics extends beyond national borders and shapes both interpersonal and international relations across Europe and North America. This seminar uses a sociological lens to understand how the cultural politics of race and space as practiced through food, art, sport, music, and celebration emerge as expressions of national identity and resistance throughout the Caribbean diaspora.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Medford, Marcellle

Instructor Permission Required: No

### **FYS 563 Political Theories of Violence and Nonviolence**

This course examines modern and contemporary arguments for and against the use of violence and nonviolence as a means of resistance to oppression. The course is organized into debates about violent and nonviolent resistance in three political traditions: 20th century anticolonial thought, including Mohandas Gandhi and Frantz Fanon; the American Black Power movement, including Huey Newton and Martin Luther King, Jr.; and contemporary democratic theory, including Candice Delmas and Dustin Ells Howes. Topics include political action as a means of self-transformation; strategic and principled arguments for violence and nonviolence; dilemmas of colonial versus settler colonial contexts; and judging the "success" of political resistance, among others.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gilson, Lisa

Instructor Permission Required: No

### **FYS 564 Pop-Culture in Premodern Japan: Finding the Dog-King and his World of Performing Arts**

At one time, a performer known as the Dog-King (Inuō) amazed audiences of commoners, warriors, and aristocrats, including even the shogun and emperor. Taking Yuasa Masaaki's experimental rock-opera anime "Inu-oh" as a starting point, explore the history of popular culture in Japan to consider why this star of the fifteenth century is all but forgotten today. Together, we will work to untangle history, historical fiction, and literary history. Against a backdrop of performing arts and political history, we will reconstruct the Dog-King's relationships and imagine who he might have been, thereby testing the limits of historical research. To investigate his artistry, we will read plays attributed to him and his contemporaries within the context of Japanese literary history. With the Dog-King as our focus, we will take up and practice key skills, including critical thinking, building an argument, reading, discussing, and writing, to give you the lead role in your academic studies at Bates.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C033

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### FYS 565 Multimodal Composition: Crafting Meaning in a Multimodal World

This writing about writing course immerses students in the theoretical and practical applications of multimodal composition. The course will explore various styles, genres, and modalities of writing, pushing students to develop an understanding of the rhetorical strategies that drive effective multimodal composition. Students will work to define digital literacy by interrogating the “Literacy Myth” and their beliefs about literacy, as well as their relationship to the term “digital native.” Course assignments include traditional essays, podcast interviews, video explainers, and a final digital portfolio compiling the semester’s work. As we navigate the dynamic landscape of multimodal composition, we won’t just write – we’ll innovate. This writing class is a hands-on exploration of diverse modalities, empowering students to blend words, images, sound, and technology.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### FYS 566 What is Leadership? Theory, Practice, and Everyday Life

This course is designed to unpack conceptions of leadership including philosophical foundations, historical evolution, and contemporary leadership problems. Students will engage with diverse leadership theories and frameworks as well as key concepts underlying those theories such as social constructivism and collectivism; identity, power, and positionality; altruism and ethics. Through a mixture of case studies, shared experiences, and self-reflection we will ground our exploration of leadership in the real world—our world. We will observe, notice, question, explore, and strive to answer key questions such as: What defines a leader? What makes leaders successful? How do race, power, and privilege influence leader and follower experiences? What does the future of leadership look like as we approach the middle of the 21st century? Join us as we ultimately try to answer the question: What is leadership?

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### FYS 567 Neurocognitive Processes in Decision Making and Control

Our brains are made up of many parts that contribute to who we are and what we do. We are directly in-touch with our declarative minds and the thoughts that pass through them, but subconscious processes are constantly exerting an influence beneath the surface. In this course, students will explore different neurocognitive frameworks for understanding the conscious and subconscious processes that give rise to our thoughts and actions. Through discussion and workshops, students will learn to spot the influence of the

subconscious in our daily lives, and they will create tools for optimally leveraging our conscious and subconscious capacities to achieve our goals.

Modes of Inquiry: [HS]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **FYS 568 The Civic Self: Exploring Place and Purpose in Community**

The first two steps to being effectively civically engaged are to listen and learn from others, and to better understand your own positionality through self-reflection, skills that also lend themselves to success as a student and beyond. Students will regularly get off campus to learn from local civic and community leaders, while in class learning about models of critical reflection and social change, and exploring the complexities of pressing social issues through a local and academic lens. Through pre-developed community engaged learning opportunities, an introduction to diverse methods of social change, and critical reflection on both oneself and the course content, students will start to identify their own positionality within a social change ecosystem. A scaffolded research project throughout the semester will empower students to learn about a social justice topic of their choosing.

Modes of Inquiry: [HS]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **FYS 569 Medieval/Modern**

Many kinds of monuments, objects, and images are associated with the “medieval.” Connections can be based on when a work was made, what it looks like or depicts, or how we imagine the medieval world from our present perspective. This class explores how medieval and modern makers visualized history and how we present the past to contemporary publics. We will study manuscripts and printed images, stained glass and sculpture, European and American architecture, and television and film.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Boomer, Megan

Instructor Permission Required: No

### **FYS 570 The Psychology of Wrongful Convictions**

This course introduces first-year students to the interface of psychology and law, particularly in the context of wrongful convictions and systemic injustice. In both contexts, psychological research is instrumental in providing explanations of injustice and – more importantly – solutions to prevent further injustice. In addressing the problem of wrongful convictions, psychological science has produced a robust set of empirically-validated recommendations that currently inform police procedures and court operations around the world.

Modes of Inquiry: None

Writing Credit: [W1]

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Douglass, Amy

Instructor Permission Required: No

### **FYS 571 Gender without Borders: a Transnational Odyssey**

Fifty years since the International Women's Year in 1975, what has changed for women across the world? How do women find agency in a world that constantly victimizes them? This course examines women, women's issues and women's rights from a global and transnational perspective. Through discussion, close readings of scholarly and popular texts, analysis and reflection, students will explore how global intersectionalities of religion, race, culture and identity influence women's political and social participation in the Global South.

Modes of Inquiry: [AC]

Writing Credit: [W1]

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lim, Seulgie

Instructor Permission Required: No

### **FYS 572 Physics of Climate Change**

This course highlights the physical processes that underlie anthropogenic climate change. Topics include the greenhouse effect, Earth's energy balance, greenhouse gas emissions, energy systems, and renewable energy technologies. Students explore these topics through lectures and assigned readings in popular science books, peer-reviewed research papers, and international scientific reports from organizations such as the Intergovernmental Panel on Climate Change (IPCC). Students explore these materials through writing assignments and completion of a final research paper on a topic of their choosing in climate change physics or renewable energy.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **FYS 573 Sex in the Brain: the Neuroscience of Hormones, Sex, and Gender**

How do sex hormones alter behavior? Does behavior influence hormones? To what extent do hormones determine and control who we are and what we do? This course will examine these issues by studying a variety of topics in the field of behavioral neuroendocrinology including: sexual determination and differentiation, sexuality, reproductive behavior, stress, and learning & memory. We will critically evaluate both human and animal research in each of these areas as well as discuss the clinical and societal implications of the findings. While the underlying neuroscientific perspective will be the focus of the course, we will also use an array of perspectives including queer and trans theory, cultural and critical studies, policy, etc, with the goal of fostering multidisciplinary approaches to understanding brain and sex hormone interactions.

Modes of Inquiry: [AC], [SR]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **FYS 574 Creating Community in the Medieval World**

In the Middle Ages, like today, community played an important role in shaping lived experience and in understanding who we, as human beings, were and are. Then as now, community shapes us while we shape it. Using various sources in translation—from poetry and letters to saints’ lives and legal texts—we will examine the diverse ways in which medieval people lived in and sought to create community. As we consider a wide range of communities from across Africa, Europe, and West Asia, we will pay particular attention to the processes of inclusion and exclusion and their impact.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Tizzoni, Mark

Instructor Permission Required: No

## French and Francophone Studies

*Professors Dauge-Roth (chair), Read, and Rice-DeFosse; Lecturer Balladur.*

Courses in French and Francophone studies teach basic communication skills in French, appreciation for other cultures through language, and develop skills beyond the study of language focusing on critical thinking, communication, and equity and inclusion. Texts and films are analyzed closely from a contemporary critical perspective with attention to their cultural and historical context. All courses are taught in French, except in the case of some courses cross-listed with other departments or programs, which may be taught in other languages.

The department's name, French and Francophone studies, reflects a capacious approach to the reach that literature and cultural production in the French language has in the world beyond metropolitan France. Students explore a diversity of experience in Francophone cultures while offering continuous training in the use of the language through analytical and creative work. The department provides effective preparation for graduate work but also a range of competencies that have proven valuable for a diverse range of professions.

The significance of French is highlighted by the College's proximity to Québec and by the large number of Franco-Americans and new Mainers from African countries who live and work in Maine. Courses study the histories and cultures of North Africa, Europe, West and Central Africa, the Caribbean, and Québec that have produced writers and artists who have influenced the world broadly, making French and Francophone cultural production a truly rich and provocative platform to explore gender, sexuality, race, religion, nationality, immigration and decolonization.

Courses unpack the complex and often fraught relationship between artists, authors, and commentators from across the Francophone world as they engage in the ongoing work of decolonization and antiracism. Each course, from introductory language to the more advanced, topical studies of various movements and genres, engages the legacies of power, resistance, and creative response that attend to France's historical and cultural influence in the world and the multiple cultures that it has shaped and been shaped by. Both in their areas of study and in their pedagogy, the faculty value and investigate the diverse voices of creation and authority that have defined cultures across the globe, including the rich Francophone history of the city of Lewiston, in which Bates is located.

More information is available on the [French and Francophone Studies department website](#).

## Major Requirements

The major in French and Francophone Studies consists of a minimum of 10 courses. These courses should reflect both geographical breadth and historical depth; students must consult with a faculty member when planning the course of study in the major. Two courses in a related discipline may normally count as one of the 10 courses in the major; one of the two may be taught in a language other than French. All majors are required to take at least one 300-level seminar in the senior year. Advanced Placement courses may not be applied toward the major.

### 1. Senior Seminar

Complete at least one course from the following:

- FRE 340 Francophone Documentary
- FRE 360 Independent Study
- FRE 372 Woman Writer/Women Written
- FRE 373 Close-up on the Enlightenment
- FRE 377 Colon/Colonisé
- FRE 378 Voix francophones des Antilles
- FRE 379 Doc Genocide-Tutsi in Rwanda

## 2. Capstone

Fluent and correct use of the language is essential to the completion of the major. All senior majors are required to complete a capstone experience that serves to synthesize and reflect upon their work in the major as described below:

1. All majors must assemble a portfolio of their work in the major and discuss it at the end of the second semester of their senior year. The portfolio contains a personal statement on the student's experience in French and Francophone studies and other components such as papers from courses taken at Bates or abroad, a journal of a study-abroad program or travel experience, audio and/or video recordings to show progress in oral proficiency, as well as acquisition of analytical skills to interpret cultural production and socio-historical practices. After submission, majors schedule an oral defense of the portfolio (normally 20-30 minutes in length), which takes place with all members of the faculty in French and Francophone studies.
2. All majors must complete one of the following, all of which fulfill the [W3] requirement. Some portion of any of these options must be included in the portfolio for discussion:
  - a. a senior thesis (457, 458), which may be one-semester, two-semester, or honors. The thesis represents a sustained, scholarly work in the discipline, written in close consultation with a faculty member from the department.
  - b. a senior essay, an extracurricular (noncredit) written work that treats a question in the field of French and Francophone studies as agreed upon by the student and faculty advisor. The senior essay is significantly shorter than a one-semester thesis, yet still involves research and inquiry into a topic using tools of literacy and cultural study as practiced in the discipline.
  - c. an oral history project (457, 458), which consists of a series of interviews with Francophone interlocutors, which are transcribed, edited, and presented at the Mount David Summit, and archived at Bates and in local repositories. These documentary projects, beyond interviewing, recording, and editing, entail an extended reflection on the process and an analysis of the final product.
  - d. a second 300-level seminar taken either in the junior or senior year.
3. All majors participate in a regularly scheduled portfolio workshop series in which they discuss skills developed in French and Francophone cultural studies, focusing on critical thinking, communication, and equity and inclusion, share their progress in the capstone requirements, and work toward the completion of their personal statement required in their portfolio.

Honors candidates register for both FRE 457 and 458.

## Courses Taken Outside of Bates

Advanced Placement courses may not count toward the major. Students majoring in French and Francophone studies are strongly encouraged to study abroad in a country appropriate for their area of interest. Normally majors receive a maximum of three credits for one semester of study and five credits for

two semesters of study in a recognized program. Students must obtain approval from the department chair in order for their course to count toward the major in the discipline; otherwise, credit is not guaranteed. Students normally may transfer up to two credits for course work equivalent to courses offered by the Department of French and Francophone Studies. Students need to obtain approval from a faculty member in the department in order for their courses to count toward the major; otherwise, credit is not guaranteed.

#### **Pass/Fail Policy**

No courses beyond FRE 235 may be taken Pass/Fail for credit toward the major.

### **Minor Requirements**

A minor in French and Francophone studies requires a minimum of seven courses. At least one of the seven courses must focus on literature or culture beyond the 235 level, or its equivalent. Advanced Placement courses may not be applied toward the minor. All students who minor in French and Francophone studies must assemble a portfolio of their work in the minor. The portfolio consists of samples of written course work and is designed to demonstrate progress in the study of the French language as well as acquisition of analytical skills to interpret cultural production and socio-historical practices.

Minors are requested to work closely with their official advisor on the compilation of the portfolio which is due at the beginning of the Short Term of their final semester. There is no oral defense or presentation of the portfolio as is the case with majors.

#### **Courses Taken Outside of Bates**

Advanced Placement courses may not count toward the minor. Students minoring in French and Francophone studies are strongly encouraged to study abroad in a country appropriate for their area of interest. Normally, minors receive a maximum of two credits for one semester of study and three credits for two semesters. Students must obtain approval from the department chair in order for their course to count toward the minor in the discipline; otherwise, credit is not guaranteed. Students normally may transfer up to two credits for course work equivalent to courses offered by the Department of French and Francophone Studies. Students need to obtain approval from a faculty member in the department in order for their courses to count toward the minor; otherwise, credit is not guaranteed.

#### **Pass/Fail Policy**

No courses beyond FRE 235 may be taken Pass/Fail for credit toward the minor.

## Course Offerings

### FRE 101 Migrations Francophones: Elementary French I

An introduction to the French language within the context of Francophone cultures. In the first semester, emphasis is placed on oral proficiency with conversational practice to discover various aspects of contemporary French and Francophone cultures. The course is grounded in the acquisition of vocabulary, basic grammar, and reading and writing skills facilitated by short readings, film, and other cultural media. This course is not open to students with two or more years of French in secondary school.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Read, Kirk

Instructor Permission Required: No

### FRE 102 Migrations Francophones: Elementary French II

A direct continuation of FRE 101 and also intended for students with no more than three years of French in high school or the equivalent. In this second semester introductory course, students concentrate on further developing vocabulary, grammar, writing skills, and comprehension of French and Francophone cultures with short readings, films, and other cultural media. Prerequisite(s): FRE 101.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rice-DeFosse, Mary

Instructor Permission Required: No

### FRE 151 Gender, Race, and Social Class in French and Francophone Film

This course explores representations of gender, race, and class including the intersectionality and historical evolution of these categories of difference. Students acquire analytical tools to better appreciate and contextualize French and Francophone films and look critically at their various aesthetic frameworks. How do classic French cinema, surrealism, avant-garde cinema, the New Wave, and postcolonial cinema question social norms and values? How do French and Francophone films represent personal memory, national history, gender relations, and colonial and postcolonial gazes? How do filmmakers address social change and capture shifting identities within French and Francophone history and cultures? Course and reading materials are in English; films are in the original with English subtitles.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C034, C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 151

Instructor: Rice-DeFosse, Mary

Instructor Permission Required: No

### **FRE 201 Voix Francophones: Intermediate French**

An exploration of the diversity of Francophone voices while developing your own. This course focuses on proficiency in listening, speaking, reading, and writing and provides a general review of grammar. Students read and discuss a range of films and short texts from the French-speaking world. Class discussions in French explore postcolonial issues of identity, power, race and gender. Prerequisite(s): FRE 102.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rice-DeFosse, Mary

Instructor Permission Required: No

### **FRE 205 Oral French**

The course is designed to develop oral fluency and aural acuity, with attention to vocabulary, idiomatic expressions, syntax, and pronunciation. The course is constructed around an unfolding suite of humorous adventures in dialogue form that explore North Africa's cultural legacy in the French and Francophone world. Students explore topics of contemporary interest such as orientalism, colonialism, women's rights, Islam and France, and North African culture, through weekly performances, improvisation, debate, and one-on-one evaluations. Recommended background: FRE 201.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Read, Kirk

Instructor Permission Required: No

### **FRE 207 Introduction to Contemporary France**

This course develops facility in speaking, reading, and writing French by focusing on the evolution of French society and culture. Students explore contemporary France through content-based cultural materials such as magazine and newspaper articles, published interviews, video, film, music, and podcasts.. Students prepare oral reports and written essays on a wide range of issues such as immigration, national identity, post-colonial legacies, politics, social welfare, women and LGBTQ+ rights and environmental policies. Prerequisite(s): FRE 201, 205, or 208.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C032, C034, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Balladur, Laura

Instructor Permission Required: No

### **FRE 208 Introduction to the Francophone World**

This course focuses on the Francophone world while developing greater facility in speaking, reading, and writing in French. The Francophone world is first presented through the history of colonization, the slave trade, and the decolonization movements in several areas such as the Caribbean, West and North Africa, and Maine. The diversity of Francophone cultures and voices is explored through a variety of cultural material including newspaper and magazine articles, documentaries, guest speakers and the work of directors and authors such as Pépin (Guadeloupe), Dracius and Chamoiseau (Martinique), Djebar and Salem (Algeria), Bugul and Mambety (Senegal), Chabot (Maine), or Richard (Louisiana). Class presentations and discussions are conducted entirely in French. Recommended background: FRE 201.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C022, C032, C034, C037, C038, C041, C059

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dauge-Roth, Alex

Instructor Permission Required: No

### **FRE 235 Advanced French Language and Introduction to Film Analysis**

The course is designed to develop facility in conversing, debating and writing in idiomatic French with ease and fluency. Students review linguistic structures and develop new analytical skills to expand their critical thinking in French with attention to written expression. In addition to reading short essays by French and Francophone theorists, students acquire specific conceptual vocabulary to analyze filmmakers' formal and ideological choices to explore questions of language, power, and privilege; constructions of gender, national, and racial identities; and their intersectionalities.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): C019, C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dauge-Roth, Alex; Rice-DeFosse, Mary

Instructor Permission Required: No

### **FRE 240A Intro.Fr:CinqFaces de Marianne**

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **FRE 240E Le Maghreb: Vue de l'Enfance**

An appreciation and analysis of the amply recorded experience of childhood in North Africa. Students examine the rich body of memoirs, historical accounts, novels, films, and short stories that explore the experience of childhood with particular attention to its cultural specificity in North Africa, a Francophone region deeply affected by the legacy of colonization. Particular attention is paid to issues of gender, orientalism, and religious and cultural diversity within the Maghreb. Authors include Sebbar, Adimi, Djebbar, and Mernissi, and filmmakers Ferroukhi and Boughedir. Prerequisite(s): FRE 207, 208, or 235.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C022, C032, C034, C037, C059, C090

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Read, Kirk

Instructor Permission Required: No

### **FRE 240F Borders and Disorders**

A study of the various experiences of immigration that the Francophone world has made possible and, in certain cases, forced upon people for political and economic reasons. In an era of globalization, students examine how increasingly migrants and hosts must negotiate their sense of self through multiple heritages and places, and how Francophone novels and films imagine new forms of belonging that embrace the complex and fluid status of the migrant experience. How does one define "home" within one's host country without denying one's past and cultural origins? The course envisions the Francophone world as a theater of multiple encounters that lead to the creation of new hybrid identities that transform both the immigrant and the host. Authors and filmmakers include Bouchareb, Bouraoui, Condé, De Duve, Diome, Flem, Glissant, Gomis, Miano, and Soumahoro. Prerequisite(s): FRE207, 208 or 235.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C022, C032, C034, C037, C038, C059

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dauge-Roth, Alex

Instructor Permission Required: No

### **FRE 240G Science and Literature**

This course explores the relationship between science and fiction, specifically French or Francophone literature and film. While the central theme of this class explores the intersection of fiction and science, students do not need to have a background in science. A few short readings will provide students with a better understanding of certain key scientific concepts that will inform our analyses, such as fractals, entropy, noise, and information theory. Further readings from critical theory will draw attention to their relevance in fiction and film. Attention will be paid primarily to close readings of novels, films, and poems, in order to

tease out the thematic, structural, or epistemological interference between science and literature. Readings may include short scientific articles from Brillouin, Mandelbrot, Weaver, and Monod; philosophical works from Bergson, Serres, Schlanger, and Deleuze; and fiction or film from Bofane, Nerval, Rousseau, Césaire, Proust, Robbe-Grillet, Volodine, or Haneke. Prerequisite(s): FRE 207, 208, or 235.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Balladur, Laura

Instructor Permission Required: No

### **FRE 240I French in Maine**

An appreciation and analysis of what it means to speak French and to be "French" or Francophone in the local and regional context. Students examine questions of language, ethnic identity, and cultural expression through novels, short stories, autobiographies, film, and written and oral histories. Visits to local cultural sites enhance students' understanding of the Franco-American community and its heritage as well as other French speaking communities. Prerequisite(s): FRE 207, 208, or 235.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C032, C034, C037, C038, C057, C059, C068

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 240I

Instructor: Rice-DeFosse, Mary

Instructor Permission Required: No

### **FRE 250 Power and Resistance through Writing**

A study of French and Francophone cultural production, mainly literary, across time and various genres. The course does not attempt comprehensive, encyclopedic knowledge of a textual canon, but rather a thematic approach that focuses on key works and important authors and creators from the French and Francophone world. Power and resistance provides a capacious lens through which students consider issues relevant to the history of France and its reach into the cultural life of its former colonies and beyond, gender and race foremost among these defining influences. Students become acquainted with iconic moments and texts from the Francophone world as well as those that have been traditionally underprivileged or unrecognized. This course may be repeated for credit with permission of the instructor. Prerequisite(s): FRE 207, 208, or 235.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C032, C034, C035, C066

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Read, Kirk; Balladur, Laura

Instructor Permission Required: No

### **FRE 271 Translation: Theory and Practice**

An introduction to translation both a creative practice and a theoretical investigation into the relationship between language and culture. The course offers both an exploration of language and its rhythms and a discussion of the political role of translators. Students' creative work focuses on translation of literary texts, both in prose and verse, while readings consider stylistics and aesthetics, philosophy of language and translation, and gender studies and cultural studies in relation to translation theory. Prerequisite(s): FRE 235, 240 or 250.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Balladur, Laura

Instructor Permission Required: No

### **FRE 340 Social Pulse, Documentary Impulse**

What kind of unique knowledge does a documentary film seek to offer? What are the strengths and the limits of this genre in our increasingly visual culture? Does the documentary impulse bring us closer to the "reality" of which it takes the pulse? Does it force us to face the existential and political practices it makes socially visible? How do documentary films, in comparison with historical fictions or novels, position their viewers and call for social engagement? Moreover, to what extent are documentary films able to renew our vision of postcolonial history and memory and confront issues of power, privilege, and the diversity of views and beliefs? This course examines these topics through the works of several French and Francophone documentary filmmakers. Prerequisite(s): FRE 240 or 250.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C034

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dauge-Roth, Alex

Instructor Permission Required: No

### **FRE 359 (Re)Framing (In)Justice in French and Francophone Film and Literature**

This seminar explores the French judicial system through recent novels, films, documentaries, and essays that highlight the relations of power, social norms, and institutionalized inequities at play in high-profile criminal and terrorist cases. By adopting new vantage points and alternative discursive lenses, these works propose counter narratives that question the judicial categories of truth, evidence, rational, or guilt. Focusing on how relevant evidence, facts, and testimonies function within judicial discourses to craft social profiles and psychologic portraits, students identify presuppositions that (auto)biography as a normative genre shares with judicial discourse. Students also address the complexities of soliciting and evaluating life stories in the case of asylum seekers in France. Finally, they analyze the differences between punitive and restorative models of justice in France and the role transitional justice played in Rwanda's post-genocide reconciliation

process. Course entirely conducted in French. Prerequisite(s): FRE 240, 250, or 271; or permission of the instructor.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dauge-Roth, Alex

Instructor Permission Required: No

### **FRE 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **FRE 372 Woman Writer/Women Written**

Reading and discussion of women writers of the seventeenth century with a focus on their important role in the formation of the novel. Attention is given to women as heroines or titular characters in the works of male authors of the period. Prerequisite(s): FRE 240 or 250.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C034, C035, C060, C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Read, Kirk

Instructor Permission Required: No

### **FRE 373 Close-up on the Enlightenment: Film, Text, Context**

Enlightenment ideology has influenced our contemporary culture, anchored as it is visual language. This course illustrates this affinity through various prisms: period texts, both historical and fictional; cinematic representations of the period or adaptations of Enlightenment fiction; film theory; and theories of the Enlightenment. Readings reveal how Enlightenment ideology has shaped contemporary visual culture. Readings and films may include works by Laura Mulvey, André Bazin, Susan Sontag, Denis Diderot,

Choderlos de Laclos, Marquis de Sade, Restif de la Bretonne, Michel Foucault, Dorinda Outram, Horkheimer and Adorno, Louis Marin, Sofia Coppola, Eric Rohmer, Roberto Rossellini, and Robert Bresson. Prerequisite(s): FRE 240, 250, or 251.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C019, C034, C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Balladur, Laura

Instructor Permission Required: No

### **FRE 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine**

This course studies the colonial, postcolonial, and immigrant experience of North Africans as portrayed in Francophone literature and film. Readings include narratives and journals from the beginning of the colonial period in Algeria (1830), as well as the contemporary novels, films, and discourse of writers and artists such as Assia Djebbar, Malika Mokeddem, Lyes Salem, Rachid Bouchareb, and Leïla Sebbar. Gender and colonialism are highlighted as categories of analysis. Prerequisite(s): FRE 240, 250, or 251.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022, C032, C034, C037, C041, C059, C060, C090

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 377

Instructor: Read, Kirk

Instructor Permission Required: No

### **FRE 378 Voix francophones des Antilles**

An examination of voices from the French-speaking Caribbean from the first half of the twentieth century to the contemporary period, including works by authors such as Césaire, Depestre, Glissant, Condé, Pineau, Chamoiseau, and Lahens. The course explores the legacies of the colonial past and slavery, political and social justice, hybridity, and créolité. Prerequisite(s): FRE 240 or 250.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C032, C034, C037, C059

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Rice-DeFosse, Mary

Instructor Permission Required: No

### **FRE 379 Documenting the Genocide of the Tutsi in Rwanda**

This course presents a historical and rhetorical examination of various media and genres that bear witness to the 1994 genocide of the Tutsi in Rwanda and question the ability to document genocide in Africa through Western modes of representation and information. Students analyze literary works written by Francophone

sub-Saharan African writers such as Lamko (Chad) and Diop (Senegal), the play Rwanda 94, written testimonies by Tutsi and Hutu survivors such as Mukagasana and Mujawayo and those of foreign journalists present during or after the genocide such as Hatzfeld, fictional films by Peck, and numerous documentaries by Western and Rwandan filmmakers. Course conducted in English. Prerequisite(s): FRE 240, 250, or 251.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C017, C019, C022, C032, C034, C037, C038, C041, C059, C064

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dauge-Roth, Alex

Instructor Permission Required: No

### **FRE 457 Senior Thesis**

Open only to senior majors, with departmental permission. Before registering for 457 or 458 a student must present to the department chair an acceptable plan, including an outline and a tentative bibliography, after discussion with a member of the department. Students register for FRE 457 in the fall semester. Senior majors register for 457 or 458 only, unless the department gives permission for a second semester's credit because the nature of the project warrants it. Majors writing an honors thesis register for both FRE 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **FRE 458 Senior Thesis**

Open only to senior majors, with departmental permission. Before registering for 457 or 458 a student must present to the department chair an acceptable plan, including an outline and a tentative bibliography, after discussion with a member of the department. Students register for FRE 458 in the winter semester. Senior majors register for 457 or 458 only, unless the department gives permission for a second semester's credit because the nature of the project warrants it. Majors writing an honors thesis register for both FRE 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **FRE S15 Gender, Race, and Social Class in French and Francophone Film**

This course explores representations of gender, race, and class including the intersectionality and historical evolution of these categories of difference. Students acquire analytical tools to better appreciate and contextualize French and Francophone films and look critically at their various aesthetic frameworks. How do classic French cinema, surrealism, avant-garde cinema, the New Wave, and postcolonial cinema question social norms and values? How do French and Francophone films represent personal memory, national history, gender relations, and colonial and postcolonial gazes? How do filmmakers address social change and capture shifting identities within French and Francophone history and cultures? Course and reading materials are in English; films are in the original with English subtitles.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C032

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dauge-Roth, Alex

Instructor Permission Required: No

### **FRE S24 Cooking up French Culture**

The French gastronome Brillat-Savarin wrote, "Tell me what you eat and I will tell you who you are." This course studies the ways in which food is prepared and eaten in selected works of French literature and film and what those culinary traditions tell us about the changing identity of the French. Literary and cinematic representations may include works by Flaubert, Zola, Proust, Buñuel, Axel, Jeunet, Ferreri, Barbery, and Gavalda. The course includes some practice in food preparation and service. Prerequisite(s): FRE 201 or higher.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rice-DeFosse, Mary

Instructor Permission Required: No

### **FRE S39 Rereading Tintin**

This course studies the intrepid boy reporter Tintin as a cultural icon of vast international acclaim. His adventures, drawn and written by the Belgian writer and artist Georges Remi (Hergé), have been translated into over fifty languages and sold hundreds of millions of copies. Hergé's legacy is both beloved and troubling: the two bestselling adventures remain *Tintin au Congo* and *Tintin en Amérique*, both of which include exceedingly racist and colonialist stereotypes and tropes. In this course, students explore the Tintin phenomenon as artistic production, as colonialist discourse, as commodified object, and as part of a distinctly European tradition of graphic storytelling. Readings include a selection of the twenty-three adventures, studies and interviews concerning Hergé, theoretical works on the art form, and related critical works on the reception and controversy of Tintin's enduring popularity. Recommended background: One course at or above FRE 205.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C032, C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Read, Kirk

Instructor Permission Required: No

### **FRE S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C034, C038

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Gender and Sexuality Studies

*Professors Herzig (chair), Kane (Sociology), and Rand (Art and Visual Culture and Gender and Sexuality Studies); Associate Professors Beasley (American Studies), González Valencia (Art and Visual Culture), and Houchins (Africana); Assistant Professors Ellasante and Lim (Politics); Senior Lecturer Plastas.*

The Program in Gender and Sexuality Studies analyzes local and global entanglements of knowledge, power, pleasure, and resistance. Drawing on histories of antiracist, decolonial, feminist, queer, and trans work, courses examine shifting dynamics of privilege, exclusion, and marginalization. The program also cultivates action, practice, and reciprocal engagement with the many communities of which we are part. To study gender and sexuality in these ways is to refute simple assertions about identity in favor of richly detailed accounts of the specific conditions through which particular social positions are maintained and transgressed. Students may choose to either major or minor in gender and sexuality studies.

More information is available on the [Gender and Sexuality Studies program website](#).

## Major Requirements

### 1. Core Courses

Complete the following courses:

- GSS 100 Introduction to Gender and Sexuality Studies
- GSS 201 Race, Ethnicity, and Feminist Thought
- GSS 250 Interdisciplinary Studies: Methods and Modes of Inquiry
- One GSS 400 Junior-Senior Seminar

Majors are encouraged to take GSS 100 and GSS 250 before the end of the sophomore year.

### 2. Additional courses

Complete at least five additional Gender and Sexuality Studies courses or program-approved courses offered by other departments and programs. At least two of these five courses must be at the 300- or 400-level. FYS 548 or 571 may also be used as an additional course.

### 3. Thesis

Complete at least one course from the following:

- GSS 457 Senior Thesis
- GSS 458 Senior Thesis

Planning for the senior thesis should begin in the junior year. In consultation with the chair of the program, each student chooses a thesis advisor according to the subject matter of the thesis. With the assistance of the thesis advisor, each major submits a thesis proposal to the faculty Committee on Gender and Sexuality Studies according to a schedule determined by the program. Students should consult the program website for thesis guidelines and a schedule of deadlines.

## Courses Taken Outside of Bates

Students should consult the program chair about transfer credits or other courses that may be used toward fulfillment of major requirements.

### Short Term Courses

No more than one Short Term course may be counted toward the major.

### Pass/Fail Policy

Aside from the thesis, which must be taken for a grade, there are no restrictions on the use of the Pass/Fail option within the major.

## Minor Requirements

### 1. Core Courses

Complete the following courses:

- GSS 100 Introduction to Gender and Sexuality Studies
- GSS 201 Race, Ethnicity, and Feminist Thought
- GSS 250 Interdisciplinary Studies: Methods and Modes of Inquiry
- One GSS 400 Junior-Senior Seminar

### 2. Additional Courses

Complete the following:

- One additional 300- or 400-level Gender and Sexuality Studies course
- Two other committee-approved courses

FYS 548 or 571 may count as a committee-approved course.

## Courses Taken Outside of Bates

Students should consult the program chair about transfer credits or other courses that may be used toward fulfillment of minor requirements.

### Short Term Courses

No more than one Short Term course may be counted toward the minor.

### Pass/Fail Policy

There are no restrictions on the use of the Pass/Fail option within the minor.

## Course Offerings

### GSS 100 Introduction to Gender and Sexuality Studies

Interdisciplinary, intersectional study of gender and sexuality in cross-cultural and historical perspective. Attention is given to the dynamic relations of race, class, ethnicity, age, (dis)ability, sexuality, nationality, citizenship, and religion drawing on antiracist, decolonial, queer, and trans perspectives.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### GSS 106 TechnoGenderCulture

Two premises inform this course: technologies have histories and cultures; technologies are gendered. The course brings together the disciplinary approaches of science and technology studies and gender and sexuality studies to explore contemporary problems at the intersection of gender and technology. Students explore classic texts in these fields and undertake design processes that help them apply those texts to real-world problems.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C027, C091

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: None

Cross-listed Course(s): DCS 106

Instructor: Shrout, Anelise

Instructor Permission Required: No

### GSS 109 Anime: Shojo and Society in Japanese Animation

Some refer to shojo animation as "girls' anime," but the figure of the shojo—an adolescent somewhere between girlhood and womanhood, has a complex role in Japanese storytelling and society. Who is the shojo? Is the shojo a "third gender?" Does the shojo hold a special role compared with other age and gender categories? Why is the shojo so often chosen as a figure who confronts social crises or bridges social gaps? This class will explore the age and gender category known as "shojo" primarily through the lens of animation, but occasionally making use of literature and manga as well. The class will focus on how adolescent girls in Japanese animation interact with social problems and crises such as gender role limitations, environmental crisis, natural disaster, and urbanization.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 109, JPN 109

Instructor: Wiesinger, Justine

Instructor Permission Required: No

### **GSS 151 Gender, Race, and Social Class in French and Francophone Film**

This course explores representations of gender, race, and class including the intersectionality and historical evolution of these categories of difference. Students acquire analytical tools to better appreciate and contextualize French and Francophone films and look critically at their various aesthetic frameworks. How do classic French cinema, surrealism, avant-garde cinema, the New Wave, and postcolonial cinema question social norms and values? How do French and Francophone films represent personal memory, national history, gender relations, and colonial and postcolonial gazes? How do filmmakers address social change and capture shifting identities within French and Francophone history and cultures? Course and reading materials are in English; films are in the original with English subtitles.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C034, C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): FRE 151

Instructor: Rice-DeFosse, Mary

Instructor Permission Required: No

### **GSS 155 Gender, Power, and Politics**

This course scrutinizes several sites where power is produced-constitutions, international politics, social movements, and globalization- in order to assess the impact of gender on the status, behavior, and authority of different political actors. Recognizing how race, class, sexuality, and citizen status matter, students consider why women are under-represented in nearly all governments and how differences in national and international settings occur. Students examine questions, concepts, and theories that acknowledge women's political agency and help assess their influence across a range of political systems.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C008, C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PLTC 155

Instructor: Lim, Seulgie

Instructor Permission Required: No

### **GSS 201 Race, Ethnicity, and Feminist Thought**

This course focuses on race, ethnicity, and national power at their intersections with gender. Acknowledging the realities of white supremacy and patriarchy, students develop their understanding of these systemic and interlocking oppressions, while exploring the resistance to such oppressions that continues to give rise to critical feminist theory. Using a range of transdisciplinary perspectives, students examine the work of BIPOC feminist scholars and activists and encounter modes of critical and liberatory theorizing that productively challenge notions of what constitutes theory. Additionally, students practice ongoing self-reflection, or awareness of their own positionality and the ways it affects their journey through the course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C038, C041

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: None

Cross-listed Course(s): AFR 201

Instructor: Ellasante, Ian-Khara

Instructor Permission Required: No

### **GSS 202 Queer and Trans Sports Studies**

This course brings queer studies and trans studies perspectives to sport, looking at practice, representation, discourse, and relations among them. Topics include the reach into the lives of all athletes of gender binarism and gender segregation; the regulation of transgender, gender nonconforming, and intersex athletes, including through the delineation of those categories, in the context of other discourses around human variation in sport; the roles of raced masculinities, femininities, heteronormativities, and homonormativities in the valuation of athleticism, athletes, and sports; and issues from pleasure to pink-washing. Recommended background: one course on the study of gender, sexuality, queer studies, trans studies, and/or sports studies.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C009, C027

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rand, Erica

Instructor Permission Required: No

### **GSS 204 Classics and the History of Sexuality**

This course investigates how the language and culture of ancient Greece and Rome has shaped many of our contemporary ideas on sexuality in the United States. Students explore the role of Greco-Roman material in discourses of sexual identity, freedom, and oppression from the first scientific studies of sexual behavior in the late nineteenth century to notions of sex, gender, and sexuality in the modern day. Throughout the course, students analyze texts from both ancient and modern contexts to see how classical culture has acted as an explanatory force in the fields of medicine, psychology, law, and politics. Students also explore how marginalized groups, especially LGBTQI peoples, have used Greco-Roman antiquity as a means both for forming community and for arguing their equal rights.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C027, C054, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS 204

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

### **GSS 207 Eve, Adam, and the Serpent**

How are interpretations of the Bible's creation stories informed by contemporary cultural understandings of right and wrong, sex and gender, power and privilege, human and non-human? And, conversely, how do interpretations of these stories - ancient and modern - shape our sense of how the world works and what is possible now and in the future? Close readings of ancient texts paired with a wide array of later interpretations and commentary provide the basis for our studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS 207, REL 207

Instructor: Baker, Cynthia

Instructor Permission Required: No

### **GSS 209 Pixelated Parts: Race, Gender, Video Games**

This course considers the politics of race, gender, and sexuality as they emerge in video games and their surrounding ecosystems: in games and their conditions and processes of production, in the representations and spaces of identification that come with the play of games, in the communities that players generate among themselves, and in the affective and material interactions that result when players look at a screen, hold a controller, type on a keyboard, and move a mouse.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ANTH 209, DCS 209

Instructor: Rubin, Josh

Instructor Permission Required: No

### **GSS 210 Technology in U.S. History**

Surveys the development, distribution, and use of technology in the United States, drawing on primary and secondary source material. Subjects treated include material processes of colonization, racialized and gendered divisions of labor, and the ecological consequences of technological change.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C083

Department/Program Attribute(s): (History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 210, HIST 210

Instructor: Herzig, Rebecca

Instructor Permission Required: No

### **GSS 236 Race Matters: Tobacco in North America**

This course explores race and the history of tobacco in North America. With a primary focus on the intersection of tobacco capitalism and African American history, the course introduces students to the impact of tobacco on the formation of racial ideologies and lived experiences through a consideration of economic, cultural, political, and epidemiological history. Recommended background: at least one course in Africana, African American history, American studies, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037, C065

Department/Program Attribute(s): (History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 236, HIST 236

Instructor: Plastas, Melinda

Instructor Permission Required: No

### **GSS 238 Queer Power: Political Sociology of U.S. Sexuality Movements**

This course introduces students to social movement theory and interest group politics in the United States via the case study of gay, lesbian, bisexual, transgender, and queer (LGBTQ+) politics from the immediate post-World War II period to the present, and it examines the relationship of sexuality to the racial and gender dynamics of U.S. identity-based social movements. The course traces the development of research methodologies to study collective action from early rational choice models to resource mobilization theory to new social movement models and political opportunity and process models. How the LGBTQ+ movements drew upon, expanded, and challenged foundations established by both African American civil rights and feminism is also explored. Prerequisite(s): any 100-level course in gender and sexuality studies, politics, or sociology.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C037, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PLTC 238, SOC 238

Instructor: Engel, Steve

Instructor Permission Required: No

### **GSS 250 Interdisciplinary Studies: Methods and Modes of Inquiry**

Interdisciplinarity involves more than a meeting of disciplines. Academic practitioners stretch methodological norms and reach across disciplinary boundaries. Through examination of a single topic, this course introduces students to interdisciplinary methods of analysis. Students examine what practitioners actually do and work to become contributing practitioners themselves. Prerequisite(s): AFR 100, AMST 200, or GSS 100, and one other course in Africana, American studies, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 250, AMST 250

Instructor: TBA, Staff

Instructor Permission Required: No

### **GSS 256 Feminist Political Thought**

What is the point of feminism? This course brings an emphasis on the big questions about gender to political science while bringing a specifically political theoretical mode of questioning to gender and sexuality studies. Students evaluate and reshape their own beliefs about feminism and its political demands while reading and discussing feminist theories and writing their own feminist theory. Themes may include feminist epistemology, intersectionality, Black feminisms/womanisms, lesbian and trans feminisms, democratic feminist theory, ecofeminism, Indigenous feminist theory, transnational feminism, feminist theories of work and labor, and anti-pornography feminism. Students will examine feminist political thought as both a practice (what should feminist politics be?) and a methodology (how do we theorize and practice feminist politics?). Recommended background: PLTC 121, 191, and/or a GSS course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PLTC 256

Instructor: TBA, Staff

Instructor Permission Required: No

### **GSS 258 American Minority Religions: Goddesses, Guns and Gurus**

Americans often claim to value religious freedom and diversity. But how do we respond when religious minorities take more than one spouse, interact with aliens, or stockpile weapons for the end of the world? This course explores common characteristics of minority religions and considers how gender and sexuality have shaped beliefs, practices, and popular depictions of American minority religions since 1945. Students examine writings and speeches of charismatic leaders, consider radical religious innovations, and analyze popular culture portrayals (including films, graphic novels, and fiction) of minority religions in the post-World War II United States.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 258

Instructor: Goodwin, Megan

Instructor Permission Required: No

### **GSS 262 Feminist Philosophy**

What is gender? What is race? What is oppression? What does it mean to experience discrimination or oppression? Feminist philosophy uses philosophical methods to think carefully about gender, the way gender intersects with other identities, the lives of historically marginalized voices, and the concepts employed in feminist political movements and similar social movements such as those centered around race, class, sexual

identity and orientation, and disability. Additional areas of study may include science and society; gender and science; sex and sexuality; reproduction; family; gender in popular culture; and the body and appearance.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PHIL 262

Instructor: Stark, Susan; Ashwell, Lauren

Instructor Permission Required: No

### **GSS 263 Producing Gender in Japanese History: Theater, Literature, Religion**

How well does the gender binary describe cultural, religious, and linguistic identities and sexual relationships in premodern Japan? This course looks at gender identities and their conventions in premodern religious and political institutions as well as among professional entertainers, performers, and sex workers. Additional factors within these contexts are age and class. We will consider consent and the age of sexual maturity in the aristocratic court, boy entertainers in service at Buddhist temples and the shogun's court, and gender onstage in public and private performances. To understand the fate of gender as Japanese society modernized according to European and North American models, the course will introduce material on the policing of gender identities in the Meiji Period. Sources will include well-known examples of Japanese literature as well as less known texts, supplemented with art and material history. There are no prerequisites. All materials will be in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C033, C046, C050, C051

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 263, JPN 263

Instructor: McGaughey, Hanna

Instructor Permission Required: No

### **GSS 267 Blood, Genes, and American Culture**

Places recent popular and scientific discussions of human heredity and genetics in broader social, political, and historical context, focusing on shifting definitions of personhood. Topics include the commodification of human bodies and body parts; racial, colonial, and gendered disparities in science and medicine; and the emergence of new forms of biological citizenship and belonging.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C037, C041, C065, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR 267, AMST 267, HIST 267

Instructor: Herzig, Rebecca

Instructor Permission Required: No

### **GSS 270 Sociology of Gender**

This course focuses on the social construction of gender through a consideration of a series of interrelated social institutions and practices central to gender inequality. Emphasis is placed on the intersections between gender inequality and inequalities of race/ethnicity, class, sexuality, and nation. Recommended background: one previous course in gender and sexuality studies or sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008, C009, C037, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): SOC 270

Instructor: Kane, Emily

Instructor Permission Required: No

### **GSS 273 US Immigration: Rise of the Immigration Regime**

"Give me your tired, your poor, your huddled masses yearning to breathe free" encapsulates the belief that the United States is a nation of immigrants, yet that can be an oversimplification of a deeply complex issue. This course explores the various reasons people migrate, acculturate, and what it means to be an "American" and an immigrant. Students review immigration records to examine how issues of poverty, sexual orientation, gender, race, and political affiliation affected how people "breathe free" and navigated the US immigration regime from the nineteenth to the twenty-first centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 273, HIST 273

Instructor: Bernardino, Erik

Instructor Permission Required: No

### **GSS 281 Upstairs, Downstairs, and Outside: Gender, Class, and the Household in British History**

If the home was the "Englishman's castle," its walls were porous. Liberal culture called for separating private from public life, yet households were key sites for negotiating classed, gendered, and racial relationships. Fear that family units might break down spurred social movements and governmental reform. Modern life tends to be understood as the rise of the presumptively white, male individual, someone independent of his surroundings. By flipping the script, this course demonstrates the centrality of women, family, and community in defining and redefining society. Topics explored include work, motherhood, property rights, and the everyday life of politics, capitalism, and empire.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): EUS 281, HIST 281

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **GSS 282 Constitutional Law II: Rights and Identities**

An introduction to constitutional interpretation and development in civil rights and race equality jurisprudence, gender equality jurisprudence, sexual orientation law, and matters related to privacy and autonomy (particularly sexual autonomy involving contraception and abortion access). Expanding, contracting, or otherwise altering the meaning of a right involves a range of actors in a variety of venues, not only courts. Therefore, students consider rights from a "law and society" perspective, analyzing judicial rulings as well as evaluating the social conceptualization, representation, and social movement mobilization around these rights. Prerequisite(s): PLTC 216, PLTC/SOC/GSS 238, or any course in Gender and Sexuality Studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C037

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PLTC 282

Instructor: Engel, Steve

Instructor Permission Required: No

### **GSS 283 Early Modern Sex and Sexuality**

This course applies the methods of gender and sexuality studies to early modern literature. Taking up Michel Foucault's contention that sexual identity was an "invention" of the nineteenth century, students theorize and historicize sex and sexuality in the three centuries prior to this moment. Can we see the traces of identity in sexual desire in early modernity? How is sexual desire related to gender? To race? To class? To other intersectional identities? What might it mean to queer an early modern text? And how do literary genres from the period – poetry, drama, prose – enable the exploration of these questions? Recommended background: ENG 213 or 214.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C009, C037, C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 283

Instructor: Adkison, Katie

Instructor Permission Required: No

### **GSS 287 Gender and Visual Culture**

This course concerns gender in the making and viewing of visual culture, with emphasis on the later twentieth and early twenty-first centuries, and the roles of visual culture in the construction of gendered identities. Topics include the use of the visual in artistic, political, and historical representations of gendered people; queer and trans genderings; the visualization of gender in relation to race, ethnicity, nationality, class, age, and sexuality; and matters of censorship, circulation, and resources that affect the cultural production of people oppressed and/or marginalized by gender.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C009

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Power and Privilege)(Africana: Gender)

Class Restriction: None

Cross-listed Course(s): AVC 287

Instructor: Rand, Erica

Instructor Permission Required: No

### **GSS 301D Regulating Intimacy: Histories of the Labor of Sex in North America**

In 1875, the United States signed into law the first restrictive federal immigration law that prohibited Chinese Women “imported for the purpose of prostitution.” The Act’s enforcement hinged on the suspicion that all immigrant Chinese women were sex workers at the border. By the turn of the twentieth century, government surveillance of women’s sexual lives extended beyond Chinese women and other immigrant groups into the interior of the United States with passage of the 1910 Mann Act that made it a felony to transport “any woman or girl for the purpose of prostitution.”. This course explores the intertwined ways labor, morals, and gender policing worked at the boundaries of North America to erase women’s sexual labor. Organized regionally, the course will explore sex work across Canada, Mexico, and the United States in the late nineteenth and twentieth centuries.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Latin American)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301D, LALS 301D

Instructor: Bernardino, Erik

Instructor Permission Required: No

### **GSS 301Z Intersectionality and Feminist Social Movements**

This course considers how racial formations have developed in and influenced gendered and feminist movements. Movements examined may include woman's suffrage, anti-lynching, civil rights, Black Power, LGBTQ+, moral reform, welfare rights, women's liberation, and peace. Topics examined include citizenship, colonization, immigration, reproductive justice, and gender-based violence. Cross-listed in gender and sexuality studies, history, and politics.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C037, C041

Department/Program Attribute(s): (Africana: Gender)(Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301Z, PLTC 301Z

Instructor: Plastas, Melinda

Instructor Permission Required: No

### **GSS 302 Black Feminist Activist and Intellectual Traditions**

This seminar examines the intersections of gender with Black racial and ethnic identities as they have been and are constructed, expressed, and lived throughout the anglophone and francophone African/Black diaspora. The course not only pays special attention to U.S. women and the movements where they lead or participate; but it also devotes substantial consideration to African, Caribbean, Canadian, European, and Australian women of African descent. The course combines approaches and methodologies employed in the humanities, social sciences, and arts to structure interdisciplinary analyses. Using Black feminist (womanist), critical-race, and queer theories, students examine Black women's histories; activism; resistance; and cultural, intellectual, and theoretical productions, as well as digital literacy. Prerequisite(s): one course in Africana, American studies, or gender and sexuality studies.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 302, AMST 302

Instructor: Houchins, Sue

Instructor Permission Required: No

### **GSS 303 Birthing while Black**

This course explores the complex and intense history of Black reproduction in the United States and abroad. Students examine the social value of Black life both during and after enslavement. They mine contentious topics such as welfare caps, compulsory sterilization, abortion access, and the disparate experiences of Black mothers in the U.S. healthcare system that have led to maternal death rates twice the national average. The course considers both the ordinary experiences of Black women birthing as well as the sensationalized experiences of mothers such as activist Erica Garner, athlete Serena Williams, and pop icon Beyoncé.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C041, C048, C065

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 303

Instructor: TBA, Staff

Instructor Permission Required: No

### **GSS 305 College for Coming Times**

Why attend class in the era of instantaneously streaming information? What purposes might educational institutions such as Bates, created as seminaries in the nineteenth century, hold for lives framed by the pressing global challenges of the twenty-first century? This advanced discussion-based seminar addresses these and related questions. Drawing insight from feminist, queer, disability, and critical race approaches, students consider the role of small residential colleges in confronting issues such as student debt, workplace automation, health disparities, and climate justice. Prerequisite(s): GSS 100.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Herzig, Rebecca

Instructor Permission Required: No

### **GSS 306 Queer Africana: History, Theories, and Representations**

This course examines the debates among authors, politicians, religious leaders, social scientists, and artists in Africa, the African Americas, and Afro-Europe about non-normative sexualities, throughout the diaspora.

While the course analyzes histories of sexualities, legal documents, manifestos by dissident organizations, and anthropological and sociological treatises, it focuses primarily on textual and cinematic representations, and proposes methods of reading cultural productions at the intersection of sexualities, race, ethnicities, and gender. Recommended background: at least one course offered by the Program in Africana, the Program in gender and sexuality studies, or one course in literary analysis.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C009, C022, C037

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)(English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 306, ENG 306

Instructor: TBA, Staff

Instructor Permission Required: No

### **GSS 308 Feminist and Queer Ethnography**

This course introduces students to ethnographic research methods by exploring how interdisciplinary queer and feminist scholars have engaged and challenged traditional anthropology. Students consider the dynamics of fieldwork, the ethics of research, and the production of anthropological knowledge through an engagement with the history of feminism and queer theory in the discipline as well as with contemporary debates about the possibilities and constraints of ethnography. Students design their own projects and conduct mini-ethnographies throughout the semester. Course topics include race, gender, and sexuality; embodiment; colonization; the cultures of biomedicine; the anthropology of reproduction; and multispecies ethnography. Recommended background: coursework in anthropology.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ANTH 308

Instructor: Hamilton, Jennifer

Instructor Permission Required: No

### **GSS 310 Gender, Race, and Judaism**

In this course, we explore aspects of Jewish culture and images of Jews and Judaism through intersectional lenses, with a particular focus on gender, sexuality, and race with an eye to the ways these are constructed, maintained, contested, transformed, and queered in Jewish contexts. Feminist/womanist scholars and practitioners of Judaism serve as sources for insight and critique as well as a constructive resource for religious reflection, ritual, and visions of Judaism's future.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C037

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): REL 310

Instructor: Baker, Cynthia

Instructor Permission Required: No

### **GSS 311 Buddhism and Gender**

This course examines the role of gender in Buddhist communities from the inception of the religious tradition to the modern day. How has gender identity influenced the development of this tradition? Where do we see gender in Buddhist literature, doctrine, and art? How do modern ideas of what "Buddhism" is affect change in the North American context, and how is this different from the Buddhist past? The course draws on a variety of sources, including literary, cinematic, and visual materials, to answer these questions. Special attention is given to how gender is presented in doctrinal texts, and the (dis)connection between these documents and the lived experiences of Buddhist people, as presented in interviews and autobiographies by Buddhist practitioners from a variety of moments and communities.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C002, C050

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): REL 311

Instructor: Melnick, Alison

Instructor Permission Required: No

### **GSS 312 Transgender Narratives**

Many transgender and gender-expansive authors have written about navigating the experiences of childhood, coming out, transition, passing or not passing, or not trying to pass, and living within a cis-normative society. What is compelling or relatable about these narratives? Are there similar patterns or arcs among them? How do these differ from the trans experiences depicted by cisgender authors? Using memoir, blogs, vlogs, prison letters, interviews, poems, and diary entries, students examine the narratives that transgender and other gender-expansive people construct and present about their experiences. This interdisciplinary course considers the telling of one's own story and the impetus to do so for people embodying marginalized genders, especially those who are multiply marginalized by such factors as race, socioeconomic class, ability, citizenship, and place. Recommended background: one course on the study of gender, sexuality, queer studies, and/or trans studies. Prerequisite(s): One course in GSS.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C037, C041, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ellasante, Ian-Khara

Instructor Permission Required: No

### **GSS 314 Sex and the Modern City: European Cultures at the Fin-de-Siècle**

Economic and political change during the 1800s revolutionized the daily lives of Europeans more profoundly than any previous century. By the last third of the century, the modern city became the stage for exploring and enacting new moral fears. This course examines these developments by focusing on sex, gender, and new urban spaces in the decades around the turn of the twentieth century. We will explore the writings of Sigmund Freud and Gustav Le Bon, investigate middle-class fascination with urban voyeurism and new media, and read about sensational cases like those of Jack the Ripper and the “discovery” of an international sex trade. Note: As part of History’s 301 series, the course is designed to guide students through the research and writing process.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C057

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EUS 302, HIST 301A

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **GSS 315 Queering Capitalism: Sexual Politics and Properties of Economic Life**

In this class, students investigate the history of the term queer(ing) in anthropology, and explore the intersectional relationship between LGBTQ+ people, theory, anthropology, and economics by “queering capitalism”. Students engage ethnographic accounts of LGBTQ lives and films and representations of cultures and economy in media that point to the significant relationship between queerness and capitalism. We look at capitalisms queer relationships and formations often “under the covers” in mainstream economic anthropology to investigate the role of heteronormativity in studies of the family, kinship, relationships, and sexuality in global capitalist contexts. We then look at ethnographic accounts - stories and studies of everyday lives - that challenge our taken-for-granted views and “queer” our understandings of capitalism.

Recommended background: ANTH 101 or GSS 100.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ANTH 315

Instructor: Hughes, Jen

Instructor Permission Required: No

### **GSS 317 Beyond Human: Cyborgs and Technology**

What is a cyborg and how does this political and cultural concept evolve through various historical periods? How are transformative relations between humans, animals, and machines imagined across cultural texts? What is post- and transhumanism? The course examines changing ideas of constructing, enhancing, and technologizing body and mind in the Soviet Union and modern Russia. Students engage with ideas of the biopolitical remaking of humans, rejuvenating bodies surgically, prosthetically, pharmacologically, and digitally. Topics discussed include technologies of gender and gender technologies, identity politics, immortalization narratives, geopolitics. Conducted in English. Recommended background: prior coursework in literature or film.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EUS 317, RUSS 317

Instructor: Filipovic, Marina

Instructor Permission Required: No

### **GSS 318 Sex, Gender, Islam, Power**

This course examines the four central terms of the title in several combinations. We first explore the human-human and human-divine relationship as framed in the Qur'an and the Hadith, studying key feminist thinkers on equality, personhood, and women's humanity. The second part of the course surveys key questions about women, sex, and gender that have vexed the study of Islam in the twentieth and twenty-first centuries—sex in and outside marriage; punishment for 'sexual' crimes; licit and illicit sex; homosexuality, bisexuality, and queerness; transition and third genders; ritual leadership; and mourning. In the third and final part of the course, we will examine gendered and racialized representations of Muslim women and Muslim bodies in popular culture and the news media. By the end of this course, you will be able to engage and analyze the major debates around women, sex, and gender in Islam; and theorize the functions of power on all levels of human life.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 318

Instructor: Pasha, Kyla

Instructor Permission Required: No

### **GSS 319 The Future of Work at the Human-Technology Frontier**

This seminar will explore privilege, power, place, and concepts of labor within digital economies of communication and information exchange. As digital technologies continue to blur the boundaries between leisure and work, surveillance and data collection become invisibilized and normalized processes. This class will combine methodologies from feminist research practices and critical digital studies while exploring the rapid coevolution of labor and technology. We will discuss place and transnational technological labor, unpack the black box of artificial intelligence and machine learning, and explore the digital spaces for

activism towards an open and inclusive science. Students in this course will gain critical thinking and analytical skills in an interdisciplinary classroom setting that incorporates scholarship and methodologies from both humanities and STEM disciplines.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DCS 319

Instructor: TBA, Staff

Instructor Permission Required: No

### **GSS 321 Representations of Gender, Labor, and Craft in the Mediterranean**

The history of the modern Mediterranean has often been described as a history of fragmentation, fueled by nation-building and divided by the forces of colonialism. This course will approach this history through the architecture of transcultural studies, examining narratives of twentieth-century migration. It will explore how material culture visualizes intersections of gender, imperial hegemony, and systems of labor, seeking to expand our understanding of work, homeland, and womanhood. Through object-based research, museum visits, and digital humanities projects, students question what role does “women’s work” play in histories of migration, cross-pollination, and connectivity? How do gendered representations of labor (paid and unpaid) or craft codify differences even inflicting segregation around the Mediterranean after 1900? This class illuminates an understudied and marginalized group – the female migrant - as an active agent in regional and trans-regional art history.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AVC 321

Instructor: Nolan, Erin

Instructor Permission Required: No

### **GSS 325 Black Feminist Literary Theory and Practice**

This seminar examines literary theories that address the representation and construction of race, gender, and sexuality, particularly, but not exclusively, theories formulated and articulated by Afra-diasporic women such as Spillers, Ogunyemi, Carby, Christian, Cobham, Valerie Smith, Busia, Lubiano, and Davies. Students not only analyze theoretical essays but also use the theories as lenses through which to explore literary productions of women writers of Africa and the African diaspora in Europe and in the Americas, including Philip, Dangarembga, Morrison, Gayl Jones, Head, Condé, Brodber, Brand, Evariston, Zadie Smith and Harriet Wilson. Cross-listed in Africana, English, and gender and sexuality studies. Strongly recommended: at least one literature course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C038, C041, C060

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(English: R, E, DL)

Class Restriction: Not open to: First-Years  
Cross-listed Course(s): AFR 325, ENG 325  
Instructor: Houchins, Sue  
Instructor Permission Required: No

### **GSS 340 Poverty, Policy, and Social Inclusion**

This seminar explores debates in the research and policy literature on poverty and intersecting inequalities, particularly in the United States. Topics include policy related to housing, health, education, and food access; care work; and the integration of work and family. These topics are addressed with attention to social inclusion and exclusion on the basis of systemic inequalities, including race, class, gender, sexuality, and nation, as well as critical analysis of neoliberal approaches to poverty policy. Prerequisite(s): AFR/AMST/GSS 250 or SOC 205 or SOC 250 or GSS/SOC 270.

Modes of Inquiry: None  
Writing Credit: [W2]  
GEC(s): C008, C037, C041  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): SOC 340  
Instructor: Kane, Emily  
Instructor Permission Required: No

### **GSS 341 Family, Youth and Childhood**

This seminar explores the history and structure of the family as a social institution, as well as youth and childhood as socially constructed life stages, particularly in the United States. This exploration attends to dynamics of privilege, exclusion, and marginalization, including systemic racism, capitalism, and inequalities of gender, sexuality, (dis)ability, nationality and citizenship. Students consider how these dynamics shape family structure, and how intersecting dimensions of inequality are reproduced and resisted through families. Prerequisites: SOC 205, AMST/AFR/GSS 250, GSS/SOC 270, SOC 250, or SOC s14.

Modes of Inquiry: [HS]  
Writing Credit: [W2]  
GEC(s): C008  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): SOC 341  
Instructor: Kane, Emily  
Instructor Permission Required: No

### **GSS 343 Women, Culture, and Health**

This course examines a variety of perspectives on women's health issues, including reproductive health, body image, sexuality, substance use and abuse, mental health, cancer, AIDS, heart disease, poverty, work, violence, access to health care, and aging. Each topic is examined in sociocultural context, and the complex relationship between individual health and cultural demands or standards is explored. Prerequisite(s): one 200-level psychology course.

Modes of Inquiry: None  
Writing Credit: None

GEC(s): C027, C065

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PSYC 343

Instructor: Langdon, Susan; Low, Kathy

Instructor Permission Required: No

### **GSS 345 Trans Studies in the Politics of Visibility**

Many people have welcomed the increased visibility of trans and/or gender-nonconforming people as a sign of progress. Yet who is visible, what constitutes visibility, and whom do particular visibilities benefit? This course uses a trans studies framework to consider both the products and the politics of visibility. Topics include the representation of queer gender and trans and/or gender-nonconforming people in contemporary visual culture; critiques of visibility in relation to state surveillance and white supremacy; and the interconnected roles of norms regarding race, sexuality, ethnicity, class, and ability in perceptions and practices of gender normativity and transgression. Recommended background: at least one course with substantial work in gender, queer, or trans studies or the study of visual culture.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (AVC: History and Criticism)(Africana: Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AVC 345

Instructor: Rand, Erica

Instructor Permission Required: No

### **GSS 353 Critical Theory/Critical Acts**

Critical theory is about the unraveling of streams of repressive discourses and hierarchies in our contemporary world, and it has been artists who have fostered ruptures and fissures in everyday life. This seminar ponders the concept of "cultural worker" and laments the domain of theory by exploring the intersections between critical theory, art, and cultural and queer politics. Students engage in the ruptures, the fragments of knowledge, and the making sense of the residue of "social change" while not forgetting the problematization of the aesthetic. They consider U.S.-based interdisciplinary artists such as Fusco, Ana Mediata, Tania Bruguera, David Hammon, Vanessa German, Pope.L, and Dianne Smith, and Jelili Atiku with critical theorists such as Fanon, hooks, Foucault, Mbembe, Muñoz, Moten, Hartman, and Benjamin. This seminar is based on close readings of theoretical texts and connecting those texts with contemporary cultural politics.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C009, C083

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST 353

Instructor: Beasley, Myron

Instructor Permission Required: No

### **GSS 355 Gender and Technology**

This advanced reading seminar examines historical and contemporary relationships among racialized genders and technologies. Throughout, the seminar seeks to illuminate structural inequity, investigating the ways in which everyday material objects are used to generate, enforce, and transform patterns of social stratification. Prerequisite(s): GSS 100 and two other courses listed in gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C083

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Herzig, Rebecca

Instructor Permission Required: No

### **GSS 357 Feminist Foreign Policy**

Since Sweden declared a Feminist Foreign Policy (FPP) in 2014, the concept has gained significant traction, and fourteen countries have subsequently adopted the term to describe their own global engagements. However, there is little consensus regarding what an FPP means in practical terms. Can a feminist approach to foreign policy be truly realized in the modern international state system? Through the use of case studies and consideration of policy areas including migration, development, humanitarian intervention, human rights, and security, students will critically engage the concept of FPP and grapple with the tensions, contradictions, and possibilities it presents. Prerequisite(s): one of the following: PLTC 155, 171, 256, or GSS 100.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EUS 357, PLTC 357

Instructor: McAuliff, Alex

Instructor Permission Required: No

### **GSS 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **GSS 363 Gendered Perspectives in Africa**

The depiction of Africa in Western media is often negative, dealing mostly with civil conflicts, epidemics, lack of resources, and human rights abuses. While these certainly remain a reality, they provide a limited perspective. This course strays away from such preconceptions and examines issues surrounding women and gender in Africa, including political participation, conflict, women's rights, and civil society. Students having taken courses in international relations, politics, and gender and sexuality studies may have an easier time understanding the theoretical framework, but such courses are not required. Recommended background: GSS 155, INDS 100, or PLTC 122, 155, or 171. Prerequisite(s): one 100-level politics course.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C022

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PLTC 363

Instructor: Lim, Seulgie

Instructor Permission Required: No

### **GSS 371 Indigenous Women's Social Movements in Latin America**

This course examines Indigenous women's movements in Latin America. Comparing Indigenous movements throughout Abiyayala (the Americas) requires investigating ethnographic, political, and socio-economic contexts in which Indigenous women's movements develop, thrive, and sometimes fail. The course pays particular attention to Indigenous women's responses to marginalization and oppression in the 20th and 21st centuries and entails an applied project through community engaged learning. Recommended background: Prior coursework in the social sciences.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 371, LALS 371

Instructor: Bennett, Joyce

Instructor Permission Required: No

### **GSS 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine**

This course studies the colonial, postcolonial, and immigrant experience of North Africans as portrayed in Francophone literature and film. Readings include narratives and journals from the beginning of the colonial period in Algeria (1830), as well as the contemporary novels, films, and discourse of writers and artists such as Assia Djebar, Malika Mokeddem, Lyes Salem, Rachid Bouchareb, and Leïla Sebbar. Gender and colonialism are highlighted as categories of analysis. Prerequisite(s): FRE 240, 250, or 251.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022, C032, C034, C037, C041, C059, C060, C090

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years  
Cross-listed Course(s): FRE 377  
Instructor: Read, Kirk  
Instructor Permission Required: No

### **GSS 395Q Reading Feeling: Literature and Affect Theory**

What does it mean to recognize the body as affectable? How might this recognition inform our understanding of power? How has affect contributed to the study of literature, and how might literature contribute to the study of affect? Students read literature of various genres side-by-side with the development of "affect theory." They trace the tendrils of feeling and emotion to some foundational roots in philosophy, psychology and psychoanalysis, and cognitive science, but the focus is on the affect theory that develops out of feminism, queer theory, and women of color- and queer of color-critique. Prerequisite(s): one 100-level English course. Recommended background: ENG 296.

Modes of Inquiry: [AC], [HS]  
Writing Credit: [W2]  
GEC(s): C009  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): ENG 395Q  
Instructor: Adkison, Katie  
Instructor Permission Required: No

### **GSS 400A On Gender and Tyranny**

The contemporary turn toward more authoritarian rule in the Global North has aroused intense popular and scholarly concern. Much of the mainstream commentary on the present tilt toward authoritarianism, however, ignores both longer histories of enslavement, captivity, and colonization, and the complex connections between shifting forms of governance and gendered relations of power and resistance. This reading-intensive seminar is designed to hone students' engagement with the intricacies of gender, sexuality, tyranny, and freedom now and in coming times.

Modes of Inquiry: None  
Writing Credit: None  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): None  
Instructor: Herzig, Rebecca  
Instructor Permission Required: Yes

### **GSS 400C Understanding Disease**

Intensive reading seminar examining competing understandings of human disease, illness, and health. Students consider queer, trans, feminist, anti-racist, and decolonial perspectives on biomedical frameworks, and historical and contemporary movements for healing justice. Prerequisite(s): five core courses in gender and sexuality studies.

Modes of Inquiry: None  
Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Herzig, Rebecca

Instructor Permission Required: Yes

### **GSS 400F Gender and Material Culture**

This intensive reading junior/senior seminar explores material culture and the production of gender, sexuality, race, and nation. It examines how identities, circuits of power, and value are constructed and negotiated through commodity culture and capitalism. It considers how objects like hoodies, cigarettes, and vanity license plates come to have meaning, and asks what role material culture plays in expressions of pain, pleasure, grief, and resilience. Prerequisite(s): five courses in gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Plastas, Melinda

Instructor Permission Required: Yes

### **GSS 457 Senior Thesis**

The research and writing of an extended essay or report, or the completion of a creative project, under the supervision of a faculty member. Majors normally register for GSS 458 in the winter semester. Majors writing an honors thesis register for both GSS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **GSS 458 Senior Thesis**

The research and writing of an extended essay or report, or the completion of a creative project, under the supervision of a faculty member. Majors normally register for GSS 458 in the winter semester. Majors writing an honors thesis register for both GSS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **GSS S13 Infrastructures**

Popular representations of digital technologies often present them as somehow independent of material constraints-as inherently clean, "green," and ethereal as a cloud. Those images belie the realities of the information economy's myriad environmental impacts, from resource depletion to water pollution to massive energy consumption. This course, an introduction to the history and politics of infrastructure, directs attention to relationships between human and nonhuman nature, using everyday personal computing as a point of departure. Throughout, students engage with activists, regulators, and maintainers working toward justice and sustainability in the digital age.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DCS S16, ENVR S13

Instructor: Herzig, Rebecca

Instructor Permission Required: No

### **GSS S15 Queer and Trans Reproductive Justice**

This course engages the conceptual framework of reproductive justice, as defined by Black feminists, and its principles: the right to parent, the right not to parent, the right to parent in healthy and safe communities, and the right to bodily sovereignty, which includes the right to sexual autonomy and gender self-determination. Students in this course investigate notable convergences between reproductive justice movements and a range of queer and trans rights movements to mark the makings of dynamic coalitions. Topics also include the origins and evolutions of reproductive justice, queer and transgender history in the United States, LGBTQ+ family formation, reproductive healthcare, and trans fertility. Recommended background: one course on the study of gender, sexuality, queer studies, and/or trans studies. Recommended background: one course on the study of gender, sexuality, queer studies, and/or trans studies. Prerequisite(s): GSS100, GSS201, OR AFR201.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR S15

Instructor: Ellasante, Ian-Khara

Instructor Permission Required: No

### **GSS S18 Wilde Times: Scandal, Celebrity, and the Law**

Oscar Wilde, an icon today, was popular in his own time as well. His relationship with Alfred Douglas was an open secret despite the fact that homosexuality was at the time a criminal offense. Indeed, Wilde's sexuality was tolerated until he sued Douglas' irascible father for libel. This course begins with the 1895 trials, seeking to understand cultures of sexuality in a period notorious for sexual repression, and

contextualizing issues they raise of scandal and the law, celebrity, gender, and sexuality. Designed to encourage independent research, the course guides students through the research process, drawing to the fore histories often hidden from view. Cross-listed in European studies, gender and sexuality studies, and history. Open to first-year students. Enrollment limited to 30.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): EUS S18

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **GSS S21 Perspectives in Feminist Horror Studies**

This course develops students' analytical skills and ability to think critically about the intersections of race, gender, sexuality, class, and bodily ability through representational politics of film, televisual, and digital media within the genre of "horror." Considering racial tropes, gendered violence, spectatorship and audience, and the role of gore and monstrosity, the course asks students to interpret and produce feminist media analysis. Recommended background: GSS 100.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **GSS S24 Technologies of the Body**

This reading-intensive, experimental course examines how specific technologies alter the shape, texture, form, and lived experience of particular bodies, and how altered bodies, in turn, help direct the development and use of new technologies. The course culminates in the presentation of individual research projects.

Recommended background: GSS 100.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Herzog, Rebecca

Instructor Permission Required: No

### **GSS S31 Smoke Screens: Tobacco, Smoking, and Visual Culture**

This course introduces students to the political, social, and cultural history of representations of smoking and the tobacco industry in television series, films, and music videos. Students consider how gender, race, class, and sexuality shape and are shaped by these visual narratives. Prerequisite: one GSS course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Plastas, Melinda

Instructor Permission Required: Yes

### **GSS S35 Feminist Political Theory (Taylor's Version)**

Taylor Swift is one of the most influential U.S. cultural products consumed so far in the 21st century, a cultural and political lightning rod. This course takes up the two questions: what does Taylor Swift's music and cultural impact have to teach us about politics and feminism in the 21st century, and what do political and feminist theory have to teach us about Taylor Swift's music and cultural impact? The course addresses the complicated relationship between Taylor Swift (her persona, artistic output, and fandom), politics, and feminism. It focuses on topics such as celebrity politics, intersectionality, queer counter-readings, postmodern multiplicity of meaning, and norms of femininity and motherhood. Students will work collaboratively to produce an original research product combining the insights of feminist and/or queer theory with original data collection. Prerequisite(s): PLTC/GSS 256, GSS 100, GSS 201, GSS 262, GSS 302, or permission of instructor.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PLTC S35

Instructor: Britt, Lucy

Instructor Permission Required: No

### **GSS S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **GSS S51D Healing Justice Pedagogy in Gender and Sexuality Studies**

In this Short Term Innovative Pedagogy course students explore the field of healing justice pedagogy and consider how these pedagogies and principles could be integrated into a (re)designed Gender and Material Culture GSS 400 course. Students review how to best integrate the visual arts, short stories, and community-engaged learning in the course material.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Plastas, Melinda

Instructor Permission Required: Yes

### **GSS S51E Short Term Innovative Pedagogy: Intersectional and Interdisciplinary Pedagogy**

Participants in this Short Term Innovative Pedagogy Course (STIP) will complete a review of the course materials, requirements, and pedagogies used in GSS 301 Intersectionality and Feminist Social Justice Movements. Through this course students will a) assess interdisciplinary and intersectional pedagogies that best create learning pathways for all students and b) explore effective pedagogies for using multimodal materials (poetry, art, theory, etc). Prerequisite(s): INDS 301Z, HIST 301Z, GSS 301Z, or PLTC 301Z.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Plastas, Melinda

Instructor Permission Required: Yes

## German and Russian Studies

*Associate Professors Cernahoschi and Kazecki (chair); Visiting Lecturers Filipovic and Stephenson.*

Contemporary central and eastern Europe consists of heterogeneous societies with contested cultural traditions. Offerings in the Department of German and Russian Studies investigate important interconnections among history, society, culture, and language in the region. The curricula in German and Russian explore societies challenged and invigorated by change and stress the importance of attaining fluency not only in the language but also in the nuances of cultural understanding.

The department offers a German major, a German minor, and a Russian minor. The department also contributes to the interdisciplinary European Studies major and minor.

Incoming students with previous knowledge of German should complete the [German Language Placement Questionnaire](#) to determine the appropriate German course to take.

Incoming students with previous knowledge of Russian should complete the [Russian Language Placement Questionnaire](#) to determine the appropriate Russian course to take.

Entering students are assigned to the appropriate level in language courses according to relative proficiency based on length of previous study and/or their performance on the [Advanced Placement Test](#) of the College Entrance Examination Board taken in high school.

More information is available on the [German and Russian Studies department website](#).

## German Major Requirements

The major consists of ten courses in the German program. Required are: GER 233, at least one 300-level seminar, and a capstone experience. German majors must take a course in German both semesters of their senior year (including GER 457 or GER 458).

Students starting the major with GER 101 typically take the sequence GER 101, GER 102, GER 201, GER 202, and GER 233, before taking upper-level seminars. Students who have started their major with GER 101 and are studying abroad in a German-speaking country during the fall of their junior year may substitute an appropriate course taken abroad for GER 233.

Courses on German and European history and culture taught by the faculty in the German program, as well as courses relevant to German studies offered in other departments or programs may be counted toward the major with the approval of the faculty advisor.

### 1. Foundation Course

Complete the following course:

- GER 233 Advanced German: Reading, Writing, Analysis

### 2. 300-Level Seminar

Complete at least one course from the following:

- GER 341 Landscapes and Cityscapes in German Media

- GER 350 Margins and Migrations
  - GER 358 Literature and Film of the German Democratic Republic
3. Capstone Experience

Complete one course from the following:

- GER 457 Senior Thesis
- GER 458 Senior Thesis

German majors must take a course in German both semesters of their senior year (including GER 457 or GER 458).

### Courses Taken Outside of Bates

Advanced Placement Credit:

Upon the approval of the chair, students who achieve a score of five on an Advanced Placement examination may be granted two course credits toward the major; students who achieve a score of four may apply one course credit toward the major.

Study Abroad:

German majors are strongly encouraged to deepen their engagement with German language and culture through the experience of studying in a German-speaking country. The completion of four College-level German courses is typically required before commencing a study-abroad program in Germany and Austria.

Majors may count a maximum of three credits for one semester of study and five credits for two semesters of study in a recognized program toward the completion of the major.

Students should discuss their plans for off-campus study with their faculty advisor before going abroad, otherwise credit toward the major is not guaranteed.

### Pass/Fail Policy

The use of the Pass/Fail option is restricted to one course within the major but may not be elected for 300-level courses.

## German Minor Requirements

A minor requires a minimum of seven courses in German studies. At least one of the seven courses must involve the study of literature or culture, taught either in German or English. Only one class in translation may be counted toward the minor.

### Courses Taken Outside of Bates

Advanced Placement Credit:

Upon the approval of the chair, students who achieve a score of five on an Advanced Placement examination may be granted two course credits toward the minor; students who achieve a score of four may apply one course credit toward the minor.

**Study Abroad:**

German minors are strongly encouraged to deepen their engagement with German language and culture through the experience of studying in a German-speaking country. The completion of four College-level German courses is typically required before commencing a study-abroad program in Germany and Austria.

Minors may count a maximum of two credits for one semester of study and three credits for two semesters of study in a recognized program toward the completion of the minor.

Students should discuss their plans for off-campus study with their faculty advisor before going abroad, otherwise credit toward the minor is not guaranteed.

**Pass/Fail Policy**

The use of the Pass/Fail option is restricted to one course within the minor but may not be elected for 300-level courses.

## **Russian Minor Requirements**

A minor requires a minimum of seven courses in Russian area studies. At least four of the seven courses must be taught in Russian, while up to three courses on Russian history and culture may be taken in translation.

**Courses Taken Outside of Bates**

Russian minors are strongly encouraged to deepen their engagement with Russian language and culture through the experience of studying abroad. The completion of four College-level Russian courses is typically required before commencing a study-abroad program.

Minors may count a maximum of two credits for one semester of study and three credits for two semesters of study in a recognized program toward the completion of the minor.

Students should discuss their plans for off-campus study with their faculty advisor before going abroad, otherwise credit toward the minor is not guaranteed.

**Pass/Fail Policy**

Pass/fail grading may be elected for RUSS 101, 102, 201, 202, 301, and 302.

## Course Offerings

### **GER 101 Introduction to German Language and Culture I**

This course, part of a yearlong sequence, introduces students to the German language and its cultural contexts. By emphasizing communicative skills, students learn to speak, build vocabulary, and develop their listening comprehension, reading, and writing skills. GER 101 is only offered in the fall semester. GER 101 is not open to students who have had two or more years of German in secondary school. Conducted in German.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

### **GER 102 Introduction to German Language and Culture II**

This course, a continuation of GER 101, introduces students to the German language and its cultural contexts. By emphasizing communicative skills, students further develop their speaking, listening comprehension, reading, and writing skills. GER 102 is only offered in the winter semester. GER 102 is not open to students who have had two or more years of German in secondary school. Conducted in German. Prerequisite(s): GER 101.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

### **GER 105 Germany and the "New Europe:" The Cultures of Central and East-Central Europe after 1989**

In this course, students explore the historical and cultural relations between Germany, the most prominent political and economic power in Central Europe, and the countries of East-Central Europe. The coursework focuses on "New Europe," a group of post-communist countries after 1989, investigating how they are viewed in Germany and how they positioned themselves in relation to Germany. By analyzing a wide range of fictional and non-fictional texts, students integrate insights from historical, political, and artistic discourses in Europe in the 19th and 20th centuries to develop an understanding of the region's past, the current dynamics, the narratives that shape mutual perceptions and attitudes, and the ongoing processes of European integration. Conducted in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 105

Instructor: Kazecki, Jakub; Cernahoschi, Raluca

Instructor Permission Required: No

### **GER 201 Intermediate German Language and Culture I**

Offered in the fall, this course is a continuation of GER 101-102. Students further expand their skills through sustained interactive practice in reading, writing, listening and speaking, as well as their cultural knowledge about the German-speaking countries through wide-ranging, authentic material. Open to first-year students who enter with at least two years of German. Conducted in German. Prerequisite(s): GER 102.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

### **GER 202 Intermediate German Language and Culture II**

This course, offered in the winter semester, is a continuation of GER 201. Students further expand their skills through sustained interactive practice in reading, writing, listening and speaking, as well as their cultural knowledge about the German-speaking countries through wide-ranging, authentic material. Open to first-year students who enter with at least two years of German. Conducted in German. Prerequisite(s): GER 201.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

### **GER 220 Remembering War: The Great War, Memory, and Remembrance in Europe**

The course focuses on how the experience of the First World War (1914-1918) changed established narratives of violence and armed conflict in central Europe. It investigates how these new narratives became sites of memory, mourning, and remembrance in the twentieth and twenty-first centuries, drawing on examples from the literature and art of Central and Eastern European countries. Conducted in English.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C064

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 220

Instructor: Kazecki, Jakub

Instructor Permission Required: No

### **GER 233 Advanced German: Reading, Writing, Analysis**

A topical course offered in the fall semester and designed to develop linguistic and cultural competency at the advanced level, as well as to introduce students to some of the analytical and interpretative strategies necessary to engage and decode cultural productions originating in the German-speaking world. The course focuses on analysis and critical thinking applied to a variety of written and audiovisual media. Conducted in German. Prerequisite(s): GER 202.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

### **GER 245 Adaptation**

Why do some stories get told and retold across time? What gives them their staying power, but, also, how do they reflect the interests, values, and desires of new audiences? The course considers both the features that change with adaptation and the conditions under which adaptations occur, paying attention to the dimensions of power and privilege in who gets to tell (sell?) the story, how, and to whom. A creative component allows students to come up with their own adaptations of a given text. Conducted in German. Prerequisite(s): GER 233.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca

Instructor Permission Required: No

### **GER 253 Contemporary German Cultures**

This project-based course engages students in current issues in the German-speaking countries. Issues may range from difficult debates surrounding pluriculturalism, racism, and the legacies of imperialism and authoritarianism to today's popular and youth cultures and entertainment. Students work in groups to define current trends and place them in a historical context. Conducted in German. Prerequisite(s): GER 233.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kazecki, Jakub

Instructor Permission Required: No

### **GER 254 Berlin and Vienna, 1900-1914**

From the beginning of the twentieth century to the outbreak of World War I, the capital cities of Berlin and Vienna were home to major political and cultural developments, including diverse movements in art, architecture, literature, and music, as well as the growth of mass party politics. The ascending German Empire and the multiethnic Habsburg Empire teetering on the verge of collapse provide the context within which this course examines well-known and lesser-known texts from the period. Topics include urban growth and its social effects, class and gender anxiety, the role of the military, empire and nationalism, and colonialism at home and abroad. Conducted in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C057, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 254

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

### **GER 262 Renegades, Radicals, and Realists: Social Change in German Cinema**

This course examines the dynamic relationship between German cinema and social transformation from the early 20th century to the present. Focusing on key movements and filmmakers who have explored the intersecting spheres of art, politics, and social life, the course investigates how German films have both reflected and driven societal transformation. Students will study the radical innovations of Expressionist filmmakers in the Weimar era (1919-1933), the works of independent filmmakers of the New German Cinema in the 1960s and 1970s, the often-overlooked films of East German cinema produced under the DEFA studio system, and the diverse voices of post-reunification Germany. The course highlights how cinema has responded to and influenced political shifts and social reforms. Conducted in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C019, C064, C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 262

Instructor: Kazecki, Jakub

Instructor Permission Required: No

### **GER 341 Landscapes and Cityscapes in German Media**

This course examines the construction of space in a variety of historical and contemporary German media, answering questions such as: What landscapes and cityscapes contribute to a German identity and how? How do geographical location, cultural particularity, and historical context contribute to (sometimes contested) discourses on these spaces? How is the construction of these spaces impacted by the historical diversity of cultures in Central Europe, as well as by modern migration to the area? And how have German speakers

conceptualized and colonized "other" spaces in Europe, Asia, Africa, and the Americas? Conducted in German. Prerequisite(s): GER 233 and one other 200-level course in German

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C057, C071

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

### **GER 350 Margins and Migrations**

What is German literature? The course examines this question through the lens of writers who are difficult to incorporate into a national narrative. The first part of the course focuses on literatures produced on the margins of the German and Austrian empires in the nineteenth and twentieth centuries, while the second part studies the effects of postwar labor migrations and globalization on contemporary German, Austrian, and Swiss literatures. Conducted in German. Prerequisite(s): GER 233 and another 200-level course in German.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): C071

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

### **GER 358 Literature and Film of the German Democratic Republic**

This course explores the ways in which literature and film reflect and refract the social and political experiments of the GDR. Topics may include coming to terms with the past, the emergence and problematization of new gender models, youth culture and generational tensions, the role of the individual in socialist society, censorship and artistic experimentation, conformity and resistance, popular culture and the artistic underground, international solidarity and notions of race, and industrialization and environmental concerns. Attention is given to the sociohistorical contexts of the examined works and the means and ends of literary and cinematic creations of (alternate) realities. Conducted in German.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C071

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca

Instructor Permission Required: No

### **GER 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **GER 457 Senior Thesis**

A capstone project, which may take the form of a written research paper, community-engaged project, translation project, or digital portfolio, designed in consultation with the faculty advisor. Students register for German 457 in the fall semester. Majors writing an honors thesis register for both German 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **GER 458 Senior Thesis**

A capstone project, which may take the form of a written research paper, community-engaged project, translation project, or digital portfolio, designed in consultation with the faculty advisor. Students register for German 458 in the winter semester. Majors writing an honors thesis register for both German 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **GER S26 The Split Screen: Reconstructing National Identities in West and East German Cinema**

This course investigates selected films from West and East Germany produced after 1945. Students discuss a broad range of topics and issues that define the popular view of Germany and its cultures today. They explore

the cinematic images of Germany's Nazi past, the postwar division of the country and its reunification in 1990, the legacies of the 1968 generation, and diversity in contemporary Germany. The course also provides students with basic tools of film analysis, which are used in the discussion of cinematic art and in the analysis of the specific aesthetic qualities of a film. Conducted in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C019, C064

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS S26

Instructor: Kazecki, Jakub

Instructor Permission Required: No

### **GER S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **RUSS 101 Elementary Russian I**

This course, offered in the fall semester as part of a yearlong sequence, introduces students to Russian language and culture with an emphasis on listening, speaking, reading, and writing. Students also engage with contemporary Russian culture and everyday life through a variety of authentic texts including music, film, and television. Conducted in Russian.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Stephenson, Cheryl

Instructor Permission Required: No

### **RUSS 102 Elementary Russian II**

This course, offered in the winter semester, is a continuation of RUSS 101 with an emphasis on acquiring all four language competencies. The course continues to foster building basic fluency and ability to read

simplified passages in Russian. Students continue their immersion in Russian culture through authentic materials including music, animation, film, and social media. Conducted in Russian.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Filipovic, Marina; Stephenson, Cheryl

Instructor Permission Required: No

### **RUSS 111 Protestors, Punks, and Pioneers: Youth in Eastern Europe**

This course examines the role of youth and student culture in shaping East European societies in the twentieth and twenty-first centuries. Course materials including film, literature, journalism, and music provide an introduction to East European cultural and social history and encourage students to explore themes of identity, activism, expression, and community. As students move from considering the role of youth in the Russian Revolution to contemporary student protests in support of human rights, class discussions bring new perspectives to the ways young people both navigate and foster change in the times and spaces they occupy. Conducted in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 111

Instructor: Stephenson, Cheryl

Instructor Permission Required: No

### **RUSS 112 Gangsters and Gulags: Crime in Russia and Eastern Europe**

This course explores the history and shifting contexts of crime and punishment in Russia and Eastern Europe from the nineteenth century to the present. Central questions for the course include how crimes against the state, against property, and against individuals differ; how gender, religious, and ethnic identities impact ideas about criminality; and how legality and morality are related. As students explore literary texts, first-person narratives, films, and other media depicting crime and criminals, they discuss what kinds of norms and values are reinforced or undermined by ideas and actions surrounding crime. Conducted in English.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 112

Instructor: Stephenson, Cheryl

Instructor Permission Required: No

## **RUSS 201 Intermediate Russian I**

This course, offered in the fall semester, is a continuation of Elementary Russian, with an emphasis on fostering all four language competencies. Students focus on more detailed study of grammatical issues; vocabulary building and intermediate fluency; reading more complicated, unedited Russian prose texts; and engaging in composing extended forms of written discourse. Students are immersed in contemporary Russian culture through a variety of authentic materials including music, animation, film, art, social media, and press. Conducted in Russian. Prerequisite(s): RUSS 102.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Filipovic, Marina; Stephenson, Cheryl

Instructor Permission Required: No

## **RUSS 202 Intermediate Russian II**

This course, offered in the winter semester, is a continuation of RUSS 201 and completes students' introduction to the structure of the Russian language. Emphasis is placed on students' written and verbal communication skills with a focus on expressing opinions and perspectives. This course culminates in a student-written and -produced film synthesizing the language and cultural awareness students build in their first two years of Russian studies. Conducted in Russian. Prerequisite(s): RUSS 201.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Stephenson, Cheryl

Instructor Permission Required: No

## **RUSS 216 Nature in the Cultures of Russia**

This course explores the shifting and varying relationships between peoples of the Russian Empire, the Soviet Union, and the Russian Federation and the natural world. We will examine the often contradictory ways people understand and express those relationships, presenting nature alternately as prison, as escape, as an asset, as a threat, as salvation, as home, or as distant—often frozen—other world. Using sources from a broad range of genres and disciplines, we will look at how and why people express these attitudes and how these attitudes bear on historical and contemporary behaviors and politics. Conducted in English.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C067, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 216, EUS 216

Instructor: TBA, Staff

Instructor Permission Required: No

### **RUSS 230 Cold War Identities: Competing Images of Self and Society in the US and the Soviet Union**

Cold War Identities explores the ways the combative and competitive culture of the Cold War impacted discourses surrounding race, sexual and gender identities, and national and ethnic identities in the United States, the Soviet Union, and in their respective spheres of influence. Working with materials from across cultural, political, and commercial spheres, students will engage with a fundamental contradiction of the Cold War: the ways superpowers both self-represented as bastions of freedom and progress, while simultaneously using the context of international competition as a justification for persecution of minoritized people within their own countries. With a focus on primary documents, the course builds students' skills in evaluating and understanding discussions and representations of identity and their impacts across a broad range of media and popular culture. Conducted in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 230

Instructor: Stephenson, Cheryl

Instructor Permission Required: No

### **RUSS 233 Russian Myths and Legends**

The course analyzes many aspects of Russian folk and popular culture from pre-Christian to post-Soviet Russia and how folklore continues to influence contemporary Russian culture. The first part of the course concentrates on Russian folk belief as expressed through oral lore, visual arts, and music. The second part of the course focuses on the myth and folktale in the Soviet Union. The course concludes with the uses of folklore in Putin's Russia and the interaction between the forms of traditional folklore and modern popular culture. This course is not open to students who have completed RUSS S27.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C040, C051, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 233

Instructor: Filipovic, Marina

Instructor Permission Required: No

### **RUSS 247 Contemporary Russia on Film**

The course engages students with contemporary Russia through cinema and discusses a European culture that is, at the same time, non-Western in its political make-up. Topics discussed include the colonial center and its contemporary political and cultural ambitions, imperial periphery and Russia's "quiet others," the Russian Idea in New Auteurism, Putin's blockbusters, Russia's alterities (minorities, sexualities, taboo Russia), Global Russia (the United States, Europe, Russia, and Ukraine). Conducted in English.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C019, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 247

Instructor: Filipovic, Marina

Instructor Permission Required: No

### **RUSS 301 Advanced Russian I**

This course, normally offered in the fall semester, focuses on advancing students' fluency in Russian in all four competencies. Students are exposed to a variety of unedited materials and registers and work closely with contemporary Russian culture. Emphasis is placed on engaging students in advanced language production and their critical analysis of major Russian cultural figures, trends, media, and politics.

Conducted in Russian. This course may be repeated once for credit with permission of the instructor.

Prerequisite(s): RUSS 202.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Filipovic, Marina; Stephenson, Cheryl

Instructor Permission Required: No

### **RUSS 302 Advanced Russian II**

This course, normally offered in the winter semester, is a continuation of RUSS 301, in which students read and discuss texts in a variety of styles from literature to journalism. Students write a number of short papers ranging from opinion pieces to literary parodies. Conducted in Russian. This course may be repeated once for credit with permission of the instructor. Prerequisite(s): RUSS 301.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Stephenson, Cheryl

Instructor Permission Required: No

### **RUSS 317 Beyond Human: Cyborgs and Technology**

What is a cyborg and how does this political and cultural concept evolve through various historical periods? How are transformative relations between humans, animals, and machines imagined across cultural texts? What is post- and transhumanism? The course examines changing ideas of constructing, enhancing, and technologizing body and mind in the Soviet Union and modern Russia. Students engage with ideas of the biopolitical remaking of humans, rejuvenating bodies surgically, prosthetically, pharmacologically, and digitally. Topics discussed include technologies of gender and gender technologies, identity politics,

immortalization narratives, geopolitics. Conducted in English. Recommended background: prior coursework in literature or film.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EUS 317, GSS 317

Instructor: Filipovic, Marina

Instructor Permission Required: No

### **RUSS 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **RUSS S21 Puppets: Theory, Practice, and Play**

This interdisciplinary course examines the questions, concepts, and potential surrounding puppets through a combination of hands-on work and play with puppets, discussion, readings, and viewings of puppet performances. Readings and other materials offer perspectives on what puppets are, how they interact with audiences, and what makes puppet performance a distinct forum for exploring questions about bodies and identities. Students test these ideas together using actual puppets to see how theory and practice collide. The course concludes with a collective project using puppets to engage with the community at Bates and beyond.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS S21, THEA S21

Instructor: Stephenson, Cheryl

Instructor Permission Required: No

### **RUSS S27 From Baba Yaga to Putin: Myths and Legends in Russian Culture**

The course analyzes many aspects of Russian folk and popular culture from pre-Christian to post-Soviet Russia and how folklore continues to influence contemporary Russian culture. The first part of the course

concentrates on Russian folk belief as expressed through oral lore, visual arts, and music. The second part of the course focuses on the myth and folktale in the Soviet Union. The course concludes with the uses of folklore in Putin's Russia and the interaction between the forms of traditional folklore and modern popular culture. Conducted in English.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Filipovic, Marina

Instructor Permission Required: No

### **RUSS S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Hispanic Studies

*Professors Fra-Molinero and López; Associate Professors Aburto Guzmán and Pridgeon (chair); Senior Lecturer George; Visiting Assistant Professor Morales Segura.*

Spanish is a cross-national and global language. It is the second language of the United States, and the first language of over 400 million people in Latin America, Europe, and Africa. It is a vehicle for myriad cultural expressions that find audiences far beyond its traditional trans-Atlantic axis to Asia and the Pacific, and it has given voice to struggles for social justice that have echoed around the world.

The Department of Hispanic Studies responds to the cultural richness and diversity of the people who speak Spanish as well as to the obligations and opportunities of a globalized world through a threefold mission:

1. the department enables students to acquire a strong and useful proficiency in Spanish that allows them to navigate cultural spaces in which over 400 million people interact worldwide;
2. the department fosters the development of interpretative skills and contextual knowledge to engage critically a broad range of cultural productions originating in the Spanish-speaking world;
3. the department contributes to the study of the humanities through a curriculum of courses taught in Spanish that includes studies of Latin American, Spanish, and U.S. Latinx literature, media, and visual arts, covering an array of historical periods and informed by diverse and varied theoretical approaches.

More information is available on the [Hispanic Studies department website](#).

## Major Requirements

The Hispanic Studies major consists of 10 courses designed to develop strong language proficiency, cultural knowledge, and critical thinking skills. The major's core requirements include HISP 205 Advanced Spanish and HISP 210 Writing Spanish, providing a solid foundation in the language. Students then choose from a diverse array of electives, with the option to fulfill some of these requirements through approved off-campus study programs in Spanish-speaking countries. For their capstone experience, students may select either a seminar option, requiring completion of at least three 300-level Hispanic Studies seminars, or a thesis option, which involves two 300-level seminars and a senior thesis project. This flexible structure allows students to tailor their studies to their individual interests while ensuring a comprehensive understanding of the Spanish language and the cultural productions of the Spanish-speaking world, ultimately preparing them to navigate and engage with an increasingly interconnected global community.

### 1. Core

Complete the following courses:

- HISP 205 Advanced Spanish
- HISP 210 Writing Spanish

Advanced Spanish may be waived for heritage learners or for students who have completed part of their secondary education in a Spanish-speaking country. In either case, students must complete 10 courses.

### 2. Electives

Complete five courses from among the following:

- a. At least one 200-level course from the Hispanic Studies department beyond HISP 210:
  - HISP 222 Short Narrative in the Spanish-speaking World
  - HISP 223 Drama and Performance in the Spanish-speaking World
  - HISP 224 Protest and Justice
  - HISP 226 Race and Nation in the Ibero/American World
  - HISP 228 Screen and Media
- b. One First Year Seminar offered by the Hispanic Studies department:
  - FYS 404 On the Road to Spain
  - FYS 526 Revolutionary Writing in Latin America
  - FYS 467 The Rise of Graphic Narratives: Paneling Morality's Discontents
  - FYS 575 Cristóbal Colón y Fidel Castro: De héroe a tirano
- c. One Short Term course offered by the Hispanic Studies department:
  - HISP S31 The Spain of Pedro Almodóvar
  - HISP S14 Science, Public Health, and Humanistic Inquiry: Travel, Medicine and the COVID-19 Pandemic in Chile
- d. One course in English offered by the Hispanic Studies department:
  - HISP 309/LALS 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic

Students who complete 1 semester of study in an approved off-campus study program in a Spanish-speaking country may receive up to 3 credits towards the 200-level electives requirement.

Students who complete 2 semesters of an approved off-campus study program in a Spanish-speaking country may receive up to 4 credits towards the 200-level HISP electives, and 1 credit towards the 300-level seminars required for completion of the elected capstone sequence.

### 3. Capstone Sequence

The Hispanic Studies capstone sequence offers two options: Seminar or Thesis. Both options require students to proficiency in written and spoken Spanish and competency in Humanities approaches to textual and cultural analysis.

Students for whom Hispanic Studies is their only major should choose the Thesis Option in order to fulfill the [W3] requirement.

Double majors may select either the Seminar Option or the Thesis Option, provided the capstone or thesis in their other major satisfies the Bates General Education [W3] requirement.

#### a. Seminar Option

Complete at least three 300-level Hispanic Studies seminars:

- HISP 304/LALS 304 Poesía de resistencia: From Antipatriarchy to Anti-imperialism
- HISP 305 Law and Justice in Contemporary Spanish Cinema
- HISP 308 Poéticas del género y la memoria
- HISP 315 Novelas Noir: Latin American Women Write Crime

- HISP 317/LALS 317 Screening Citizenship: Jewish Latin American Film
- HISP 344 Gendering Social Awareness in Contemporary Spain
- HISP 347 Building Memory: Narratives of the Spanish Civil War
- HISP 368 Realismo
- HISP 390/LALS 390 Afro-Latinoamérica

b. Thesis Option

Complete two 300-level Hispanic Studies seminars:

- HISP 304/LALS 304 Poesía de resistencia: From Antipatriarchy to Anti-imperialism
- HISP 305 Law and Justice in Contemporary Spanish Cinema
- HISP 308 Poéticas del género y la memoria
- HISP 315 Novelas Noir: Latin American Women Write Crime
- HISP 317/LALS 317 Screening Citizenship: Jewish Latin American Film
- HISP 344 Gendering Social Awareness in Contemporary Spain
- HISP 347 Building Memory: Narratives of the Spanish Civil War
- HISP 368 Realismo
- HISP 390/LALS 390 Afro-Latinoamérica

Complete one course from the following:

- HISP 457 Senior Thesis
- HISP 458 Senior Thesis

The thesis may be a literary or cultural analysis of a topic related to the Spanish-speaking world, a creative project, a translation, or a digital portfolio. Thesis writers register for HISP 457 in the fall, HISP 458 in the winter, or HISP 457 and 458 if completing an honors thesis.

### Courses Taken Outside of Bates

Majors are encouraged to gain proficiency in the language through the experience of studying in a Spanish-speaking country. For the major, a maximum of three credits is normally recognized for one semester, and five credits for two semesters of study in an approved program. Students are encouraged to speak with their major advisor regarding course offerings before going abroad, otherwise credit toward the major is not guaranteed. Courses taken at other institutions in languages other than Spanish are not given credit by the department.

### Pass/Fail Policy

The use of the Pass/Fail option is restricted to one course within the major but may not be elected for the required 300-level courses.

### Other Considerations

Only one course from the Latin American and Latinx Studies major may be applied toward the Hispanic Studies major.

## **Minor Requirements**

The minor in Hispanic Studies requires a minimum of seven courses from the Hispanic Studies department above HISP 103. At least one of the seven courses must be a 300-level course offered by Bates faculty on campus.

### **Courses Taken Outside of Bates**

Advanced Placement courses may not be counted toward the minor. Courses taken at other institutions in languages other than Spanish are not given credit by the department. Minors are encouraged to gain proficiency in the language through the experience of studying in a Spanish-speaking country. For a minor, the maximum number is two credits for one semester and three credits for two semesters. Students are encouraged to speak with their major advisor regarding course offerings before going abroad, otherwise credit toward the major or minor is not guaranteed.

### **Short Term Courses**

One Short Term course offered by the Hispanic Studies department may be counted toward the minor.

### **Pass/Fail Policy**

The use of the Pass/Fail option is restricted to one course within the minor but may not be elected for the required 300-level course requirement.

## Course Offerings

### HISP 103 Elementary Spanish

Designed for students with minimal experience in Spanish or another Romance language who wish to begin Spanish, this course introduces essential constructions and vocabulary. The class emphasizes oral proficiency and the development of reading and writing skills while fostering a cross-cultural understanding of the Spanish-speaking world through authentic texts and media. Appropriate placement through the department's Spanish Language Proficiency Assessment and Instructor Permission are required in order to maintain the integrity of this elementary-level course. Not open to juniors or seniors.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### HISP 201 Intermediate Spanish I

Designed to increase students' vocabulary and improve foundational skills in speaking, listening, reading, and writing. The course provides a thorough review of grammar acquired at the elementary level and expands that knowledge. The course emphasizes conversational proficiency, expository writing, and knowledge of the cultures of the Spanish-speaking world. Prerequisite(s): HISP 103 or through placement exam.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### HISP 202 Intermediate Spanish II

Intensive practice in reading, composition, and conversation, as well as attention to selected grammar problems. The course focuses on discussion through visual presentations and selections of literature, art, and culture of the Spanish-speaking world. Prerequisite(s): HISP 201 or through placement exam.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## **HISP 205 Advanced Spanish**

This course develops advanced skills in reading and writing as well as oral fluency and aural acuity through classroom activities and written assignments based on literary and nonliterary texts and audiovisual media. It introduces analytical and interpretative strategies necessary to engage and decode the breadth and variety of cultural productions originating in the Spanish-speaking world. Not open to students returning from off-campus study in a Spanish-speaking country. Not open to seniors. Prerequisite(s): HISP 202 or through placement exam.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C016

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## **HISP 210 Writing Spanish**

This course teaches skills useful for writing in upper-level courses, the senior thesis, or the senior portfolio. Students develop the ability to be flexible and versatile writers in Spanish in a variety of forms of academic writing (narrative, descriptive, expository, argumentative) and learn the importance of the writing process (drafting, revision, rewriting, editing). The course expands students' understanding of research and writing as tools for creating and communicating knowledge of the Spanish-speaking world by encouraging them to use Spanish to ask, research, and answer questions of significance and importance. Prerequisite(s): HISP 205. Not open to seniors.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## **HISP 222 Short Narrative in the Spanish-speaking World**

This course considers the development, functions, and varieties of short narrative in the Spanish-speaking world. Students examine the thematic content of stories in light of sociohistorical contexts, and explore the evolution of the elements and language of story-telling in terms of categories of literary periodization. Not open to first years and seniors. Prerequisite(s): HISP 210.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C016, C072

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HISP 223 Drama and Performance in the Spanish-speaking World**

This course studies twentieth- and twenty-first-century works by playwrights and performers from the Spanish-speaking world and the contexts in which they are written, produced, and staged. From avant-garde drama to political action, queer performance, live art, dance, cultural tourism, and the spectacles of the commercial theater, students explore a range of drama and performance theories and practices, and the specific ways Hispanic writers and artists use traditional and alternative spaces as venue for engaging issues of social and aesthetic concern. Prerequisite(s): HISP 205. Prerequisite(s) which may be taken concurrently: HISP 210.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HISP 224 Protest and Justice**

At different times and in different countries, many writers, filmmakers, and other artists from the Spanish-speaking world have felt compelled to create works that confront various types of social injustice. These range from the effects of imperialism to political repression, and often address issues of race, sexuality, gender, and class. In this course students analyze these "texts" within their respective social, political, and historical contexts. Not open to seniors. Prerequisites(s): HISP 210.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C016, C032, C072

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HISP 226 Race and Nation in the Ibero/American World**

This course examines Spanish and Latin American literatures and other cultural productions at the intersections of race, gender, and sexuality. It studies not only the delight and the dangers inherent in representations of sexuality, but also how definitions of race and gender form dominant ideas about sexual practices in the Spanish-speaking world. Students become familiar with patterns, shifts, and ruptures in discourses about these issues across different sociopolitical contexts, and apply specific theories and conceptual tools for reading and understanding the myriad complexities of Latin American and Spanish identities. Not open to seniors. Prerequisite(s): HISP210.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C016, C072

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HISP 228 Screen and Media**

This course examines the complex relationship between literature and screen media in terms of 1) the representative possibilities and limits each offer for the exploration and projection of relevant social, political, and cultural issues and 2) the processes, through study of different theoretical and aesthetic approaches, creators use to adapt works from one mode to the other. Through the analysis of literary and audiovisual productions from Latin America, Spain, and the United States, students engage the theoretical, technical, and practical debates among institutions, producers, and consumers that emerge in the process of transposing discourse across media forms. Not open to seniors. Prerequisite(s): HISP 210.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C016, C019

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HISP 232 Visions of Freedom Before 1619 in the Iberian Black Atlantic**

Black Africans affected the Atlantic culture immediately after 1492. Their words and deeds impacted the institutions of the time in Spain, Portugal, and their overseas empires in the early modern period. Black people transmitted the cultural practices of their African native lands through the Diaspora, but they also were protagonists of the European Renaissance wherever they lived. Palenques of cimarrones—settlements of self-liberated Blacks—dismantled slavery and helped Blacks build a new conception and practice of human freedom. Black men and women wrote and sang, and were represented in the literary works of Cervantes, Lope de Vega, Inca Garcilaso, Guamán Poma de Ayala, and Sor Juana Inés de la Cruz. This course will be taught in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C038, C041, C059, C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 309, LALS 309

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

### **HISP 304 Poesía de resistencia: From Antipatriarchy to Anti-imperialism**

The course explores antipatriarchy and anti-imperialist poetry written by women in twentieth- and twenty-first-century Spanish America. It grounds its exploration on historical writers such as Sor Juana Inés de la

Cruz and Micaela Lastenia Larriva, who wrote against the gender paradigm brought to the Américas by the Spanish. It closely examines the work of Rosario Castellanos and Domitila Barrios Chúngara and the transition from antipatriarchy to anti-U.S. imperialism, and the presence of poetry as a weapon in defense of civil liberties. Special attention is given to contemporary poetry written by indigenous and Afro-descendant women of the Spanish-speaking Américas. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C016

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): LALS 304

Instructor: Aburto Guzman, Claudia

Instructor Permission Required: No

### **HISP 305 Law and Justice in Contemporary Spanish Cinema**

How do contemporary Spanish films approach complex issues of law, justice, and ethics? What critiques of societal problems and injustices are portrayed in cinema? Are there universal themes around justice, or is the cultural context key? This seminar, conducted in Spanish, examines the intersections of law, justice, society, and film in present-day Spain. Through discussing acclaimed films by Spanish directors from the 1950s to the present, we analyze how legal and ethical questions are raised, debated, and dramatized artistically in the contemporary era. Examining scenes, symbolism, and character arcs, we ask: How are universal themes localized through Spanish culture? How do filmmakers put unique lenses on societal challenges? How might cinema influence public discourse on rights and reforms? Students can expect dynamic debates analyzing films and clips through critical frameworks around law, justice, politics, class, and cross-cultural ethics.

Prerequisite: HISP 210 or 211.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Morales Segura, Cristina

Instructor Permission Required: No

### **HISP 308 Poéticas del género y la memoria**

This course approaches questions of memory through the critical lens of gender in 21st-century Spanish and Spanish American film. 21st-century film in both Spain and Latin America has foregrounded social and cultural memory of historical phenomena, ranging from colonial expansion to mid-twentieth century dictatorships. Through analysis of film's representations—both literal and figurative—of grappling with personal and collective memory, students consider the ways that film reveals both existing and alternative models for how memory is constructed and contested. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HISP 315 Novelas Noir: Latin American Women Write Crime**

The course examines a collection of crime narratives that address femicide in Latin America. The course contrasts with the more recognizable function given to the genre in the region: the re-examination of history, specifically under dictatorships. The course explores the re-configurations/character(istics) of the sleuth, the nature of crime, the victim, the perpetrator, and the cultural obstacles to the truth. It pays particular attention to the representation of patriarchal institutions that obstruct finding the culprit: the Church, the Family, and Law. Various analytical approaches are used, including comparative approaches between north and south, research being done across the Atlantic, and the critical work being done from and about the noir novel in Latin America. An effort is made to not collapse all countries in the region under the common rubric, Latin America - reason for which writings from different countries are studied, and cultural differences are highlighted. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HISP 317 Screening Citizenship: Jewish Latin American Film**

This course considers films from throughout Latin America made by Jewish directors. Students learn the history of Latin American film production as well as terms and skills necessary for audiovisual analysis. The course examines the ways in which film is used as a vehicle to explore and represent issues of identity, belonging, immigration, and assimilation that have long characterized Jewish experiences in Latin America. Moreover, the course focuses on filmmakers' engagement with key social and political issues within their respective countries as well as on a regional or global scale. Taught in Spanish. Recommended background: HISP 228. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C038

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): LALS 317

Instructor: Pridgeon, Stephanie

Instructor Permission Required: No

### **HISP 341 Lectura americana de Cervantes**

A present-day reading in America of Don Quijote de La Mancha and other key texts of the Spanish and Spanish American Renaissance. This course examines themes of Islamophobia, white supremacy, conquest

and empire, the slave trade, the quest for utopias, and the construction of historical narratives that shape the politics of the day. Students analyze myths and legends of the marvelous real such as the fountain of youth in Florida, the island of California, the return to the Golden Age, fabulous cities and unbelievable real ones (Mexico-Tenochtitlan, Cuzco) that are admired and destroyed, and a fake island in Louisiana called Barataria. Students consider issues that obsessed people in Cervantes' time: the expulsion of Muslims, hatred of Jews, war, gender roles and women's freedom, mental and physical disability, and changes to the environment in the form of windmills. Taught in Spanish. Recommended background: HISP 231. Only open to juniors and seniors. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C016, C018, C035, C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): LALS 341

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

### **HISP 347 Building Memory: Narratives of the Spanish Civil War**

The Spanish Civil War is both an important historical landmark and the main theme of myriad literary and film narratives produced since the establishment of democracy in Spain. In this seminar, students consider the increasing popularity of fictional representations of this armed conflict, its political antecedent (Segunda República), and its consequence (el régimen de Francisco Franco). What is the role of these narratives? What do they say about the roots of Spanish democratic traditions? How do they negotiate conflict? What type of Spain do they propose? Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C018, C064

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lopez, Francisca

Instructor Permission Required: No

### **HISP 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes background research, a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C016

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HISP 368 Realismo**

This course studies the emergence and evolution of the Realist novel in late-nineteenth-century Spain as an aesthetic response to the vast social, political and cultural changes wrought by the uneven processes of modernity. Special attention is given to how Spanish writers debated, embraced, and rejected the techniques of Realism and Naturalism cultivated elsewhere in Europe, and also how they sought to revive the Spanish Realist tradition by looking to works by Cervantes, Velázquez, and Goya. Readings include novels and essays by authors such as Emilia Pardo Bazán, Juan Valera, Vicente Blasco Ibáñez, Benito Pérez Galdós, and Caterina Albert, which are engaged in light of issues such as gender, class, nationalism, and religion.

Recommended background: HISP 231. Only open to juniors and seniors. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C018, C032

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: George, David

Instructor Permission Required: No

### **HISP 390 Afro-Latinoamérica**

The 500-year presence of Africans and their descendants in the Spanish-speaking world has produced a significant body of literature by Blacks and about Blacks. Spanish America was the main destination of the African diaspora. Writers of African descent attest to the struggle for freedom and the abolition of slavery as well as anti-colonialism. Their literature shows how the participation of Blacks in the wars of Latin American independence was a struggle for their emancipation. Afro-Hispanic writers in Spain, the Americas, and Africa use their art and ideas to address the postnational migrations of the twenty-first century, a diaspora that has not ceased. Recommended background: AFR 100. Only open to juniors and seniors. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C016, C038, C041, C059

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): AFR 390, LALS 390

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

### **HISP 457 Senior Thesis**

A capstone project, which may take the form of a written research paper, literary or cultural analysis, translation project, creative project, or digital portfolio, designed in consultation with the faculty advisor. Students register for HISP 457 in the fall semester. Majors writing an honors thesis register for both HISP 457 and 458. A detailed outline and bibliography must be approved by the department.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HISP 458 Senior Thesis**

A continuation of HISP 457. Majors writing an honors thesis register for both HISP 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HISP S14 Science, Public Health, and Humanistic Inquiry: Travel, Medicine and the COVID-19 Pandemic in Chile**

This course explores the intersection of natural scientific and humanistic inquiries in the context of Chile's public health system and its response to the COVID-19 pandemic. The state of biomedical science in Latin America is approached through the lens of travel as both a practice and metaphor for understanding encounters with other societies as a peril of infection and contagion. How scientific problem-solving produced anti-virus transmission protocols and vaccines and how interactions between travelers and host societies during a global pandemic expose conflicts of socioeconomic interests and human welfare provide the context and foundation for on-site examinations of the public health response and self-reflection in Chile. Students engage with local biomedical and public health researchers, healthcare providers, and cultural practitioners, and visit relevant cultural and historical sites to understand how scientific and humanistic modes of inquiry work in tandem. Recommended background: One course in chemistry or biology; one course in Hispanic studies or Latin American and Latinx studies.

Modes of Inquiry: [HS], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CHEM S14

Instructor: Lawson, Glen; George, David

Instructor Permission Required: Yes

### **HISP S21 La casa de Bernarda Alba en España y Nueva Orleans**

Federico García Lorca's La casa de Bernarda Alba was the last play he wrote before his assassination in August 1936 at the onset of the Spanish Civil War, the play tells the story of the fatal effects of patriarchy on women even when men are dead or not physically present. This course studies stagings and film versions of

La casa de Bernarda Alba to analyze the intersection of gender, class, and sexuality under an oppressive power that results in feminine rebellion. Loosely based on Lorca's play, Marcus Gardley's The House That Will Not Stand (2014) is a comedy about free women of color in antebellum New Orleans, where the matriarch is the mistress of a powerful white man under the social custom of *plaçage*, a system of concubinage between free women of color and white men. Race, gender, power, wealth, class, and freedom in these two related plays become the object of a deconstructive analysis. The course will be taught in Spanish. Prerequisite(s): HISP 205 or above.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR S21

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

### **HISP S31 The Spain of Pedro Almodóvar**

The films of Pedro Almodóvar consistently present a Spanish society in which the local and the global interconnect in complex ways. Through a hybrid genre that incorporates elements of comedy, melodrama, and thriller, Almodóvar offers a view of Spain in which individual and collective identities are permeable and continuously shaped and reshaped by global and local influences. Almodóvar's films are the primary objects of analysis in this unit. Readings on the films' historical and cultural contexts complement students' understanding of Spain through Almodóvar's work. Recommended background: Spanish 362.

Prerequisite(s): one 200-level literature course in Hispanic Studies or HISP 208.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C014, C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HISP S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a background research reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

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Instructor: TBA, Staff

Instructor Permission Required: No

## History

*Professor Melvin (chair); Associate Professors Chaney, Hall, Otim, and Shaw; Assistant Professor Bernardino; Visiting Assistant Professors Bell and Levi.*

### What is History at Bates?

The past is everywhere around us, baked into the structures, narratives, and questions that shape our society today. It is neither a single set of details etched in time nor a single account of lives and events now distanced from us.

History as a discipline examines the very constructions of those pasts over time and emphasizes the dynamic means by which we come to understand, construct, and narrate it today.

Engaging in these constructions of the past requires us to identify and reckon with systems of knowledge and relationships of power in their varied contexts in a given location, and across communities, geographies, and across time. Such work requires great care. The past has often been invoked by people who have sought to support systems of oppression. The study of history helps us understand how these systems of domination were created and how they were and are sustained.

Our goal is to bring to the fore viable and ethical narratives about the past. We invite all students to our classes so that they can all, regardless of their embodied identities, recognize themselves as creators of history.

### How we structure History classes at Bates:

Our overarching goal for History at Bates is that courses are accessible to all students. We recognize that students enter our courses with a range of interests and experiences with the study of history. Few of our courses have prerequisites and none have them at the 100 and 200 levels. As a result, students may take almost any HIST course as their first History course, even though our courses are listed as 100-, 200-, and 300-level classes.

We encourage students to start at the 100 and 200 levels, which provide an entry into the discipline of history. All 100-level HIST courses introduce students to the methods of history. In them, students learn to analyze primary sources, to make arguments and use evidence, to consider how history is constructed, to recognize the importance of context, and to develop curiosity and empathy. Students continue to encounter and hone these approaches at 200- and 300-levels.

In the 301 seminars students think about history as a process and undertake independent research and writing related to the course's topics. These classes are the department's [W2] courses and set students up for the 399 Historical Methods class. HIST 399 reflects upon both the major and discipline and prepares students to undertake their own thesis research. Ideally, students take 399 the semester immediately preceding their thesis.

More information is available on the [History department website](#).

## Major Requirements

1. Knowledge Track

Majors should develop a depth of knowledge within a particular field of history that can be defined in terms of geography or chronology. They choose a track from one of the below fields of study.

Complete one of the following tracks:

Each track requires three courses that must be completed at Bates: 1) one 100-level survey; 2) two or more 200-level, 300-level, or Short Term courses.

a. Africa Track

Complete at least three courses designated with the (History: Africa) attribute, following the guidelines above.

b. Asia Track

Complete at least three courses designated with the (History: Asia) attribute, following the guidelines above.

c. Europe Track

Complete at least three courses designated with the (History: Europe) attribute, following the guidelines above.

d. Latin American Track

Complete at least three courses designated with the (History: Latin America) attribute, following the guidelines above.

e. United States Track

Complete at least three courses designated with the (History: United States) attribute, following the guidelines above.

f. Pre-Modern Track (ca. pre-1500)

Complete at least three courses designated with the (History: Premodern) attribute, following the guidelines above.

g. Early Modern Track (ca. 1500-1800)

Complete at least three courses designated with the (History: Early Modern) attribute, following the guidelines above.

h. Modern History Track (ca. 1800-Present)

Complete at least three courses designated with the (History: Modern) attribute, following the guidelines above.

2. Knowledge Breadth

Majors should develop a breadth of knowledge across time and space.

**Chronological Breadth:**

Complete one course from each of the three chronological fields:

a. Pre-Modern History

Complete at least one course designated with the (History: Premodern) attribute.

b. Early Modern History

Complete at least one course designated with the (History: Early Modern) attribute.

c. Modern History

Complete at least one course designated with the (History: Modern) attribute.

**Geographical Breadth:**

Complete one course from four out of the five geographic fields:

a. Africa

Complete at least one course designated with the (History: Africa) attribute.

b. Asia

Complete at least one course designated with the (History: Asia) attribute.

c. Europe

Complete at least one course designated with the (History: Europe) attribute.

d. Latin American

Complete at least one course designated with the (History: Latin America) attribute.

e. United States

Complete at least one course designated with the (History: United States) attribute.

3. Seminar

Complete one course from the following:

- Any HIST 301 seminar course
- HIST 298 Roman Slavery

Majors must take a History seminar during their sophomore or junior year and before studying abroad.

4. Methods

Complete the following course:

- HIST 399 Historical Methods

Majors must complete HIST 399 in the semester prior to writing their thesis.

5. Senior Thesis

Complete at least one course from the following:

- HIST 457 Senior Thesis
- HIST 458 Senior Thesis

Senior history majors write a thesis in the fall (HIST 457) or winter semester (HIST 458). Thesis writing develops the skills learned in previous courses and demonstrates the ability to work independently as a historian. To facilitate thesis planning and advising, all majors must complete a thesis proposal (information available on the department's website) before taking either HIST 457 or HIST 458.

### Courses Taken Outside of Bates

Majors must take a minimum of eight history courses from Bates faculty members. This means that students may use a maximum of two credits taken elsewhere (transfer or off-campus study courses) toward the major requirements, subject to department approval. To request that an external course count toward the major, students should submit a copy of the syllabus to their academic advisor, preferably before they register for the external course. To be eligible to count for department credit, the course should include material beyond lectures and exams, including some combination of outside reading assignments and substantive written work that includes instructor feedback. Advanced Placement credits, awarded for a score of four or five on the relevant examination, may count toward overall College graduation requirements but do not count toward the history major or minor.

### Short Term Courses

Not more than one Short Term course may count toward the major.

### Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

### Other Considerations

Each spring, the department invites outstanding junior majors to become candidates for graduation with departmental honors. There are three principal advantages to this program for the qualified student: first, the two-semester schedule, with two course credits, allows more time for the maturation of the project and grants twice the academic credit for the related research and writing; second, the mutual understanding of the honors candidate and the thesis advisor that the completed work is to be presented to other interested readers also contributes to an enhanced relationship and a shared commitment that it be brought to a satisfactory conclusion; third, the quality of this relationship and of the completed work can inform much more substantive letters of recommendation, based on the student's demonstrated competence, discipline, and independence, the personal characteristics most sought by professional schools and potential employers alike. Departmental invitees must discuss proposed topics with the preferred advisor before the beginning of the academic year. They must produce sufficient written work of sufficiently good quality by the end of the fall semester of the senior year to justify formal nomination by the history department to the College's honors committee. They must also present their work to a faculty panel, including an outside examiner, at the end of the winter semester in an oral defense.

### Minor Requirements

The minor in History consists of at least six courses, five of which must be taken from Bates faculty members.

1. 100-Level Course

Complete at least one 100-level History course.

2. HIST 301

Complete at least one of the following:

- Any HIST 301 seminar course
- HIST 298 Roman Slavery

3. Knowledge Breadth

Complete at least one course from the following:

- Any course designated with the (History: Africa) attribute
- Any course designated with the (History: Asia) attribute
- Any course designated with the (History: Latin America) attribute

### Courses Taken Outside of Bates

To request that an external course count toward the minor, students should submit a copy of the syllabus to their academic advisor, preferably before they register for the external course. To be eligible to count for department credit, the course should include material beyond lectures and exams, including some combination of outside reading assignments and substantive written work that includes instructor feedback. Advanced Placement credits, awarded for a score of four or five on the relevant examination, may count toward overall College graduation requirements but do not count toward the history major or minor.

### Short Term Courses

Not more than one Short Term course may count toward the minor.

### Pass/Fail Policy

Courses applied toward a minor in history may not be taken Pass/Fail.

## Course Offerings

### **HIST 101 Introduction to the Ancient World**

A study of the ancient civilizations of Greece and Rome, this course is the introduction to European history in the Department of History and is a fundamental course in the Program in Classical and Medieval Studies. It addresses themes and events extending from the eighth century B.C.E. until the second century C.E. Students consider the disciplines that comprise study of classical antiquity, engage with primary texts (literary, graphic, and epigraphical), and learn how ancient history has come to be written as it has been.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C048, C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 101

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

### **HIST 102 Medieval Worlds**

Far from being an “enormous hiccup” in human progress, the medieval centuries (c. 300-1500) marked the emergence and development of new cultures and identities in and beyond the Mediterranean. These powerful medieval cultures—Islamic, “Byzantine,” and Western European—continue to shape our present. The central theme of this introductory survey course is to explore their genesis and development, including their social, economic, political, and cultural aspects. Important topics include the transformation of the Roman Empire; religious changes across Europe, the Mediterranean, and Middle East; the persistence of the Eastern Roman world; cultural vitality; and alterity and race-making.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C034, C048, C051, C057, C064, C090

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 102

Instructor: Lynch, Sarah; Tizzoni, Mark

Instructor Permission Required: No

### **HIST 104 Revolutionary Europe and Its Legacies, 1789 to Yesterday**

This course examines European revolutions and their legacies—social, cultural, political, and ideological. The French Revolution of 1789 brought unprecedented promises of reform to old Europe, introducing new democratic and egalitarian possibilities. Yet it also brought counterrevolution and new authoritarian rulers, a cycle that seemed to repeat itself in 1848, “the first time as tragedy, the second as farce,” as Karl Marx lamented. We consider these revolutions together with the Communist uprisings waged in Marx’s name, the “velvet” revolutions of 1989, and the relationship between these last European revolutions and the populism that engulfs the continent today. We investigate these histories as lenses to understand the dynamics of modern revolution; the engagement of ordinary Europeans in these processes; and, not least, the making of modern Europe over the past 300 years.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): EUS 104

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **HIST 105 Africa: Special Topics in African History, 1500-1900**

For many observers, the history of Africa begins with European colonization. What about the period prior to colonization? This introductory survey of African history from 1500 to 1900 covers the social, political, cultural, and economic life of sub-Saharan peoples. Topics include African kingdoms, the transatlantic and the Indian ocean slave trades, the expansion of European power after the abolition of the slave trade, Islamic reforms, and the spread of Christianity. The course not only introduces students to a range of historical events in the continent, but also highlights how some of these events shaped other parts of the world.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022, C059

Department/Program Attribute(s): (History: Africa)(History: Early Modern)(History: Modern)

Class Restriction: None

Cross-listed Course(s): AFR 105

Instructor: Otim, Patrick

Instructor Permission Required: No

### **HIST 107 Race Reception and the Modern Creation of the Ancient and Medieval Past**

This course is designed to introduce students to the ways in which the study of the classical and medieval worlds has been constructed alongside, and as an integral part of, modern systems of colonialism, racism and white supremacy. It aims, likewise, to introduce students to the ways in which the distant past, so constructed, continues to inform the contemporary world, both as a locus of oppression and of resistance. The course will, therefore, present students with the tools necessary to understand and critique these fields of study, as well as help them to more critically view the way they understand the past and the present.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C051

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS 107

Instructor: O'Higgins, Laurie; Tizzoni, Mark

Instructor Permission Required: No

### **HIST 108 Roman Civilization: The Republic**

In this course students explore the civilization and history of ancient Rome from the foundation of the Republic around 510 B.C.E. until the civil wars and its transformation into an Empire under Julius Caesar

and his nephew, Octavian. Each week the class convenes for lectures and discussions devoted to the political, social, and cultural history of the Republic.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C048, C054, C057

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 108

Instructor: Brent, Liana

Instructor Permission Required: No

### **HIST 109 Roman Civilization: The Empire**

This course introduces students to the history and culture of the Roman Empire from Augustus to Constantine, with a secondary emphasis on disasters such as fires, floods, earthquakes, and plagues. By the end of the course, students will have a broad understanding of Roman political, social and environmental history, as well as knowledge of Roman literature and culture during the Empire. Recommended background: CMS/HIST 108.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C048, C054, C057, C059

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 109

Instructor: Brent, Liana

Instructor Permission Required: No

### **HIST 110 East Asia between Tradition and Modernity**

China, Japan, and Korea each had a watershed moment in which they transformed into modern, independent nations. This course first provides an introduction to traditional cultures, and then explores the violent changes that swept over East Asia from the mid-nineteenth century through the Chinese Civil War and the destruction of World War II. Imperialism, women's movements, and cultural nationalism are examined through an interdisciplinary approach that draws from intellectual history, literature, and visual and performing arts.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C053

Department/Program Attribute(s): (ASIA: Breadth)(CHI: Cultural)(History: Asia)(History: Modern)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): ASIA 110

Instructor: TBA, Staff

Instructor Permission Required: No

### **HIST 112 Ancient Greek History**

This course examines Greece from the Bronze Age to Alexander. It focuses on the geographical breadth and temporal extent of "Ancient Greece," and how that considerable space and time were negotiated and

understood by the Greeks themselves. In such a far-flung world, extending from Sicily to Ionia, from the Black Sea to North Africa, Greeks experienced "Hellenicity" through sea lanes and land routes, and by means of a network of religious festivals and athletic meets, coordinated among multiple civic calendars. Topics include political structures, philosophies, literature, and modes of warfare.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 112

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

### **HIST 114 Introduction to Classical Archaeology**

Physical remains from the ancient world are important for reconstructing daily life in past societies. The goal of the course is to familiarize you with the archaeology of the ancient Mediterranean world and the social contexts that gave rise to important sites, monuments, and objects. We will use archaeology and material culture as a lens to explore Roman values, political and religious institutions. We will examine critically how ancient sites and monuments have been appropriated over the centuries by different groups and why these sites continue to fascinate archaeologists, collectors, and the general public millennia later.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): ANTH 114, AVC 221, CMS 114

Instructor: Brent, Liana

Instructor Permission Required: No

### **HIST 140 Origins of New Nations, 1500-1820**

In the three centuries after Europeans' and Africans' first arrival among Indigenous Americans, a variety of peoples from America, Africa, and Europe constructed new societies in North America. Some of these new societies became nation-states like the United States and Mexico. Others, like the Iroquois, Kongolese, and British, were reconfigurations of societies that predated the beginnings of colonization. These new nations were shaped by a number of factors, including empires and families, liberty and enslavement. All of them were collective efforts to manage new dynamics of confrontation and cooperation. By examining a variety of sources, students learn how a host of peoples created a new world that has strong ties to our own.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C059, C066

Department/Program Attribute(s): (History: Early Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hall, Joseph

Instructor Permission Required: No

## **HIST 141 Rise of the American Empire**

During the nineteenth century, the United States experienced one of the most dramatic political transformations in world history, rising from an imperiled post-revolutionary state to become a global empire. This course examines the diverse experiences of those who lived through this era of dizzying change and confronted the forces that shaped a restless nation: slavery, capitalism, patriarchy, expansionism, urbanization, industrialization, and total warfare. Whether fighting for recognition or resisting the encroaching state, they struggled over the very meaning of American nationhood. The outcome was ambiguous; its legacy is still being contested today.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041, C057, C064

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 141

Instructor: TBA, Staff

Instructor Permission Required: No

## **HIST 142 The United States in the Twentieth Century**

This course surveys the American experience in the twentieth century from a deliberately interpretive point of view, examining political, social, economic, and cultural dimensions of life in the United States. Special attention is directed to the impact of war, corporate globalism, and movements for change upon the development of an increasingly complex, variegated modern society confronting the paradox of simultaneous social segmentation-by race, class, gender, ethnicity-and cultural homogenization. Students consider the disjunction between Americans' democratic ideals and their administered reality and what can be done to heal the split.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Bernardino, Erik

Instructor Permission Required: No

## **HIST 171 Imperial China**

An overview of Chinese civilization from the god-kings of the second millennium and the emergence of the Confucian familial state in the first millennium B.C.E., through the expansion of the hybrid Sino-foreign empires, to the revolutionary transformation of Chinese society by internal and external pressures in the nineteenth and twentieth centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C047, C048, C050

Department/Program Attribute(s): (CHI: Cultural)(History: Asia)(History: Early Modern)(History: Modern)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): ASIA 171

Instructor: Chaney, Wesley

Instructor Permission Required: No

### **HIST 175 Roman Civilization**

This course introduces students to Roman civilization from an interdisciplinary perspective with particular emphasis on Roman literature, history, and culture. Using a combination of primary sources and information from lectures, we will create a chronological framework for analyzing Roman culture through its literature and systems of values and beliefs. We will also focus on distinctly non-elite culture: the jobs and occupations that were performed, which provide alternative perspectives on what it meant to be 'Roman.' Not open to student who have received credit for CMS 108/HIST 108 or CMS 109/HIST 109.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS 175

Instructor: Brent, Liana

Instructor Permission Required: No

### **HIST 181 Creating Latin America: A History**

Beginning with the lead up to the first encounters between Europeans and Americans and ending with the challenges of globalization in the twenty-first century, this course offers a chronological and topical overview of 500 years of Latin American history. It examines individual lives within the frameworks of sweeping political, social, and cultural transformations. Students use primary documents, images, texts, and film to explore major themes of the course, including conquest and colonialism, independence and the creation of new nations, and twentieth-century social revolutions and military dictatorships. Special attention is given to issues of race, gender, religion, and relationships with the United States.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C041, C059, C066, C072

Department/Program Attribute(s): (History: Early Modern)(History: Latin American)(History: Modern)

Class Restriction: None

Cross-listed Course(s): LALS 181

Instructor: Melvin, Karen

Instructor Permission Required: No

### **HIST 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century**

In 1927, Katherine Mayo wrote a scathing report on public health and religious custom in India; the study was meant to support British rule as a modernizing force. Indian women, among others, responded immediately, tacking carefully between outrage at Mayo's argument for imperial oversight and desires for reform. The battles for and against European empires included battlefields and soldiers. As this course underscores, however, the logics of empire and anti-imperialism were deeply entwined in ideas about how those under imperial rule should live, as well. Such rationales underwrote social incursion; condensing

visions drove resistance movements, too. As we will see, the makings of many of these campaigns began as early as the rise of modern European empires themselves. We focus on the British Empire, and India and Ireland especially, while taking close stock of what would become a truly global anti-colonial wave in the twentieth century.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014, C022, C041, C059, C087

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): EUS 206

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **HIST 210 Technology in U.S. History**

Surveys the development, distribution, and use of technology in the United States, drawing on primary and secondary source material. Subjects treated include material processes of colonization, racialized and gendered divisions of labor, and the ecological consequences of technological change.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C083

Department/Program Attribute(s): (History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 210, GSS 210

Instructor: Herzig, Rebecca

Instructor Permission Required: No

### **HIST 211 U.S. Environmental History**

This course explores the relationship between the North American environment and the development and expansion of the United States. Because Americans' efforts (both intentional and not) to define and shape the environment were rooted in their own struggles for power, environmental history offers an important perspective on the nation's social history. Specific topics include Europeans', Africans', and Native Americans' competing efforts to shape the colonial environment; the impact and changing understanding of disease; the relationship between industrial environments and political power; and the development of environmental movements.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C068

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 211, ENVR 211

Instructor: Hall, Joseph

Instructor Permission Required: No

## HIST 212 Digital History Methods

Through a combination of analytical, experiential, and collaborative exercises, students merge traditional historical methods with digital tools to explore new useful methodologies for collecting, analyzing, and disseminating historical knowledge. They develop technical and theoretical proficiency within the broader field of digital humanities. They engage digital tools and resources to rethink old historical questions. They develop with new questions that can be investigated only through digital practice. They contemplate avenues for collaboration between historical research and public communities. Finally, they weigh the practical and theoretical implications of using digital history to create more inclusive scholarship.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)(History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): DCS 212

Instructor: Shrout, Anelise

Instructor Permission Required: No

## HIST 214 Revolutionary Americas, 1765-1830

This team-taught course looks at struggles for independence throughout the American hemisphere. From Buenos Aires to Boston, the revolutions that reshaped the Americas from 1765-1830 were as varied as the hemisphere. European men were not the only ones to claim new authority. Women claimed power men had long denied them. Blacks challenged slavery, even creating a new republic in Haiti. Indigenous nations reshaped Peru and New York. Poorer soldiers redefined political power. These competing and overlapping interests reshaped the British, French, Portuguese, and Spanish empires and the nations that replaced them. These interests also challenge simple stories of “Founding Fathers” crafting new nations in closed rooms. This course focuses on how different peoples defined independence, why they pursued it, and how they shaped it in new American republics.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C066

Department/Program Attribute(s): (History: Early Modern)(History: Latin American)(History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Melvin, Karen; Hall, Joseph

Instructor Permission Required: No

## HIST 215 Death and Burial in Ancient Rome

This course will examine the historical and archaeological aspects of death and burial in the Roman world from c. 150 BCE – 300 CE, in order to understand how the Romans cared for, disposed of, and commemorated the dead. We will explore culturally-specific attitudes to death, grief, mourning and funerals, alongside the physical monuments that commemorate the deceased. Geographically, we will focus on Italy, although case studies will span the Mediterranean world. Together, we will investigate Roman funerary rituals and follow the body on its journey from the world of the living to that of the dead, while exploring new narratives about death in different classes of ancient (and modern) society.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): ANTH 215, AVC 242, CMS 215

Instructor: Brent, Liana

Instructor Permission Required: No

### **HIST 216 Conflict and Community in Medieval Spain**

Medieval Spain was a crossroads where the civilizations of Islam, Christianity, and Judaism met, mingled, and fought. Diverse and dynamic societies emerged, and from this climate of both tension and cooperation came a cultural and intellectual flowering that remains a hallmark of human achievement. Using a wide range of primary sources, this course focuses particularly on two key concepts in Spanish history: the Reconquista and the Convivencia. To examine these, students investigate the nature of conflict in medieval Spain and the ways in which those who lived there constructed and understood their communities.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C051, C090

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 216, REL 223

Instructor: Tizzoni, Mark

Instructor Permission Required: No

### **HIST 217 Fortress Europe: Race, Migration, and Difference in European History**

Race in Europe has seemed to be a 20th-century importation, the product of new migrations from the “outposts” of European empires in the wake of WWII. The “migrant crisis” of the present era doubles down on this sense of racial, ethnic, and religious difference as externally imposed. This account has served as a comforting narrative, just as it’s been intended to fuel reaction. In this course, we examine changing views on racial, ethnic, and religious differences in European thought and politics since the eighteenth century. In contrast to populist claims, there has been a long history of European difference-making – of “othering” along racial, ethnic, and religious lines that has produced a seemingly white and Christian European identity. Together, we will situate our investigation of difference-making alongside primary sources and recent scholarship which highlight the experiences of the individuals who built their lives and communities in the midst.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C014, C037, C041

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): EUS 217

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **HIST 219 African Women as History Makers: from the Archive to the Zinkpo**

African women have been instrumental in “making history,” as female scribes in ancient Egypt recording and generating exegetical thought to producing legislation and leading movements as modern day leaders of state in Liberia and Rwanda. Yet, the lives of African women have, until only recently, been flattened with the historiography largely focusing on their roles in the domestic space rather than their contributions in preserving the cultural past as well as change makers and leaders. This class examines the roles of women in pre-colonial African society into the 21st century by considering how African women confronted, challenged, and shifted societal expectations, both locally and imported.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Africa)(History: Modern)

Class Restriction: None

Cross-listed Course(s): AFR 219

Instructor: Levi, Janice

Instructor Permission Required: No

### **HIST 220 The Medieval Year**

This course explores daily life and community in the Middle Ages through festivals, holidays, and marking the passage of the seasons. First, students are introduced to the format of both the natural and ritual year, and how individuals and groups responded to environmental factors. Second, they consider the role of such seasonal rituals as a means of creating social cohesion and coercion. Medieval festivals and holidays were not just fun: they frequently sought to impose specific visions of social and religious order on participants (and those who were excluded). Third, students reflect on how holidays and communal rituals still have power to shape community, identity, and belonging in contemporary society. The course helps students learn about medieval religious and cultural practices in a critical manner; while focusing on Christian traditions, they also consider Jewish and Muslim customs in a broader European context. Recommended background: prior coursework on the pre-modern world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 220, REL 220

Instructor: Lynch, Sarah

Instructor Permission Required: No

### **HIST 225 The Haitian Revolution in the Atlantic World**

The Haitian Revolution is widely regarded as one of the most dramatic and significant events in history and is the only slave revolt in the Americas to successfully result in the abolition of slavery. It began with a massive slave insurrection in 1791 in the French colony of Saint-Domingue, and in 1804 it culminated in independence from France and the creation of the free, Black nation of Haiti. The revolution was shaped by people and ideas from Africa, Europe, and the Americas, and in turn had a profound impact on people from enslaved laborers and rebels to politicians and merchants. This course examines the events of the Haitian Revolution and explores how it changed the history of the broader world in which it took place.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Latin American)

Class Restriction: None

Cross-listed Course(s): AFR 225, LALS 225

Instructor: TBA, Staff

Instructor Permission Required: No

### **HIST 232 This is not a Drake Story: (Mis)Characterizations and (Mis)Caricaturizations of Black Judaism**

During the 20th century, Jewish racial identity has increasingly moved towards notions of whiteness with the perceptions of “Black Jews” being fictional and farcical. By the end of the 20th century and into the 21st, Black communities and cultural icons were identifying as Jewish. Ethiopian Jews were admitted to Israel under the Law of Return and musicians such as Lenny Kravitz, Drake, as well as comedian Tiffany Haddish publicly asserted a Jewish identity. Global perceptions influenced by racial science criminalized Blackness, and Judaism participated in racial thinking and hierarchies as well while also being subjected to them. In this global history of Black Judaism (1800-present), students will learn about the historiographical and current debates regarding race and ethnicity in Judaism, discuss the increasing diversity of global Judaism, and push beyond the history of Blacks and Jews as an allied history to an intersected history.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Africa)(History: Modern)

Class Restriction: None

Cross-listed Course(s): AFR 232, REL 232

Instructor: Levi, Janice

Instructor Permission Required: No

### **HIST 236 Race Matters: Tobacco in North America**

This course explores race and the history of tobacco in North America. With a primary focus on the intersection of tobacco capitalism and African American history, the course introduces students to the impact of tobacco on the formation of racial ideologies and lived experiences through a consideration of economic, cultural, political, and epidemiological history. Recommended background: at least one course in Africana, African American history, American studies, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037, C065

Department/Program Attribute(s): (History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 236, AMST 236, GSS 236

Instructor: Plastas, Melinda

Instructor Permission Required: No

### **HIST 244 Native American History**

A survey of Native American peoples from the centuries just before European contact to the present, this course addresses questions of cultural interaction, power, and native peoples' continuing history of colonization. By looking at the ways various First Nations took advantage of and suffered from their new relations with newcomers, students learn that this history is more than one of conquest and disappearance. In addition, they learn that the basic categories of "Indian" and "white" are themselves inadequate for understanding native pasts and presents. Much of this learning depends on careful readings of Indigenous American writers.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041, C059, C064

Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 244

Instructor: Hall, Joseph

Instructor Permission Required: No

### **HIST 253 Dance Histories of the United States**

Dance Histories of the United States invites students into creative and critical engagement with history and historiography by examining dance and performance topics and theories. This course encourages students to research aesthetic and conceptual lineage and influence in concert and commercial dance forms in the United States by considering contemporary and historic choreographies and dance artists. In researching various histories of modern, jazz, street styles, ballet, and indigenous forms, students will gain insight into a multitude of embodied expressions in africanist, europeanist, and indigenous traditions. Students will be asked to engage their curiosity and question the role that dance history plays in developing collective and individual creativity and ingenuity, as well as in resisting and/or reifying notions of power, hierarchy, and privilege in contemporary societies. Course content will include regular reading, writing, personal reflection, viewing assignments, and presentations.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C011, C041, C061

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): DANC 250

Instructor: Koepke, Tristan

Instructor Permission Required: No

### **HIST 258 The Black Atlantic**

From the 15th century onward, captive Africans and their descendants created new cultures, communities, intellectual traditions, and strategies of freedom-seeking in the face of enslavement and oppression. In turn, the formation of the African Diaspora fundamentally shaped the development of the modern world. This course introduces students to the key historical and conceptual themes in the study of this Black Atlantic, focusing in particular on relationships between the African Diaspora and the maritime world. Beginning with early African-European interactions and ending with the Black transnationalism of the early 20th century, this course engages with histories of the transatlantic slave trade and enslavement in the Americas to

explore the emergence of the African Diaspora, resistance to enslavement, emancipation, Black transnationalism, and the development of new political and theoretical approaches to Black life in the Atlantic world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR 258

Instructor: TBA, Staff

Instructor Permission Required: No

### **HIST 259 Caravans, Khans, and Commissars: A History of Central Eurasia**

From Silk Roads to Chinggis Khan, an understanding of our world-and an appreciation for the diversity of human experience-calls for examining Central Eurasia. This course covers millennia and journeys through steppe, desert, and mountain, from Mongolia to Hungary, to reveal the ways Central Eurasia and its peoples have shaped world history. Key topics include the emergence of pastoral economies, steppe-sown interactions, the exchange of both goods and ideas, and the rise of empire as well as Central Eurasia's modern fate. Students consider these issues by examining scholarship and exciting primary sources, including epic poetry, art, and novels.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (ASIA: Breadth)(CHI: Cultural)(History: Asia)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): ASIA 259

Instructor: Chaney, Wesley

Instructor Permission Required: No

### **HIST 266 Magic and the Supernatural in the Middle Ages**

For many, "medieval" is simply another word for "superstition" and the Middle Ages were consumed by delusion punctuated with witch trials. This course instead focuses on religious and folk practices beyond orthodox Christianity in the Middle Ages, to understand the realities of "magical" practice and supernatural beliefs during the period and move away from misconceptions based on Enlightenment polemic and modern fantasy. Students discover the variety of beliefs associated with the concepts of magic and supernatural and come to understand that these concepts were not always seen as evil, or even wrong, by contemporaries. Students consider the differences between how learned and unlearned magic were perceived and the gender dynamics at the heart of this dichotomy. They explore the syncretic relationship between medieval Christianity and paganism and other traditional beliefs, as well as the overlap between "magic" and primitive science. Recommended background: prior coursework on the pre-modern world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 266, REL 266

Instructor: Lynch, Sarah

Instructor Permission Required: No

### **HIST 267 Blood, Genes, and American Culture**

Places recent popular and scientific discussions of human heredity and genetics in broader social, political, and historical context, focusing on shifting definitions of personhood. Topics include the commodification of human bodies and body parts; racial, colonial, and gendered disparities in science and medicine; and the emergence of new forms of biological citizenship and belonging.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C037, C041, C065, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR 267, AMST 267, GSS 267

Instructor: Herzig, Rebecca

Instructor Permission Required: No

### **HIST 268 US Latinx History**

This course introduces students to the history of Latinx Americans drawing on the distinct experiences of Puerto Ricans, Chicanxs/Mexicanxs, Dominican Americans, Central Americans, and Cuban Americans. The course underscores international processes (imperialism and immigration) as central forces in the formation of U.S. Latinx communities. This global perspective accompanies a focus on the relationship between Latinx culture and American society, the dynamic role of women in the shaping of Latinx American communities, and origins and place of Latin American-origin immigrants in U.S. society.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): LALS 268

Instructor: Bernardino, Erik

Instructor Permission Required: No

### **HIST 270 From Madrid to Manila: Globalization and the Spanish Empire**

The world became permanently connected during the sixteenth and seventeenth centuries. While some have identified the origins of this globalization in Europe, the Spanish empire offers a different perspective. The ties of empire were forged throughout its vast territories: from Madrid to Manila. This course considers questions of identity and belonging in it, including for "old Christian" Spaniards, recent Jewish converts to Christianity, Muslims, Africans and their descendants, and indigenous peoples of the Americas and the Philippines. It also takes up questions of imperial scale, including global commerce, royal authority, and how people, knowledge, and beliefs moved throughout the early modern world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014, C059, C066

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Latin American)

Class Restriction: None

Cross-listed Course(s): LALS 270

Instructor: Melvin, Karen

Instructor Permission Required: No

### **HIST 272 Revolution! Debating Mexico**

The first major social upheaval of the twentieth century, the Mexican Revolution included clashes of ideologies as well as armies. Students take on these debates by assuming the roles of historical figures. They argue and decide the most pressing issues of the day, such as land reform, voting rights, and educational policies, all while trying to achieve their own objectives. Topically, the course begins with the conditions and events leading to the overthrow of President Porfirio Díaz in 1910, continues through the course of a bloody civil war, questions over how to build a new society, and the divisive institutionalization of a "revolutionary" one-party state. It concludes with ways that the revolution has been remembered, including in art and film.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C072

Department/Program Attribute(s): (History: Latin American)(History: Modern)

Class Restriction: None

Cross-listed Course(s): LALS 272

Instructor: Melvin, Karen

Instructor Permission Required: No

### **HIST 273 US Immigration: Rise of the Immigration Regime**

"Give me your tired, your poor, your huddled masses yearning to breathe free" encapsulates the belief that the United States is a nation of immigrants, yet that can be an oversimplification of a deeply complex issue. This course explores the various reasons people migrate, acculturate, and what it means to be an "American" and an immigrant. Students review immigration records to examine how issues of poverty, sexual orientation, gender, race, and political affiliation affected how people "breathe free" and navigated the US immigration regime from the nineteenth to the twenty-first centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 273, GSS 273, LALS 273

Instructor: Bernardino, Erik

Instructor Permission Required: No

### **HIST 274 China in Revolution**

Modern China's century of revolutions, from the disintegration of the traditional empire in the late nineteenth century, through the twentieth-century attempts at reconstruction, to the tenuous stability of the post-Maoist regime.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C047, C053, C064

Department/Program Attribute(s): (CHI: Cultural)(History: Asia)(History: Modern)

Class Restriction: None

Cross-listed Course(s): ASIA 274

Instructor: Chaney, Wesley

Instructor Permission Required: No

### **HIST 276 Saints, Ships, and Sultans: The Horn of Africa in the Middle Ages**

The Horn of Africa represents one of the great crossroads of the world, connecting the Red Sea and Mediterranean worlds with those of the Indian Ocean. In the medieval period, the region flourished, with its history and society shaped by religion, trade, and politics. Christian states of Ethiopia sought both to pursue an independent expression of their faith and link themselves with the wider Christian world. Muslim states in Somalia sought political definition and economic power in a booming interconnected global community. Community-engaged learning sits at the core of this course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 276

Instructor: Tizzoni, Mark

Instructor Permission Required: No

### **HIST 280 Health and Healing in Africa**

A perception that Africa is a "diseased continent" has long persisted in the West, but this image, born of colonialism, ignores how Africans have sought to create and maintain healthy communities over time. This course begins by exploring how Africans have diagnosed and treated ailments in the precolonial era. It then examines the impact of colonial conquest and policies on the spread of diseases, and the emergence of missionary and colonial medicines. The course concludes by examining how state building, international development, and transnational capitalism have shaped healing practices.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C022, C059, C065

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)(History: Africa)(History: Modern)

Class Restriction: None

Cross-listed Course(s): AFR 280

Instructor: Otim, Patrick

Instructor Permission Required: No

### **HIST 281 Upstairs, Downstairs, and Outside: Gender, Class, and the Household in British History**

If the home was the "Englishman's castle," its walls were porous. Liberal culture called for separating private from public life, yet households were key sites for negotiating classed, gendered, and racial relationships. Fear that family units might break down spurred social movements and governmental reform. Modern life tends to be understood as the rise of the presumptively white, male individual, someone independent of his surroundings. By flipping the script, this course demonstrates the centrality of women, family, and

community in defining and redefining society. Topics explored include work, motherhood, property rights, and the everyday life of politics, capitalism, and empire.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): EUS 281, GSS 281

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **HIST 287 History of East Africa**

Scholars have long subscribed to the myth that East Africa has "historically been detached from the world." However, the region's engagements with the rest of the world date back almost a millennium. This course seeks to correct the common misconception and introduce students to the rich histories of this less-understood region of the world. Using a variety of primary and secondary source materials, the course begins with an examination of East Africa's roles in world history before European colonization. It then turns to case studies and examines the changes that came with colonization, the rise of nationalism and decolonization, and finally the post-independence challenges in the region.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C022, C059

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)(History: Africa)(History: Early Modern)(History: Modern)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Otim, Patrick

Instructor Permission Required: No

### **HIST 291 Colonization and Resistance in Late Antique North Africa**

While treated by some scholars as peripheral, North Africa was and is a central arena in global history. This course examines the Maghreb in the dynamic period of transformation that saw the Roman Empire devolve into separate political and social entities, ca.200-700 C.E. In these critical centuries, North Africa and North Africans served both as anchors preserving Roman culture and society, and key agents in its transformation and devolution. Approaching the topic through primary and secondary sources, this course focuses on key themes: colonization and resistance, ethnicity and identity, and cultural and social cohesion. Recommended background: CM/HI 102.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C051, C059

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 291

Instructor: Tizzoni, Mark

Instructor Permission Required: No

## HIST 292 The Dawn of the Middle Ages

The period of Mediterranean history stretching from ca. 300 to ca. 700 C.E. saw both change and continuity, radical transformation and sociocultural resiliency. Often maligned as the "Dark Ages," this period has attracted a great deal of scholarship, and looms large in the construction of modern national identities. The central question is not only how the ancient world became the medieval, and what that meant, but how and why this understanding has changed over the years, and why it matters. This course examines the period through the analysis of primary sources, key secondary sources, and historiography. Recommended background: CM/HI 102.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 292, REL 292

Instructor: Tizzoni, Mark

Instructor Permission Required: No

## HIST 293 Trans-Saharan Africa in the Middle Ages

This course examines the early history of trans-Saharan Africa from roughly 600-1600 CE. During this period, new ideas, new political structures, and a new religion—Islam—united West Africa and the Maghreb in new, profound, ways. This dynamic era saw the formation of powerful, Islamic empires. Some, like the Fatimids, channeled Indigenous, anti-colonial anger into imperial projects. Others, like the Almoravids, used radical interpretations of Islam to form newly-conceived states. Others still, like Mali and Songhai, adapted Islam to enhance and amplify long-established African practices of state power and conceptions of imperial authority. This course examines key topics such as the spread and adaptation of Islam in West and North Africa, the dynamics of state and society building, the nature of historical sources, and the creation of historical knowledge regarding early African history.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C051, C090

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 293

Instructor: Tizzoni, Mark

Instructor Permission Required: No

## HIST 295 Montezuma's Mexico: Aztecs and their World

The Aztec state encompassed millions of people, featured a capital whose size and towering pyramids left the first Spanish visitors in awe, and developed a culture that continues to influence contemporary Mexico. Yet Aztecs are more often remembered for their cannibalism than their complex civilization. This course examines the Aztec world: what it was like to live under Aztec rule, how society was organized, what people believed about how the cosmos worked, and why Aztecs practiced ritual human sacrifice.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051, C057, C072

Department/Program Attribute(s): (History: Latin American)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): LALS 295, REL 295

Instructor: Melvin, Karen

Instructor Permission Required: No

### **HIST 301 Seminars**

These seminars provide opportunities for concentrated work on a particular theme, national experience, or methodology.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Early Modern)(History: Modern)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HIST 301A Sex and the Modern City: European Cultures at the Fin-de-Siècle**

Economic and political change during the 1800s revolutionized the daily lives of Europeans more profoundly than any previous century. By the last third of the century, the modern city became the stage for exploring and enacting new moral fears. This course examines these developments by focusing on sex, gender, and new urban spaces in the decades around the turn of the twentieth century. We will explore the writings of Sigmund Freud and Gustav Le Bon, investigate middle-class fascination with urban voyeurism and new media, and read about sensational cases like those of Jack the Ripper and the "discovery" of an international sex trade. Note: As part of History's 301 series, the course is designed to guide students through the research and writing process.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C057

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EUS 302, GSS 314

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **HIST 301C Public History in the Digital Age**

Public history takes place beyond history classrooms and academic contexts. Traditionally, it has been found in museums, walking tours, and performances, and has told the stories of people with social and political privilege. Increasingly, however, public history has come to focus on a greater range of voices, and takes place in a wider range of forms: on websites, graphic novels, interactive sensory experiences, social media, and other digital spaces. In this community-engaged course, students learn to see public history "in the wild,"

engage with primary sources, and present those sources and historical interpretation to the public in digital form. Students with interests in history and public engagement are encouraged to enroll in this course.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C091

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 301C

Instructor: Shrout, Anelise

Instructor Permission Required: No

### **HIST 301D Regulating Intimacy: Histories of the Labor of Sex in North America**

In 1875, the United States signed into law the first restrictive federal immigration law that prohibited Chinese Women “imported for the purpose of prostitution.” The Act’s enforcement hinged on the suspicion that all immigrant Chinese women were sex workers at the border. By the turn of the twentieth century, government surveillance of women’s sexual lives extended beyond Chinese women and other immigrant groups into the interior of the United States with passage of the 1910 Mann Act that made it a felony to transport “any woman or girl for the purpose of prostitution.” This course explores the intertwined ways labor, morals, and gender policing worked at the boundaries of North America to erase women's sexual labor. Organized regionally, the course will explore sex work across Canada, Mexico, and the United States in the late nineteenth and twentieth centuries.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Latin American)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 301D, LALS 301D

Instructor: Bernardino, Erik

Instructor Permission Required: No

### **HIST 301E Black Struggles against American Slavery**

Of the millions of immigrants who arrived in North and South America during the colonial period, the majority came not from Europe but from Africa. They came as human property, but they insisted on their freedom. Because slavery shaped the American hemisphere, this seminar takes a broad look at the histories of Africans and African Americans in the United States, Haiti, Brazil, and parts of western Africa. Students will better understand the ways that Black struggles against slavery shaped and continue to shape the Americas. They will also develop their skills as historical researchers and writers, including how to address the challenges of reading records that often obscure Black humanity. We do this work through careful reading of contemporary scholarship as well as primary sources such as music, letters, autobiographies, and material artifacts.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C037, C038, C041, C066

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)(History: Early Modern)(History: United States)

Class Restriction: Not open to: First-Years  
Cross-listed Course(s): AFR 301E  
Instructor: Hall, Joseph  
Instructor Permission Required: No

### **HIST 301G Black Resistance from the Civil War to Civil Rights**

From antebellum slavery through twentieth-century struggles for civil rights, black Americans have resisted political violence, economic marginalization, and second-class citizenship using strategies ranging from respectability to radicalism. Engaging with both historical and modern scholarship, literary sources, and other primary documents, this course explores the diverse tactics and ideologies of these resistance movements. By considering the complexities and contradictions of black resistance in American history and conducting source-based research, students develop a deep understanding of the black freedom struggle and reflect on the ways that these legacies continue to shape present-day struggles for racial justice.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C037, C041

Department/Program Attribute(s): (Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 308, AMST 308

Instructor: TBA, Staff

Instructor Permission Required: No

### **HIST 301H Slavery in Ancient Rome**

Ancient Rome was an enslaving society, yet what little we know about slaves comes largely from the members of the social elite who wrote about slaves in literary and legal sources. How do we recover the lives and experiences of enslaved individuals? This course aims to understand the condition of slavery in the ancient Roman world from a variety of perspectives using methods and theories from social history and archaeology. Key topics include how individuals became enslaved; the treatment of slaves; the coercion and control of slaves; slave resistance; the family life of slaves; manumission and other paths to freedom; the material culture associated with Roman slaves. This seminar will include a mix of short lectures and discussions, as well as both oral and written assignments. Prerequisites: Any premodern CMS or HIST course

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C054

Department/Program Attribute(s): (History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 301H

Instructor: Brent, Liana

Instructor Permission Required: No

### **HIST 301I Farm, Food, and Factory: An Environmental History of the Industrial Food System in the United States**

Food as one of the most basic human needs has generated incredible efforts to shape the environment. Beginning in the nineteenth century, innovations that applied principles of industry to food production have resulted in an unprecedented availability of food. But nonhuman organisms have resisted complete

commodification again and again, and have shaped the U.S. and global food system in return. From the vantage point of the United States and Maine in particular, this seminar explores how humans linked agriculture, labor, science, technology, industry, empire, and global trade and development into a powerful industrial-agrarian system that feeds us today.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 301I

Instructor: TBA, Staff

Instructor Permission Required: No

### **HIST 301J Medieval Education**

This course will explore the nature of education, schooling, and university in the Middle Ages. Who attended schools and universities? How did a person become a teacher or professor? How were educational institutions organized and administered? What subjects and texts were studied? What was a school day or an academic year like? What were the motivations behind education (why go to school, why provide opportunities)? What was the material culture of education? How did education impact wider communities and society and visa-versa? We will consider these questions and more by employing a longue durée approach and examining how educational practices evolved over a thousand-year period. We will also take a transregional and transcultural view by comparing and contrasting education in Jewish, Christian (both Western and Eastern), and Muslim communities. Prior coursework in pre-modern history/medieval studies is strongly recommended.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 301J

Instructor: Lynch, Sarah

Instructor Permission Required: No

### **HIST 301M New England: Environment and History**

This seminar examines how people relate to their environments and how those relationships have changed. It also examines how understanding of “the environment” has consequences for how people influence it, how it influences them, and even how people influence each other. Understanding these varied relationships within the human and more-than-human world highlights how canoe routes, beach towns, textile mills, apple orchards, and all other New England environments are products of human dynamics, including those of race, gender, and class. Drawing on scholarly work as well as primary sources (including paintings, newspapers, diaries, and maps), students gain an appreciation for this complex history. They then engage in the process of writing their own analysis of some part of the region’s past.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C059, C068

Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 301M

Instructor: Hall, Joseph

Instructor Permission Required: No

### **HIST 301P South Africa: The Rise and Fall of Apartheid**

Between 1948 and 1994, the National Party enforced apartheid, a system of racial segregation in South Africa. How did nonwhites respond to the apartheid state? Using a variety of primary and secondary source materials, this seminar begins with an examination of major historical events to highlight the laws and social structures put in place prior to 1948. It then turns attention to the apartheid era and examines the lived experiences of the nonwhites under, and their struggle against, the apartheid state. The course pays close attention to the experiences of women, union leaders, students, and artists.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C022, C059

Department/Program Attribute(s): (History: Africa)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Otim, Patrick

Instructor Permission Required: No

### **HIST 301R Mere Words? Honor, Reputation, and the Freedom of Speech**

Free speech has long been a centerpiece of modern, liberal institutions. Dictators have feared it, of course, but it chronically troubles democratic societies, too. Words have fanned racial and religious hatred and destroyed personal reputation, bringing neighbors to the courts over women's sexual honor and drawing men into deadly duels. This course draws students into the intertwined histories of freedom of speech and the protection of reputation. The course is rooted in early modern and modern European histories, drawing connections and comparisons not only over time, but also with American, colonial, and postcolonial contexts. Note: As part of History's 301 series, the course is designed to guide students through the research and writing process.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EUS 301R

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **HIST 301S Environmental History of China**

This course investigates the deep historical roots of China's contemporary environmental dilemmas. From the Three Gorges Dam to persistent smog, a full understanding of the environment in China must reckon with millennia-old relationships between human and natural systems. In this course students explore the advent of grain agriculture, religious understandings of nature, the impact of bureaucratic states, and the

environmental dimensions of imperial expansion as well as the nature of kinship and demographic change. The course concludes by turning to the socialist "conquest" of nature in the 1950s and 1960s and China's post-1980s fate.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C047

Department/Program Attribute(s): (CHI: Cultural)(History: Asia)(History: Early Modern)(History: Modern)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ASIA 302, ENVR 311

Instructor: Chaney, Wesley

Instructor Permission Required: No

### **HIST 301W Latin America during the Cold War**

This course examines Latin American experiences during the cold war from a historical perspective. Students explore how some of the revolutionary transformations, military coups and governments, wide-scale human rights violations, and civil wars shaped the region between the 1950s and the 1980s. Topics covered include Guatemala's 1954 coup and thirty-year civil conflict, revolution in Cuba, and military dictatorships in Chile and Argentina. Students use and analyze primary sources, including declassified government documents, Truth Commission reports, memoirs, and films.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C072

Department/Program Attribute(s): (History: Latin American)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): LALS 301W

Instructor: Melvin, Karen

Instructor Permission Required: No

### **HIST 301Y The Spanish Inquisition**

Were witches and heretics really tortured in the Spanish Inquisition's infamous jails? This course examines both the institution of the Spanish Inquisition and the lives of those who came before it. Students read and analyze original Inquisition cases as well as consider the ways historians have used cases to investigate topics such as sexuality and marriage, popular beliefs, witchcraft, blasphemy, and the persecution of Jewish and Muslim people. The sins that concerned the Inquisition depended on the time and place, and the crimes prosecuted in sixteenth-century Spain or eighteenth-century New Spain reveal a great deal about early modern (ca. 1500-1800) culture and society.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C001, C035, C066, C072

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Latin American)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): LALS 303, REL 314

Instructor: Melvin, Karen

Instructor Permission Required: No

## **HIST 301Z Intersectionality and Feminist Social Movements**

This course considers how racial formations have developed in and influenced gendered and feminist movements. Movements examined may include woman's suffrage, anti-lynching, civil rights, Black Power, LGBTQ+, moral reform, welfare rights, women's liberation, and peace. Topics examined include citizenship, colonization, immigration, reproductive justice, and gender-based violence. Cross-listed in gender and sexuality studies, history, and politics.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C037, C041

Department/Program Attribute(s): (Africana: Gender)(Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 301Z, PLTC 301Z

Instructor: Plastas, Melinda

Instructor Permission Required: No

## **HIST 322 Mountains and Modernity**

Once regarded as impenetrable barriers dividing Europe, the Alps and Carpathian Mountains were transformed into international meeting places with the arrival of mass tourism in the late nineteenth century. At the same time, these mountain ranges began to be claimed in the constructions of national and ethnic identities that reshaped Central and Eastern Europe in the first half of the twentieth century. The course examines the role ascribed to the Alps and Carpathians at a pivotal time in European history, when the demise of empires and rising nationalism, but also new ideas about class, gender, ethnicity, and race, fundamentally restructured dynamics of power on the continent. Recommended background: a 200-level course focused on the study of literature and/or film in any department.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 322, EUS 322

Instructor: Cernahoschi, Raluca

Instructor Permission Required: No

## **HIST 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HIST 399 Historical Methods**

This seminar refines students' proficiency as historians and prepares them to write their senior thesis. The course is designed around two interrelated goals. First, students analyze how different approaches to history and sources matter to understandings of the past. Second, students design and test their own arguments, drawing upon critical readings of primary sources and close engagement with historiography. The course culminates in the completion of individual thesis proposals. Prerequisite(s): one HIST 301 seminar.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HIST 457 Senior Thesis**

The research and writing of an extended essay in history, following the established practices of the discipline, under the guidance of a departmental supervisor. Students register for HIST 457 in the fall semester. Majors writing an honors thesis register for both HIST 457 and 458. Prerequisite(s): HIST 399.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HIST 458 Senior Thesis**

The research and writing of an extended essay in history, following the established practices of the discipline, under the guidance of a departmental supervisor. Students register for HIST 458 in the winter semester. Majors writing an honors thesis register for both HIST 457, 458. Prerequisite(s): HIST 399.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HIST S11 Lewiston: History of a Place**

From the formation of the Androscoggin River Valley to the demolition of abandoned mills, the landscape we now call Lewiston has changed dramatically over centuries. This course examines the spatial history of Lewiston: how the landscape has shaped human settlement, and how people have transformed the local landscape. The course runs from deep time through indigenous settlement, European colonization, industrialization, immigration, and the post-industrial period. We will pair readings on these subjects with site visits, walking tours, and creative projects.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HIST S17 Global Chinese Food**

What makes a "Chinese" meal? From dumplings in Shandong to chop suey in California, the meanings and flavors of "Chinese" food are hardly uniform. In this course, students explore-and taste their way through-the diverse ways of producing, preparing, and consuming "Chinese" foods. They focus especially on unique historical contexts and global patterns of migration, reflecting on what food and food culture might reveal about issues of authenticity, identity, gender, race, class, and memory. They consider these topics not only through textual and visual sources, but through oral interviews, hands-on cooking demonstrations, and taste tests.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (CHI: Cultural)(History: Asia)(History: Modern)

Class Restriction: None

Cross-listed Course(s): ASIA S17

Instructor: Chaney, Wesley

Instructor Permission Required: No

### **HIST S18 Wilde Times: Scandal, Celebrity and the Law**

Oscar Wilde, an icon today, was popular in his own time as well. His relationship with Alfred Douglas was an open secret despite the fact that homosexuality was at the time a criminal offense. Indeed, Wilde's sexuality was tolerated until he sued Douglas' irascible father for libel. This course begins with the 1895 trials, seeking to understand cultures of sexuality in a period notorious for sexual repression, and contextualizing issues they raise of scandal and the law, celebrity, gender, and sexuality. Designed to encourage independent research, the course guides students through the research process, drawing to the fore histories often hidden from view. Cross-listed in European studies, gender and sexuality studies, and history. Open to first-year students. Enrollment limited to 30.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): EUS S18, GSS S18

Instructor: Shaw, Caroline

Instructor Permission Required: No

### **HIST S20 Latina Power! U.S. Latina Labor History**

One of the first major labor victories for Mexican Americans came from an unlikely source: young, Latina organizers. This course examines these women, their organizing, and the larger contexts of labor movements and the place of Latina women in the mid-twentieth century, focusing on the 1938 Pecan Shellers Strike in San Antonio, Texas, led by an 18-year-old strike leader Emma Tenayuca, and Luisa Moreno, a Guatemalan immigrant who organized workers in Florida and California. Grounded in feminist theory, the course places the strike and Latina workers as critical in core social tensions of the time.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): LALS S20

Instructor: Bernardino, Erik

Instructor Permission Required: No

### **HIST S23 Mobile Histories: Transmitting the Past in Africa and the African Diaspora**

How do people remember their pasts when forced into exile? When do archives move with them and how so? This class historically foregrounds examples of African communities under duress due to climate change, political oppression, and religious persecution in Africa and its diaspora from the seventeenth century to present day. Students examine, observe, and engage with a variety of written, oral, and ritual sources, including landscape, music, ceremony, and food. Students also work with the Harward Center for Community Partnerships and learn from the African Diasporic communities in Lewiston.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR S23

Instructor: Levi, Janice

Instructor Permission Required: No

### **HIST S24 Race and Citizenship in the Nineteenth-Century United States**

The American Revolution may have created a new nation of citizens out of a piece of the British Empire, but the exact contours of American citizenship remained ambiguous and contested. Who decided membership in this nation of citizens? Who qualified for citizenship and who did not, and upon what grounds? What rights and obligations, if any, were inherent in citizenship? This course examines how various groups of

people answered these questions – in courtrooms, legislative halls, the popular press, and even the quotidian interactions of everyday people – over the course of the nineteenth century. The course pays particular attention to how race (as an ideological construct) and racialized peoples affected the development of American citizenship.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **HIST S25 From Archives to Studios: Producing a History Podcast**

In 1987, Alice Lakwena, a thirty-one-year-old woman, formed the subversive Holy Spirit Movement. She became the only woman to lead a rebellion against the government of Uganda, yet she remains poorly understood. Today, she is dismissed as a "witch," "prostitute," and "prophet." Who exactly was Lakwena? What motivated her to lead the rebellion? This course introduces students to themes of gender and militarism in Africa. Students work with a range of documents about Lakwena and her movement, including court records, detective reports, eye-witness testimony, receipts, and newspapers. Students use these records to compose scripts and produce a forty-five-minute podcast for the general public.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Africa)(History: Modern)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Otim, Patrick

Instructor Permission Required: No

### **HIST S26 ¡Revolución! Debating Mexico**

The year is 1911 and Mexico just ended a thirty-year dictatorship. Now civil war looms as revolutionaries, reformers, and conservatives cannot agree on what should happen next. In this course, students investigate some of the most pressing issues of the Mexican Revolution by assuming the role of historical figures in a Reacting to the Past “game” that transforms the classroom into a constitutional congress. There they attempt to shape Mexico’s future, including what to do about voting rights, land reform, workers’ rights, education, and women’s rights.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C072

Department/Program Attribute(s): (History: Latin American)(History: Modern)

Class Restriction: None

Cross-listed Course(s): LALS S26

Instructor: Melvin, Karen

Instructor Permission Required: No

## HIST S27 WWII in Fact and Film

The global cataclysm of World War II put fever-dreams of racial destiny, staggering liberal democracies, rickety colonial empires, and militant communism together in a crucible of unprecedented violence and mass cruelty. Having reshaped humanity's political horizons during the 20th century, World War II needs urgent reexamination in our current era of resurgent authoritarianism. This course juxtaposes the analytical insights of history and related social sciences with the efforts of filmmakers trying to make commercially appealing and historically responsible narratives that do justice to the humanity (and inhumanity) of individuals' experience of the War and its aftermath.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS S29

Instructor: Moodie, Ben

Instructor Permission Required: No

## HIST S28 Wabanaki History in Maine

Wabanaki, or "the people of the Dawnland," include the Abenaki, Penobscot, Passamaquoddy, Mi'kmaq, and Wolastoqey (or Maliseet) nations. This course examines the ways that Wabanaki have adapted to, fought with, and lived alongside European invaders and their descendants in the region now known as Maine.

Students examine some of the ways that European Americans' racism has erased Wabanaki presence in the state and its history, the meanings of sovereignty in a state that still retains a great deal of influence over native peoples, and the role of environmental change in shaping Wabanaki cultural practices. Given widespread ignorance about Wabanaki in the state and at Bates College, students' final research projects will address contemporary Wabanaki efforts to become more visible and more respected. In most years students will spend several nights off campus to meet Wabanaki educators, so students with on-campus commitments should consider whether they can complete this course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C059, C068, C091

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hall, Joseph

Instructor Permission Required: No

## HIST S31 The Layers of Rome

This off-campus Short Term course will travel to Rome to explore the layers of the ancient city. The course will provide a broad overview of ancient Roman art, architecture, and archaeology, from the pre-Roman cultures of Iron Age Italy to Constantine and the late Roman Empire. Since Rome has been continuously inhabited for more than 3000 years, we will think about Rome as a palimpsest of layers, and we will explore the ways in which the fabric of the city (walls, roads, ancient and modern buildings) record human history. The goal of the course is to familiarize students with the physical world of the ancient Romans and the social

contexts that gave rise to important sites, monuments, and objects. This course has an anticipated cost of \$5200 per student. Final costs will be determined in Fall 2024 in consultation with Darren Gallant and the Center for Global Education. Estimated costs include round-trip airfare and travel to Italy, lodging in shared accommodations, a daily food budget, entrance to sites, travel within Rome, and access to emergency services through a partner institution. Prerequisite(s): Any CMS or CMS cross-listed course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS S31

Instructor: Brent, Liana

Instructor Permission Required: Yes

### **HIST S37 The Middle Ages through Film and Television**

Most people's first encounters with the "Middle Ages" are through fictional films & television programs. The purpose of this course is to help us explore the common themes & tropes utilized in popular media that construct a particular image of the period. In particular, this course will challenge the veracity of these constructs & consider how the presentation of the past feeds into racist, colonialist, & white-supremacist/nationalist ideas of the Middle Ages. The course will focus on popular film & television that was/is widely consumed. We will also move away from "Hollywood" depictions of the period to examine the Middle Ages in Middle Eastern & Asian cinema. Prior coursework on medieval topics (history, literature, religion etc.) is recommended.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS S37

Instructor: Lynch, Sarah

Instructor Permission Required: No

### **HIST S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

**HIST S51B Short Term Innovative Pedagogy: Revolutionary Americas, 1765-1830**

This course will help develop a new course examining the revolutions and independence movements in two regions: Latin America/the Caribbean and what is now the U.S. The new semester-long course that will result from this Short Term will cover territories within the former British, French, Portuguese, and Spanish empires, beginning with uprisings of the 1760s-1780s and ending with two continents of newly independent nations in the 1830s. We will center on questions of how and why independence came to these regions, why it took the forms it did, and what independence meant to different groups of people. Short Term students will help with surveying recent scholarship on the topic, gauging the best ways to frame the course, and building in assessment for this course in the age of AI.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Melvin, Karen; Hall, Joseph

Instructor Permission Required: Yes

## Interdisciplinary Studies

Students may propose individual majors that cross one or more boundaries of the College's established fields of study. A self-designed interdisciplinary major requires a detailed academic program with a list of courses to be included in the major drawn from at least two departments or programs, and one senior thesis (INDS 457, 458), capstone project, or comprehensive examination.

Further guidelines and an application for the individual interdisciplinary major are available from the Office of the Registrar and Academic Systems. Proposals for interdisciplinary majors must be submitted to the Office of the Registrar and Academic Systems for approval by the Curriculum Review Committee by March 1 in the sophomore year. Proposals must include a faculty advisory board of at least three faculty members who have agreed collectively to act as major advisors. One of these faculty members also serves as thesis advisor unless the student's program includes an alternative capstone project or comprehensive examination. A student with an individual interdisciplinary major graduates with a degree in Interdisciplinary Studies.

## Course Offerings

### INDS 457 Interdisciplinary Senior Thesis

Independent study and writing of a major research paper in the area of the student's interdisciplinary major, supervised by an appropriate faculty member. Students register for INDS 457 in the fall semester. Interdisciplinary majors writing an honors thesis register for both INDS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### INDS 458 Interdisciplinary Senior Thesis

Independent study and writing of a major research paper in the area of the student's interdisciplinary major, supervised by an appropriate faculty member. Students register for Interdisciplinary Senior Thesis 458 in the winter semester. Interdisciplinary majors writing an honors thesis register for both Interdisciplinary Thesis 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Latin American and Latinx Studies

*Professors Fra-Molinero (Hispanic Studies), Melvin (History), and Pieck (Environmental Studies); Associate Professors Pérez-Armendáriz (Politics, chair), and Pridgeon (Hispanic Studies); Visiting Assistant Professor Vallée.*

The interdisciplinary program in Latin American and Latinx studies brings together different methods of inquiry to better understand the cultures, societies and environments of Latin America and its diasporas, including the many communities that historically predated the United States, people who have immigrated to the United States from various parts of Latin America, and their descendants. The program also explores the importance of Latin America and Latinx communities in a global context. Latin American and Latinx studies provides opportunities for students seeking to deepen connections with their own Latin American and/or Latinx heritage .

Latin American and Latinx studies offers interdisciplinary and critical perspectives on colonialism, religion, race and ethnicity, politics, gender and sexuality, indigeneity, environments, language, cultural production, migration, and economics within the region's societies. Course offerings draw from Africana, anthropology, environmental studies, gender and sexuality studies, Hispanic studies, history, politics, and religious studies. Students learn about a diverse area of the world that includes Mexico, Central America, South America, the Caribbean, and the United States. They also consider the ongoing relevance of the interactions of the region's indigenous population with people coming from Europe, Africa, and Asia for more than half a millennium. The on-campus curriculum and programming is supplemented with opportunities for off-campus study in Latin America and the Caribbean.

More information is available on the [Latin American and Latinx Studies program website](#).

## Major Requirements

The Latin American and Latinx Studies major consists of 10 courses:

1. Seminar

Complete one course from the following:

- Any 300-level LALS course

2. Senior Thesis

Complete at least one course from the following:

- LALS 457 Senior Thesis
- LALS 458 Senior Thesis

3. Breadth of Study

Complete at least seven courses from the following:

- Any LALS course
- Any course cross-listed with LALS
- ENVR 242 Environment, Human Rights, and Indigenous Peoples
- HISP 210 Writing in Spanish
- HISP 222 Short Narrative in the Spanish-speaking World

- HISP 327 Gendered Experiences in the Américas Borderlands

Students must take courses from at least 4 of the following disciplines: Africana, American Studies, Anthropology, Art and Visual Culture, Environmental Studies, Gender and Sexuality Studies, History, Music, Politics, Religious Studies, Sociology, and Hispanic Studies.

## **Spanish Proficiency**

Because proficiency in Spanish is required for courses in Hispanic studies, students are strongly encouraged to consult with their advisor and the chairs of Latin American and Latinx studies and Hispanic studies to plan their course sequence and confirm they meet any prerequisites. More information on Hispanic studies may be found on the [Latin American and Latinx Studies website](#).

## **Senior Project Description**

Planning for the senior thesis (LALS 457 or 458) begins in the junior year with the submission of a thesis proposal. Information on the proposal may be found on the [Latin American and Latinx Studies website](#). The thesis should relate thematically to the student's course work and the student should consult with their thesis advisor to develop the proposal.

## **Courses Taken Outside of Bates**

Majors must take a minimum of six courses, in addition to the thesis, from Bates faculty members. Students may use a maximum of three credits taken elsewhere (off-campus study or transfer courses) toward the major requirements, subject to program approval. To request that an external course count toward the major, students should submit a copy of the syllabus to their academic advisor, preferably before they register for the class. To be eligible to count for program credit, students should submit material beyond lectures and exams, including some combination of outside reading assignments and substantive written work that includes instructor feedback. Courses taken off-campus may count toward the breadth-of-study requirements with the approval of the program chair. Courses taken abroad may not substitute for the required 300-level senior seminar or thesis, which must be taken at Bates.

## **Pass/Fail Policy**

Courses taken Pass/Fail may not count toward the Latin American and Latinx Studies major.

## Course Offerings

### LALS 167 Culture in the Americas

This course provides an overview of the history and cultures of the Americas. There is a multitude of complex distinctions and similarities between North, Central, and South America, including the Caribbean and Latina/o/xs living in the United States—or what we will refer to simply as “the Americas.” Exploring distinct cultural norms of music, food, language, dress, religion, political ideology, as well as racial and ethnic identities pushes students to reconsider a perspective outside or other than their own. Contrasting perspectives also arise from images, films and texts drawn from distinct locales throughout the region’s peoples, histories, and contemporary challenges. Of particular concern are the ways legacies of colonialism shape both the Americas and the production of knowledge. Additional topics of interest include indigenous and Afro-Latinx resistance and expression; immigration, transnationalism, and deportation; and gender and sexual orientations.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014, C026, C037, C041, C059

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 167

Instructor: Vallee, Benoit

Instructor Permission Required: No

### LALS 181 Creating Latin America: A History

Beginning with the lead up to the first encounters between Europeans and Americans and ending with the challenges of globalization in the twenty-first century, this course offers a chronological and topical overview of 500 years of Latin American history. It examines individual lives within the frameworks of sweeping political, social, and cultural transformations. Students use primary documents, images, texts, and film to explore major themes of the course, including conquest and colonialism, independence and the creation of new nations, and twentieth-century social revolutions and military dictatorships. Special attention is given to issues of race, gender, religion, and relationships with the United States.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C041, C059, C066, C072

Department/Program Attribute(s): (History: Early Modern)(History: Latin American)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 181

Instructor: Melvin, Karen

Instructor Permission Required: No

### LALS 208 Latinx Politics

This course explores the role of Latinx people in American politics. Students learn to define Latino/a/e/x, describe Latinx diversity, and explain why the history of distinct Latinx subgroups within the United States translates into variations in political power and preferences. Students also develop the ability to summarize various theoretical perspectives on American political identity and provide examples of persistent efforts to exclude Latinx people from this identity by casting them as economic, cultural, health, moral, and security

threats. In the second part of the course, students strengthen and nuance their understanding of American politics and institutions by learning to explain the conditions under which Latinx engage in grass-roots and collective political mobilization and grass-roots political organizations by analyzing Latinx voting patterns, partisanship public opinion, and the election of Latinx to public office. Although the course gives particular attention to Mexicans, Puerto Ricans, Dominicans, Salvadorans, and Cubans, it also serves as an introduction to the broader study of the politics of not only other Latinx subgroups, but also of other minority ethnic groups in the United States. Recommended background: PLTC 115.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C041

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PLTC 208

Instructor: Perez-Armendariz, Clarisa

Instructor Permission Required: No

### **LALS 220 Central America and The Caribbean**

This course will introduce students to the cultural history of Central America and the Caribbean. Beyond the assigned geographic reasoning and ethno-racial conventions that often treat these regions separately, students will critically assess how both regions have been intrinsically connected by a common history rooted in pre-colonization dynamics, colonialism, slavery, emancipation, imperialism and neoliberal migrations. Through a chronological approach, students will delve into the centrality of race, indigeneity and ethnicity as they relate to the construction of competing ideologies and cultural identities about what it means to be Central American and/or Caribbean. A wide varieties of sources will be used to cover the similarities and distinctions of the Hispanic and Anglophone Central American and Caribbean regions, such as literature, film, music, memoirs, maps, and the arts.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014, C037, C041, C048, C059

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Vallee, Benoit

Instructor Permission Required: No

### **LALS 225 The Haitian Revolution in the Atlantic World**

The Haitian Revolution is widely regarded as one of the most dramatic and significant events in history and is the only slave revolt in the Americas to successfully result in the abolition of slavery. It began with a massive slave insurrection in 1791 in the French colony of Saint-Domingue, and in 1804 it culminated in independence from France and the creation of the free, Black nation of Haiti. The revolution was shaped by people and ideas from Africa, Europe, and the Americas, and in turn had a profound impact on people from enslaved laborers and rebels to politicians and merchants. This course examines the events of the Haitian Revolution and explores how it changed the history of the broader world in which it took place.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Latin American)

Class Restriction: None

Cross-listed Course(s): AFR 225, HIST 225

Instructor: TBA, Staff

Instructor Permission Required: No

### **LALS 228 Latin America Debates Dependency and Development**

The history of Latin American and Caribbean political development is also a history of how the region grappled with struggles for economic development and autonomy in relation to the more powerful Western states. This course surveys the progression of the dependency-development debate by contextualizing it within the Cold War context and beyond. The intellectual debate centers on elaborating a prognosis and solutions to the problem of dependency and underdevelopment. The course will cover (1) the roots of underdevelopment and its interconnectedness to the topics of reform/revolution, socialism/fascism/capitalism, and democracy/authoritarianism; (2) historical events that enabled and/or inhibited different socio-political experiments; and (3) contemporary issues that touch on this debate, including neo-extractivism, China's growing influence, and regional ecological degradation. Recommended background: Prior coursework focusing on Latin America, development and/or political/social theory.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C037, C059, C072

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 228, PLTC 228

Instructor: TBA, Staff

Instructor Permission Required: No

### **LALS 243 International Development**

This course casts a critical eye on the international development complex and its varied consequences for environments and communities worldwide. Students first consider the colonial origins of the development idea, its institutional growth in the twentieth century, and various theoretical approaches to development. Drawing heavily on case studies and voices from across the global South, the course then explores major environment-development quandaries such as extractive industries, large infrastructure projects, public health, famine and food security, climate change adaptation, disaster relief, and foreign aid, all the while measuring them against development's shifting aspirations: poverty alleviation, social justice, and sustainability. Prerequisite(s): ENVR 204 or any course in Latin American and Latinx Studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 243

Instructor: TBA, Staff

Instructor Permission Required: No

### LALS 249 Politics of Latin America

In this course, students explore historical and theoretical explanations for salient contemporary political developments in Mexico and Central and South America. Topics vary by semester and may include gender-based and indigenous social movements; rising crime and violence and the resulting expansion of militarization and policing; corruption and anti-corruption campaigns; various forms of coup; the emergence of personalist and populist leaders; left-right polarization; weakening democratic institutions, and low public support for democracy. The course emphasizes the relationship between these political outcomes and Latin America's struggle to achieve sustained economic growth, sustained racial and economic inequalities, legacies of slavery and colonialism, and relations with the United States. Recommended background: HIST/LALS 181 and PLTC 122.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PLTC 249

Instructor: Perez-Armendariz, Clarisa; Puck, Logan

Instructor Permission Required: No

### LALS 268 US Latinx History

This course introduces students to the history of Latinx Americans drawing on the distinct experiences of Puerto Ricans, Chicanxs/Mexicanxs, Dominican Americans, Central Americans, and Cuban Americans. The course underscores international processes (imperialism and immigration) as central forces in the formation of U.S. Latinx communities. This global perspective accompanies a focus on the relationship between Latinx culture and American society, the dynamic role of women in the shaping of Latinx American communities, and origins and place of Latin American-origin immigrants in U.S. society.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): HIST 268

Instructor: Bernardino, Erik

Instructor Permission Required: No

### LALS 270 From Madrid to Manila: Globalization and the Spanish Empire

The world became permanently connected during the sixteenth and seventeenth centuries. While some have identified the origins of this globalization in Europe, the Spanish empire offers a different perspective. The ties of empire were forged throughout its vast territories: from Madrid to Manila. This course considers questions of identity and belonging in it, including for "old Christian" Spaniards, recent Jewish converts to Christianity, Muslims, Africans and their descendants, and indigenous peoples of the Americas and the Philippines. It also takes up questions of imperial scale, including global commerce, royal authority, and how people, knowledge, and beliefs moved throughout the early modern world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014, C059, C066

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Latin American)

Class Restriction: None

Cross-listed Course(s): HIST 270

Instructor: Melvin, Karen

Instructor Permission Required: No

### **LALS 272 Revolution! Debating Mexico**

The first major social upheaval of the twentieth century, the Mexican Revolution included clashes of ideologies as well as armies. Students take on these debates by assuming the roles of historical figures. They argue and decide the most pressing issues of the day, such as land reform, voting rights, and educational policies, all while trying to achieve their own objectives. Topically, the course begins with the conditions and events leading to the overthrow of President Porfirio Díaz in 1910, continues through the course of a bloody civil war, questions over how to build a new society, and the divisive institutionalization of a "revolutionary" one-party state. It concludes with ways that the revolution has been remembered, including in art and film.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Latin American)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 272

Instructor: Melvin, Karen

Instructor Permission Required: No

### **LALS 273 US Immigration: Rise of the Immigration Regime**

"Give me your tired, your poor, your huddled masses yearning to breathe free" encapsulates the belief that the United States is a nation of immigrants, yet that can be an oversimplification of a deeply complex issue. This course explores the various reasons people migrate, acculturate, and what it means to be an "American" and an immigrant. Students review immigration records to examine how issues of poverty, sexual orientation, gender, race, and political affiliation affected how people "breathe free" and navigated the US immigration regime from the nineteenth to the twenty-first centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 273, GSS 273, HIST 273

Instructor: Bernardino, Erik

Instructor Permission Required: No

### **LALS 289 After Deportation Ethnographies from Latin America and the Caribbean**

Studies on deportation have mostly focused on the pathways to the criminal justice system, prison experience, and deportation processes to highlight the conditions in which individuals are criminalized and removed. This course builds on a growing literature paying attention to what happens to individuals after

they are being deported to their so-called “countries of origin”, specifically those who are deported from the United States to Latin American and Caribbean nation-states. While students learn about the historical context and hegemonic narratives shaping the design of ever-growing migration policies affecting BIPOC immigrant communities in the US, the course centers the voices of deportees to analyze the different strategies they use to deal with the traumas and stigma of deportation in “origin” societies that often portray them as de-facto criminals. The course emphasizes the socio-cultural capital deportees use to find ways to belong in receiving societies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C014, C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 289, SOC 289

Instructor: Vallee, Benoit

Instructor Permission Required: No

### **LALS 295 Montezuma's Mexico: Aztecs and their World**

The Aztec state encompassed millions of people, featured a capital whose size and towering pyramids left the first Spanish visitors in awe, and developed a culture that continues to influence contemporary Mexico. Yet Aztecs are more often remembered for their cannibalism than their complex civilization. This course examines the Aztec world: what it was like to live under Aztec rule, how society was organized, what people believed about how the cosmos worked, and why Aztecs practiced ritual human sacrifice.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C057, C072

Department/Program Attribute(s): (History: Latin American)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 295, REL 295

Instructor: Melvin, Karen

Instructor Permission Required: No

### **LALS 301D Regulating Intimacy: Histories of the Labor of Sex in North America**

In 1875, the United States signed into law the first restrictive federal immigration law that prohibited Chinese Women “imported for the purpose of prostitution.” The Act’s enforcement hinged on the suspicion that all immigrant Chinese women were sex workers at the border. By the turn of the twentieth century, government surveillance of women’s sexual lives extended beyond Chinese women and other immigrant groups into the interior of the United States with passage of the 1910 Mann Act that made it a felony to transport “any woman or girl for the purpose of prostitution.”. This course explores the intertwined ways labor, morals, and gender policing worked at the boundaries of North America to erase women’s sexual labor. Organized regionally, the course will explore sex work across Canada, Mexico, and the United States in the late nineteenth and twentieth centuries.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Latin American)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 301D, HIST 301D

Instructor: Bernardino, Erik

Instructor Permission Required: No

### **LALS 301W Latin America during the Cold War**

This course examines Latin American experiences during the cold war from a historical perspective. Students explore how some of the revolutionary transformations, military coups and governments, wide-scale human rights violations, and civil wars shaped the region between the 1950s and the 1980s. Topics covered include Guatemala's 1954 coup and thirty-year civil conflict, revolution in Cuba, and military dictatorships in Chile and Argentina. Students use and analyze primary sources, including declassified government documents, Truth Commission reports, memoirs, and films.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C072

Department/Program Attribute(s): (History: Latin American)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301W

Instructor: Melvin, Karen

Instructor Permission Required: No

### **LALS 303 The Spanish Inquisition**

Were witches and heretics really tortured in the Spanish Inquisition's infamous jails? This course examines both the institution of the Spanish Inquisition and the lives of those who came before it. Students read and analyze original Inquisition cases as well as consider the ways historians have used cases to investigate topics such as sexuality and marriage, popular beliefs, witchcraft, blasphemy, and the persecution of Jewish and Muslim people. The sins that concerned the Inquisition depended on the time and place, and the crimes prosecuted in sixteenth-century Spain or eighteenth-century New Spain reveal a great deal about early modern (ca. 1500-1800) culture and society.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C001, C035, C066, C072

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Latin American)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301Y, REL 314

Instructor: Melvin, Karen

Instructor Permission Required: No

### **LALS 304 Poesía de resistencia: From Antipatriarchy to Anti-imperialism**

The course explores antipatriarchy and anti-imperialist poetry written by women in twentieth- and twenty-first-century Spanish America. It grounds its exploration on historical writers such as Sor Juana Inés de la Cruz and Micaela Lastenia Larriva, who wrote against the gender paradigm brought to the Américas by the Spanish. It closely examines the work of Rosario Castellanos and Domitila Barrios Chúngara and the transition from antipatriarchy to anti-U.S. imperialism, and the presence of poetry as a weapon in defense of

civil liberties. Special attention is given to contemporary poetry written by indigenous and Afro-descendant women of the Spanish-speaking Américas. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C016

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HISP 304

Instructor: Aburto Guzman, Claudia

Instructor Permission Required: No

### **LALS 306D Theologies of Race and Liberation in the Americas: Black, Womanist, and Latinx**

This course explores the interconnections among race, liberation, and theology in the Americas. We begin with a historical study of the material and ideological relationship between Christian theology and the formation of racial consciousness, from the advent of the global colonial period to the establishment of the United States. This study will enable us to examine the interrelated processes of racial and religious formation in the US, Caribbean, and Latin America during the 18th and 19th centuries. Focus will be given to the social, economic, and political dimensions of these processes; that is, on issues of colonialism, patriarchy, racism, and capitalist extractivism. We then consider the ways theology has served as a means to critique and resist these processes during the 20th and 21st centuries throughout the Americas. We will especially attend to how Black, Womanist/Mujerista, and Latinx theological frameworks contribute to struggles against these forms of injustice. Recommended background: one course in Religious Studies or American Studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 306D, REL 306D

Instructor: Hedrick, Lisa

Instructor Permission Required: No

### **LALS 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic**

Black Africans affected the Atlantic culture immediately after 1492. Their words and deeds impacted the institutions of the time in Spain, Portugal, and their overseas empires in the early modern period. Black people transmitted the cultural practices of their African native lands through the Diaspora, but they also were protagonists of the European Renaissance wherever they lived. Palenques of cimarrones—settlements of self-liberated Blacks—dismantled slavery and helped Blacks build a new conception and practice of human freedom. Black men and women wrote and sang, and were represented in the literary works of Cervantes, Lope de Vega, Inca Garcilaso, Guamán Poma de Ayala, and Sor Juana Inés de la Cruz. This course will be taught in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C038, C041, C059, C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years  
Cross-listed Course(s): AFR 309, HISP 232  
Instructor: Fra-Molinero, Baltasar  
Instructor Permission Required: No

### **LALS 312 Language Death and Revitalization**

Language Death and Revitalization explores linguistic diversity among the world's 7,000 languages, one of which dies every two weeks. The course addresses the question of what is lost in terms of bodies of knowledge, world view, and identification of the limits of variability among human languages when languages die out. The local and global causes of extinctions are explored, including genocide, natural disaster, dislocation and population absorption and language shift, or linguistic suicide. Planning strategies for revitalization at local, national, and international levels are studied. Strategies for successful revitalization movements are deduced throughout the course of the semester. Recommended background: prior coursework in anthropology.

Modes of Inquiry: [HS]  
Writing Credit: [W2]  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): AMST 312, ANTH 312  
Instructor: Bennett, Joyce  
Instructor Permission Required: No

### **LALS 317 Screening Citizenship: Jewish Latin American Film**

This course considers films from throughout Latin America made by Jewish directors. Students learn the history of Latin American film production as well as terms and skills necessary for audiovisual analysis. The course examines the ways in which film is used as a vehicle to explore and represent issues of identity, belonging, immigration, and assimilation that have long characterized Jewish experiences in Latin America. Moreover, the course focuses on filmmakers' engagement with key social and political issues within their respective countries as well as on a regional or global scale. Taught in Spanish. Recommended background: HISP 228. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: None  
Writing Credit: None  
GEC(s): C038  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): HISP 317  
Instructor: Pridgeon, Stephanie  
Instructor Permission Required: No

### **LALS 330 Latina/o/xs in NYC Hip-Hop Culture**

This course introduces students to the historical contributions of Latina/o/xs in the emergence of Hip-Hop culture in New York City. To do so, students will be engaging with a contextual approach that depicts migration processes and settlements of Latinx communities within the five boroughs, particularly Uptown and the Bronx where Hip-Hop culture erupted during the 1970s. This course will show how Latina/o/xs have

empowered themselves through artistic performances and expressions in the midst of social struggle and industrial decline. In addition, the course critically addresses how Latina/o/xs Hip-Hop artists constantly navigate the ethno-racial politics of Blackness and Latinidad that are crucial within discourses on Hip-Hop legitimacy and pioneerism. A wide varieties of sources will be used to analyze Latina/o/xs' involvements in the different elements of Hip-Hop culture (Mcing/Rap, Djing, Graffiti, Breaking, Beatboxing) in order to understand racial, ethnic and gender dynamics. Recommended background: prior coursework on race and ethnicity.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C011, C037, C040, C080

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR 330, AMST 330

Instructor: Vallee, Benoit

Instructor Permission Required: No

### **LALS 341 Lectura americana de Cervantes**

A present-day reading in America of Don Quijote de La Mancha and other key texts of the Spanish and Spanish American Renaissance. This course examines themes of Islamophobia, white supremacy, conquest and empire, the slave trade, the quest for utopias, and the construction of historical narratives that shape the politics of the day. Students analyze myths and legends of the marvelous real such as the fountain of youth in Florida, the island of California, the return to the Golden Age, fabulous cities and unbelievable real ones (Mexico-Tenochtitlan, Cuzco) that are admired and destroyed, and a fake island in Louisiana called Barataria. Students consider issues that obsessed people in Cervantes' time: the expulsion of Muslims, hatred of Jews, war, gender roles and women's freedom, mental and physical disability, and changes to the environment in the form of windmills. Taught in Spanish. Recommended background: HISP 231. Only open to juniors and seniors. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C016, C018, C035, C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): HISP 341

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

### **LALS 353 Political Violence in Latin America**

Why is public life in contemporary Latin America so violent? Political violence is inherent to revolutions, civil wars, and authoritarian regimes. In contrast, one of the merits of democracy is that it facilitates the peaceful allocation of resources and power. For much of the twentieth century, Latin America struggled with insurgencies, civil war, and repressive authoritarian regimes. A wave of democratic transitions in the 1980s and 1990s brought renewed hope for peace, justice, and the protection of civil liberties, but political violence persists. This course explores the puzzling persistence of violence throughout the region. Recommended background: HIST/LALS 181; PLTC 122 and/or 249.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PLTC 353

Instructor: Perez-Armendariz, Clarisa

Instructor Permission Required: No

### **LALS 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **LALS 371 Indigenous Women's Social Movements in Latin America**

This course examines Indigenous women's movements in Latin America. Comparing Indigenous movements throughout Abiyayala (the Americas) requires investigating ethnographic, political, and socio-economic contexts in which Indigenous women's movements develop, thrive, and sometimes fail. The course pays particular attention to Indigenous women's responses to marginalization and oppression in the 20th and 21st centuries and entails an applied project through community engaged learning. Recommended background: Prior coursework in the social sciences.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 371, GSS 371

Instructor: Bennett, Joyce

Instructor Permission Required: No

### **LALS 390 Afro-Latinoamérica**

The 500-year presence of Africans and their descendants in the Spanish-speaking world has produced a significant body of literature by Blacks and about Blacks. Spanish America was the main destination of the African diaspora. Writers of African descent attest to the struggle for freedom and the abolition of slavery as well as anti-colonialism. Their literature shows how the participation of Blacks in the wars of Latin American independence was a struggle for their emancipation. Afro-Hispanic writers in Spain, the Americas, and Africa

use their art and ideas to address the postnational migrations of the twenty-first century, a diaspora that has not ceased. Recommended background: AFR 100. Only open to juniors and seniors. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C016, C038, C041, C059

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): AFR 390, HISP 390

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

### **LALS 457 Senior Thesis**

An in-depth independent study of Latin American and Latinx studies. Majors register for LALS 457 in the fall semester. Majors writing an honors thesis register for LALS 457 in the fall semester and LALS 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **LALS 458 Senior Thesis**

An in-depth independent study of Latin American and Latinx studies. Majors register for LALS 458 in the winter semester. Majors writing an honors thesis register for LALS 457 in the fall semester and LALS 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **LALS S20 Latina Power! U.S. Latina Labor History**

One of the first major labor victories for Mexican Americans came from an unlikely source: young, Latina organizers. This course examines these women, their organizing, and the larger contexts of labor movements and the place of Latina women in the mid-twentieth century, focusing on the 1938 Pecan Shellers Strike in San Antonio, Texas, led by an 18-year-old strike leader Emma Tenayuca, and Luisa Moreno, a Guatemalan immigrant who organized workers in Florida and California. Grounded in feminist theory, the course places the strike and Latina workers as critical in core social tensions of the time.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): HIST S20

Instructor: Bernardino, Erik

Instructor Permission Required: No

### **LALS S23 Indigeneity in the Dominican Republic: Ethnographic Perspectives**

The course offers students a practical experience in ethnographic research in the context of indigenous culture in the Dominican Republic. Based on a set of various activities ranging from an archeological field camp, participant observation in handcrafted workshops, to the study of the museography of the on-site partner institution, Museo Maguá - a community-led and autonomous Taino museum located in the Hermanas Mirabal province in northern Dominican Republic - students will practically delve into the growing cultural and educational politics of Indigeneity in the Dominican Republic. Through this course, students will also expand their knowledge of indigenous history and culture in the Caribbean context. Eventually students will be introduced and/or sharpen their research methods skills in an interdisciplinary setting. Recommended background: Prior coursework in Anthropology, particularly in Ethnographic methods; intermediate level in Spanish.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH S23

Instructor: Vallee, Benoit

Instructor Permission Required: No

### **LALS S26 ¡Revolución! Debating Mexico**

The year is 1911 and Mexico just ended a thirty-year dictatorship. Now civil war looms as revolutionaries, reformers, and conservatives cannot agree on what should happen next. In this course, students investigate some of the most pressing issues of the Mexican Revolution by assuming the role of historical figures in a Reacting to the Past “game” that transforms the classroom into a constitutional congress. There they attempt to shape Mexico’s future, including what to do about voting rights, land reform, workers’ rights, education, and women’s rights.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Latin American)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST S26

Instructor: Melvin, Karen

Instructor Permission Required: No

**LALS S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Mathematics

*Professors Greer, Ott (chair), Salerno, and Wong; Assistant Professors Baker, Sanogo, and Storch; Visiting Assistant Professors Hambrick, Montgomery, and Sheydvasser; Visiting Lecturer Balcomb.*

A dynamic subject with connections to many disciplines, mathematics is an integral part of a liberal arts education, and is increasingly vital in understanding science, technology, and society. Entry-level courses introduce students to basic concepts and hint at some of the power and beauty behind these fundamental results. Upper-level courses and the capstone experience provide majors with the opportunity to explore mathematical topics in greater depth and sophistication, and to delight in the fascination of this important discipline.

The department assists students planning to study mathematics in choosing an appropriate starting course. Based on a student's academic background and skills, the department recommends a 100-level course, MATH 205, MATH 206, or a more advanced course. For more information, the department offers suggestions on the site [Selecting Your First Math Course](#). The mathematics department offers a major and a minor in mathematics.

More information is available on the [Mathematics department website](#).

## Major Requirements

The mathematics major requirements accommodate a wide variety of student interests and career goals. Courses provide broad training in undergraduate mathematics, preparing majors for graduate study and for positions in a wide variety of careers, such as government, industry, and the teaching profession.

### 1. Core

Complete the following courses:

- MATH 205 Linear Algebra
- MATH 206 Multivariable Calculus
- MATH 221 Introduction to Abstraction\*

\*MATH221 Introduction to Abstraction must be taken at Bates, and can only be taken after a full semester at Bates. The department encourages students to take this course during the sophomore year, at which time it can count toward the [W2] requirement.

### 2. Electives

#### a. Analysis or Algebra

Complete at least one course from the following:

- MATH 301 Real Analysis
- MATH 309 Abstract Algebra I

A student may take both of these courses, but one of them must be taken at Bates. The second course will count towards the 300- and 400-Level Electives requirement. The department encourages students to fulfill this requirement before beginning a senior thesis or senior seminar.

b. 300- and 400-Level Electives

Complete at least 2 300- and/or 400-Level Mathematics courses or courses cross-listed with Mathematics, and which may not include independent study (MATH360 or s50), senior thesis (MATH457 or 458), senior seminar (MATH495), or any Short Term course.

c. Modeling and Differential Equations

Complete at least one course from the following:

- MATH 219 Differential Equations
- Any MATH 255 series course
- Any MATH 355 series course

If a student takes a course in the MATH355 series, this fulfills one course in the 300- and 400-Level Electives requirement and the Modeling and Differential Equations requirement simultaneously.

d. Additional Electives

Complete at least 2 additional elective Mathematics courses or courses cross-listed with Mathematics numbered 200 or higher during a semester, or s30 or higher during Short Term, and which may not include independent study (MATH360 or s50), senior thesis (MATH457 or 458), or senior seminar (MATH495).

One course from the following (but not both) may also count as one of these electives:

- ECON 255 Econometrics
- PHYS 301 Mathematical Methods of Physics

An important note about electives: Although a course may satisfy two or more stipulations, a student must still take six distinct elective courses

3. Senior Capstone

Complete at least one of the following:

- MATH 457 Senior Thesis
- MATH 458 Senior Thesis
- Any MATH 495 Senior Seminar series course

The selection of senior thesis or senior seminar requires departmental approval. The senior thesis or senior seminar requirement must be completed during the student's last year at Bates. Students satisfy their [W3] requirement by successful completion of either a senior thesis or a senior seminar.

### Courses Taken Outside of Bates

Of the nine courses (205, 206, 221, and six electives) required for the Mathematics major, up to four may be taken at other institutions, in off-campus study programs, or in other Bates departments, subject to these limitations: 1) MATH221 (Introduction to Abstraction) must be completed at Bates. 2) At least one of MATH301 (Real Analysis) and MATH309 (Abstract Algebra I) must be completed at Bates. 3) At least three of the remaining five elective mathematics courses must be completed at Bates, listed or cross-listed in the Bates Mathematics department.

If a student intends to apply transfer credit for a course taken at another College or university as equivalent to a Bates math course, it is strongly recommended that they have that course pre-approved for transfer by the Mathematics department chair.

### **Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the major in Mathematics.

## **Minor Requirements**

Designed either to complement another major or to be pursued for its own sake, the minor in Mathematics provides a structure for obtaining a significant depth in mathematical study.

### **1. Calculus**

Complete the following courses:

- MATH 105 Calculus I
- MATH 106 Calculus II

Successful completion of only MATH 106, or of MATH 206, satisfies this requirement, even if no course credit has been granted by Bates.

### **2. Upper-Level Courses**

Complete the following courses:

- MATH 205 Linear Algebra
- MATH 206 Multivariable Calculus

### **3. Electives**

Complete three elective Mathematics courses or courses cross-listed with Mathematics numbered 200 or higher during a semester, or s20 or higher during Short Term, not including independent study or thesis (MATH360, 457, 458, or s50).

## **Courses Taken Outside of Bates**

If you intend to apply transfer credit for a course taken at another College or university as equivalent to a Bates math course, it is strongly recommended that you have that course pre-approved for transfer by the Math department chair.

### **Short Term Courses**

S20 or higher courses are eligible for the Electives requirement of the minor.

### **Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the minor in Mathematics.

### **Other Considerations**

At least two of the three elective mathematics courses must be taken at Bates; at most one elective taken at another institution can count towards the minor.

## Course Offerings

### MATH 101 Working with Data

Techniques for analyzing data are described in ordinary English without emphasis on mathematical formulas. The course focuses on graphical and descriptive techniques for summarizing data, design of experiments, sampling, analyzing relationships, statistical models, and statistical inference. Applications are drawn from everyday life: drug testing, legal discrimination cases, and public opinion polling. Not open to students who have received credit for BIO 244, ECON 250 or 255, ENVR 181, MATH 215 or 315, PLTC 218, PSYC 218, or SOC 305.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### MATH 105 Calculus I

While the word calculus originally meant any method of calculating, it has come to refer more specifically to the fundamental ideas of differentiation and integration that were first developed in the seventeenth century. The subject's early development was intimately connected with understanding rates of change within the context of the physical sciences. Since then, it has proven to be widely applicable throughout the natural sciences and some social sciences, as well as crucial to the development of most modern technology. This course develops the key notions of derivatives and integrals and their interrelationship, as well as applications. An emphasis is placed on conceptual understanding and interpretation, as well as on computational skills. Students concurrently enroll in a discussion section. Students must read the <a href="http://www.bates.edu/mathematics/academics/selecting-first-math-course/">mathematics department calculus questions page </a>before registering. Not open to students who have Calculus on their high school transcripts with a grade of B or above, or who have received equivalent course credit through AP, IB, or A-Level examination scores. Successful completion of MATH 106 or 206 fulfills all Bates requirements for MATH 105. Not open to students who have received credit for MATH 206.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Storch, Laura

Instructor Permission Required: No

### MATH 106 Calculus II

A continuation of Calculus I. Further techniques of integration, both symbolic and numerical, are studied. The course then treats applications of integration to problems drawn from fields such as physics, biology, chemistry, economics, and probability. Differential equations and their applications are also introduced, as

well as approximation techniques and Taylor series. Students concurrently enroll in a discussion section. Recommended background: MATH 105 or equivalent. Students must read the mathematics department calculus questions page before registering. Not open to students who have received equivalent course credit through AP, IB, or A-Level examination scores. Successful completion of MATH 106 fulfills all Bates requirements for MATH 105. Successful completion of MATH 206 fulfills all Bates requirements for MATH 106. Not open to students who have received credit for MATH 206.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MATH 110 Great Ideas in Mathematics**

Is mathematics composed of impenetrable formulas to be memorized, a series of insurmountable cliffs to be scaled? Are there individuals who can think logically and creatively, but never "do math"? In this course, students are asked to use their imagination to grapple with challenging mathematical concepts. The process enables them to master techniques of effective thinking, experience the joy of discovering new ideas, and feel the power of figuring out things on their own. Together they contemplate some of the greatest and most intriguing creations of human thought Not open to students who have received credit for ECON 250 or 255 or any math course numbered 200 or above.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Balcomb, Scott

Instructor Permission Required: No

### **MATH 117 Introduction to Data Science: Data Visualization**

This course offers an introduction to data science through data visualization. Through hands-on assignments, students will develop their skills in data cleaning, analysis, and visualization using the R programming language and Github for version control. In the course students will learn to calculate and describe data using descriptive statistics and how to create a range of data visualizations to explore variation and covariation in data. Students will also learn to critique and reflect on data visualizations encountered in everyday life. No prior experience in data science or programming is necessary, making this course accessible to all students interested in exploring the dynamic field of data science. Not open to students who have received credit for DCS 210.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DCS 117

Instructor: Baker, Laurie

Instructor Permission Required: No

### **MATH 205 Linear Algebra**

Vectors and matrices are introduced as devices for the solution of systems of linear equations with many variables. Although these objects can be viewed simply as algebraic tools, they are better understood by applying geometric insight from two and three dimensions. This leads to an understanding of higher dimensional spaces and to the abstract concept of a vector space. Other topics include orthogonality, linear transformations, determinants, and eigenvectors. This course should be particularly useful to students majoring in any of the natural sciences or economics. Prerequisite(s): MATH 105 or 106.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MATH 206 Multivariable Calculus**

This course extends the ideas of Calculus I and II to deal with functions of more than one variable. While calculations make straightforward use of the techniques of single-variable calculus, more effort must be spent in developing a conceptual framework for understanding curves and surfaces in higher-dimensional spaces. Topics include partial derivatives, derivatives of vector-valued functions, vector fields, integration over regions in the plane and three-space, and integration on curves and surfaces. Prerequisite(s): MATH 106.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MATH 214 Probability**

Probability theory is the foundation on which statistical data analysis depends. This course together with its sequel, MATH 215, covers topics in mathematical statistics. Both courses are recommended for math majors with an interest in applied mathematics and for students in other disciplines, such as psychology and economics, who wish to learn about some of the mathematical theory underlying the methodology used in their fields. Prerequisite(s): MATH 206.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MATH 215 Statistics**

The sequel to MATH 214. This course explores inferential methods in statistics. Topics may include sampling distributions, point and interval estimation, hypothesis testing, analysis of variance, and linear regression.

While applications are discussed, considerable emphasis is placed on the mathematical theory of statistics.

Prerequisite(s): MATH 214.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MATH 219 Differential Equations**

A differential equation is a relationship between a function and its derivatives. Many real-world situations can be modeled using these relationships. This course is a blend of the mathematical theory behind differential equations and their applications. The emphasis is on first- and second-order linear equations.

Topics include existence and uniqueness of solutions, graphical approaches, numerical methods, and applications such as population modeling and mechanical vibrations. Prerequisite(s): MATH 205 and either 106 or 206.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Wong, Peter

Instructor Permission Required: No

### **MATH 221 Introduction to Abstraction**

An intensive development of the important concepts and methods of abstract mathematics. Students work individually, in groups, and with the instructor to prove theorems and solve problems. Students explore such topics as proof techniques, logic, set theory, equivalence relations, functions, and algebraic structures.

Writing is a main focus, with emphasis on mathematical conventions, expectations, and presentation, including the use of LaTeX for typesetting symbols and formulas. The course provides exposure to what it means to be a mathematician.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Greer, Meredith

Instructor Permission Required: No

### **MATH 225 Number Theory**

The theory of numbers is concerned with the properties of the integers, one of the most basic mathematical sets. Seemingly naive questions of number theory stimulated much of the development of modern mathematics and still provide rich opportunities for investigation. Topics include classical ones such as primality, congruences, quadratic reciprocity, and Diophantine equations, as well as more recent applications to cryptography. Additional topics such as computational methods, elliptic curves, or an introduction to analytic methods may be included. Prerequisite(s): MATH 205.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Coulombe, Grace

Instructor Permission Required: No

### **MATH 233 Mathematics for Social Justice**

This course teaches quantitative literacy, critical thinking and problem solving skills in a socially relevant context. Students use mathematics as a powerful analytic framework for understanding and developing realistic solutions to issues of social, political, and economic justice. The overarching goal of this course is for students to develop the ability and inclination to use mathematics to understand, and improve, the world around them. Prerequisite(s): MATH 106. Recommended background: MATH 205.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ott, Katherine

Instructor Permission Required: No

### **MATH 255A Mathematical Models in Biology**

Mathematical models are increasingly important throughout the life sciences. This course provides an introduction to a variety of models in biology, with concrete examples chosen from biological and medical fields. Students work both theoretically and with computer software to analyze models, compute numerical results, and visualize outcomes. Prerequisite(s): MATH 205.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006, C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): BIO 255A

Instructor: Greer, Meredith

Instructor Permission Required: No

### **MATH 301 Real Analysis**

An introduction to the foundations of mathematical analysis, this course presents a rigorous treatment of fundamental concepts such as limits, continuity, differentiation, and integration. Elements of the topology of the real numbers are also covered. Prerequisite(s): MATH 205, 206, and 221.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ott, Katy

Instructor Permission Required: No

### **MATH 303 Introduction to Algebraic Topology**

An introductory course in the field of Algebraic Topology. Students will be exposed to basic algebraic and topological structures, along with an introduction to homotopy theory and associated theorems. Students will also be introduced to homology and cohomology, and computational methods using simplicial complexes. Prerequisite(s): Math 205 and 221.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MATH 306 Advanced Linear Algebra**

This course is a continuation of MATH 205. Topics vary from semester to semester depending on the interests of the instructor. Prerequisite(s): MATH 205 and at least one additional course at the 200-level or above.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MATH 308 Complex Analysis**

This course extends the concepts of calculus to deal with functions whose variables and values are complex numbers. Instead of producing new complications, this leads to a theory that is not only more aesthetically pleasing, but is also more powerful. The course should be valuable to those interested in pure mathematics as well as those who need additional computational tools for physics or engineering. Topics include the geometry of complex numbers, differentiation and integration, representation of functions by integrals and power series, and the calculus of residues. Prerequisite(s): MATH 205 and 206.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MATH 309 Abstract Algebra I**

An introduction to basic algebraic structures common throughout mathematics. These may include the integers and their arithmetic, modular arithmetic, rings, polynomial rings, ideals, quotient rings, fields, and groups. Prerequisite(s): MATH 205, and 221.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MATH 312 Geometry**

This course studies geometric concepts in Euclidean and non-Euclidean geometries. Topics include isometries, arc lengths, curvature of curves and surfaces, and tessellations, especially frieze and wallpaper patterns. Prerequisite(s): MATH 205 and 206.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Wong, Peter

Instructor Permission Required: No

### **MATH 316 PIC Math: Community Engaged Data Science**

This PIC Math (Preparation for Industrial Careers in Mathematical Sciences) course is intended for students with a strong interest in industrial applications of mathematics and computation. Students work in teams on a research problem identified by a community partner from business, industry, or government. Students develop their mathematical and programming skills as well as skills and traits valued by employers of STEM professionals, such as teamwork, effective communication, independent thinking, problem solving, and final products. Prerequisite(s): MATH 205 and 206.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): (DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 316

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **MATH 331 Mathematics for Machine Learning**

This course begins with linear regression models and introduces students to a variety of techniques for learning from data, as well as principled methods for assessing and comparing models. Topics include bias-variance trade-off, resampling and cross-validation, linear model selection and regularization, classification and regression trees, bagging, boosting, random forests, support vector machines, generalized additive models, principal component analysis, unsupervised learning and k-means clustering. Emphasis is placed on the mathematics behind these concepts and on the statistical computing in a high-level language (e.g. R or Python). Recommended background: prior coursework in programming and statistics. Prerequisite(s): MATH 205.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DCS 331

Instructor: Sanogo, Fatou

Instructor Permission Required: No

### **MATH 355A Numerical Analysis**

This course studies the best ways to perform calculations that have already been developed in other mathematics courses. For instance, if a computer is to be used to approximate the value of an integral, one must understand both how quickly an algorithm can produce a result and how trustworthy that result is. While students implement algorithms on computers, the focus of the course is the mathematics behind the algorithms. Topics may include interpolation techniques, approximation of functions, solving equations, differentiation and integration, solution of differential equations, iterative solutions of linear systems, and eigenvalues and eigenvectors. Prerequisite(s): MATH 106 and 205.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 355A

Instructor: Storch, Laura

Instructor Permission Required: No

### **MATH 355D Chaotic Dynamical Systems**

The field of dynamical systems is best understood from both theoretical and computational viewpoints, as each informs the other. Students explore attracting and repelling cycles and witness the complicated dynamics and chaos a simple function can exhibit. Topics include chaos in discrete versus continuous dynamical systems, bifurcations, and attractors, with applications to biology and physics. While there will be a significant computational component to the course, previous coding experience is not required.

Recommended background: MATH219. Prerequisite(s): MATH205.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 355D

Instructor: Storch, Laura

Instructor Permission Required: No

### **MATH 355H Numerical Linear Algebra**

This course studies the best ways to perform calculations that have been developed in Linear Algebra. Topics may include solving systems of equations, error and condition numbers, least squares, and eigenvalues and singular values. Prerequisite(s): MATH 205.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DCS 355H

Instructor: TBA, Staff

Instructor Permission Required: No

### **MATH 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. This course may not be used to fulfill requirements for the mathematics major or minor in mathematics.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **MATH 457 Senior Thesis**

Prior to entrance into MATH 457, students must submit a proposal for the work they intend to undertake toward completion of a thesis. Open to all majors upon approval of the proposal. Required of candidates for honors. Students register for MATH 457 in the fall semester.

Modes of Inquiry: None  
Writing Credit: [W3]  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years, Sophomores, Juniors  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: Yes

### **MATH 458 Senior Thesis**

Prior to entrance into MATH 458, students must submit a proposal for the work they intend to undertake toward completion of a thesis. Open to all majors upon approval of the proposal. Required of candidates for honors. Students register for MATH 458 in the winter semester.

Modes of Inquiry: None  
Writing Credit: [W3]  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years, Sophomores, Juniors  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: Yes

### **MATH 495B Generalized Stokes Theorem**

The famous theorems of Gauss, Green, and Stokes in multivariable calculus have many important applications in the study of electromagnetic fields, heat diffusion, fluid dynamics, and complex analysis. Moreover, they are all generalizations of the (one dimensional) Fundamental Theorem of Calculus. These results assert that a certain ( $k$  dimensional) integral over a region is the ( $k-1$  dimensional) integral over the boundary of the region, culminating in the so-called Generalized Stokes Theorem. This seminar aims to explore this general form of the classical Stokes Theorem and related topics, including the concept of differential forms. Prerequisite(s): MATH 301 or 309.

Modes of Inquiry: [QF], [SR]  
Writing Credit: [W3]  
GEC(s): None  
Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors  
Cross-listed Course(s): None  
Instructor: Wong, Peter  
Instructor Permission Required: Yes

### **MATH 495F Mathematical Exposition**

Students in this course will explore mathematical concepts through primary sources and then prepare expository pieces aimed at varying audiences. They will also review math writing in the popular press. Students consider advanced topics in fields related to the instructors' expertise.

Modes of Inquiry: None  
Writing Credit: [W3]  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years, Sophomores, Juniors  
Cross-listed Course(s): None  
Instructor: Ott, Katherine  
Instructor Permission Required: Yes

### **MATH 495L The Fundamental Theorem of Algebra**

Over the centuries, there have been numerous proofs of the Fundamental Theorem of Algebra (FTA), which asserts that every polynomial of degree  $n$  must have at most  $n$  distinct roots over the complex numbers. The great German mathematician Carl F. Gauss (1777-1855) published no fewer than four different proofs of the result. While the name of the theorem foregrounds algebra, none of the known proofs is purely algebraic. Over the centuries, techniques from complex analysis, topology, and field extensions have been employed to give new proofs of the FTA. In this seminar, students explore some of these proofs where the methods are drawn from various subfields in mathematics. Prerequisite(s): MATH 309.

Modes of Inquiry: [QF]  
Writing Credit: [W3]  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years, Sophomores, Juniors  
Cross-listed Course(s): None  
Instructor: Wong, Peter  
Instructor Permission Required: Yes

### **MATH 495M Infinite Series**

An infinite series is the sum of the terms of an infinite sequence. In calculus we encounter infinite series of real numbers, for example, the geometric series. This course focuses on infinite series of functions, beginning with an introduction to function series and convergence. Students explore power series, Laurent series, and trigonometric series, culminating with an in-depth examination of Fourier series. Fourier series have numerous applications to areas such as partial differential equations, signal and image processing, acoustics and econometrics, to name only a few. Based on their interests, students investigate one or more of the aforementioned applications of Fourier series using current research papers and texts in mathematics and computer software. Prerequisite(s): MATH 301.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Ott, Katy

Instructor Permission Required: Yes

### **MATH 495N Writing Mathematics with Data**

The ultimate goal of this course is for students to produce data-driven mathematical articles that are ready for publication in a variety of venues that value both content and exposition. From the start, the class reads and analyzes articles from several such venues, identifying the features that are common in many of the most enjoyable articles. Mathematical topics of focus will be applications, involving data, of ideas from Bates courses including Linear Algebra, Multivariable Calculus, and more. We derive additional motivation and context through discussions of metacognition, models of scholarship, and frameworks of learning. In all, this senior seminar serves as a culmination of the math major by means of synthesizing ideas, creating a new scholarly product, and communicating results to an audience beyond our classroom. Prerequisite(s): MATH 221.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Greer, Meredith

Instructor Permission Required: Yes

### **MATH 495O Introduction to Computational Topology**

Students will explore various types of data using topological data analysis (TDA). TDA allows us to quantify certain features of data that are preserved under deformation such as stretching and folding. The course will have a heavy computational component, where students will work collaboratively to build codes that analyze their data using freely available software packages. Students will present their work to the class and write technical reports aimed at a general scientific audience. We will spend time at the beginning of the semester familiarizing ourselves with foundational topics in algebraic topology such as cubical and simplicial homology, which will provide us with the necessary background information to use the computational topology software with thoughtful understanding of the inputs and outputs. The purpose of this seminar is to familiarize students with a rapidly developing and expanding field of applied mathematics. Coding experience is recommended but not required.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Storch, Laura

Instructor Permission Required: Yes

### **MATH S35 The Mathematics of the Mad Veterinarian**

This course combines ideas from linear algebra, graph theory, basic group theory, and modern mathematical developments to explore recreational puzzles called "Mad Veterinarian" scenarios. Students use mathematics and computational tools to understand and develop solutions to these scenarios. The goal of this course is for students to engage with certain technical details in mathematics, with an eye towards whimsy and having fun. Prerequisite(s): MATH 205.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Montgomery, Martin

Instructor Permission Required: No

### **MATH S45M Enumerative Combinatorics**

In how many ways can we put twenty letters in addressed envelopes such that no letter goes into the correct envelope? In how many ways can we seat ten people around a table so that two of them who are friends are seated next to each other? Techniques for enumeration have been developed over centuries to answer such questions. This course covers the basic methods of counting via binomial coefficients and bijections.

Through projects, students apply the methods to explore algebraic structures such as permutations, magic squares, and symmetric structures that are useful in computer science and coding theory. Recommended background: MATH 221. Prerequisite(s): MATH 205.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MATH S45R Introduction to Geometric Group Theory**

In the 1980s, M. Gromov introduced a new approach to the study of infinite groups, namely the study of groups as geometric objects. Since then, the field of geometric group theory has flourished and is one of the most active areas of current mathematical research. This course presents the rudiments of geometric group theory. Recommended background: MATH 309. Prerequisite(s): MATH 221.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Wong, Peter

Instructor Permission Required: No

### **MATH S45T Mathematical Image Processing**

This course introduces mathematical methods in digital image processing, including basic image processing tools and techniques with an emphasis on their mathematical foundations. Students implement the theory using MATLAB. Topics may include image filtering, image enhancement, edge detection, and image segmentation. Prerequisite(s): MATH 205 or 206.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: None

Cross-listed Course(s): DCS S45T

Instructor: Ott, Katy

Instructor Permission Required: No

### **MATH S45U A Crash Course in Galois Theory**

This course is an introduction to Galois theory, concentrating on what Galois worked on - what we today call "number fields." Number fields are the rational numbers and simple extensions of them. In this setting, students will explore the deep connections between fields and groups, culminating in the Fundamental Theorem of Galois Theory. Students will also explore some of the consequences of Galois theory, such as the impossibility of squaring the circle. Prerequisite(s): MATH 221, and MATH 225 or 309.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MATH S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term. May not be used to fulfill the requirement for the mathematics major or concentration in mathematics.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Music

*Professor Chapman (chair); Associate Professors Fatone and Miura; Assistant Professors Kuriyama and Tamirisa.*

The Department of Music gives students the opportunity to study music from cultural, historical, theoretical, psychological, creative, and interpretive perspectives, including study of Western and non-Western classical, popular, and experimental musical traditions. Most of the courses offered are suitable for general liberal arts students. Music majors and minors have the opportunity to pursue individual interests in depth. In recent years, students have completed interdisciplinary and double-major programs including substantial work in music.

MUS 101, 103, 110, 203, 212, 248, and 249—courses introducing musical traditions and concepts—are open to all students without prerequisite. MUS 231 is the beginning course in music theory; students considering a major or minor in music should take it as early as possible. Students seeking to begin course work in music theory (MUS 110 or 231) should contact the chair of the music department to arrange a placement exam by the beginning of the semester. MUS 218, DCS/MUS 219, and MUS 235 are introductory courses in composition. MUS 270, private instruction in vocal or instrumental performance, is open to first-year students with permission of the instructor. MUS 290 (Musical Ensemble Performance) is open to any student who qualifies to participate in one of the department's faculty-directed performing organizations: the American String Band, College Choir, College Orchestra, Gamelan Ensemble, Jazz Band, Jazz Combo, and Steel Pan Orchestra.

More information is available on the [Music department website](#).

## Major Requirements

The Music major consists of a minimum of 11 course credits.

1. Core

Complete the following courses:

- MUS 210 Classical Music in Western Culture
- MUS 212 How Music Performs Culture: Introduction to Ethnomusicology
- MUS 231 Music Theory I
- MUS 232 Music Theory II
- MUS 331 Music Theory III

2. Cultural Musicology

Complete at least one course from the following:

- MUS 247 History of Jazz
- MUS 248 Music in Contemporary Popular Culture
- MUS 249 African American Popular Music

3. Senior Thesis

Complete at least one course from the following:

- MUS 457 Senior Thesis

- MUS 458 Senior Thesis
4. Additional Courses

The remaining courses are chosen in consultation with the thesis advisor. No more than a total of 2 credits of applied music (MUS 270) and/or ensemble performance (MUS 290) may be counted toward the major.

#### **Pass/Fail Policy**

Pass/Fail grading may be elected for one course applied toward the major.

## **Minor Requirements**

The Music minor consists of at least seven courses.

1. Core  
Complete the following courses:

- MUS 231 Music Theory I
- MUS 232 Music Theory II

2. Additional Courses

Complete five additional Music courses.

This may include PHYS103 Musical Acoustics/Lab and up to one credit (two semesters) of applied music or musical ensemble performance. MUS101 Introduction to Listening cannot count toward the minor.

#### **Pass/Fail Policy**

Pass/Fail grading may be elected for one course applied toward the minor.

## Course Offerings

### MUS 101 Introduction to Listening

Reading and listening assignments, demonstrations, and class discussion provide the opportunity to become familiar with the basic materials and structure of music. The elements of music and the sociology of music making are studied, using primarily Western classical repertoire from various historical periods. Students also acquire a rudimentary musical language through basic ear training, in-class exercises, and frequent homework assignments. The course is open to, and directed toward, students unskilled in reading music as well as those with considerable musical experience.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### MUS 103 Music in World Cultures

This course introduces students to the fundamental elements of music in selected music cultures of the world. Lectures include use of recordings, films, live performance, and hands-on workshops with guest musicians to enhance each student's understanding of relationships among performance practices, aesthetic foundations, and belief systems. The course explores the basic principles of ethnomusicology, musical connections to dance and ritual, cross-cultural interactions and influences, and specific performance contexts in various cultural areas of the globe.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C005, C026, C059, C061, C080

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Fatone, Gina

Instructor Permission Required: No

### MUS 110 Music Theory for Beginners

This course is designed for students interested in music, but with no formal background or training in Western music traditions. Students acquire a rudimentary musical language through basic ear training, in-class exercises, and frequent homework assignments. By the end of the course, students have a basic knowledge of how to translate music from an aural to a visual medium and vice versa. Students who can read music notation should take MUS 231.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MUS 210 Classical Music in Western Culture**

An introduction to the study of Western classical music. This course is at once a survey of representative works, an investigation of the concepts that have shaped the institutions and practices of classical music, and an introduction to the kinds of study that support classical music culture. The course considers the nature of a musical tradition in which works are defined by their place in a historical sequence and in which performance consists of interpreting historic written texts. Students choose a composer and a musical genre as subjects of individual projects. Prerequisite(s): any one course in music or permission of the instructor.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C066, C080

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MUS 212 How Music Performs Culture: Introduction to Ethnomusicology**

An introduction to the field of ethnomusicology, the study of "music as culture." Emphasis is on the interdisciplinary character of the field, and the diverse analytical approaches to music making undertaken by ethnomusicologists over time. The centrality of fieldwork and ethnography to the discipline is also a core concept of the course. Through readings, multimedia, and discussion, students examine relationships among ethnomusicology, musicology, anthropology, and world music, and consider the implications of globalization to the field as a whole. Students explore applied music learning as well as performance as a research technique through participation in several hands-on workshops with the Bates Gamelan Ensemble.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C026, C059, C080

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 212

Instructor: Fatone, Gina

Instructor Permission Required: No

### **MUS 218 Soundscapes: Recording and Designing Sound**

This course focuses on the creative acts of recording and sound design. Technical topics covered include recording (both studio and experimental techniques), microphone placement, editing and mixing in REAPER (an open source software), effects and digital processing, and sound design for stereo and multitrack speaker arrays. Creative assignments improve listening skills, foreground aural experience, increase awareness of sonic environments, and sharpen skills related to the use of sound as a sensory and communication medium. Listening and reading assignments support creative and technical concepts covered. Students generate three to four new, original sound-based works during the course of the semester,

one of which is refined for a final public listening session. Recommended background: interest in or experience with music, sound, or digital media.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Tamirisa, Asha

Instructor Permission Required: No

### **MUS 219 Composing Sonic Systems**

This course takes computational and communications systems concepts, such as randomness, probability, generativity, signal processing, feedback, control (and non-control), and listening as parameters for electronic sound composition. Using the free, user-friendly visual programming environment, Pure Data (Pd), students create unique software-based artworks and compositions. Creative projects are grounded in theoretical and historical readings as well as listening assignments that provide context for the application of computational concepts and communications systems thinking to sonic arts practice. The course culminates in a final showing of sound art installations and performances. Recommended background: experience in one or more of the following: music composition, music performance, experimental arts, digital media, computer programming, electronics, media studies.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): (DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 219

Instructor: Tamirisa, Asha

Instructor Permission Required: No

### **MUS 220 Performance in Western Classical Music**

A study of performance issues in the Western classical tradition of music. How does a composer convey a fully developed conception of a musical work through written notation? How does a performer interpret that notation? How do performers reconcile past with present resources and conditions, and how do they learn to improvise in this tradition? Through study of historic performance textbooks, early and recent recordings, and current debates about performance, students consider how performance traditions are passed on and challenged and how interpretative concepts are translated into sound. Prerequisite(s): MUS 270 or permission of the instructor.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kuriyama, Zen

Instructor Permission Required: No

### **MUS 222 Jazz Performance Workshop**

This course is an introduction to the art of jazz improvisation; basic fluency on an instrument or voice is required, and it is helpful to have past experience listening to jazz. Course activities include transcription, analysis, developing a repertoire of standards, and the development of a jazz language. Vocalists and performers on any instruments may enroll. Prerequisite(s): MUS 231. Recommended background: instrumental or vocal performance experience.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **MUS 229 Nationalism, Cosmopolitanism, and Antisemitism in 19th- and 20th-Century European Music**

Mendelssohn, Meyerbeer, Mahler, Finzi. Each a successful composer, but each of their stories marred by one commonality: antisemitism. Using the hermeneutics of Jewishness, nationalism, and cosmopolitanism, detailed study will be afforded to each of the aforementioned composers, to discuss the interplay between the nineteenth and twentieth-century European musical arena and antisemitism. Not open to students who are enrolled in or have earned credit for FYS 586.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C001

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 229, REL 229

Instructor: Kuriyama, Zen

Instructor Permission Required: No

### **MUS 231 Music Theory I**

Beginning with a study of music cognition, the course proceeds with analysis and composition of metric and additive rhythms, modes, melodies, first and second species counterpoint, harmonic progressions, and musical form. The musical repertoire used includes popular and classical styles. The course includes practical ear-training, sight-singing, and keyboard work in additional weekly lab sessions. Students desiring to learn music notation should begin with MUS 101. Prerequisite(s): a reading knowledge of music.

Modes of Inquiry: [AC], [QF]

Writing Credit: None

GEC(s): C005, C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Chapman, Dale  
Instructor Permission Required: No

### **MUS 232 Music Theory II**

A continuation of Music Theory I. Prerequisite(s): MUS 231.

Modes of Inquiry: [CP]  
Writing Credit: None  
GEC(s): C005, C006  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **MUS 235 Music Composition**

Composition may be pursued by students at various levels of expertise and training. The course includes a weekly seminar and private lessons, and concentrates on-without being limited to-contemporary idioms.  
Prerequisite(s): MUS 232.

Modes of Inquiry: [CP], [QF]  
Writing Credit: None  
GEC(s): C005  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: Miura, Hiroya  
Instructor Permission Required: Yes

### **MUS 247 History of Jazz**

American jazz offers a rich tradition through which one can study music, race, and American history. Through extensive listening, reading assignments, and interaction with musicians themselves, students explore the recorded history and contemporary practice of jazz. Prerequisite(s): one of the following: MUS 101 or 231.

Modes of Inquiry: [AC], [HS]  
Writing Credit: None  
GEC(s): C061, C080  
Department/Program Attribute(s): (Africana: Gender)  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: Chapman, Dale  
Instructor Permission Required: No

### **MUS 248 Music in Contemporary Popular Culture**

The last thirty years have witnessed a sea change in contemporary society, as dramatic technological and economic transformations have altered the way we see the world. This course addresses recent developments in popular music, jazz, and "art" music, examining how trends running from minimalism to hip hop and

MTV comment upon this cultural environment. The course raises many questions: How has information technology altered our worldview? How does recent music reflect our ideas about race, class, gender, and sexuality? How does it disrupt conventional ideas about the separation between "high" and "low" culture?

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C040, C080

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Chapman, Dale

Instructor Permission Required: No

### **MUS 249 African American Popular Music**

The history of the twentieth century can be understood in terms of the increasing African-Americanization of music in the West. The rapid emergence and dissemination of African American music made possible through recording technologies has helped to bring about radical cultural change: it has subverted received wisdoms about race, gender, and sexuality, and has fundamentally altered our relationship to time, to our bodies, to our most basic cultural priorities. This course explores some crucial moments in the history of this African-Americanization of popular music and helps students develop an understanding of the relationship between musical sound and cultural practice.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037, C040, C041, C061, C080

Department/Program Attribute(s): (Africana: Historical Persp.)

Class Restriction: None

Cross-listed Course(s): AFR 249

Instructor: Chapman, Dale

Instructor Permission Required: No

### **MUS 252 Musics of Asia and the Pacific**

Designed for students interested in music cultures based outside the West, this course introduces selected historical and contemporary musical traditions of East Asia, Southeast Asia, and the Pacific Islands, with an emphasis on the integration of music, dance, theater, and ritual. The mutual constitution of music and social worlds is a core premise of the course. Music and/as place, the performance of group and individual identities, and issues of cultural representation are unifying themes. Several hands-on sessions, in which students learn to play instruments of the Bates Indonesian gamelan, enhance the grasp of formal principles common to a variety of Southeast Asian musics. Regional/cultural focus may vary.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C026, C061, C080, C087

Department/Program Attribute(s): (ASIA: Breadth)

Class Restriction: None

Cross-listed Course(s): ASIA 252

Instructor: Fatone, Gina

Instructor Permission Required: No

## MUS 253 Music and the Embodied Mind

An exploration of the nature of musical experience in cognitive, neuroscientific, and bodily terms. Does music belong to an altered state of consciousness or is it a function of our ordinary state of consciousness and bodily? Why does music compel us to move? Are the emotions that we experience through music the same as those that spring from our personal experiences? Is music essentially an interior experience, and if so, how does it connect us so powerfully to others? What are the relationships between music and language in the brain? How can music and speech become one in song? These questions, long fascinating to philosophers, are now being considered through the scientific study of the brain and mind. Recommended background: previous study of music, neuroscience, or psychology.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C005, C027, C031, C080

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PSYC 253

Instructor: Fatone, Gina

Instructor Permission Required: No

## MUS 262 Performing Musical Theater

This course is a combination of theory and practice, which examines the history of musical theater, from the Golden Age of musicals to today, and emphasizes this American contribution to the social, literary and performing arts, while also introducing students to the process of embodying character while singing. The goal of this course is to help students better appreciate, analyze, and evaluate musical theatre and its performance practices through the use of required reading, videos of live performances as well as discussions of compositional and vocal techniques used for each work studied. The performance aspect of this course will be highlighted with a participation in a live or online final presentation at the end of the semester. No previous stage or singing experience necessary.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): THEA 262

Instructor: Morris, Joelle

Instructor Permission Required: No

## MUS 270 Applied Music

An exploration of the literature for voice or a solo instrument through weekly instruction. Problems of performance practice, style, form, and technique are emphasized equally. Individual instruction is available in banjo, double bass, electric bass, bassoon, clarinet, drum set, euphonium, fiddle, flute, French horn, guitar, harpsichord, oboe, organ, oud, classical or Middle Eastern percussion, classical or jazz piano, saxophone, sitar, tabla, trombone or bass trombone, trumpet, tuba, viola, violin, violoncello, and voice. Instruction may be available in other classical, jazz, folk, and non-Western instruments when demand exists. One-half credit is granted upon completion of every semester of MUS 270. The course may be repeated for a

maximum of four course credits. Students register for the section(s) corresponding to the instrument(s) they are studying. Enrollment limited to availability. This course has a fee of \$550 for Fall 2024 and \$575 for Winter 2025.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Coyer, Liz

Instructor Permission Required: No

### **MUS 290 Musical Ensemble Performance**

Each of the courses in musical ensemble performance provides instruction and experience for qualified students in the skills and repertoires of ensemble performance through rehearsal and performance in one of the music department's faculty-directed ensembles. Any of the MUS 290 courses may be taken more than once for credit, but no more than one may be taken for credit in a single semester. One-half credit is awarded for the completion of each semester in a course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **MUS 290A College Choir**

The College Choir is the official auditioned vocal group of the Bates College Department of Music. Under the direction of Dr. Zen Kuriyama, the choir rehearses twice a week and the course culminates in a concert at the end of the semester. A variety of choral repertoire will be explored, from Renaissance polyphony and traditional choral masterworks to contemporary choral pieces that address pertinent modern-day issues such as social justice and climate change.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kuriyama, Zen

Instructor Permission Required: Yes

### **MUS 290C Gamelan Ensemble**

Study of the bronze percussion ensemble of Indonesia gamelan. Instruction is provided in traditional and contemporary musical styles from and influenced by West and Central Java. Rehearsals are twice a week, and

a performance is given every semester. No previous experience is necessary, and various skill levels are accommodated. Enrollment limited to availability.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005, C087

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Fatone, Gina

Instructor Permission Required: Yes

### **MUS 290D Jazz Band and Jazz Combo**

The Jazz Band is a large ensemble that performs styles from classic big band and swing to funk and Afro-Cuban. Rehearsals are once a week, and practicing between rehearsals is required. The Jazz Band performs at least one concert per semester. The ensemble uses standard jazz band instrumentation, and students who play other instruments should consult the director. The Jazz Combo is an instrumental or vocal jazz setting in a small ensemble experience. Singers and instrumentalists may enroll. Basic instrumental proficiency, ability to read standard notation, and lead sheet or fake book improvisation skills are required. Admission is by audition. Enrollment limited to availability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **MUS 290E Orchestra**

Members of the College Orchestra study and perform music of all periods, giving a concert every semester.

Rehearsals are held once a week, and practicing between rehearsals is required. Admission is by audition.

Players of all standard orchestral instruments may apply. Enrollment limited to availability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miura, Hiroya

Instructor Permission Required: Yes

### **MUS 290F Steel Pan Orchestra**

The Steel Pan Orchestra plays music in a wide variety of styles, from calypso to jazz to classical. Rehearsals are once a week, and a concert is given every semester. No previous experience is necessary, and various skill levels are accommodated. Enrollment limited to availability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **MUS 290H Brass Ensemble**

The Brass Ensemble explores varied repertoire, including arrangements of music in different styles and compositions written specifically for brass. The size is flexible, ranging from a quartet to eleven pieces or larger, depending on repertoire and enrollment. The ensemble is open to players of trumpet, French horn, trombone, bass trombone, euphonium, tuba, and percussion. The group rehearses once a week, and individual practice between rehearsals is required. The ensemble performs at least one concert each semester. Admission is by audition. Basic instrumental proficiency and the ability to read standard musical notation are required. Enrollment limited to availability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **MUS 290K Community-Engaged Performance**

In this half-credit course, students perform music in diverse off-campus venues six times over the course of the semester, engaging with a wide range of audiences and repertoires. Some performances will be solo or small group (for example, preparing several pieces of music for a local church service), while some may involve performances that include all students in the course (such as a concert at Oasis of Music or Schooner Estates retirement community). Prior to performing, students receive training in principles of community engagement with Harward Center staff. A short written reflection paper is required at the end of the semester.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **MUS 310 Immersive Media Installation**

Immersive Media Installation is an advanced interdisciplinary creative production course that guides students through theoretical and technical frameworks for combining sound, video, and live performance in the conceptualization of an artwork. Students will exhibit their work in Bates' new Immersive Media Studio ("IMStudio") located in Coram. This studio allows for artwork to be exhibited utilizing multiple projections and speakers to create immersive media architectures. Readings/viewings and discussion support students' understanding of intermedia creative practices in varied contexts. Weekly workshops support technical learning. Students will create two major creative projects through the term: one as a class collaboration, and one in small teams. Students will also learn about the process of media installation, media exhibition, will document their work and write a short artist statement, offering tools for professional artistic development.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AVC 310, THEA 310

Instructor: Tamirisa, Asha

Instructor Permission Required: Yes

### **MUS 331 Music Theory III**

A continuation of Music Theory II, emphasizing four-voice textures, modulation, chromatic harmony, and sonata forms. Students compose music in several forms and styles, and continue practical ear-training and keyboard work. This course includes regularly scheduled laboratory sessions. Prerequisite(s): MUS 232.

Modes of Inquiry: [AC], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Miura, Hiroya

Instructor Permission Required: No

### **MUS 333 Orchestration**

The course is designed to provide students with working knowledge of orchestral instruments, scoring techniques, and notational systems. By reading scores and listening to the recordings of orchestral excerpts from Haydn to Ligeti, students learn about the idiomatic writing, as well as how instruments could be treated in specific groups to expand one's compositional palette. Each week students workshop compositional ideas and sketches with guest instrumentalists. The final project in this course is an orchestration of a piano piece given in class. Prerequisite(s): MUS 231 and 232.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Miura, Hiroya

Instructor Permission Required: No

### **MUS 340 Music and Cinema**

Cinema has barely more than a hundred years of history, and sound was only introduced on screen in the 1920s. This course is designed for composers investigating the ways in which sound interacts with moving images beyond the preconceived notion of a "soundtrack." Traditional film scoring techniques such as underscoring and leitmotif are investigated through compositional and theoretical affinities between Hollywood film music and late romantic operas. Alternative approaches are explored through late twentieth-century narrative and experimental cinema. Students compose a score to a short silent film of their choice.

Prerequisite(s): one of the following: MUS 235, 237, or 238.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miura, Hiroya

Instructor Permission Required: No

### **MUS 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MUS 392 Community-Engaged Music and Well-being**

Among a variety of functions, musical experiences contribute distinctively to well-being across our lifespan. This course introduces students to historical and contemporary ideas about relationships between music and well-being from scientific and humanistic perspectives, and provides a community-engaged research experience through which students assess such ideas in the lives of others with cultural and personal histories different from their own. Working with community partners, and engaging relevant methodologies from oral history and applied ethnomusicology, students co-construct life "soundtracks" with a cross-generational circle of Lewiston-Auburn residents, helping to understand the sociohistorical embeddedness and highly personalized semiotic density of selected musical tracks. Recommended background: MU/PY 253; course work in music, health, or psychology; or community-engaged learning or research experience.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C005, C080

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Fatone, Gina

Instructor Permission Required: Yes

### **MUS 394 Junior-Senior Seminar in Musicology: Music, Business, and the Law**

This course explores the historical development and contemporary practices of the music industry. Students examine institutions ranging from small independent labels to multinational entertainment conglomerates, and address business models extending from Tin Pan Alley publishing houses in the late nineteenth century to Spotify-era strategies of music dissemination in an age of declining record sales. Other topics include the changing relationship between music and intellectual property, the role of technology in "disrupting" longstanding patterns of production and consumption, and the practical considerations faced by contemporary musicians as they navigate a market environment of shifting contractual obligations and consumer expectations.

Modes of Inquiry: [HS]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Chapman, Dale

Instructor Permission Required: No

### **MUS 457 Senior Thesis**

An independent study program culminating in: a) an essay on a musical topic; b) an original composition accompanied by an essay on the work; or c) a recital accompanied by an essay devoted to analysis of works included in the recital. Students register for MUS 457 in the fall semester. Majors undertaking an honors thesis register for both MUS 457 and 458. [W3] for majors on the cultural musicology track only.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MUS 458 Senior Thesis**

An independent study program culminating in: a) an essay on a musical topic; b) an original composition accompanied by an essay on the work; or c) a recital accompanied by an essay devoted to analysis of works

included in the recital. Students register for MUS 458 in the winter semester. Majors undertaking an honors thesis register for both MUS 457 and 458. [W3] for majors on the cultural musicology track only.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **MUS S21 Popular Music in the 1980s**

This course considers a crucial period in contemporary popular music history, situating developments in new wave, rock, heavy metal, hip hop, R&B, punk, postpunk, ska, techno, house, country, and mainstream pop in relation to the broader social and cultural transformations of the period. In the same moment that new pop genres, MTV, and changes in the music industry created spaces for new subjectivities at the intersections of race, gender, sexuality, and social class, artists and fans sought to navigate a period of dramatic change, in contexts ranging from the rise of new modalities of social conservatism to the expansion of global neoliberal capitalism. Students engage with pop songs, music videos, artist interviews, and scholarship in popular music studies and cultural studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Chapman, Dale

Instructor Permission Required: No

### **MUS S22 Basic Conducting**

Basic instrumental conducting technique including beating patterns, cuing, expressing articulations, score reading, and rehearsal organization.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miura, Hiroya

Instructor Permission Required: Yes

### **MUS S25 Performing Musical Art of Indonesia**

Hands-on, intercultural musical experiences allow students to approach humanly organized sound from expanded perspectives, as listeners and creative artists. This course introduces students to traditional and contemporary gamelan music of Indonesia, primarily through applied instrumental study. Basic introductory

readings and audio-visual materials, as well as class discussion, allow students to locate Indonesian gamelan in the larger context of Southeast Asian performing arts and as an increasingly globalized phenomenon. Students study a selection of regional gamelan traditions from Central Java, West Java, and Bali. The course culminates in public performance of music learned during the term.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C026, C061, C080, C087

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Fatone, Gina

Instructor Permission Required: No

### **MUS S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Neuroscience

*Associate Professors Castro (chair), Hulbert, and Kruse (Biology and Neuroscience); Assistant Professors Kim and Woodworth.*

Neuroscience is an interdisciplinary field that examines the interrelations between the nervous system and environment and includes perspectives from the natural sciences, social sciences, and humanities. Majors build a strong foundation in the sciences to explore core domains of neurobiology, physiological psychology, cognitive neuroscience, and computational neuroscience through classroom and laboratory experiences. Students then extend and apply their knowledge with neuroscience-related electives and course work that critically examines the theories and practices of neuroscience from ethical, sociocultural, and other humanistic perspectives. Students interested in declaring the major may take the introductory course in their first or second year. Progress through the major includes a senior capstone experience.

More information is available on the [Neuroscience program website](#).

## Major Requirements

### 1. Group A: Foundation Courses

Complete the following courses:

- a. Introductory Biology
  - BIO 195 Lab-Based Biological Inquiry
- b. Cellular Biology
  - BIO 202 Cellular Basis of Life
- c. Chemistry
  - CHEM 107 Atomic and Molecular Structure/Lab
  - CHEM 108 Chemical Reactivity/Lab
  - CHEM 217 Organic Chemistry/Lab

- d. Introduction to Neuroscience

- NRSC 160 Introduction to Neuroscience

- e. Statistics

Complete one course from the following:

- BIO 244 Biostatistics
- PSYC 218 Statistics

### 2. Group B: Upper-Level Core Courses

Complete at least two courses from the following:

- NRSC 308 Neurobiology
- NRSC 330 Cognitive Neuroscience/Lab

- NRSC 357 Computational Neuroscience
  - NRSC 366 Physiological Psychology
3. Group C: Neuroscience Electives  
Complete at least three courses from the following:
- BIO 320 Pharmacology
  - BIO 334 Medical Genetics
  - BIO 337 Animal Physiology
  - BIO 351 Immunology
  - FYS 497 Community Science of Brain Injury in Sports
  - FYS 512 The Molecular Brain
  - NRSC 119 Drugs: The Damage Done and Designing Better Ones
  - NRSC 209 Neural Codes: The Language of Thought
  - NRSC 250 Biopsychology of Motivation and Emotion
  - NRSC 305 Gene Editing in Biology and Neuroscience
  - NRSC 320 Mechanisms of Memory
  - NRSC 324 Neuroscience of Vision
  - NRSC 325 Neural Development
  - NRSC 329 Neurofeedback
  - NRSC 334 Medical Genetics
  - NRSC 335 Degeneration and Regeneration of the Nervous System
  - NRSC 362 Psychopharmacology
  - NRSC 399 Junior-Senior Seminar in Biological Psychology
  - NRSC 466 Writing in the Cognitive Neurosciences
  - NRSC 467 Genetic Engineering in Neurosciences
  - NRSC S22 Methods in Visual Neuroscience
  - NRSC S23 Methods in Neurohistology
  - PSYC 302 Sensation and Perception
  - PSYC 305 Animal Learning
- Students cannot count more than one 100-level and one Short Term course in Group C. Students may apply additional courses from Group B to Group C if they wish.
4. Group D: Neuroscience in Humanistic Context  
Complete at least one course from the following:
- AMST 267 Blood, Genes, and American Culture
  - CHEM 111 Science and Human Welfare: A Historical Perspective
  - FYS 455 Neuroscience Fiction
  - FYS 478 The History of the Brain: Ideas and Delusions about Brain Function from Antiquity to the Digital Age
  - FYS 484 Making Sense: The Social Significance of Sensory Perception
  - FYS 503 Making Moral Minds: Nurture, and the Sources of Morality
  - NRSC 208 Neuroscience, Ethics, and Society
  - NRSC 225 Neuroscience of Video
  - NRSC 310 History of Neuroscience

- PHIL 210 Philosophy of Cognitive Science
- PHIL 211 Philosophy of Science
- PHIL 213 Biomedical Ethics
- PHIL 233 Making Moral Minds: Nature, Nurture, and the Sources of Morality
- PHIL 235 Philosophy of Mind
- PHIL 321K Philosophy of Animal Minds
- PSYC 253 Music and the Embodied Mind

5. Group E: Senior Capstone

Must be taken senior year.

Complete at least one of the following:

a. Capstone Thesis

Complete the following courses:

- NRSC 457 Capstone Thesis in Neuroscience
- NRSC 458 Capstone Thesis in Neuroscience

b. Capstone Seminar

Complete at least one course from the following:

- NRSC 459 Community-Engaged Learning Capstone
- NRSC 463 Capstone Seminar on Human Cognitive Neuroscience
- NRSC 464 Capstone Seminar in Systems Neuroscience
- NRSC 465 Capstone Seminar on Experimental Neuropsychology

**Courses Taken Outside of Bates**

A maximum of two non-Bates courses can be counted toward the major, pending approval from the program chair.

**Short Term Courses**

Students cannot count more than one 100-level and one Short Term course in Group C.

**Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the major.

**Other Considerations**

Students may not double major in Neuroscience and Biochemistry, Biology, Chemistry, or Psychology.

## Course Offerings

### **NRSC 119 Drugs: The Damage Done and Designing Better Ones**

This course explores impactful discoveries and pitfalls in the field of neuropharmacology. In addition, we consider what we can learn from these past outcomes as we seek new treatments for the field of psychiatry. Topics may include drug addiction therapy, cannabis and psychosis, psychedelics, antidepressants, antipsychotics, Alzheimer drug failures, animal models vs. computational approaches, tailoring drugs to the individual, the impact of past racial/gender biases in drug development, and sex and hormone interactions with drugs. Only open to juniors and seniors.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **NRSC 160 Introduction to Neuroscience**

In this course, students learn how the structure and function of the central and peripheral nervous systems support mind and behavior. Topics include neuroanatomy, developmental neurobiology, neurophysiology, neuropharmacology, and neuropsychiatry. The course is designed for prospective majors and nonmajors who are interested in exploring a field in which biology and psychology merge, and to which many other disciplines (e.g., Chemistry, Philosophy, Anthropology, Computer Science) have contributed. Not open to students who have received credit for PSYC 215.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C005, C027, C031

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: None

Cross-listed Course(s): PSYC 160

Instructor: Castro, Jason; Greene, Michelle; Koven, Nancy

Instructor Permission Required: No

### **NRSC 208 Neuroscience, Ethics, and Society**

As our ability to measure, predict, and manipulate brain function progresses, so too does our need to grapple with the societal consequences of neuroscientific discovery. This course invites critical examination of the ethics surrounding real-world neuroscience applications in private and public sectors. With topics that include psychopharmacology and cognitive liberty, neuroimaging for lie detection, weaponization of neurotechnology, and neuroprivacy in an era of data mining, students engage two overarching questions: How does the practice of neuroscience simultaneously mirror and mold social attitudes and policy-making agendas? What does it mean to be a responsible consumer and/or producer of neuroscientific knowledge? Prerequisite(s): one of the following: NRSC 130, NRSC/PSYC 160, or PSYC 215. Not open to students who have received credit for NRSC s20.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031, C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **NRSC 225 The Neuroscience of Video: How the Screen Affects Our Brains and Our Minds**

We are frequently exposed to different kinds of videos – ranging from Instagram Reels to epic movies. What is it that these videos do to give us a particular experience? How does the content of the videos we watch affect our perspectives on ourselves and on society? In this course, students will synthesize theories about the way our brains operate with knowledge about video production to assess how videos act on us. Topics will range from fundamental issues underlying how we parse the information presented in videos to questions about how videos influence the way we conceive of our minds.

Modes of Inquiry: [AC], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kim, Olivia

Instructor Permission Required: No

### **NRSC 252 Philosophy of Cognitive Science**

Cognitive science is the interdisciplinary study of the mind, including psychology, neuroscience, linguistics, computer science, and philosophy as its core. This course examines the conceptual foundations of cognitive science, and different approaches to integrating findings and perspectives from across disciplines into a coherent understanding of the mind. Students also consider issues in the philosophy of science, the nature of mind, self, agency, and implicit bias. Prerequisite(s): one course in philosophy, psychology, or neuroscience.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031, C093

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 252, PHIL 210

Instructor: Dacey, Mike

Instructor Permission Required: No

### **NRSC 305 Gene Editing in Biology and Neuroscience**

The development of genome editing techniques by molecular biologists has raised great hopes that a treatment for genetic disorders such as cystic fibrosis or Huntington's disease might finally be available. In this course, students analyze how genome editing techniques such as CRISPR/Cas9 have evolved, how they can be applied to study the role of individual genes or to alter mutant genes, and what approaches exist for

the delivery of DNA-modifying enzymes into an organism. In addition, students use scientific publications and popular literature to discuss ethical implications of usage of genome editing techniques for society. Prerequisite(s): BIO 195 and 202.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 305

Instructor: Kruse, Martin

Instructor Permission Required: No

### **NRSC 306 Animal Learning**

The course examines historical and recent trends in animal learning. Topics include classical and operant conditioning, biological constraints on learning, and cognitive processes. Prerequisite(s): one of the following: NRSC/PSYC 160 or 200, PSYC 222, 230, or 250.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PSYC 305

Instructor: Castro, Jason

Instructor Permission Required: No

### **NRSC 308 Neurobiology**

An introduction to the molecular and cellular principles of neurobiology and the organization of neurons into networks. Also investigated are developmental and synaptic plasticity, analysis of signaling pathways in cells of the nervous system, and the development of neurobiological research, from studies on invertebrate systems to usage of stem cell-derived brain organoids and gene-editing techniques such as CRISPR/Cas9. Laboratories include analysis of nerve cell activity, computer simulation and modeling, and the use of molecular techniques in neurobiology. Prerequisite(s): BIO195 and 202.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): C006, C027

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 308

Instructor: Kruse, Martin

Instructor Permission Required: No

### **NRSC 310 The History of Neuroscience, From Antiquity to A.I.**

This course will introduce students to historical debates in neuroscience which have had enduring impact both in modern scientific inquiry and popular culture. Readings will include a range of primary and secondary sources. Sample topics covered will include: 1) Ventricular and humoric theories of the brain from

antiquity; 2) Theories of mind-body dualism from the antiquity and the renaissance; 3) Theories of cortical holism vs. cortical localization (19th and 20th C); 4) Theories of sensory function and sensory qualities (18th-20th C); 5) Reticular vs. Neuronal theories of brain function (19th-21st C); 6) Theories of dreams, emotions, and homeostasis (19th-20th C); 7) Theories of plasticity and memory (17th-21st C); 8) Theories of frontal lobe function (19th-21st C); 9) Theories of disease, mental illness, and their treatment (19th-21st C). 10) Computational theories of mind. Not open to first-year students. Prerequisites: NRSC/PSYC 160 or PSYC 101 or PSYC 215.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Castro, Jason

Instructor Permission Required: No

### **NRSC 311 Hypothalamus: The Brain's Control Center**

The hypothalamus has been described as "the cockpit of the brain". This small structure controls a huge variety of body processes, including hormones, sleep, body temperature, blood pressure, novelty-seeking, and appetite, directly or indirectly affects all other parts of the body. In this course, we will discuss the effect of the hypothalamus on human physiology. Topics will include the anatomy and development of the hypothalamus, its role in the autonomic nervous system, its influence on endocrine signaling through the pituitary gland, and its regulation of behaviors critical for survival, such as feeding, reproduction, and stress responses. Prerequisite(s): NRSC 160, PSYC 160, or PSYC 215.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Woodworth, Mollie

Instructor Permission Required: No

### **NRSC 320 Mechanisms of Memory**

This course engages students in ideas from the fields of neuroscience, chemistry, biology, and psychology to understand on a chemical level how memory is stored and recalled in the human brain. Using seminal experiments as a foundation, students differentiate between "learning" and "memory" and connect model systems from the molecule all the way to behavior. Multimodal assignments explore the broad scope of experimental design and the cutting-edge subtleties of what it means to store and access information in the brain. Prerequisite(s): BIO 202 and CHEM 217.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CHEM 320

Instructor: TBA, Staff

Instructor Permission Required: No

### **NRSC 324 Neuroscience of Vision**

We encounter hundreds of thousands of visual stimuli every day. How is this information organized meaningfully in the brain? By what biological and perceptual mechanisms does our brain translate simple light signals into the complex visual scenes of our daily lives? This course will explore the neuroscience and methodologies of vision science, covering topics such as visual attention, color perception, object recognition, spatial perception, visual memory, and many others. The course will be structured with a mix of lecture and discussion of relevant research articles. Students will develop the skills to recognize the current questions, issues, and methods in vision research, read and critique peer-reviewed scientific articles, and think critically about the applications of vision science in daily life. Prerequisite(s): NRSC 160/PSYC 160 OR PSYC 215.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PSYC 324

Instructor: Woodworth, Mollie

Instructor Permission Required: No

### **NRSC 325 Neural Development**

The nervous system is one of the first body systems to start forming, but the last to fully develop. This course will mainly address the development of the mammalian nervous system from neurulation through the completion of neurogenesis, but will also cover nervous system development in insects and non-mammalian vertebrates in less depth, addressing the ways evolution has produced nervous systems that are alike and different. Prerequisite(s): NRSC/PSYC160 or PSYC215.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Woodworth, Mollie

Instructor Permission Required: No

### **NRSC 329 Neurofeedback: Tapping the Brain's Potential**

There is much yet to learn by studying how the brain responds to different challenges and opportunities. But can brain signals themselves be used to drive intellectual and physical improvements in healthy individuals, as well as in clinical populations? This seminar explores the evolution of neurofeedback techniques that allow individuals to self-regulate via near real-time representations of their own brain activity. Various methodologies (e.g., electroencephalography, functional magnetic resonance imaging), applications (e.g., rehabilitation, treatment of neuropsychological disorders, meditation, and cognitive and athletic

enhancements), theoretical implications, limitations, and ethics of neurofeedback will be examined through in-depth discussion and critical analysis of the empirical literature, case studies, and related texts. Students will also have the opportunity to experience neurofeedback firsthand and propose their own testable implementation of its use. Prerequisite(s): NRSC/PSYC160 or PSYC215.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Hulbert, Justin

Instructor Permission Required: No

### **NRSC 330 Cognitive Neuroscience/Lab**

This course explores how the neurological organization of the brain influences the way people think and act. Particular emphasis is given to the brain systems that support object recognition, spatial processing, attention, language, memory, executive functions, clinical syndromes, and unusual cognitive phenomena. A wide range of research techniques is introduced, including positron emission tomography, functional magnetic resonance imaging, diffusion tensor imaging, neuropsychological assessment, event-related potentials, magnetoencephalography, and transcranial magnetic stimulation. Prerequisite(s): NRSC160/PSYC160, PSYC 215, 222, 230, OR NRSC363/PSYC363.

Modes of Inquiry: [SR]

Writing Credit: [W2]

GEC(s): C031

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PSYC 330

Instructor: Kim, Olivia

Instructor Permission Required: No

### **NRSC 334 Medical Genetics**

More than four-fifths of the genes in the human genome are expressed in the brain, making the construction of the brain a phenomenal act of coordinated genetic activity. Mutations in single genes can profoundly affect the development or function of the brain, and investigating the diseases caused by these mutations can provide a unique form of insight into the brain's normal processes. In this course, we will examine the genetics of human nervous system disease, from nucleic acid structure and genetic recombination through a variety of developmental and adult disorders. For each disorder, we will discuss how the observed phenotype relates to the biological function of the underlying disease gene. This seminar course will be based in reading the primary scientific literature and will host a variety of guest speakers working on human neurogenetics research. Prerequisite(s): NRSC 160, PSYC 160, PSYC 215, or permission of the instructor; and BIO 202.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 334

Instructor: Woodworth, Mollie

Instructor Permission Required: No

### **NRSC 335 Degeneration and Regeneration of the Nervous System**

Why are neurons vulnerable to disease, and why are humans unable to generate new neurons to replace those that are lost? The susceptibility of specific neuron populations to neurodegenerative disease is scientifically puzzling as well as a source of significant human suffering. Regenerative medicine represents a promising solution to the problem of neurodegenerative disease, but directing regeneration in a clinical context is challenging. In this course, we will read and discuss the primary literature on human neurodegenerative disease and the possibility and current state of regenerative approaches to repair these degenerative states. We will examine a set of neurodegenerative diseases with a variety of causes and target populations, using case studies to understand how these diseases affect the lives of patients and their loved ones. We will pair each disease with a relevant topic in regeneration to understand the promise and pitfalls of possible regenerative approaches. Prerequisite(s): NRSC/PSYC 160 or PSYC 215.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Woodworth, Mollie

Instructor Permission Required: No

### **NRSC 357 Computational Neuroscience**

The brain is a complex object, and studying it scientifically requires a facility with tools and concepts for analyzing high dimensional data. This course will provide a survey of such tools through representative case studies in perception (how many types of odors are there?), genomics (how do we classify cell types?), and neural coding and dynamics (how does brain activity encode attributes of the world?). Students will develop intuitions for framing fundamental neuroscience questions as data-driven problems, and will also develop skills for exploring, visualizing, modeling, and interpreting data. No prior experience with coding is assumed or expected, and the course will emphasize the use of high-level computational tools rather than implementation of algorithms from scratch. Prerequisite(s): NRSC/PSYC 160.

Modes of Inquiry: [SR]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 357

Instructor: Castro, Jason

Instructor Permission Required: No

### **NRSC 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of

an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **NRSC 363 Physiological Psychology/Lab**

The course is an introduction to the concepts and methods used in the study of physiological mechanisms underlying behavior. Topics include an introduction to neurophysiology and neuroanatomy; an examination of sensory and motor mechanisms; and the physiological bases of ingestion, sexual behavior, reinforcement, learning, memory, and abnormal behavior. Laboratory work includes examination of neuroanatomy, development of neurosurgical and histological skills, and behavioral testing of rodents. Prerequisite(s): NRSC 160/PSYC 160 or PSYC 215.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): C027, C031, C065, C091

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PSYC 363

Instructor: Castro, Jason

Instructor Permission Required: No

### **NRSC 372 Consciousness in Science**

Consciousness is arguably the deepest mystery remaining in the standard scientific worldview. Science, in general, describes an unfeeling, mechanical world. But we undeniably have conscious, first personal experiences of it. These conscious experiences don't seem to fit in the world that science describes. How is it that consciousness could arise in a mechanical world? What would a physical explanation of a particular conscious experience even look like? How can we tell which other animals are conscious? Can we proceed scientifically even if we do not have convincing answers to these questions? Do we need a radical revision in our science? These have been topics of increasing interest in philosophy of mind, philosophy of cognitive science, and the cognitive sciences themselves, especially since the 1990s, and we will read from all these disciplines to consider them.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C031, C042

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PHIL 362

Instructor: TBA, Staff

Instructor Permission Required: No

### **NRSC 399 Junior-Senior Seminar in Biological Psychology**

A course designed to give junior and senior majors an opportunity to explore a significant new area in biological psychology. Topics change from year to year and with the expertise of the faculty member. Only open to juniors and seniors. Prerequisite(s): NRSC160/PSYC160 or PSYC 215.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): PSYC 399

Instructor: TBA, Staff

Instructor Permission Required: No

### **NRSC 457 Capstone Thesis in Neuroscience**

Open to senior majors with permission of the program faculty. A neuroscience thesis involves independent laboratory research on a topic broadly related to neuroscience. This may take the form of a one- or two-semester project conducted under the supervision of a Bates faculty member, or participation in a summer neuroscience-related research internship off-campus that culminates in data analysis and writing during the fall semester. With the latter option, students take responsibility for finding and securing a summer research position in neuroscience that involves some form of data collection, and students must also secure permission from the summer research mentor to bring data back to Bates for analysis and write-up. Students register for NRSC 457 in the fall semester and/or for NRSC 458 in the winter semester. Majors writing an honors thesis register for both NRSC 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **NRSC 458 Capstone Thesis in Neuroscience**

Open to senior majors with permission of the program faculty. A neuroscience thesis involves independent laboratory research on a topic broadly related to neuroscience. This may take the form of a one- or two-semester project conducted under the supervision of a Bates faculty member. Students register for NRSC 457 in the fall semester and/or for NRSC 458 in the winter semester. Majors writing an honors thesis register for both NRSC 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **NRSC 459 Community-Engaged Learning Capstone**

Open to senior majors with permission of the program faculty, this capstone involves creative collaboration with a campus or community partner to produce a body of neuroscience-related work that benefits that partner. Students complete fifty to sixty hours of work in a campus/community placement and engage in structured writing exercises specific to the placement. Students may wish to consult with the Harward Center for Community Partnerships as they develop their project; the project is subject to approval by the neuroscience faculty.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **NRSC 464 Capstone Seminar in Systems Neuroscience**

Open to seniors with permission of the program faculty, in this seminar investigates the mouse olfactory bulb, with the goal of testing student-designed hypotheses on this structure's molecular and functional organization. Students use a wide interdisciplinary set of approaches to interrogate olfactory circuits at cellular scale, including electrical recordings, imaging, histology, modeling, and informatics. Additional features of the course include training in research design, data analysis using MATLAB, instruction in proposal writing and science writing and professional development. Prerequisite(s): NRSC/PSYC 160 and one of the following: BIO/NRCS 308, NRSC/PSYC 330, 357, or 363.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): PSYC 464

Instructor: Castro, Jason

Instructor Permission Required: Yes

### **NRSC 466 Writing in the Cognitive Neurosciences**

This course is intended for neuroscience seniors to complete their thesis writing requirements. Cognitive neuroscience is an interdisciplinary field in which psychological, physiological, and computational methodologies are brought together to understand the neural basis of cognitive processes. Over the course of the semester, students read and critique peer-reviewed scientific articles, conduct an in-depth literature search on a topic of their choice, complete multiple writing assignments with peer and instructor feedback provided, and finish the semester with a written thesis. Instructor permission is required to register for the course.

Modes of Inquiry: [AC]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **NRSC 467 Genetic Engineering in Neuroscience**

The development of genome editing techniques by molecular biologists has raised great hopes that a treatment for genetic disorders such as cystic fibrosis or Huntington's disease might finally be available. In this course, students analyze how genome editing techniques such as CRISPR/Cas9 have evolved, how they can be applied to study the role of individual genes or to alter mutant genes, and what approaches exist for the delivery of DNA modifying enzymes into an organism. In addition, students use scientific publications and popular literature to discuss ethical implications of usage of genome editing techniques for society. Further, students write a grant proposal formatted for the National Institutes of Health centered on using CRISPR-mediated gene editing to enhance scientific understanding of neuropathological conditions.

Prerequisite(s): BIO 202 and NRSC 160.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kruse, Martin

Instructor Permission Required: Yes

### **NRSC S22 Methods in Visual Neuroscience**

The eye has been described in many ways: as a window into the soul, as the objective contrast to the heart, as a camera. To a visual scientist, though, the mammalian eye is a marvel of cell types working together to gather and send light information to the brain. In this course, we will learn methods used by visual scientists to investigate the neural tissue of the eye, the retina. We will use surgical methods to label specific neuron types in the mouse eye, then dissect and image these labeled retinas. We will learn how the eye captures photons and translates them into information. Prerequisite(s): BIO 195.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Woodworth, Mollie

Instructor Permission Required: No

## **NRSC S23 Histology and Photomicrography for Analyzing the Morphology of Neurons and Brain Tissue**

The structure of a neuron informs us about the range of computations for which it is specialized. In this course, students will gain hands-on experience dissecting mice to obtain brain tissue that will be used to visualize gross neuronal morphology, including the structural properties of dendrites, axons, and somata. More specifically, students will treat brain tissue with reagents to stain neurons, apply histological techniques to section tissue, and subsequently analyze this tissue using approaches in microscopy and image processing. Observations made in the course will be used to assess the implications that these morphological features have for the possible functions that neurons may exhibit. Prerequisite(s): BIO 202 OR NRSC/PSYCH 160.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kim, Olivia

Instructor Permission Required: No

## **NRSC S32 The Sleeping Brain**

Why do we sleep, and can we manipulate it to improve our health and cognition? This course explores the neuroscience of sleep, drawing on research from chronobiology and psychology to answer fundamental questions about sleep's role in health, memory, and well-being. Students will gain hands-on experience running a sleep lab, learning to record and analyze polysomnographic data to detect sleep stages. By replicating a targeted memory reactivation experiment, students will test how sleep can be harnessed to influence memory. Through journal club discussions, lab work, and experiment design, this course offers a unique blend of theory and practice for those curious about the science of sleep—and eager to get credit for napping. Prerequisite(s): NRSC 160, PSYC 160, or 215.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hulbert, Justin

Instructor Permission Required: No

## **NRSC S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair is required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Philosophy

*Professors Cummiskey and Stark; Visiting Professor Cohen; Associate Professors Ashwell, Dacey (chair), and Schofield.*

The Philosophy department encourages all Bates students to take a Philosophy course and to consider a Philosophy major, minor, or General Education concentration (four courses in Philosophy). Students new to Philosophy are encouraged to start off with 200-level courses that focus on particular problems of philosophical interest. Topics addressed in these courses include the nature of morality, the justification of law, the place of mind in a physical world, the nature of perception, the justification of our beliefs, the possibility of knowledge, the social construction of race and gender, the understanding of the self, the understanding of space and time, the possible existence of god, the nature and possibility of truth, the purpose and proper understanding of language, and the nature of emotions as well as the point and value of philosophical inquiry itself. Although critical reading, thinking, and writing skills are developed in all Philosophy classes, PHIL 195 (Introduction to Logic) provides a more focused study of proper reason that is beneficial to majors and nonmajors alike.

More information is available on the [Philosophy department website](#).

## Major Requirements

Students who major in philosophy are expected to complete 11 courses in the field. As many as eight of the 11 courses must meet the distribution requirements indicated below. The remaining courses are electives selected at the students' discretion. Students are urged to take the courses listed in Logic and 'Philosophical Movements, Traditions, and Approaches' as soon as possible after they decide to major in philosophy. The philosophy faculty has structured these requirements to allow students the flexibility to plan their own programs within the constraints of a broad philosophical education. Students arrange their programs in consultation with their departmental advisor. First-year seminars taught by philosophy faculty count toward the 11 required courses. In addition, students may, with departmental approval, fulfill one of the 11 courses with a course from another related field. Study-abroad courses and transfer courses, as well as less frequently offered courses not listed here may satisfy major or minor requirements with the approval of the department chair. Those considering graduate or professional school are encouraged to consult with their advisor in order to design an appropriate course of study.

Courses can be double-counted (that is, counted in more than one category).

### 1. Logic

Logic involves learning formal techniques for evaluating arguments and for developing comprehension of the way in which logical structure determines conditions for the truth or falsity of statements. It is helpful for understanding the structure of arguments made both in and outside of philosophy, and provides an introduction to evaluative concepts that are used across philosophy.

Complete the following course:

- PHIL 195 Introduction to Logic

### 2. Philosophical Movements, Approaches, and Traditions (MAT)

Philosophical work is inevitably done in a particular place and time by members of particular philosophical movements and traditions, which each have characteristic interests and approaches. In addition to being intrinsically interesting, understanding this social and historical context is essential to understanding philosophical work in general. These courses are in depth explorations of various approaches to philosophy, or movements in philosophy, or traditions in philosophy. To promote breadth in the study of philosophy, students are required to take two of these courses to complete the major.

Complete at least two courses from the following:

- PHIL 271 Ancient Philosophy
- PHIL 272 Philosophy in the Modern Era (1600-1800)
- PHIL 273 Philosophy in the Nineteenth Century: Person, Power, and Freedom
- PHIL 274 20th C European Philosophy: Consciousness and Reality
- PHIL 262 Feminist Philosophy
- PHIL 310 Buddhist Philosophy

3. Ethics and Political Philosophy

These classes address topics related to the good, the right, and community. How do we live a good life? How should we treat each other, and decide what is the moral thing to do? Why should we do the moral thing when it requires personal sacrifice? What is it about us as humans that makes us care? Are there even universal answers to these questions, or do they depend on our particular circumstances and identities? How can we live together in communities with all our different interests? Are government and political power justified, and if so how? Students are required to take one on course on ethics or political philosophy to complete the major.

Complete at least one course from the following:

- PHIL 213 Biomedical Ethics
- PHIL 214 Environmental Ethics
- PHIL 233 Making Moral Minds: Nature Nurture, and the Sources of Morality
- PHIL 256 Moral Philosophy
- PHIL 257 Moral Luck and Social Identity
- PHIL 258 Philosophy of Law
- PHIL 268 Capitalism and Its Critics

4. Metaphysics and Epistemology

These classes address topics related to being, meaning, and knowledge. What is the ultimate nature of reality? What, if anything, grounds the objects and categories we use to get around the world? What do we make of especially tricky cases such as social categories, religious claims, and minds themselves? Can we know anything about the world, either in everyday life or in more formal pursuits like science and philosophy? If so, how? How do our minds work such that any of this is possible? Students are required to take one on course on metaphysics or epistemology to complete the major.

Complete at least one course from the following:

- PHIL 210 Philosophy of Cognitive Science
- PHIL 211 Philosophy of Science

- PHIL 235 Philosophy of Mind
- PHIL 236 Theory of Knowledge
- PHIL 245 Metaphysics
- PHIL 260 Philosophy of Religion

5. Seminars

Seminars allow students to explore specific topics in greater detail. These may include topics of significant historical interest and/or current philosophical topics. Most seminars satisfy the College W2 general education requirement. Seminar offerings will typically differ year-to-year.

Complete at least two Philosophy courses at the 300-level.

6. Senior Thesis

Complete at least one course from the following:

- PHIL 457 Senior Thesis
- PHIL 458 Senior Thesis

Double majors may select to complete only one thesis or capstone in their other major, provided they satisfy the Bates General Education [W3] requirement. Students who are not undertaking a philosophy thesis still are required to complete the 11 courses for the major.

**Courses Taken Outside of Bates**

Study-abroad courses and transfer courses may satisfy major requirements with the approval of the department chair.

**Short Term Courses**

Philosophy courses offered in the Short Term count toward the 11 required courses

**Pass/Fail Policy**

Pass/Fail grading may be elected for one course applied toward the major.

**Other Considerations**

More information on the benefits and opportunities open to Philosophy majors is outlined at “Why study philosophy?” on the [Philosophy department website](#).

**Minor Requirements**

The minor in philosophy consists of six courses. A coherent program for each student's minor is designed in accordance with program guidelines and in consultation with a member of the philosophy faculty who is chosen or appointed as the student's departmental advisor for the minor. The minor may include one first-year seminar.

**Short Term Courses**

The minor may include up to two Short Term courses in Philosophy

**Pass/Fail Policy**

Pass/Fail grading may be elected for only one course applied toward the minor.

## Course Offerings

### PHIL 150 Philosophies to Live By

This course is dedicated to the proposition that philosophy can make life better. It can provide wisdom to guide choices and clarify values. It can offer new perspectives and new worldviews. And it can provide the insight necessary for self-knowledge and growth. In this course, students read works by philosophers, both ancient and contemporary, concerned with the question of how to live meaningful lives. The goal is to find ways to apply those philosophies anew so that our own lives are enriched.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### PHIL 195 Introduction to Logic

An investigation of the nature of valid reasoning, coupled with training in the skills of critical thinking.

Close attention is paid to the analysis of ordinary arguments.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006, C031, C042

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ashwell, Lauren

Instructor Permission Required: No

### PHIL 210 Philosophy of Cognitive Science

Cognitive science is the interdisciplinary study of the mind, including psychology, neuroscience, linguistics, computer science, and philosophy as its core. This course examines the conceptual foundations of cognitive science, and different approaches to integrating findings and perspectives from across disciplines into a coherent understanding of the mind. Students also consider issues in the philosophy of science, the nature of mind, self, agency, and implicit bias. Prerequisite(s): one course in philosophy, psychology, or neuroscience.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031, C093

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 252, NRSC 252

Instructor: Dacey, Mike

Instructor Permission Required: No

## **PHIL 211 Philosophy of Science**

Science has become our model for what counts as knowledge. This course examines that model and discusses how far its claims are justified in light of the nature and history of science. Topics include scientific explanation, scientific reasoning, the role of values in science, social construction and objectivity, scientific progress, similarities and differences among scientific fields, and science's relations to society and to other views of the world. Readings include traditional and contemporary work in the philosophy of science.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dacey, Mike

Instructor Permission Required: No

## **PHIL 213 Biomedical Ethics**

Rapid changes in the biological sciences and medical technology have thoroughly transformed the practice of medicine. The added complexity and power of medicine has, in turn, revolutionized the responsibilities and duties that accompany the medical professions. This course explores the values and norms governing medical practice; the rights and responsibilities of health care providers and patients; the ethics of organ transplants and the determination of death; the justification for euthanasia; and problems of access, allocation, and rationing of health care services. In addition to Western bioethics, this course typically includes Confucian, Buddhist, and Islamic approaches to bioethics. Not open to students who have received credit for FYS 362 or PHIL s26.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C031, C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cummiskey, David

Instructor Permission Required: No

## **PHIL 214 Environmental Ethics**

What do we owe to nonhuman animals? How ought we treat plants and other nonsentient organisms? Are ecosystems appropriate objects of moral concern? This course focuses on moral issues that arise as a result of human interaction with the environment. Students discuss mainstream Western philosophers as well as challenges from the point of view of indigenous cultures, Buddhism, and ecofeminism.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 214

Instructor: Schofield, Paul

Instructor Permission Required: No

### **PHIL 233 Making Moral Minds: Nature, Nurture, and the Sources of Morality**

This course examines the origins and mechanisms of moral judgment and decision making. How much is our moral cognition shaped by culture as opposed to evolved nature? How much is it shared with nonhuman animals? What motivates us and drives our evaluations? What weaknesses, limitations, and biases might we face? In addressing these questions, students read from classic philosophical texts, recent philosophical publications, research in psychology, and popular science writing. Along the way, they attempt to glean practical lessons for how we think about ourselves, our decisions, and our moral community.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dacey, Mike

Instructor Permission Required: No

### **PHIL 235 Philosophy of Mind**

Our minds are simultaneously the most intimately familiar things imaginable and the most mysterious. We live every minute in and with our minds, and we only experience the world through them (perhaps, we even are our minds), and yet we may not know them as well as we think. Despite recent progress in the sciences of the mind, it even remains difficult to place the mind in the physical universe. In light of these puzzles, this course asks: How should we relate to our minds and their operations? How do our thoughts and experiences connect to the external world? How could a conscious, first-person perspective arise in a physical universe?

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PSYC 234

Instructor: Dacey, Mike

Instructor Permission Required: No

### **PHIL 236 Theory of Knowledge**

Is knowledge possible, and if so, how? The course investigates how we can know the ordinary things we take ourselves to know. Students are introduced to major philosophical theories concerning when our thoughts about ourselves and the world are rationally justified.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ashwell, Lauren

Instructor Permission Required: No

### **PHIL 245 Metaphysics**

This course introduces students to some of the central issues in metaphysics. Questions considered may include: Which kinds of things exist? What is one saying when one says that something "exists"? What does it mean to say that something causes something else? What is one saying when one says that something might possibly be other than it is? What does it mean to say that something is the same identical thing at one time that it is at another?

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ashwell, Lauren

Instructor Permission Required: No

### **PHIL 255 Human Nature, Politics, and Morals**

What is the essence of human nature? How does human nature inform our understanding of the difference between right and wrong? Which political institutions are appropriate for creatures like us? This course considers answers to these questions offered by philosophers throughout history as well as contemporary attempts to address these questions from a post-Darwinian perspective.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C013, C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Schofield, Paul

Instructor Permission Required: No

### **PHIL 256 Moral Philosophy**

An introduction to moral theory and moral principles, including egoism, utilitarianism, Kantian deontology, and virtue theory. The course considers whether morality is a matter of custom, convention, or individual preference, and asks how we can determine what is morally right and what is morally wrong. Topics typically include the relationship between morality and religion, moral motivation, moral relativism, conceptions of justice, Confucian conceptions of self-cultivation, Buddhist virtue ethics, and finding meaning in life.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cummiskey, David

Instructor Permission Required: No

## **PHIL 257 Moral Luck and Social Identity**

Our lives are deeply subject to luck. This course provides an introduction to philosophical analysis and the moral philosophies of Aristotle and Kant. The course also considers social luck: luck in one's identity and how that identity is regarded by one's culture. The course focuses on racism, with particular attention to the Holocaust in Nazi Germany and slavery in the United States. Students examine ongoing white supremacy in the United States and consider racism as a kind of social and moral luck. Topics also may include moral responsibility for implicit bias, the nature of evil, and responsibility and reparations for slavery.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031, C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Stark, Susan

Instructor Permission Required: No

## **PHIL 258 Philosophy of Law**

What is law? What are the relationships among law, justice, and morality? What is the nature of judicial reasoning? Particular legal issues include the nature and status of liberty rights, the legitimacy of restrictions on speech and expression, and the justification of incarceration and the death penalty. Readings include contemporary legal theory, case studies, and court decisions.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cummiskey, David

Instructor Permission Required: No

## **PHIL 260 Philosophy of Religion**

A consideration of major issues that arise in philosophical reflection upon religion. Particular issues are selected from among such topics as the nature of faith, the possibility of justifying religious beliefs, the nature and validity of religious experience, the relation of religion and science, and the problem of evil.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 260

Instructor: TBA, Staff

Instructor Permission Required: No

## **PHIL 262 Feminist Philosophy**

What is gender? What is race? What is oppression? What does it mean to experience discrimination or oppression? Feminist philosophy uses philosophical methods to think carefully about gender, the way gender intersects with other identities, the lives of historically marginalized voices, and the concepts employed in feminist political movements and similar social movements such as those centered around race, class, sexual identity and orientation, and disability. Additional areas of study may include science and society; gender and science; sex and sexuality; reproduction; family; gender in popular culture; and the body and appearance.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 262

Instructor: Stark, Susan; Ashwell, Lauren

Instructor Permission Required: No

## **PHIL 268 Capitalism and Its Critics**

Some consider a capitalist economy an environment ideally conducive to human flourishing, while others consider it a significant threat. Debates over the merits of capitalism have raged among philosophers for generations. This course considers some of capitalism's most able defenders, as well as some of its most incisive critics. The course also examines some hybrid views, which attempt to harness capitalism's capacity for good, while mitigating its ability to harm.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Schofield, Paul

Instructor Permission Required: No

## **PHIL 271 Ancient Philosophy**

What's the best way to live? For pleasure or for virtue? For oneself or for others? By the conventions of one's time or by some timeless truths? The fascination the ancient Greeks had with these questions was inextricably linked with others: What is the nature of the universe in which we live? What is the status of our knowledge of this universe? How can we understand the processes of change we see everywhere, including in ourselves? And what is the nature of philosophy itself? The course begins with the person who most famously asked these questions, Socrates, and on the writings in which he is most vividly portrayed, the dialogues of his student Plato. Students continue to pursue these questions through the writings of Aristotle as well as the famous schools of ancient philosophy, the Stoics, the Epicureans, and the Skeptics. No prior familiarity with philosophy is assumed; this is a perfect place to begin one's study of philosophy.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C031, C054

Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): CMS 271  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **PHIL 272 Philosophy in the Modern Era (1600-1800)**

In this course students discuss problems surrounding knowledge, mind, reality, and reason as they developed from the birth of modern philosophy until their culmination in Kant. The course considers thinkers such as René Descartes, Princess Elisabeth, Margaret Cavendish, John Locke, David Hume, and Immanuel Kant. It also takes up non-Western thinkers from the period who are interested in related issues.

Modes of Inquiry: [AC]  
Writing Credit: None  
GEC(s): C031, C066  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: Schofield, Paul  
Instructor Permission Required: No

### **PHIL 273 Philosophy in the Nineteenth Century: Persons, Power, and Freedom**

Philosophers in nineteenth-century Europe and America were preoccupied with the questions of what it means to be free, and how power might be wielded so as to create free persons. Their views have had a tremendous influence on global philosophy, on disciplines outside of philosophy, and on world events. The course will engage with these views, focusing on the works of Kant, Hegel, Kierkegaard, Nietzsche, and Frederick Douglass.

Modes of Inquiry: None  
Writing Credit: None  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: Schofield, Paul  
Instructor Permission Required: No

### **PHIL 274 20th C European Philosophy: Consciousness and Reality**

A survey of the leading figures of Twentieth Century European philosophy. The subtitle of the course indicates that the primary philosophical theme at this place and time was the relationship between human consciousness and human reality, which our thinkers approach via the concept of phenomenology – the study of how humans experience the world. Two more major themes that emerge from the phenomenological approach are the philosophical attempt to find meaning in modern life and the role of philosophy in understanding and criticizing contemporary society. All three of these are, obviously, still fully relevant for life in the 21st C.

Modes of Inquiry: [AC]  
Writing Credit: None

GEC(s): C031, C042

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cohen, Jonathan

Instructor Permission Required: No

### **PHIL 310 Buddhist Philosophy**

This course explores Buddhist philosophy with a special emphasis on moral and political philosophy.

Philosophical topics include the Four Noble Truths, the doctrine of impermanence and codependent arising, the doctrine of no-self, and the concept of emptiness. The relationships among Buddhist philosophy, insight meditation, and moral virtue are a primary focus of the course. Prerequisite(s): two courses in philosophy.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C001, C002, C031, C087

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cummiskey, David

Instructor Permission Required: No

### **PHIL 321J Self-Knowledge**

We seem to know our own minds – our beliefs, desires, intentions, feelings, and sensations – in a distinctive and particularly secure way. But although introspective self-knowledge is so familiar, it is difficult to account for. This course examines a range of philosophical problems associated with self-knowledge: What (if any) are the differences between self-knowledge and other knowledge, such as knowledge of other people's minds? Can plausible accounts of the process of introspection be reconciled with plausible accounts of the objects of self-knowledge (i.e., mental states and their contents)? Do we even have knowledge of our own minds? Prerequisite(s): one 200- or 300-level course in philosophy.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ashwell, Lauren

Instructor Permission Required: No

### **PHIL 321K Philosophy of Animal Minds**

Nonhuman animals seem like us in many ways, and unlike us in many others. Sometimes they are studied as models of human minds; other times, they are studied to discover what (if anything) makes human minds unique. Beyond these questions, the cognitive abilities of animals like great apes, corvids, and octopuses are fascinating in their own right, and the task of understanding other minds presents a deep and complex challenge to science. Students discuss these issues from an interdisciplinary perspective including philosophy,

psychology, neuroscience, and evolutionary biology. Prerequisite(s): two courses in philosophy, or one course in philosophy and one course in neuroscience or psychology.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dacey, Mike

Instructor Permission Required: No

### **PHIL 321L Topics in Contemporary Mind and Language: Language and Power**

Language helps us communicate and create important connections with others. Yet it can be used to disparage, marginalize, or subordinate people. With the help of classic ideas from the philosophy of language, students analyze a number of contemporary issues around power and the effects of social discourse. Topics may include: free speech; the impact of hate speech, pornography, slurs, and other harmful speech; generalizations (so-called generics); propaganda and ideology; the representation of gender, race, and other social categories in language; the relationship between our social position and the effect of our speech; and resistance to harmful speech. Prerequisite(s): two courses in philosophy.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ashwell, Lauren

Instructor Permission Required: No

### **PHIL 323E Philosophy of Evolution**

Evolutionary theory raises many deep and complicated philosophical issues as well as questions about how science operates: Are concepts like function, selection, and optimality scientifically legitimate? How do we make inferences about the unobserved past? Can thinking about the evolutionary past help us understand how biological processes, such as the mind, work today? It also raises questions about who we are and where we come from: How do we relate to other species? Can we better understand our moral and intellectual strengths and weaknesses by looking to evolution? In this course, students approach these questions from an interdisciplinary perspective, including philosophy, biology, and the cognitive sciences. Prerequisite(s): one of the following: PHIL 211; two courses in philosophy; or one course in philosophy and one course in biology.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 323E

Instructor: Dacey, Mike

Instructor Permission Required: No

### **PHIL 324A Seminar: Kantian Ethics**

Immanuel Kant's moral theory is one of the most systematic and influential ever offered, taking up such questions as: Where does morality come from? What are the roles of reason and emotion in an ethical life? Are there universal moral principles? Are there exceptionless moral rules? Is it ok to sacrifice one life in order to save two? The course will cover Kant's ethical works themselves, in addition to contemporary objections and defenses of his view. Prerequisite(s): Two philosophy courses.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Schofield, Paul

Instructor Permission Required: No

### **PHIL 324C Liberty, Equality, and Community**

Liberty and equality are the central values of contemporary political philosophy. These values, however, seem inevitably to conflict. Unlimited freedom leads to inequalities and remedies for inequalities restrict liberty. This seminar focuses on competing accounts of the proper balance between liberty and equality. In particular, students focus on John Rawls' theory of justice and competing theories of justice, including utilitarian liberalism, Nozick's libertarian theory, communitarian theories, feminist theories, and multicultural approaches. Prerequisite(s): two courses in philosophy.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cummiskey, David

Instructor Permission Required: No

### **PHIL 324E Virtue and Emotions**

Virtue ethics emerged as an important kind of moral theory during the last half of the twentieth century. There are many virtue theories, but they share a focus on the morality of character rather than the morality of individual actions. Many seek an answer to the question, "How shall I live?" rather than, "What should I do?" This course explores both the historical roots of virtue theory found in Aristotle and, according to some scholars, Kant. It also examines several contemporary theories of virtue as well as critics of this approach to moral theory. Prerequisite(s): two courses in philosophy.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Stark, Susan

Instructor Permission Required: No

### **PHIL 324F I and Thou: Recognition and Second-Personal Morality**

Morality requires that we treat persons not simply as objects to be planned around or manipulated, but as beings with a special status that we ought to recognize or acknowledge. It is this status to which we gesture when we talk about owing a duty to someone. Philosophers have long sought to understand the relationship that holds between persons who recognize one another's status as morally significant beings. Participants in this seminar seek to understand this as well. Readings include both historical philosophical texts and contemporary works. Prerequisite(s): one course in philosophy.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Schofield, Paul

Instructor Permission Required: No

### **PHIL 325C Moral Realism and Irrealism**

This course examines contemporary views on the meaning of moral language, the possibility of moral knowledge, the possibility of moral facts, the nature of moral arguments, the relationship among morality, emotion, and reason. Some background in moral or political philosophy is recommended. Prerequisite(s): Two courses in philosophy..

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Stark, Susan

Instructor Permission Required: No

### **PHIL 341 Aristotelian Ethics**

Aristotle's ethical theory is one of the most ambitious and influential ever offered, taking up such questions as: What does living a good life consist in? What are the roles of reason and emotion in an ethical life? What dispositions should we consider to be virtues? Do human beings flourish by engaging in good activity or contemplation? What does it mean to be a good friend? The course will cover Aristotle's ethical works themselves, in addition to contemporary defenses of, and objections to, his view. Prerequisite(s): one course in philosophy.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Schofield, Paul

Instructor Permission Required: No

### **PHIL 350B Seminar on Major Thinkers: Nietzsche's Philosophy of Music**

Nietzsche wrote more about music than any other single subject. This course examines his philosophy of music both for its own sake and as a point of entry into his general philosophy. Prerequisite(s): one course in philosophy or instructor permission.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cohen, Jonathan

Instructor Permission Required: No

### **PHIL 350C Seminar on Major Thinkers: Plato on Love, Death, & the Soul**

A close reading of Plato's middle period masterworks - Symposium (on love), Phaedo (on death), Republic, books IV-VII & X (on the soul and the ascent to the Forms), and Phaedrus (on love and philosophical writing) - supported by the twentieth century interpretive comments of Martha Nussbaum and Alexander Nehamas. Prerequisite(s): one course in philosophy or instructor permission.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cohen, Jonathan

Instructor Permission Required: No

### **PHIL 358 Epistemology and the Law**

This seminar explores the epistemology of criminal law, both inside and outside of the courtroom. Questions include: when does a jury have "proof beyond a reasonable doubt?" What role should statistical generalizations, DNA evidence, character evidence, and eyewitness testimony play in the courtroom? When is ignorance an excuse? What role does racial and gender bias and ideology play in legal fact finding? How should new tools, like predictive algorithms, be used in the criminal justice system? Prerequisite(s): two philosophy courses, or PHIL 236 or PHIL 258.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PHIL 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PHIL 362 Consciousness in Science**

Consciousness is arguably the deepest mystery remaining in the standard scientific worldview. Science, in general, describes an unfeeling, mechanical world. But we undeniably have conscious, first personal experiences of it. These conscious experiences don't seem to fit in the world that science describes. How is it that consciousness could arise in a mechanical world? What would a physical explanation of a particular conscious experience even look like? How can we tell which other animals are conscious? Can we proceed scientifically even if we do not have convincing answers to these questions? Do we need a radical revision in our science? These have been topics of increasing interest in philosophy of mind, philosophy of cognitive science, and the cognitive sciences themselves, especially since the 1990s, and we will read from all these disciplines to consider them.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C031, C042

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 372

Instructor: TBA, Staff

Instructor Permission Required: No

### **PHIL 365D Reparations and Responsibility**

Colonialism, the genocide of native and Indigenous peoples, and the enslavement of Africans and African Americans, are foundational wrongs in the United States. It is essential to ask whether the United States-as a society, as a government, or as individuals-must pay reparations to Black and brown people and to Indigenous people for these wrongs. This course examines what it means to make reparations, whether and under what circumstances humans in the present can repair wrongs done by others, and done in the past. The course considers the difference between paying reparations for past wrongs and ending ongoing

injustices. Finally, the course asks what the goal of reparations is, whether it is morally required to pay them, and morally justified to demand them. Prerequisite(s): two courses in philosophy.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Stark, Susan

Instructor Permission Required: No

### **PHIL 457 Senior Thesis**

Students register for PHIL 457 in the fall semester. Majors writing an honors thesis register for both PHIL 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PHIL 458 Senior Thesis**

Students register for PHIL 458 in the winter semester. Majors writing an honors thesis register for both PHIL 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PHIL S17 The Ethics of Care**

What is it to care? Whose concerns are centered and whose are marginalized or ignored in caring? This course may consider the ethics of caring/not caring in health care/midwifery, in movements for birthing justice, in the paid workforce, at home, for the unhoused, throughout history (in whose stories are centered in discussions of institutionalized slavery or colonization), and at the margins of life. This course focuses on the way social oppressions, historical and ongoing, affect caring and not caring.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Stark, Susan

Instructor Permission Required: No

### **PHIL S21 The Late Wittgenstein**

Late in his career, the great twentieth century thinker Ludwig Wittgenstein came to believe that the philosophical problems preoccupying philosophers were, in fact, pseudo-problems. Our language, he said, tricks us into seeing problems where none exist. What is needed, then, is someone to help us see through the tangle created by language, dissolving philosophy's traditional puzzles as opposed to solving them. This course focuses on the enormously influential works in which Wittgenstein takes up this task. Prerequisite(s): two courses in Philosophy.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Schofield, Paul

Instructor Permission Required: No

### **PHIL S23 Reparations**

Colonialism, the genocide of native and Indigenous peoples, and the enslavement of Africans and African Americans, are foundational wrongs in the United States. It is essential to ask whether the United States—as a society, as a government, or as individuals—must pay reparations to Black and brown people and to Indigenous people for these wrongs. This course examines what it means to make reparations, whether and under what circumstances humans in the present can repair wrongs done by others, and done in the past. The course considers the difference between paying reparations for past wrongs and ending ongoing injustices. Finally, the course asks what the goal of reparations is, whether it is morally required to pay them, and morally justified to demand them.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C031, C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Stark, Susan

Instructor Permission Required: No

### **PHIL S28 Homelessness**

Homelessness raises special questions for social and political philosophy, for to be homeless is not simply to lack an important resource, but to live in a particular condition and social status. This course takes up questions such as: Is a home necessary for human dignity? Are laws regulating where the homeless can dwell unjust? How does homelessness affect a person's ability to be a full member of their community? Is housing a

human right, and should it be subject to market norms? Philosophical readings are supplemented with first-person narratives, policy proposals, journalistic reporting, and legal scholarship.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Schofield, Paul

Instructor Permission Required: No

### **PHIL S29 Logic: Possibility, Proofs, and Paradox**

Building on PHIL 195 (Introduction to Logic), students consider the relationship between logic and reasoning, learn about modal logic (the logic of possibility and necessity), Turing machines, and alternative logics, prove some surprising metalogical results, and puzzle through some logical paradoxes. Prerequisite(s): PHIL 195.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ashwell, Lauren

Instructor Permission Required: No

### **PHIL S32 Teaching Philosophy: Course Design and Classroom Instruction**

The line between practicing philosophy and teaching it has always been a blurry one, enough so that being a philosopher is often thought to involve being a teacher. In this course, students assume the role of philosophy instructor. The course covers works by a number of contemporary authors writing on course design and innovative teaching methodology, and students design a week-long introductory philosophy mini-course targeted at high school students. Prerequisite(s): three philosophy courses.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C030

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Schofield, Paul; Stark, Susan

Instructor Permission Required: Yes

### **PHIL S34 What is Philosophy? Metaphilosophy and Philosophical Methodology**

This seminar explores the nature of philosophy. What is distinctive about philosophy? Philosophy departments typically offer a reply to this question. Do these characterizations of the nature of philosophy capture the diversity of philosophical methods and questions? This seminar explores this question by considering common criticisms of the value of philosophy, non-Western philosophy, ethnophilosophy, and

empirically informed approaches to the study of philosophy. The seminar is designed for philosophy majors and minors to study the diversity and unity of the philosophical enterprise. Prerequisite(s): Four Philosophy courses.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cummiskey, David

Instructor Permission Required: No

### **PHIL S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PHIL S51B Logic Redesign: Teaching Argument and Abstraction**

In this course, students consider the role of learning logic in the Bates curriculum, learn about teaching logic classes, and develop proposals for redesigning the 100-level logic class at Bates. Students choose group projects, which may include topics such as: incorporating more informal logic into the class; building more resources to help future students; Universal Design principles, particularly to help students with learning differences; considering and improving assessment structures, including the currently used specifications grading/competencies assessment structure; the role of logic in the philosophy major. Prerequisite(s): PHIL 195.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ashwell, Lauren

Instructor Permission Required: Yes

## Physical Education

*Instructors Annino, Brewster, Coyne, Feldman, Gastonguay, Hayes, Hergeth, Johnson, Kogut, Martin, McKay, Montgomery, Olsen, Simard, Upham, and Vari; Lecturers Casares, Fein (chair), Furbush, and Steenstra.*

The charge of a liberal arts education includes opportunities for intellectual, physical, and spiritual development; the offerings of the Department of Physical Education and Bates Athletics encourage well-being, cultivate leadership, and provide opportunities for skill development and community building. The department oversees varsity programs, club sports, intramurals, and other recreational programs.

More information is available on the [Bates Athletics website](#).

## Course Offerings

### PE 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### PE S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Physics and Astronomy

*Professors Lundblad and Smedley; Associate Professor Diamond-Stanic (chair); Visiting Associate Professor De Pree; Assistant Professors Berger and Cole; Visiting Assistant Professors Gillis, Modir and Payne (Earth and Climate Sciences and Physics and Astronomy).*

Physics, the study of space, time, matter, and energy, is a fundamental component of a liberal arts education. Introductory courses in physics and astronomy are designed to give students a broad background in the fundamentals of the discipline, an introduction to the logic and philosophy of science, and insight into the understanding and applications of contemporary physics and astrophysics. Advanced courses provide greater depth and sophistication as the student's background in physics and mathematics develops. Laboratory investigation provides a direct understanding of the central role that experimental research plays in the advancement of science.

More information is available on the [Physics and Astronomy department website](#).

## Major Requirements

The major in physics can be structured to meet the individual needs of students planning graduate study in physics or engineering, as well as those considering careers in business, teaching, government, law, or medicine. To learn physics effectively, it is important that courses be taken in the recommended order and, if at all possible, with the recommended background. Nevertheless, prerequisites and corequisites can be waived in appropriate circumstances, especially in cases of incoming students with strong backgrounds.

Students considering graduate study in physics or engineering should take PHYS 409 and 422 as well as other courses numbered 300 or higher.

The following courses normally are offered every other year: PHYS 341, 373, and 412. Students should consult the online schedule to determine when these courses are offered.

### 1. Core

Complete the following courses:

- PHYS 211 Newtonian Mechanics
- PHYS 222 Electricity and Magnetism
- PHYS 231 Laboratory Physics/Lab
- PHYS 301 Mathematical Methods of Physics
- PHYS 308 Introductory Quantum Mechanics
- PHYS 361 Thermal Physics
- PHYS S31 Spacetime, Waves, and Photons

### 2. Advanced Selectives

Complete at least one course from the following:

- PHYS 409 Quantum Theory
- PHYS 412 Advanced Classical Mechanics
- PHYS 422 Electromagnetic Theory

3. Additional Courses

a. Complete at least one course from the following:

- PHYS 107 Introductory Physics of Living Systems I/Lab
- PHYS 108 Introductory Physics of Living Systems II/Lab
- PHYS 109 Energy, Matter, and Motion

b. Complete at least one Physics and Astronomy 200-level or above course

PHYS 107, 108, and 109 are eligible for major credit only if taken prior to PHYS S31 or a 200-level physics course. Otherwise, students must take a second 200-level course.

4. Senior Thesis

Complete at least one course from the following:

- PHYS 457 Senior Thesis
- PHYS 458 Senior Thesis

Only one semester of senior thesis may count toward the minimum ten-course requirement.

**Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the major.

**Other Considerations**

A student interested in using physics as a basis for an engineering career should inquire about the Bates dual-degree plans with Dartmouth, Rensselaer, Columbia, Washington University in St. Louis, or Case Western Reserve (consult the website, [bates.edu/physics-astronomy/academics/engineering](http://bates.edu/physics-astronomy/academics/engineering)). By careful planning at registration time, similar combination curricula may sometimes be designed with other engineering institutions. Students participating in a dual-degree program declare a major in engineering.

**Minor Requirements**

The minor in physics consists of six courses:

1. Core

Complete one course from the following:

- PHYS 108 Introductory Physics of Living Systems II/Lab
- PHYS S31 Spacetime, Waves, and Photons

Complete the following courses:

- PHYS 211 Newtonian Mechanics
- PHYS 222 Electricity and Magnetism

2. Additional Courses

Complete at least three courses from the following:

- PHYS 107 Introductory Physics of Living Systems I/Lab\*
- PHYS 109 Energy, Matter, and Motion\*\*
- Any course in the Physics and Astronomy department 200-level or higher

\*Only if taken prior to PHYS 108.

\*\*Only if taken prior to PHYS S31.

#### **Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the minor.

## Course Offerings

### ASTR 106 Introduction to Astronomy/Lab

How can we use light to learn about the universe? How can we measure the properties of planets, stars, and galaxies? How can we explore our cosmic origins and the history of the universe? This course provides an introduction to modern astronomy with an emphasis on how we know what we know.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C036, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Diamond-Stanic, Aleks

Instructor Permission Required: No

### ASTR 202 Galaxies and Cosmology

An introduction to the astrophysics of galaxies and cosmology with an emphasis on the physical principles required to understand and interpret astronomical observations. Building on a foundation of the introductory physics sequence, this course explores properties of the Milky Way Galaxy, galaxy formation and evolution, the interstellar and intergalactic medium, dark matter and dark energy, the expansion history of the universe, and modern cosmology. Prerequisite(s): PHYS 107 or 109 and 108 or s31.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Diamond-Stanic, Aleks

Instructor Permission Required: No

### ASTR 217 Planetary Atmospheres

What do we know about the history of the Earth's atmosphere? How different is Earth's atmosphere from the atmospheres of other planets? And how can we study the alien atmospheres of faraway exoplanets? This course explores the atmospheres of planets within our Solar System—from Earth to Venus and Mars, to more distant planets and moons such as Saturn's moon Titan—and beyond, with an emphasis on the feedbacks and physics that have most influenced atmospheric formation and evolution. Topics include the history of the atmospheres of Earth and other planets; atmosphere stability; key concepts within atmospheric composition, feedbacks, and thermodynamics; the relationship between stars and the atmospheres of planets orbiting them; and methods used to detect and analyze exoplanet atmospheres. Recommended background: PHYS S31. Prerequisite(s): PHYS 109 or EACS 109.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Payne, Becca

Instructor Permission Required: No

### **ASTR S11 Modeling & Data Analysis in the Physical Sciences**

How are models used in the physical sciences? How are models informed by data in different disciplines, and how do we analyze it? This course will provide students with an opportunity to explore the many ways that models are used to conduct scientific research, and gain insights into how models can support their academic and career goals. We will discuss a variety of models, techniques, and tools used throughout the physical sciences, and guide students to use them for their own research project. Students will learn data fundamentals as well as specific applications of these data-driven techniques to fields within the physical sciences. Lessons will be taught through a lecture and lab component, going over the concepts before letting students work through coding projects, enabling them to create and conduct their own data-driven research. This course has no prerequisites, and aims to bring together students from a wide variety of academic disciplines and any level of coding experience.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DCS S17, EACS S11, PHYS S11

Instructor: Payne, Becca

Instructor Permission Required: No

### **PHYS 106 Energy and Environment**

This course examines energy as a fundamental concept in physics and an essential element of human society. Basic principles of energy conservation and transformation are developed to understand sustainable and unsustainable energy resources, and their impact on impending climate change. No background in physics or mathematics beyond algebra is assumed.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Smedley, John

Instructor Permission Required: No

### **PHYS 107 Introductory Physics of Living Systems I/Lab**

An introduction to physics designed for students majoring in life sciences and/or interested in pre-health studies. Topics include geometrical optics, Newtonian mechanics, acoustics, fluids and thermal physics. Class meetings integrate group-based laboratory investigations, simulations and problem solving. Not open to students who have earned credit for PHYS 109.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Smedley, John; Lin, Hong

Instructor Permission Required: No

### **PHYS 108 Introductory Physics of Living Systems II/Lab**

A continuation of PHYS 107, designed for students majoring in life science and/or interested in pre-health studies. Topics include wave optics, electricity and magnetism, quantum and nuclear physics. Class meetings integrate group-based laboratory investigations, simulations and problem solving. Prerequisite: PHYS 107 or 109.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006, C036

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Smedley, John; Diamond-Stanic, Aleks

Instructor Permission Required: No

### **PHYS 109 Energy, Matter, and Motion**

A calculus-based introduction to physics for students interested in the physical sciences. Starting from the concept of energy, the course develops mechanics and thermodynamics with a focus on conservation laws for mass, momentum, and energy. Students examine the atomic nature of matter and its implications. They consider current areas of research as well as applications in physics-adjacent disciplines (e.g., biology, oceanography, materials science, etc.) in order to learn the methods and techniques of the course. Not open to students who have earned credit for PHYS 107. Prerequisite(s): MATH 105 or 106, which may be taken concurrently.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Oishi, Jeffrey

Instructor Permission Required: No

### **PHYS 115 Physics for Policymakers**

This course presents a minimally mathematical survey of advanced physics aimed at providing future policymakers, executives, and elected officials with background necessary to be comfortable with the increasing scientific and technological nature of economic and political issues. Topics covered include energy and power, atoms, heat, radioactivity and nuclear power, gravity and space, electricity and magnetism, waves and light, climate change, quantum physics, and relativity.

Modes of Inquiry: [SR]

Writing Credit: None  
GEC(s): C006, C056  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: Lundblad, Nathan  
Instructor Permission Required: No

### **PHYS 211 Newtonian Mechanics**

A rigorous study of Newtonian mechanics. Beginning with Newton's laws, the concepts of energy, momentum, and angular momentum are developed and applied to gravitational, harmonic, and rigid-body motions. Prerequisite(s): MATH 106 and PHYS 107 or 109.

Modes of Inquiry: [QF], [SR]  
Writing Credit: None  
GEC(s): C006  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: Lin, Hong  
Instructor Permission Required: No

### **PHYS 216 Computational Physics**

An introduction to computational methods for simulating physical systems, this course focuses on the numerical analysis and algorithmic implementation necessary for efficient solution of integrals, derivatives, linear systems, differential equations, and optimization. While the course presents a rigorous introduction to the numerical analysis underlying these techniques, the emphasis remains on practical solutions to important physical problems. Students solve problems across the wide range of applications of computational physics including astrophysics, biological population dynamics, gravitational wave detection, urban traffic flow, and materials science. No prior experience in programming is required, though students without a technical computing background are encouraged to take PHYS 108 before enrolling. Prerequisite(s): MATH 106 and either PHYS 108 or PHYS S31. Prerequisite(s), which may be taken concurrently: MATH 205.

Modes of Inquiry: [QF], [SR]  
Writing Credit: None  
GEC(s): C006  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): DCS 216  
Instructor: Oishi, Jeffrey  
Instructor Permission Required: No

### **PHYS 220 Dynamical Climate/Lab**

An introduction to the dynamical behavior of climate on geologic and human timescales. Simple conceptual models are developed, with the goal of understanding the role of feedback, stability, and abrupt changes. Topics include the basic physics of climate, El Niño/La Niña, climate models, the greenhouse effect and

global warming, and glacial cycles. Python is used as the main computational tool; no prior experience is required. Prerequisite(s): MATH 106; and any 100-level earth and climate sciences course OR PHYS 109.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006, C007

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EACS 220

Instructor: TBA, Staff

Instructor Permission Required: No

### **PHYS 221 Nuclear and Radiation Physics**

How and why do radioactive nuclei emit radiation? How does ionizing radiation interact with matter and what does that mean for us? How is radiation used to image the body and treat cancer? What are the health hazards of radiation? How do we harness nuclear reactions to generate energy? This course surveys the fundamentals of radioactivity, nuclear reactions, x-ray and gamma physics, radiation dosimetry, medical imaging and therapy, and nuclear reactor physics. Students explore the scientific, medical, environmental, and political contexts of nuclear and radiation science. Prerequisite(s): PHYS 108 or 109.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gillis, Wesley

Instructor Permission Required: No

### **PHYS 222 Electricity and Magnetism**

A detailed study of the basic concepts and fundamental experiments of electromagnetism. The development proceeds historically, culminating with Maxwell's equations. Topics include the electric and magnetic fields produced by charge and current distributions, forces and torques on such distributions in external fields, properties of dielectrics and magnetic materials, electromagnetic induction, and electromagnetic waves.

Prerequisite(s): MATH 106 and PHYS 108 or 109. Prerequisite(s), which may be taken concurrently: PHYS 108. Recommended background, which may be taken concurrently: MATH 206.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lin, Hong

Instructor Permission Required: No

## **PHYS 230 Electronics**

A laboratory-oriented study of the basic principles and characteristics of electronic components and their applications in circuits and instruments found in a research laboratory. Both analog and digital systems are studied, as are microcontrollers and their applications. Prerequisite(s): PHYS S31, or PHYS 222, or PHYS 108 AND MATH 106.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gould, Travis; Lundblad, Nathan

Instructor Permission Required: No

## **PHYS 231 Laboratory Physics/Lab**

Students investigate selected experiments relevant to the development of contemporary physics and the practice of experimental physics research. They are introduced to the use of electronic instruments and computers for data acquisition and analysis, techniques of error analysis, and the practice of speaking and writing about experimental physics. Prerequisite(s): PHYS 211, 222, 230, or s31.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gould, Travis; Lundblad, Nathan

Instructor Permission Required: No

## **PHYS 301 Mathematical Methods of Physics**

A study of selected mathematical techniques necessary for advanced work in physics and other sciences. The interpretation of functions as vectors in Hilbert space provides a unifying theme for developing Fourier analysis, special functions, methods for solving ordinary and partial differential equations, and techniques of vector calculus. These methods are applied to selected problems in acoustics, heat flow, electromagnetic fields, and classical and quantum mechanics. Prerequisite(s): PHYS 211. Prerequisite(s) or corequisite(s): MATH 205. Recommended background, which may be taken concurrently: MATH 206.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lin, Hong

Instructor Permission Required: No

### **PHYS 308 Introductory Quantum Mechanics**

An investigation of the basic principles of quantum mechanics in the Schrödinger representation and the application of these principles to tunneling, the harmonic oscillator, and the hydrogen atom. Basic theoretical concepts such as Hermitian operators, Ehrenfest's theorem, commutation relations, and uncertainty principles are developed as the course proceeds. Prerequisite(s): PHYS 301, and PHYS 108 or s31.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Oishi, Jeffrey

Instructor Permission Required: No

### **PHYS 309 Quantum Computing**

In the emerging field of quantum computing, the laws of nature are used to store and process information in new ways. Leveraging the extraordinary properties of quantum mechanics enables an exponential speed-up for certain classes of computational problems. In this course students are introduced to the ideas of the qubit, quantum gates, and quantum circuits; learn about experimental progress; explore quantum algorithms; and implement their own code on quantum cloud computing resources. Prerequisite(s): MATH 205.

Prerequisite(s) or corequisite(s): PHYS 308.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lundblad, Nathan

Instructor Permission Required: No

### **PHYS 341 Condensed Matter**

A study of crystal structures and the electronic properties of solids, together with an investigation of some active areas of research. Topics include crystal binding, X-ray diffraction, lattice vibrations, metals, insulators, semiconductors, electronic devices, superconductivity, and magnetism. Prerequisite(s): PHYS 222 and 301. Recommended background: PHYS 308 or 361.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lundblad, Nathan

Instructor Permission Required: No

### **PHYS 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PHYS 361 Thermal Physics**

The theory of equilibrium states is developed in a general way and applied to specific thermodynamic systems. The concepts of classical and quantum statistical mechanics are formulated. Prerequisite(s): PHYS 108 or s31 and PHYS 211 or 222.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PHYS 373 Classical and Modern Optics**

A general course on light treated as an electromagnetic wave, including the theory and operation of common optical instruments. A significant part of the course is devoted to topics in modern optics, such as the use of lasers and the nonlinear effects produced by intense light sources. Prerequisite(s): PHYS 108 or s31 and PHYS 222.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C036

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gould, Travis

Instructor Permission Required: No

### **PHYS 409 Quantum Theory**

A formal treatment of quantum theory using Dirac notation, including an introduction to approximation methods and their applications. The general theory of angular momentum and time-independent

perturbation theory are developed and used to derive the fine and hyperfine structures of hydrogen. Additional topics may include quantum statistics, quantum dynamics, and time-dependent perturbation theory. Prerequisite(s): PHYS 308.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Oishi, Jeffrey

Instructor Permission Required: No

### **PHYS 412 Advanced Classical Mechanics**

A development of the Lagrangian and Hamiltonian formulations of classical mechanics, together with the ideas of symmetry and invariance and their relation to fundamental conservation laws. Additional topics include kinematics and dynamics in noninertial reference frames, a detailed analysis of rigid-body motion, and the theory of small oscillations and normal modes. Prerequisite(s): PHYS 211 and 301.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Oishi, Jeffrey

Instructor Permission Required: No

### **PHYS 422 Electromagnetic Theory**

Starting from Maxwell's equations, this course develops electrostatics from solutions to Poisson's equation, magnetostatics using the vector potential, electrodynamics with scalar and vector potentials, and properties of electromagnetic waves. Simple radiation problems are discussed as well as the relativistic formulation of electrodynamics. Prerequisite(s): PHYS 222 and 301.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lin, Hong

Instructor Permission Required: No

### **PHYS 457 Senior Thesis**

An independent study program for students working on a research problem in a field of interest, culminating in the writing of a senior thesis. Students register for PHYS 457 in the fall semester. Majors writing an honors thesis register for both PHYS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **PHYS 458 Senior Thesis**

An independent study program for students working on a research problem in a field of interest, culminating in the writing of a senior thesis. Students register for PHYS 458 in the winter semester. Majors writing an honors thesis register for both PHYS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **PHYS S11 Modeling & Data Analysis in the Physical Sciences**

How are models used in the physical sciences? How are models informed by data in different disciplines, and how do we analyze it? This course will provide students with an opportunity to explore the many ways that models are used to conduct scientific research, and gain insights into how models can support their academic and career goals. We will discuss a variety of models, techniques, and tools used throughout the physical sciences, and guide students to use them for their own research project. Students will learn data fundamentals as well as specific applications of these data-driven techniques to fields within the physical sciences. Lessons will be taught through a lecture and lab component, going over the concepts before letting students work through coding projects, enabling them to create and conduct their own data-driven research. This course has no prerequisites, and aims to bring together students from a wide variety of academic disciplines and any level of coding experience.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASTR S11, DCS S17, EACS S11

Instructor: Payne, Becca

Instructor Permission Required: No

### **PHYS S31 Spacetime, Waves, and Photons**

An exploration of several core ideas in modern physics: special relativity (Einstein's formulation of space and time underlying the modern understanding of the universe), the wave and particle (photon) nature of light,

and the consequences of energy quantization. Laboratory investigations consider related phenomena. The course may examine additional topics in quantum mechanics and nuclear or particle physics. Prerequisite(s): MATH 106 and PHYS 107 or 109.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: Lundblad, Nathan; Lin, Hong

Instructor Permission Required: No

### **PHYS S34 Elementary Particle Physics**

At subatomic scales, all known physics is described in terms of a small number of types of particles, classified as leptons (and antileptons), quarks (and antiquarks), gauge bosons, and the Higgs boson. This course explores the properties and interactions of these elementary particles. Topics include the historical development of relativistic quantum mechanics and quantum field theory; the modern theories of the strong, weak, and electromagnetic interactions; electroweak symmetry breaking; experimental methods of particle physics; and the ongoing quest to discover and understand physics beyond the Standard Model.

Prerequisite(s): PHYS 308

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PHYS S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Politics

*Professors Aslan, Baughman (chair), Engel, and Richter; Associate Professor Pérez-Armendáriz; Assistant Professors Britt, Fukushima, Gilson, Lim, and McAuliff; Visiting Assistant Professors Bačovský, Mello, and Özkan.*

Politics is the study of the processes that define, produce, and distribute power, authority, and values. Political studies inherently subvert the naturalness and inevitability of what is, by looking historically and cross-culturally at what has been in other times or places, and what might be. Politics is a heterogeneous scholarly field that utilizes a range of research methods and a variety of diverse forms of evidence, both qualitative and quantitative. The discipline analyzes political processes at individual, local, national, and international levels. Students consider topics such as states, political institutions, social movements, political ideologies, identities, cooperation, conflict, war, and diplomacy. Courses engage multiple disciplinary approaches and cultural perspectives, stressing the importance of the diversity of political experience, including a global range of politics that address the roles of race, class, ethnicity, sexuality, and gender in political life.

More information is available on the [Politics department website](#).

## Major Requirements

Students majoring in Politics should complete 10 courses and Politics senior thesis.

### 1. Foundations

Complete at least three Politics courses at the 100-level.

This does not include Short Term courses. The department encourages students to complete these courses by the end of the sophomore year.

### 2. Exploration

Complete at least five Politics courses at the 200-level or higher.

A Politics course taken during the Short Term may count in this category. First-Year Seminars taught by Politics faculty, off-campus study courses, and one non-Politics course approved for Politics credit may also count in this category.

The approved non-Politics courses include:

- AFR 227/AMST 227 #BlackLivesMatter
- AFR 302/AMST 302/GSS 302 Black Feminist Activist and Intellectual Traditions
- EUS 290/SOC 290 Political Sociology
- PHIL 258 Philosophy of Law
- PHIL 324C Liberty, Equality, and Community

### 3. Research Development and Application

Complete at least two 300-level seminars.

Complete at least one Politics Senior Thesis or Thesis Seminar.

### Courses Taken Outside of Bates

Subject to the approval of the department chair, students may apply no more than two courses taken outside of the Bates Politics Department to the major. This may include up to two courses not taught at Bates (e.g., study abroad or summer study). To receive approval for these courses, students must provide evidence of their content and the work completed to the politics department chair. They can count for the Exploration category.

AP credits can count for general Bates credit or for prerequisites in the major. However, they cannot count for credit in the major.

For transfer students, up to four transfer courses can go to the Foundations category or the Exploration category. This is subject to the approval of the department chair.

### Pass/Fail Policy

Pass/Fail grading may be elected for one course applied toward the major. This course must be below the 300 level.

### Short Term Courses

One Politics Short Term course can be applied to the major in the Exploration category. Politics does not require a Short Term course.

### Other Considerations

The Politics major permits one Bates course that is not cross-listed with Politics to count toward the major. Doing so permits students to explore topics that overlap with concerns within political inquiry. This course may count for the Exploration category. The list of approved courses can be found on the [Politics department website](#). This list is updated annually.

Students must take no fewer than two 300-level courses. All 300-level Politics courses must be [W2] tagged. All 300-level Politics seminars must be listed in or cross-listed with Politics.

## Course Offerings

### **PLTC 115 U.S. Political Institutions and Processes**

This introductory description and analysis of United States governmental and political institutions and processes is particularly focused on exploring the conditions and strategies for political decision making. It is organized to introduce students to common questions about and analysis of the federal structure of U.S. government, federal institutions (presidency, Congress, judiciary, bureaucracy), Constitutional history and the founding, political parties, elections, voting behavior, interest groups, and public opinion.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Engel, Steve; Baughman, John

Instructor Permission Required: No

### **PLTC 121 The Moral Basis of Politics**

This course is an introduction to the wide world of political thought. What is just? What is right? What do we owe each other? What is the purpose of politics – of having a government in the first place? How should we respond to seemingly intractable systems of oppression? These are some of the questions that political theory can help us explore. Students read and analyze political theory texts from a variety of time periods and regions of the world; grapple with the big questions of politics in discussions and writing; and reflect on their own political commitments.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Britt, Lucy

Instructor Permission Required: No

### **PLTC 122 Comparative Politics**

This course introduces the study of comparative politics, including the field's central questions and the formal and quantitative research methods that scholars use to compare politics in countries around the world. Students who take the course can define key concepts that include the state, regime, and government; democracy versus autocracy; and electoral and party systems. Students can also explain theories of state formation, democratization, democratic and autocratic survival, revolutions, coups, how various electoral and party systems condition political outcomes, and government formation under presidential and parliamentary regimes, among others. Throughout the course, students practice using formal theory to predict political outcomes. They also practice identifying valid and reliable cross-national quantitative indicators of political phenomena, and using these indicators to evaluate political science theories. The course incorporates examples of politics from around the world. This course is not open to students who have earned credit for PLTC 123.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Perez-Armendariz, Clarisa

Instructor Permission Required: No

### **PLTC 125 States and Markets**

Given the current debate over globalization, questions about the relationship between states and markets-domestic and global-have become increasingly contested. With that in mind, this course examines how the relationship between states and markets has changed over the past fifty years, exploring such questions as: What is a state? What is a market? How do markets constrain the state? To what extent can the state rein in market forces? How has the relationship between states and markets changed over time? Do states differ in their ability to influence markets?

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 155 Gender, Power, and Politics**

This course scrutinizes several sites where power is produced-constitutions, international politics, social movements, and globalization- in order to assess the impact of gender on the status, behavior, and authority of different political actors. Recognizing how race, class, sexuality, and citizen status matter, students consider why women are under-represented in nearly all governments and how differences in national and international settings occur. Students examine questions, concepts, and theories that acknowledge women's political agency and help assess their influence across a range of political systems.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C008, C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 155

Instructor: Lim, Seulgie

Instructor Permission Required: No

### **PLTC 171 International Politics**

This course explores some of the structures and processes that organize world politics, including the system of sovereign states, international organizations, global economic forces, and the varied ways religion, gender, and race form nation-states and shape their identities and interactions. To examine how these structures

reinforce, intrude upon, and sometimes subvert each other, this course first delves into the major theories of International Relations and subsequently focuses on specific case studies of international efforts to address major challenges including climate change, human rights violations, armed conflicts, global migration, and international trade.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Fukushima, Mayumi; McAuliff, Alex

Instructor Permission Required: No

### **PLTC 191 Western Political Theory**

The course examines the relation of Western political thought to current struggles against various forms of oppression. When white Western male theorists use the language of truth and justice, law and order, or rights and liberty, do they speak for everyone? Or do their writings reinforce asymmetries of economic and social power? Students consider various responses to such questions while reading and discussing selections from Plato, Locke, Wollstonecraft, and Marx.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gilson, Lisa

Instructor Permission Required: No

### **PLTC 201 United States National Security Policies**

This course explores the foundational concepts, context, key actors, and practical policy issues surrounding American national security, focusing on their evolution since World War II. The course is structured into four sections: The first section explores the core concepts of national security, tracing the development of the U.S. Grand Strategy and National Security Doctrines over time. In the second section, we examine the critical actors involved in shaping American national security. The third section delves into the intricate national security policymaking process, highlighting how it interacts with American democratic principles. The final section uses case studies to analyze the challenges, dilemmas, and emerging threats facing American national security today, including newly identified adversaries. Recommended background: Prior coursework in international relations and international security.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ozkan, Ozgur

Instructor Permission Required: No

### **PLTC 203 Racial and Ethnic Politics in the United States**

Race and ethnicity play undeniably important roles in U.S. politics today, from presidential elections and immigration debates to #BlackLivesMatter and changing demographics. This course analyzes racial and ethnic dynamics from a political science perspective. Students learn the major theories of racial and ethnic politics in the United States as applied to major racial groups, political processes, and policy areas. They make connections between history and contemporary politics by identifying our current political moment within a longer, cyclical history of racial progress followed by white racial backlash. Finally, they explore how social science research questions are developed and answered, and they develop their own research and writing skills. Recommended background: AFR 100; PLTC 115; or one 100-level U.S.-focused history course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Britt, Lucy

Instructor Permission Required: No

### **PLTC 205 State-Society Relations in the Modern Middle East**

Like no other political entity in history, the modern state seeks to transform society into an image of its own making and to harness its citizens' productive power for its own benefit. States in the Middle East, like those all over the world, have attempted this feat with varying degrees of success and failure. This course examines state efforts to dominate and shape society in the Middle East and the myriad ways that social groups have resisted, assisted, and otherwise modified state rule. Prerequisite(s): any 100 or 200-level course in politics. Recommended background: PLTC 262.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C090

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aslan, Senem

Instructor Permission Required: No

### **PLTC 208 Latinx Politics**

This course explores the role of Latinx people in American politics. Students learn to define Latino/a/e/x, describe Latinx diversity, and explain why the history of distinct Latinx subgroups within the United States translates into variations in political power and preferences. Students also develop the ability to summarize various theoretical perspectives on American political identity and provide examples of persistent efforts to exclude Latinx people from this identity by casting them as economic, cultural, health, moral, and security threats. In the second part of the course, students strengthen and nuance their understanding of American politics and institutions by learning to explain the conditions under which Latinx engage in grass-roots and collective political mobilization and grass-roots political organizations by analyzing Latinx voting patterns,

partisanship public opinion, and the election of Latinx to public office. Although the course gives particular attention to Mexicans, Puerto Ricans, Dominicans, Salvadorans, and Cubans, it also serves as an introduction to the broader study of the politics of not only other Latinx subgroups, but also of other minority ethnic groups in the United States. Recommended background: PLTC 115.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): LALS 208

Instructor: Perez-Armendariz, Clarisa

Instructor Permission Required: No

### **PLTC 210 International Human Rights in Africa**

This course offers an in-depth survey, analysis, and assessment of international human rights as a global concept, regime and institution. Students first learn the origins of the concept of human rights by surveying religious, traditional, and early legal documents. Then they consider different generations of human rights and the different categories and international treaties that accompany them. The course encourages students to then apply this knowledge by examining case studies in Africa, engaging with complex debates and evaluating the implementation of human rights. Recommended background: PLTC 122 or 171.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lim, Seulgie

Instructor Permission Required: No

### **PLTC 211 U.S. Parties and Elections**

This course considers the origins, development, structures, activities, and functions of parties in the American political system. What role do political parties play in modern representative democracies like in the U.S.? Why do we have a system dominated by two major parties? How can we make sense of partisan and ideological polarization? Students analyze elections, voter behavior, campaign strategy, campaign finance, and the role of parties in the operation of government. Prerequisite(s): PLTC 115, 122, or 125.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baughman, John

Instructor Permission Required: No

### **PLTC 213 Great Power Politics**

Since the end of the Cold War, the United States has been the preeminent power in international politics, with unrivaled military strength, the largest economy, and the greatest influence on global culture. Though the United States retains its advantage in each of these areas, many believe its relative strength has declined in recent years with the increasing economic might of the People's Republic of China and the growing assertiveness of the Russian Federation. This course examines what the return of great power politics mean for stability and prosperity in different parts of the world as well as for the future of the global order, focusing on the foreign policies of the United States, China, the Russian Federation, and the most influential voices of the European Union. Prerequisite(s) or corequisite(s): PLTC 171, 225, 261, or 283.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Fukushima, Mayumi

Instructor Permission Required: No

### **PLTC 215 Political Participation in the United States**

Citizen participation lies at the heart of democratic decision making, but its importance extends well beyond formal tools like voting. This course explores the many ways in which Americans participate in politics and voice demands on the government, both formally and informally, from letters to the president to demonstrations in the streets. Students also look at who uses these tools, including the ways in which class, race, and gender affect political influence, as well as how changes in technology have affected the ways we communicate and organize with one another. Prerequisite(s): PLTC 115, 122, or 125.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baughman, John; Bedecarre, Kate

Instructor Permission Required: No

### **PLTC 216 Constitutional Law I: Balance of Powers**

This course investigates the development of constitutional law in the United States, with focus on governmental structure - popular sovereignty, separation of powers, and federalism - and some basic and contested techniques of constitutional interpretation. Topics include the powers of the legislative branch, the presidency, and the judiciary; the development of judicial review; the relationship among the three federal branches; the balance of powers between the federal government and state governments; and government regulation of citizens' economic rights. Prerequisite(s): Any PLTC 100 level course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Engel, Steve

Instructor Permission Required: No

### **PLTC 218 Statistics for Political Analysis**

In this course, students learn how political scientists use statistics. They learn basic statistical concepts, make controlled comparisons, use statistical tests and measures of association to make inferences, and conduct linear regressions. The course develops practical skills, including the ability to use the computing program R, create graphs and perform statistical analysis using R. Students also explore the advantages and limitations of statistics as a research methodology as well as questions of research ethics. Politics majors may not count the course toward their major concentration; however, regardless of their concentration, students may count the course as one of the required courses outside of their major concentration. Prerequisite(s): one 100-level course in politics.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bacovsky, Pavel

Instructor Permission Required: No

### **PLTC 222 International Political Economy**

This course offers an introduction to the theories and debates regarding the politics of trade, multinational corporations, money and finance, and regional integration of developed and developing countries. Students explore the connections between international politics and economics both historically and in the contemporary era of "globalization." Topics include the power of transnational corporations, the emergence and significance of the World Trade Organization, and the European Union and the role of the International Monetary Fund in the development world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 225 International Security**

War and conflict are persistent elements in international politics. There are many forms of international conflict, including global wars, local wars, terrorism, and insurgencies. This course begins by looking at the causes of war and conflict, examines forms of conflict, and ends with a look at war's consequences. It

provides some historical background, but concentrates on explaining issues in contemporary international politics. Recommended background: PLTC 171.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Fukushima, Mayumi

Instructor Permission Required: No

### **PLTC 228 Latin America Debates Dependency and Development**

The history of Latin American and Caribbean political development is also a history of how the region grappled with struggles for economic development and autonomy in relation to the more powerful Western states. This course surveys the progression of the dependency-development debate by contextualizing it within the Cold War context and beyond. The intellectual debate centers on elaborating a prognosis and solutions to the problem of dependency and underdevelopment. The course will cover (1) the roots of underdevelopment and its interconnectedness to the topics of reform/revolution, socialism/fascism/capitalism, and democracy/authoritarianism; (2) historical events that enabled and/or inhibited different socio-political experiments; and (3) contemporary issues that touch on this debate, including neo-extractivism, China's growing influence, and regional ecological degradation. Recommended background: Prior coursework focusing on Latin America, development and/or political/social theory.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C037, C059, C072

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 228, LALS 228

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 230 The U.S. Congress**

This course explores the U.S. Congress and legislative politics. Students examine the development of the institution, the practice and significance of congressional elections, and the organization and behavior of congressional institutions. Topics include the connection between electoral behavior and lawmaking, the connection between local politics and national politics, the role of political parties, the relationship between the U.S. Congress and other institutions of government, and lawmaking in an era of high partisan and ideological polarization. Prerequisite(s): PLTC 115, 122, or 125.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baughman, John

Instructor Permission Required: No

### **PLTC 232 The Politics of Post-Communism**

The collapse of communism in Eastern Europe and Asia provide a unique opportunity to examine why things change and why things stay the same. This course examines how Russia and at least one other post-communist country have dealt with the three fundamental challenges that all such countries had to face: the transformation of political institutions; the transformation of economic institutions; and the redefinition of national identity. Prerequisite(s): any 100-level course in politics or any course in European studies.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 236 The Global Politics of Climate Change**

Few issues are likely to affect the lives of young people across the globe as much as climate change. Few issues engage more diverse social actors and present such complexities in devising a response. This course uses climate change as an extended case study to examine theories of international cooperation around climate change and examine the structures, actors, and processes of governance on a global scale.

Prerequisite(s): any 100-level course in politics or any 200-level course in environmental studies.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 237 Processes of Peacebuilding**

The consequences of war and armed violence cut across all dimensions of society, and include economic, social, and political impacts. What does it mean to build peace in the aftermath of such widespread devastation and destruction? In this course, students will explore the complex and multifaceted nature of peacebuilding, focusing on key processes such as security sector reform, political institution building, and social reconciliation. Students will consider issues such as diplomacy and mediation, human rights, transitional justice, and the role of various actors involved in peacebuilding initiatives, ranging from local to international organizations. Through case studies, readings, and discussions, students will gain insight into the diverse strategies and approaches used in peacebuilding, engage with the practical and ethical challenges of these processes, and critically assess the obstacles and opportunities that arise when working to transform conflict-affected societies. Recommended background: PLTC 171 or prior coursework in topics related to international conflict and international politics.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McAuliff, Alex

Instructor Permission Required: No

### **PLTC 238 Queer Power: Political Sociology of U.S. Sexuality Movements**

This course introduces students to social movement theory and interest group politics in the United States via the case study of gay, lesbian, bisexual, transgender, and queer (LGBTQ+) politics from the immediate post-World War II period to the present, and it examines the relationship of sexuality to the racial and gender dynamics of U.S. identity-based social movements. The course traces the development of research methodologies to study collective action from early rational choice models to resource mobilization theory to new social movement models and political opportunity and process models. How the LGBTQ+ movements drew upon, expanded, and challenged foundations established by both African American civil rights and feminism is also explored. Prerequisite(s): any 100-level course in gender and sexuality studies, politics, or sociology.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C037, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 238, SOC 238

Instructor: Engel, Steve

Instructor Permission Required: No

### **PLTC 242 Peace and Conflict in Europe**

Like any region of the world, Europe has experienced significant strife and political unrest throughout its history. However, the study of modern conflict often situates Europe as outside the realm of relevance. This course will explore the complex landscape of peace and conflict in post-World War Europe in the 20th and 21st century. Through in-depth examination of case studies such as Cyprus, Northern Ireland, the Balkans, and Ukraine, the course will investigate the underlying causes of these conflicts, ranging from inter-group dynamics to systemic factors, and the various paths toward peace that have been pursued to end the violence.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 242

Instructor: McAuliff, Alex

Instructor Permission Required: No

### **PLTC 243 Politics and Literature**

Why would a politically-opinionated person write a piece of literature rather than a political treatise? This course explores what the literary form might reveal about politics that other types of political writing miss. Students examine four interconnected topics—gender politics, political fugitives, utopias and dystopias, and the social construction of race—to consider the advantages of narrative writing for expressing one's political views. Readings span across space and time, from Ursula Le Guin's *The Dispossessed*, and Sophocles' *Antigone* to *The Bluest Eye* by Toni Morrison.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gilson, Lisa

Instructor Permission Required: No

### **PLTC 249 Politics of Latin America**

In this course, students explore historical and theoretical explanations for salient contemporary political developments in Mexico and Central and South America. Topics vary by semester and may include gender-based and indigenous social movements; rising crime and violence and the resulting expansion of militarization and policing; corruption and anti-corruption campaigns; various forms of coup; the emergence of personalist and populist leaders; left-right polarization; weakening democratic institutions, and low public support for democracy. The course emphasizes the relationship between these political outcomes and Latin America's struggle to achieve sustained economic growth, sustained racial and economic inequalities, legacies of slavery and colonialism, and relations with the United States. Recommended background: HIST/LALS 181 and PLTC 122.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): LALS 249

Instructor: Perez-Armendariz, Clarisa; Puck, Logan

Instructor Permission Required: No

### **PLTC 251 Psychology of Political Behavior**

In this course, students investigate how people think and feel about politics. They consider the role of underlying psychological processes in shaping political behavior of both citizens and elites. They dive into the psychological roots of political behavior, focusing on the mechanisms of how people structure their political beliefs and make political decisions, including topics such as emotion, bias, and persuasion. Students also look at the political psychology of groups, and examine reasons why people dislike others, the psychological origins of political conflicts, and the pathways to compromise and cooperation. Recommended background: any 100- or 200-level politics course. Some background in psychology is useful, but not required.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bacovsky, Pavel

Instructor Permission Required: No

### **PLTC 256 Feminist Political Thought**

What is the point of feminism? This course brings an emphasis on the big questions about gender to political science while bringing a specifically political theoretical mode of questioning to gender and sexuality studies. Students evaluate and reshape their own beliefs about feminism and its political demands while reading and discussing feminist theories and writing their own feminist theory. Themes may include feminist epistemology, intersectionality, Black feminisms/womanisms, lesbian and trans feminisms, democratic feminist theory, ecofeminism, Indigenous feminist theory, transnational feminism, feminist theories of work and labor, and anti-pornography feminism. Students will examine feminist political thought as both a practice (what should feminist politics be?) and a methodology (how do we theorize and practice feminist politics?). Recommended background: PLTC 121, 191, and/or a GSS course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 256

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 259 Comparative Politics of Immigration Control**

Why and how do countries around the world control international migration? This course tackles this question in three parts. First, we explore why people migrate and define the myriad categories of migrants. Second, we examine how they control their own citizens seeking to emigrate (leave their 'home' country); noncitizens (foreigners) living within their territorial borders; and, noncitizens attempting to enter their territory. The third part of the course introduces several theories that explain why states control migrants and why they adopt particular forms of migration control. Upon completing the course, students understand that migration control is not unique to the United States. They can compare migration control regimes around the world and explain the role of historical and contemporary drivers, including colonialism, racism, capitalism,, nationalism, and democracy.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): SOC 259

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 260 Nationalism and Nation Building**

This course provides an overview of major theories on nationalism and nation building. It introduces different forms of nationalism and discusses the relationship between the emergence of modern states and the idea of national identity. Students explore how nationalism relates to state building, citizenship, different regime types, economic change, gender, and religion. Case studies are drawn from the experiences of national identity formation in countries such as France, Germany, Turkey, Saudi Arabia, Iran, and India. Recommended background: any 100-level course in politics or any course in European studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C090

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aslan, Senem

Instructor Permission Required: No

### **PLTC 261 Nuclear Politics**

This course covers the history and politics of nuclear weapons technology. It examines the roles of nuclear weapons in international politics, the causes and consequences of the spread of nuclear weapons technology, the ethics of the threats of nuclear use, the prospect of achieving a world without nuclear weapons, and the political and military strategies of the nuclear powers. It also discusses the risks and opportunities posed by civil nuclear technology as well as the future of managing this dual-use technology. Recommended background: PLTC 171.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Fukushima, Mayumi

Instructor Permission Required: No

### **PLTC 262 Politics of the Modern Middle East**

An introduction to the politics of the Middle East and North Africa, concentrating on the history of the Muslim world, including the rise of Islam, empires, colonialism, and the formation of modern states in the twentieth century. Students investigate different regime types, political ideologies, authoritarianism, political economy, and the politics of gender in various Middle Eastern countries, including Egypt, Morocco, Iran, Turkey, Syria, and Saudi Arabia. They also discuss prospects for democracy and liberalization in different Middle Eastern countries. Recommended background: any 100-level politics course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C090

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aslan, Senem

Instructor Permission Required: No

### **PLTC 265 Performance and Politics**

This course will examine how doing politics is intrinsically performative. Performances are sets of dramatically coordinated acts that convey symbols, stories, and emotions to others. At the individual level, a political performance involves the strategic use of language, gestures, facial expressions, or clothing to shape an idealized impression for a political goal. At the collective level, they can take different forms of orchestrated affairs, such as spectacles, ceremonies, and rituals staged to convey a political message. This course will compare different styles of performance in politics based on case studies from around the world and discuss how these styles relate to state building, nationalism, democracy, authoritarianism, and populism. It will discuss how performances can have different effects, from repression to legitimization. It will also examine social reception of performances and the ways social movements challenge the state through their own performative tools.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Aslan, Senem

Instructor Permission Required: No

### **PLTC 268 Global Political Economy of Development**

The problem of development became a focus of global debate following World War II. This course interrogates the role of colonialism/imperialism in shaping the possible paths of development in Global South (GS) countries by engaging a global political economy approach. In addition to a historical and theoretical introduction to the subject, major topics within the global political economy of GS regions and countries will be surveyed, including significant international events and organizations: the Bandung Conference and the Non-Aligned Movement, UNCTAD, G-77 and regional organizations. Highlighting contemporary debates, students will also read and discuss the problematic of ecological planetary degradation in its intersections with global political economy of development and global power competition. To underscore the agency of GS societies in the progression of the development debate, this course privileges literature written in/by GS intellectuals. Recommended background: Any course covering a region in the world other than Europe and USA-Canada, especially in Africana, Anthropology, Asian Studies, Environmental Studies, Gender and Sexuality Studies, History, Latin American and Latinx Studies, Philosophy, Politics, and Sociology.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C014, C037, C041, C059, C072

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 276 U.S. Foreign Policy**

This course traces the historical and institutional roots of U.S. foreign policy themes. Students draw on primary documents to capture recurring debates such as imperialism vs. isolationism and free trade vs. protectionism. Students then turn to issues such as intervention, environmental policy, and other contemporary challenges. Special attention is given to the potential conflicts between an effective foreign policy and democratic governance.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 281 Terrorism, Insurgency, and Civil War**

Intrastate conflicts have been the dominant form of political violence since 1945. While their number has fallen since the end of the cold war, they have caused more than 15 million deaths since 1945, and in the words of a World Bank overview, represent "development in reverse." Beyond their enormous human cost, these conflicts impact many elements of politics, such as state building, political institutions, and the ordering of political power. This course examines the causes, dynamics, prospects for peace, and lasting legacies of political violence in a variety of cases, through a mix of reading, lectures, discussion, writing, and presentations. Recommended background: Familiarity with statistics and calculus is helpful, but not required.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 282 Constitutional Law II: Rights and Identities**

An introduction to constitutional interpretation and development in civil rights and race equality jurisprudence, gender equality jurisprudence, sexual orientation law, and matters related to privacy and autonomy (particularly sexual autonomy involving contraception and abortion access). Expanding, contracting, or otherwise altering the meaning of a right involves a range of actors in a variety of venues, not only courts. Therefore, students consider rights from a "law and society" perspective, analyzing judicial rulings as well as evaluating the social conceptualization, representation, and social movement mobilization around these rights. Prerequisite(s): PLTC 216, PLTC/SOC/GSS 238, or any course in Gender and Sexuality Studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C037

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 282

Instructor: Engel, Steve

Instructor Permission Required: No

### **PLTC 283 International Politics of East Asia**

This course examines the sources of conflict and cooperation in international relations and assesses competing theoretical explanations for key events in East Asia after World War II. East Asia is home to one fifth of the global population and hosts three nuclear weapons states, three virtually nuclear powers, and two of the world's largest economies. As it experiences a major shift in the balance of power, its trajectory and implications for the rest of the world remain uncertain, but this course helps students learn how to make use of existing theories and analytical tools to make predictions for the future of East Asia. Recommended background: PLTC 171.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C053

Department/Program Attribute(s): (ASIA: Breadth)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ASIA 283

Instructor: Fukushima, Mayumi

Instructor Permission Required: No

### **PLTC 284 The Political Economy of Capitalism**

Political economy studies the market and the state as interrelated institutions. This course examines capitalism within its political context from two complementary perspectives. Students examine the historical evolution of social scientific thinking about the economy, in the process identifying some of the central critiques and defenses of capitalism as a system of social organization. Then they consider political economy topically, addressing a series of policy challenges thrown up by capitalism and considering multiple perspectives on how those challenges should be diagnosed and addressed.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ECON 284

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 285 The Politics of U.S. Law**

In this course, we will examine the form and function of the U.S. judicial system, focusing on the primary institutions and actors that interact in the judicial process, including lawyers, law clerks, judges and justices,

and executive and legislative officials at the state and federal levels. Students will explore the differences between 1) the selection, structure, and decision-making process of state and federal courts; 2) the procedures of different types of courts (trial vs. appellate) and 3) the process of civil and criminal law. Throughout this course, we will pay particular attention to the way that politics interacts with law to form judicial outcomes, whether that be through the decisions emanating from a court or the way in which policymakers implement court decisions. Students will understand law as a function of the preferences and actions of political actors and the public. Prerequisite(s): PLTC 115.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 286 Inequality and Reform in U.S. Criminal Justice**

Adversarial. Punitive. Inequitable. Post-George Floyd, these critiques of the American criminal justice system have spurred renewed interest, activism, and policy change surrounding the administration of criminal law and accountability in the United States. The ideas emerging from these debates strike at the heart of our politics of criminal justice and ask the important question: what kind of criminal justice system do we want and need? In this course, we will examine contemporary issues in American criminal justice, tracing the development of key institutions and policies of that system, articulating the consequences and problems of those policies, and considering the reforms aimed at addressing these issues. From cash bail and capital punishment to stop and frisk and prosecutorial discretion, we will explore the racial disparities, economic inequalities, and power dynamics inherent in the U.S. system of justice – all the while considering how this system could be different.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 288 Global Order and Its Discontents: Power, Ideology, and Change since World War II**

This course examines the emergence of international order post-WWII, its evolution through the Cold War, and its decline in the 2000s. We will explore key economic and political events since 1945, such as the Bretton Woods system, decolonization, the Soviet Union's collapse, the rise of populism, 9/11, and the 2008 Global Financial Crisis. Central to our study are questions about the creation, persistence, and breakdown of world orders, the challenges they face today, and the impact of shifting power balances and ideologies: When and under what circumstances are world orders formed? Who participates in this process, and how are they decided upon? Why do some world orders persist while others break down? What are the consequences of a

breakdown, and what challenges does the global order face today? The course combines historical analysis with insights from economics, politics, and international relations, focusing on shifts in power and ideology.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ozkan, Ozgur

Instructor Permission Required: No

### **PLTC 290 Politics of Sub-Saharan Africa**

This course delves into key historical and contemporary issues in sub-Saharan Africa, including but not limited to colonization, state formation, democracy, civil society, and religion. Despite the large number of countries with different histories and cultures comprising the region, sub-Saharan Africa is often too simplified as a place of civil wars, ethnic violence, corruption, and poverty. The narrow selection of topics covered by the media and our general lack of interest therefore neglect the variety of landscapes, political systems, economic growth, and society-religion relationships, among others. Students analyze the debates surrounding the region to better understand its complexities, and explore unfolding patterns of change witnessed at the opening of the twenty-first century and ways that younger and older Africans shape their own political and economic situations. Recommended background: PLTC 122 or 171.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C022

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lim, Seulgie

Instructor Permission Required: No

### **PLTC 293 Negotiation and Dialogue: Everyday Skills for Everyday Leaders**

Having difficult conversation is hard; advocating for yourself is hard; meaningfully engaging with perspectives at odds with your own is hard. This course introduces students to the theory and practice of negotiation and dialogue. Through weekly simulations, students will practice the different skills of negotiation and difficult conversations—from active listening and creating value, to problem-solving techniques, managing emotions, and developing tactics for effective communication. The course is built around a series of negotiation and dialogue exercises and debriefs (discussions following each negotiation exercise), designed to help students develop their negotiation skills and provide a framework for continued reflective learning.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McAuliff, Alex

Instructor Permission Required: No

### **PLTC 295 Reading Marx, Rethinking Marxisms**

Students practice different ways of reading and rethinking the work of Karl Marx. The first part of the course permits unrushed, close reading and discussion of Marx's best-known texts. The second part emphasizes recent efforts by critical theorists to revise the original doctrine without abandoning radical politics. Topics for reading and discussion include various Marxist feminisms, Marxist literary theory, and other Marxist interventions against capitalism.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gilson, Lisa

Instructor Permission Required: No

### **PLTC 301Z Intersectionality and Feminist Social Movements**

This course considers how racial formations have developed in and influenced gendered and feminist movements. Movements examined may include woman's suffrage, anti-lynching, civil rights, Black Power, LGBTQ+, moral reform, welfare rights, women's liberation, and peace. Topics examined include citizenship, colonization, immigration, reproductive justice, and gender-based violence. Cross-listed in gender and sexuality studies, history, and politics.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C037, C041

Department/Program Attribute(s): (Africana: Gender)(Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 301Z, HIST 301Z

Instructor: Plastas, Melinda

Instructor Permission Required: No

### **PLTC 303 States of Emergency**

Scholars and political leaders often distinguish between the "normal" flow of politics and the politics of crisis and emergency. The latter increasingly dominate contemporary politics: we live in an era of "permanent crisis." How are crises governed? How do political and economic actors prepare for, prevent, mitigate, and manage emergencies? Who stands to profit, and who loses? Students examine case studies of various types of crisis or emergency in order to understand whether and how crises disrupt or reinforce political and economic power relations. Students participate in and analyze simulations of natural and/or manmade disasters.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C063

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 310 Public Opinion**

An analysis of controversies concerning the formation, nature, and role of public opinion in U.S. politics. How do we arrive at political judgments, and how do those judgments affect individual and collective decisions? How do our social positions and identities affect our judgments and decisions? How do we interpret public opinion, and how does it affect political and policymaking decisions? Students learn the methodology of sample surveys (polls) and consider the advantages and disadvantages of alternative methodologies. Prerequisite(s): PLTC 218, ECON 250, PSYC 218, or SOC 206.

Modes of Inquiry: [HS], [QF]

Writing Credit: [W2]

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Baughman, John

Instructor Permission Required: No

### **PLTC 311 Politics and Emotions**

This course explores the relationship between emotions and politics. As a prelude to discussing the importance of emotions in politics, students consider how emotions can be conceptualized and categorized. They explore the traditional dualism between rationality and emotion: the relationship between emotion and reason, the interaction between emotion and cognition, and the relationship between culture and emotion. Then they analyze the place of emotions for different political phenomena. They study how emotions play a role in political participation and mobilization, legitimization, and coercion, diplomacy, war, and conflict. Recommended background: any 100- or 200-level politics course.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aslan, Senem

Instructor Permission Required: No

### **PLTC 312 Ocean Governance: Local, National, and International Challenges**

Oceans cover more than seventy percent of the surface of the Earth and contain both valuable renewable resources such as fish and whales, and nonrenewable resources such as oil and gas. This mixture of resources and increased diversification of ocean uses is a challenge to governance. The mobility of many ocean resources and frequent lack of information increases this challenge. Hence, for the past sixty years, national and subnational governments and international actors have worked together to develop a variety of policies

to react to the collapse of fisheries, increased offshore oil and gas drilling, emergence of aquaculture and deterioration of coral reefs. In the future, challenges stemming from global climate change and ocean acidification will only increase these policy efforts.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 313 New Technologies and Politics**

In this course, students consider how new technologies shape the world of politics. Drawing on a broad set of examples from both the developed and developing world, as well as democracies and non-democracies, they study how new technologies have affected citizen participation, social movement mobilization, elections, governance, security, conflict, political development, and social justice. This course provides students with an in-depth survey of the key issues and debates surrounding new technologies and politics. Students are encouraged to explore topics of interest in further detail. Recommended background: PLTC 218 or any 100-level or 200-level course in politics.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bacovsky, Pavel

Instructor Permission Required: No

### **PLTC 316 Reform vs. Revolution**

Reform and revolution are generally understood as different paths toward political change. Are these paths opposed to one another? Or are they complementary? This course explores the relationship between political reform and revolution as it has been conceived by several traditions of modern political thought, including Marxism, liberalism, conservatism, romanticism, Black radicalism, and intersectional feminism. While most of these traditions have seen reform and revolution as mutually exclusive, intersectional feminists have tended to argue that they reinforce one another. This course examines the arguments in favor of each side of the debate in detail. At the end of the course, we think through the consequences of these arguments by applying them to the contemporary debate about abolishing or reforming the police. Recommended background: PLTC 191 or 292. Prerequisite(s): at least one course in the Politics PLL concentration.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gilson, Lisa

Instructor Permission Required: No

### **PLTC 318 Sports and Politics from Couvertin to Kaepernick**

"It's just a game." Countless sports fans mutter this mantra to calm themselves in the heat of a contested sporting event. But it isn't just a game. From the birth of the modern Olympic movement to #BlackLivesMatter protests at various sporting venues, even a cursory survey of American - and indeed global - history shows the challenge of separating politics and sports. This seminar explores how sports shaped domestic and international politics throughout the twentieth and twenty-first centuries. Students investigate how sports celebrities became intrinsically linked with the civil rights movement in the United States, the Middle East conflict, anti-Soviet resistance, and the recent movement against anti-BIPOC police violence. In addition to an in-depth survey of the key issues and debates surrounding sports and politics, students are encouraged to explore their topics of interest in further detail. Recommended background: any 100-level or 200-level course in Politics or Sociology; PLTC 218 will also be useful but is not required to enroll in the course.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bacovsky, Pavel

Instructor Permission Required: No

### **PLTC 319 The U.S. Presidency: Development and Problems**

When the framers created the U.S. presidency, they created an executive office without precedent in the modern world. The course studies their objectives and evaluates how the office and power of the presidency has changed over time. Students survey the institutional development and current operations of the executive branch, examine the politics of presidential leadership, and consider the impact of the former on the latter. Attention is given to those areas of cutting-edge research in presidential studies including the managerial capacities of the Executive Office of the President, the scope and limits of unilateral action, and changing relations with Congress, the bureaucracy, and the public. Prerequisite(s): PLTC 115. Recommended background: PLTC 211, 216, or 230.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Engel, Steve

Instructor Permission Required: No

### **PLTC 320 Immigrants and Their Homelands**

Millions of international immigrants around the world actively engage in the social, political, and economic life of their origin countries from within their new host countries. Why do immigrants sustain these cross-

border connections? Why do origin country governments create pathways to facilitate this engagement? What is the impact of immigrants' resources—their money, knowledge, ideas, organizations, power, and networks—on economic and political dynamics in their origin countries? And how do political institutions condition immigrants' cross-border engagement? Students explore these questions together by examining the experiences of various national origin groups from around the world and through a semester-long policy analysis project. Recommended background: PLTC/SOC 259.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C014, C072

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Perez-Armendariz, Clarisa

Instructor Permission Required: No

### **PLTC 322 Technology and International Conflicts**

This course aims to examine how technology affects international conflicts at political, economic, and military levels. New dual-use or military technologies can alter the way militaries fight one another in a profound way. New civilian technologies can disrupt trade markets to cause interstate disputes over regulations, while they can also facilitate election interference into another country and sow suspicion among states. Is technological determinism correct? Do technologies make the world more peaceful (defense dominant) or more dangerous (offense dominant)? How can technologies alter the balance of power by helping materially inferior actors manage to beat more powerful states? Prerequisite(s): PLTC 171.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Fukushima, Mayumi

Instructor Permission Required: No

### **PLTC 328 Representation in Theory and Practice**

Are citizens in a representative democracy more like bandleaders or probation officers — is their role primarily to direct the actions of representatives or to hold them accountable for their actions? This course analyzes the purpose and limits of political representation, the role of formal representation for self-governance, the ways citizens hold governments accountable, the responsiveness of political leaders, and alternative mechanisms for ensuring accountability. Representation of and by women and LGBTQ+ and BIPOC people is considered. Readings include theories of representation as well as historical and contemporary accounts of representation in the United States, Europe, and Latin America, including comparisons of majoritarian and proportional systems. Prerequisite(s): PLTC 115, 122, 191, 203, 208, 211, 230, 245, or 249.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Baughman, John

Instructor Permission Required: No

### **PLTC 329 Problems and Progress in U.S. Political Development**

American political development (APD) is a distinct branch of American political science, which is not only credited with "bringing history" back into the study of American politics but also is explicitly concerned with how politics is constructed historically. The course is centrally concerned with how political institutions, ideas, and culture shape the actions of political actors and policy outcomes over time. Students assess the growth, development, and change of a range of political institutions and consider how their development affects social policies, including but not limited to welfare and racial justice policy.

Prerequisite(s): PLTC 115 and PLTC216, 282, or 230.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Engel, Steve

Instructor Permission Required: No

### **PLTC 333 State Formation, State Development, State Collapse**

This course offers an in-depth analysis of the modern state. It begins with the definitional question and explores different approaches to the state. It then proceeds to historical analysis of the rise of modern states in Europe and other world regions. The third component of the course explores the relationship between states and societies, focusing on European and other cases. Finally, the course explores the extent of state weakness across the world, and explanations for variation in the strength and stability of states. Prerequisite(s): any 100- or 200-level course in politics.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aslan, Senem

Instructor Permission Required: No

### **PLTC 336 Explaining Wartime Violence**

Genocide, torture, civilian killing, mass rape: Why do people do such terrible things to each other? Are these acts senseless, or do they have their own chilling logic? Are they the work of crazed ideologues or ordinary people? Each topic contains more puzzles: Why have democracies developed a particular style of torture? Why are civilians targeted in some wars but not others? Finally, how optimistic should we be? Should we

despair, or are there sound reasons to believe that wartime conduct has improved? Can such behavior be prevented, and if so, how? Recommended background: one social science course.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C022

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 343 Geopolitics of Rising Powers: BRICS and Beyond**

After the fall of the Soviet Union and the emergence of United States as the sole superpower, scholars began foreseeing the emergence of a multipolar world in which rising powers would gain relative economic and political importance. This course analyzes the rise of the BRICS coalition (Brazil, Russia, India, China and South Africa) within a global political economy framework. Topics include the BRICS institutions, differences among its members, antagonisms with Western coalitions, the new scramble for Africa, and frameworks for analyzing the coalition. Questions that motivate the course include: What does the BRICS group represent for US power at the global scale? In which areas may it be defying or complementing the US-led global liberal order (e.g., liberal trade regime, dollar hegemony, role of the IMF & World Bank)? Does the rise and expansion of the BRICS (now including Iran, Egypt, Ethiopia & the UAE) represent an authoritarian threat to a global order led by democracies? Prerequisite(s): PLTC 122, 125, 171, 213, 222, or 225.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C014, C059, C064, C072

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 344 Ethnicity and Conflict**

Every day the news media brings us horrifying accounts of bloody conflict described as the result of ethnic or cultural difference. This course examines different ways to understand and investigate how such conflicts start and how they can be resolved. Are such conflicts more prevalent now than during the cold war era? If so, why? Is cultural difference really the cause of such conflicts, or is difference merely a convenient frame, obscuring more fundamental causes? What makes neighbors turn against each other? Can there be lasting reconciliation? What role should the international community play in such conflicts? Prerequisite(s): any 100-level course in politics.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C037, C064

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 346 Power and Protest**

This seminar examines theories of protest from nonviolent resistance to armed insurrection to social critique. When laws are unjust, are citizens morally obligated to obey them? What kinds of resistance tactics and protest actions are justifiable, and under what conditions? How might we understand the relationship between effective and legitimate protest? What are the promises and limitations of violence and nonviolence? Is exiting politics — leaving a political society or refusing to participate — a meaningful form of resistance? This seminar explores these questions by putting texts in modern and contemporary political theory in conversation with works by those who engage in forms of protest themselves.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gilson, Lisa

Instructor Permission Required: No

### **PLTC 353 Political Violence in Latin America**

Why is public life in contemporary Latin America so violent? Political violence is inherent to revolutions, civil wars, and authoritarian regimes. In contrast, one of the merits of democracy is that it facilitates the peaceful allocation of resources and power. For much of the twentieth century, Latin America struggled with insurgencies, civil war, and repressive authoritarian regimes. A wave of democratic transitions in the 1980s and 1990s brought renewed hope for peace, justice, and the protection of civil liberties, but political violence persists. This course explores the puzzling persistence of violence throughout the region. Recommended background: HIST/LALS 181; PLTC 122 and/or 249.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): LALS 353

Instructor: Perez-Armendariz, Clarisa

Instructor Permission Required: No

### **PLTC 354 Race and the Right to Vote in the U.S.**

Can the hard-won voting rights victories of the Civil Rights Movement be taken for granted? Have we left the age of racially motivated disenfranchisement, or are we in a new era of civil rights violations? In the twenty-first century, new laws and court decisions have changed the relationship between the state and federal governments and made voting rights more tenuous. This course surveys scholarly literature on electoral institutions, racial politics, and access to the ballot in the United States. Students participate in community-engaged learning in the Lewiston-Auburn area, connecting their work on voting rights in Maine

to course materials. Prerequisite(s): One of the following: PLTC 115, FYS 522, PLTC 203, PLTC 208, PLTC 211, PLTC 215, PLTC 216, PLTC 230, PLTC 251, PLTC 257, PLTC 282, PLTC 285, PLTC 301Z, PLTC 310, PLTC 319, OR PLTC s28.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C037, C041

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Britt, Lucy

Instructor Permission Required: No

### **PLTC 356 Civil-Military Relations in the Middle East**

This advanced seminar delves into the military's role in the politics and society of the modern Middle East. It investigates the political and economic interactions between the government and society and the armed forces in the post-World War II Middle East, focusing on four key themes: the military's relationship with society, its role in political transitions, its involvement in national economies, and the dynamics of the relationship between government and military leadership during peace and wartime. Using case studies from the broader Middle East—including the Arab States, Israel, Turkey, and Iran—the course probes how militaries influence national political and economic systems and how politics, in turn, shapes these militaries. The seminar aims to enhance students' understanding of the nexus between security, governance, and society, as well as the causes and consequences of violence and conflict. Recommended background: Prior coursework in international security, state-society relations, nationalism, and nation-building.

Prerequisite(s): PLTC 122, 123, 205, or 262.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ozkan, Ozgur

Instructor Permission Required: No

### **PLTC 357 Feminist Foreign Policy**

Since Sweden declared a Feminist Foreign Policy (FPP) in 2014, the concept has gained significant traction, and fourteen countries have subsequently adopted the term to describe their own global engagements. However, there is little consensus regarding what an FPP means in practical terms. Can a feminist approach to foreign policy be truly realized in the modern international state system? Through the use of case studies and consideration of policy areas including migration, development, humanitarian intervention, human rights, and security, students will critically engage the concept of FPP and grapple with the tensions, contradictions, and possibilities it presents. Prerequisite(s): one of the following: PLTC 155, 171, 256, or GSS 100.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EUS 357, GSS 357

Instructor: McAuliff, Alex

Instructor Permission Required: No

### **PLTC 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 363 Gendered Perspectives in Africa**

The depiction of Africa in Western media is often negative, dealing mostly with civil conflicts, epidemics, lack of resources, and human rights abuses. While these certainly remain a reality, they provide a limited perspective. This course strays away from such preconceptions and examines issues surrounding women and gender in Africa, including political participation, conflict, women's rights, and civil society. Students having taken courses in international relations, politics, and gender and sexuality studies may have an easier time understanding the theoretical framework, but such courses are not required. Recommended background: GSS 155, INDS 100, or PLTC 122, 155, or 171. Prerequisite(s): one 100-level politics course.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C022

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 363

Instructor: Lim, Seulgie

Instructor Permission Required: No

### **PLTC 457 Senior Thesis**

Discussion of methods of research and writing, oral reports, and regular individual consultation with instructors. Students undertake a one-semester thesis by registering for PLTC 457 in the fall semester. Majors writing an honors thesis register for both PLTC 457 and 458. Prerequisite(s): one 300-level seminar in politics and PLTC s49.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC 458 Senior Thesis**

Discussion of methods of research and writing, oral reports, and regular individual consultation with instructors. Students undertake a one-semester thesis by registering for PLTC 458 in the winter semester.

Majors writing an honors thesis register for both PLTC 457 and 458. Prerequisite(s): one 300-level seminar in politics and PLTC s49.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC S11 Playing Politics: Using Reacting to the Past to Learn about Early US Politics**

Did you ever say to yourself: “I wonder what it would be like to step into Alexander Hamilton’s shoes during the Constitutional Convention?” This class allows you to do so through “Reacting to the Past” pedagogy. You will learn about the key debates surrounding the Founding of the United States of America, and how those debates continue to shape U.S. politics almost 250 years later. Among other things, we will touch upon the questions of separation of constitutional powers, the distribution of influence between small and large states, and the role of wealth, gender, and slave ownership in the negotiations.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Bacovsky, Pavel

Instructor Permission Required: No

### **PLTC S21 How to Get Away with Murder: Exploring Criminal Law and Justice through TV and Film**

For many Americans, their only exposure to the U.S. criminal justice system is through what they see on film and television programs such as crime procedurals or courtroom dramas. However, from the reading of Miranda Warnings to law students leading a criminal defense, these offerings often present misleading, if not inaccurate, depictions of their subjects. These representations have important consequences for how we view our system, our support for criminal justice reform, and our attitudes toward the real-life counterparts of the fictional characters we see on screen. In this course, we will explore the social scientific study of criminal law and justice through its depiction in popular film and television. We will explore the realities of the criminal

justice system by viewing film and television representations of important aspects of criminal justice and evaluating those depictions through consideration of the academic literature of and practitioner understanding on the subject.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PLTC S23 Simulating the Legislative Process**

Students engage in a simulation of the federal legislative process by playing the roles of interest groups and officeholders in writing a major law. They explore the goals, strategies, and constraints of political actors in making policy. At the same time, attention is paid to the policy process generally and how in particular cases the process can be altered or subverted to suit the interests of actors. Parallels are drawn with real-world instances of contemporary congressional lawmaking. Recommended background: PLTC 115 and 230.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baughman, John

Instructor Permission Required: No

### **PLTC S27 NATO and Euro-Atlantic Security: History, Policy, and Practice**

2024 marks the 75th anniversary of the North Atlantic Treaty Organization (NATO), which has grown from 12 founding members to 32. NATO has been pivotal in maintaining peace and stability in the Euro-Atlantic region since World War II. However, its purpose has been increasingly questioned, especially after the end of the Soviet threat, with debates focusing on its evolving goals, membership expansion, and burden-sharing among members. This course explores NATO's founding principles and goals, its evolution, and the current challenges it faces. Students will analyze the decision-making processes of key actors, including the US, and engage in a one-week simulation of NATO negotiations concerning an ongoing conflict. Participants will assume roles of NATO leaders and political heads to negotiate policies and strategies and prepare policy papers or conduct press conferences. The course also highlights how policy processes can be influenced to serve various actors' interests. Recommended background: PLTC 171 and/or PLTC 225.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS S27

Instructor: Ozkan, Ozgur

Instructor Permission Required: No

### **PLTC S28 The Politics of the American Far Right**

What defines the contemporary American far right, and where is it headed? This course examines how the political and social landscape of the twenty-first century United States has – and has not – shaped the politics of the reactionary right. Topics include white supremacy and "identitarianism," militia groups, the digitization of the far right, conspiracy theorizing, and the relationship between contemporary conservatism and the "radical right." Prerequisite(s): one 100-level politics course. Recommended background: PLTC 191.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gilson, Lisa

Instructor Permission Required: No

### **PLTC S33 Central European Theater and Film**

A study of Hungarian and Czech history, politics, and theater since about 1945. Our focus is on the impact on theater of the cataclysmic social and political changes in Central Europe since the Hungarian uprisings of 1956. Other seminal events bearing on this study are the Prague Spring of 1968, the collapse of the Soviet bloc in 1989, and the subsequent rebuilding of politics and culture in the region up until today. In conjunction with our study of history, politics, and drama, students read an array of secondary sources on the social and cultural history of post-war Central Europe. Classes will be conducted as discussions, led by the Bates instructors and Hungarian, Czech, and other Central European artists and scholars. Students maintain a journal describing and analyzing the plays, readings and other academic materials studied. Recommended background: one course in European studies, theater, or politics.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS S33, THEA S33

Instructor: Vecsey, Kati; Richter, Jim

Instructor Permission Required: Yes

### **PLTC S35 Feminist Political Theory (Taylor's Version)**

Taylor Swift is one of the most influential U.S. cultural products consumed so far in the 21st century, a cultural and political lightning rod. This course takes up the two questions: what does Taylor Swift's music and cultural impact have to teach us about politics and feminism in the 21st century, and what do political and feminist theory have to teach us about Taylor Swift's music and cultural impact? The course addresses the complicated relationship between Taylor Swift (her persona, artistic output, and fandom), politics, and feminism. It focuses on topics such as celebrity politics, intersectionality, queer counter-readings, postmodern multiplicity of meaning, and norms of femininity and motherhood. Students will work collaboratively to produce an original research product combining the insights of feminist and/or queer

theory with original data collection. Prerequisite(s): PLTC/GSS 256, GSS 100, GSS 201, GSS 262, GSS 302, or permission of instructor.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS S35

Instructor: Britt, Lucy

Instructor Permission Required: No

### **PLTC S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Psychology

*Professors Aronson, Boucher, Douglass, and Kahan; Associate Professor Sargent (chair); Assistant Professors Garrison and Maker-Castro; Visiting Assistant Professors Bryan, Langdon, and Mathis; Visiting Lecturers Douglass and Mangan.*

Students who major in psychology examine behavior and mental processes using scientific methods; they learn to apply this knowledge in real-world and laboratory settings. Students examine a variety of topics and methods within psychology across a wide range of subject areas (breadth) and study selected topics in greater detail (depth). To accomplish breadth, students take three intermediate courses. These courses are designed to provide students with a broad overview of a variety of intellectual approaches within psychology. To accomplish depth, students take multiple upper-level courses, each of which is designed to provide a deeper exploration of a psychological topic. The goal of depth is also accomplished through the senior thesis. Majors must complete a thesis in one of four ways: empirical research, community-based research, theoretical review and integration, or neuroscience-focused capstone.

Because the study of psychology is incomplete without an understanding of how the brain, nervous, cardiovascular, endocrine, and immune systems affect behavior and mental processes, students must take one course with a central focus on the brain and some combination of these other biological systems. These courses are marked with the attribute (Psychology: Biological.) The study of psychology is also incomplete if students do not engage with issues pertaining to inclusion (how to ensure people from different backgrounds feel included in a given context), diversity (how to ensure broad representation of various backgrounds), equity (how to ensure people are treated equitably), and accessibility (how to ensure people have the support they need to do their best work). Although engagement with such issues is infused throughout the curriculum in many courses, and these principles guide the faculty's decision making in general, students must also take one course with a central focus on some combination of issues related to inclusion, diversity, equity, and accessibility. (These courses are marked with the attribute (Psychology: IDEA.).

More information is available on the [Psychology department website](#).

## Major Requirements

The major consists of 11 courses.

1. Core

Complete the following courses:

- PSYC 101 Principles of Psychology
- PSYC 218 Statistics

Complete at least one course from the following:

- PSYC 261 Research Methods
- PSYC 262 Community-Based Research Methods

2. Foundation

a. Cognition or Biology

Complete at least one course from the following:

- NRSC 160/PSYC 160 Introduction to Neuroscience
- NRSC 250/PSYC 250 Biopsychology of Motivation and Emotion
- PSYC 215 Medical Psychology
- PSYC 230 Cognitive Psychology

b. Social Behavior, Personality, Mental Health, or Development

Complete at least one course from the following:

- PSYC 210/SOC 210 Social Psychology
- PSYC 211 Personality Psychology
- PSYC 235 Abnormal Psychology
- PSYC 240 Developmental Psychology

c. Additional Elective Foundations Course

Complete at least 1 course listed in the Foundation courses above, or any other 200-level course, or a Short Term course numbered S29 or lower, listed in Psychology, or cross-listed with Psychology.

3. Upper-Level Courses

Complete at least four 300-level or above Psychology, or cross-listed with Psychology, courses. One of these upper-level courses can be a Short Term course numbered S30 or higher (if a Short Term course is not also counted as an Elective Foundations course).

This may not include PSYC 360 Independent Study, PSYC S50 Independent Study, or PSYC S51 Short Term Innovative Pedagogy. At least three of these courses must be taken at Bates. One of the four upper-level courses must have content related to inclusion, diversity, equity, and accessibility, designated with the (Psychology: IDEA) attribute.

4. Additional Requirements

Complete at least one course related to the brain, designated with the (Psychology: Biological) attribute.

5. Capstone

Complete at least one course from the following:

- PYSC 457A Senior Thesis/Empirical Research
- PSYC 457B Senior Thesis/Community Based Research
- PSYC 457C Senior Thesis/Theoretical Review and Integration
- PSYC 457D Empirical Research Thesis Seminar
- PSYC 458A Senior Thesis/Empirical Research
- PSYC 458B Senior Thesis/Community Based Research
- PSYC 458C Senior Thesis/Theoretical Review and Integration
- PSYC 458D Empirical Research Thesis Seminar

It is recommended that students take no more than 12 courses in the major, including thesis.

## Senior Project Description

A thesis may be completed during the fall and/or winter semester of the senior year. Topics for thesis must be approved by the department.

For fall semester and two-semester thesis, students register for one of the following thesis options: PSYC 457A (empirical research), PSYC 457B (community-based research), PSYC 457C (theoretical review and integration), or PSYC 457D (empirical research thesis seminar).

For winter semester theses, students register for one of the following thesis options: PSYC 458A (Empirical Research), PSYC 458B (Community-Based Research), PSYC 458C (Theoretical Review and Integration), or PSYC 458D (Empirical Research Thesis Seminar).

With the exception of two-semester honors theses, students are generally assigned to complete the thesis in a seminar, and the instructor serves as thesis advisor.

Two-semester thesis proposals must be submitted by 4:00pm on Thursday of the second full week of classes in the fall semester. Thesis seminar instructors set the proposal deadline for their thesis students.

Guidelines for proposals (and a listing of important dates) are on the department's website ([bates.edu/psychology/thesis/thesis-planning/senior-thesis-proposal-guidelines/](http://bates.edu/psychology/thesis/thesis-planning/senior-thesis-proposal-guidelines/)).

All seniors must present their thesis work at the end of the semester. Presentations take the form of a ten- to fifteen-minute talk or a poster that describes the project. Students finishing their thesis in the fall present at a departmental poster session. Students finishing in the winter are required to present at the College's annual Mount David Summit.

## Courses Taken Outside of Bates

Psychology majors may transfer up to two credits taken elsewhere toward the major, provided the courses are preapproved by the department chair. Students should submit to the chair a course description and syllabus for each transfer course. A student may not get credit for a course at Bates if they have credit for a course with substantially the same content taken elsewhere, even if the courses could fulfill different major requirements. For example, a student could not get credit for PSYC 303 (Health Psychology) at Bates if they had already received credit for a health psychology course taken elsewhere, even if that course transferred as a foundation course. A student may transfer credit for Principles of Psychology (PSYC 101) taken elsewhere as long as the course is taken before the student declares psychology as a major at Bates. Students may earn credit for PSYC 101 by 1) earning a four or five on the Advanced Placement examination or 2) earning a transferable grade for the equivalent course at another institution of higher education. There is no option to test out of PSYC 101 and receive credit for the course. Earning credit for PSYC 101 enables students to take courses for which PSYC 101 is a prerequisite. Earning credit for PSYC 101 reduces by one the number of courses required to fulfill the major. With the chair's approval, one of the two courses may be a statistics or methodology course that may be used in lieu of Statistics (PSYC 218), Research Methods (PSYC 261), or Community-Based Research Methods (PSYC 262), but students are strongly encouraged to take their statistics and methodology courses at Bates. Students considering off-campus study should keep in mind several considerations. Either PSYC 261 or PSYC 262 must be completed before the end of the junior year, and PSYC 218 (Statistics) is a prerequisite for either course. Moreover, the department not only encourages students to take their statistics and methods courses at Bates, but also cautions students that it is extremely rare to find a non-Bates statistics or methods course that is sufficiently comparable to qualify for major credit. These considerations have

significant implications for students who do not complete Statistics by the end of their sophomore year. Students considering a major in psychology should be aware that if they are unable to complete Statistics by the end of the sophomore year—even if that inability is a product of being randomized out of the course during preregistration—then they will likely have to stay at Bates both semesters of the junior year in order to keep psychology viable as a major option. If courses are transferred from somewhere else, then the total number of course credits required to complete the major decreases accordingly. Subject to the approval of the department chair, transfer students may receive credit for up to five courses toward the major taken prior to their arrival at Bates, and must take at least six courses that are listed in psychology or cross-listed with psychology on the Bates campus. The six courses must include one upper-level course and the capstone course.

### **Short Term Courses**

Students may count one Short Term course toward the major. Any Short Term course number as s29 or lower may be counted as a student's third foundations course (i.e., the elective foundations course). Alternatively, any Short Term course number as s30 or higher may be counted as one-but only one- of a student's four required 300-level courses in the major. Given the departmental faculty's belief that the Biological (B) and the IDEA requirements each require more sustained engagement than can be achieved in a window of time as short as Short Term, Short Term courses may not count towards the Biological (B) and IDEA requirements.

### **Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the major.

### **Other Considerations**

At the end of each academic year, the department invites a limited number of juniors to submit honors thesis proposals, due in the fall semester of their senior year. Honors invitations are based on demonstrated excellence in the courses completed for the major through the end of the junior year. If invited for honors, students must elect a two-semester thesis. At the end of the first semester of thesis work, the department formally nominates students to the honors program. Students who are nominated must show a high degree of initiative and progress by the end of the fall semester. In addition, the faculty thesis advisor must assure the department that the student's work is of honors caliber and is progressing satisfactorily before the department nominates the student to the honors program. Embracing the notion of intellectual breadth in a liberal arts context, the department strongly encourages psychology majors to select General Education concentrations (GECs) with little to no overlap with their psychology course work. Academic advisors work with students to ensure that their choice of GECs serve as areas of critical inquiry outside of the psychology major. Students cannot double major in psychology and neuroscience.

## Course Offerings

### **PSYC 101 Principles of Psychology**

This course provides students with a thorough and rigorous introduction to the study of behavior and mental processes, and prepares students for more advanced work in psychology and related fields. Fundamental psychological laws and principles of human behavior are examined in the light of the scientific method. The course is a prerequisite for all other courses in the department.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C030, C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PSYC 160 Introduction to Neuroscience**

In this course, students learn how the structure and function of the central and peripheral nervous systems support mind and behavior. Topics include neuroanatomy, developmental neurobiology, neurophysiology, neuropharmacology, and neuropsychiatry. The course is designed for prospective majors and nonmajors who are interested in exploring a field in which biology and psychology merge, and to which many other disciplines (e.g., chemistry, philosophy, anthropology, computer science) have contributed. Not open to students who have received credit for PSYC 215.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C005, C027, C031

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: None

Cross-listed Course(s): NRSC 160

Instructor: Castro, Jason; Greene, Michelle; Koven, Nancy

Instructor Permission Required: No

### **PSYC 210 Social Psychology**

This course introduces students to theory and findings in social psychology, which involves empirical study of human behavior and mental processes in social situations. Topics include impression formation, interpersonal attraction, and persuasion, as well as prejudice, stereotyping, and discrimination. The readings, lectures, and discussions consider these and other topics in a variety of domains. The course also examines the research methods used by social psychologists, especially experiments, with an emphasis on recent efforts within the field to strengthen the quality of evidence on which we base our conclusions. Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C030, C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): SOC 210

Instructor: Sargent, Michael; Boucher, Helen

Instructor Permission Required: Yes

### **PSYC 211 Psychology of Personality**

This course introduces the fundamentals of personality psychology. Topics include a variety of personality theories, the trait debate, physiological factors that may shape personality, assessment of personality and approaches to personality research, and personality over the life-course. Readings include Freud, Erikson, Rogers, and research articles on abnormal psychology and personality. Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Low, Kathy

Instructor Permission Required: No

### **PSYC 215 Medical Psychology**

This course explores how regulation and dysregulation of mind results from differential brain activity.

Following an introduction to the structure and function of the central nervous system, students consider examples of neurological and psychiatric pathology and discuss psychological and neuroscientific approaches to intervention. Topics include neuronal signaling, neuroanatomy, neuroplasticity, psychopharmacology, states of consciousness, categories of mental illness, models of psychotherapy, and human/machine interactions. Prerequisite(s): PSYC 101. Not open to students who have received credit for NS/PY 160.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C027, C031

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Calhoon, Gwen; Koven, Nancy

Instructor Permission Required: No

### **PSYC 218 Statistics**

A course in the use of statistical methods for describing and drawing inferences from data. Experimental and correlational research designs are studied by analyzing data for numerous problems. Topics covered include sampling theory, correlation and regression, t-tests, chi-square tests, and analysis of variance. Prerequisite(s): PSYC 101 or NRSC/PSYC 160.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Douglass, Amy; Boucher, Helen

Instructor Permission Required: No

### **PSYC 230 Cognitive Psychology**

This course provides an overview of contemporary research and theories concerning the structure and processes of the mind. Topics covered include information processing, artificial intelligence, sensory memory, masking effects, object recognition, attention, short-term/working memory, long-term memory, false memories, language, and decision making. Prerequisite(s): PSYC 101.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kahan, Todd; Mathis, Kathy

Instructor Permission Required: No

### **PSYC 234 Philosophy of Mind**

Our minds are simultaneously the most intimately familiar things imaginable and the most mysterious. We live every minute in and with our minds, and we only experience the world through them (perhaps, we even are our minds), and yet we may not know them as well as we think. Despite recent progress in the sciences of the mind, it even remains difficult to place the mind in the physical universe. In light of these puzzles, this course asks: How should we relate to our minds and their operations? How do our thoughts and experiences connect to the external world? How could a conscious, first-person perspective arise in a physical universe?

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PHIL 235

Instructor: Dacey, Mike

Instructor Permission Required: No

### **PSYC 235 Psychopathology**

This course reviews the etiology, symptoms, and treatment of the major mental illnesses. Topics range from affective disorders to psychosomatic presentations to dissociative disorders. Students master diagnostic criteria, review case material, and evaluate research on a variety of topics related to psychopathology.

Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C027, C031

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PSYC 240 Developmental Psychology**

A comprehensive introduction to current thinking and research in developmental psychology, including theoretical, empirical, and applied issues. This course covers prenatal development through old age and death, and considers the physical, cognitive, and socioemotional dimensions of development. Topics include attachment, language acquisition, gender, play, development across cultures, and interactions between dimensions of development. This course emphasizes critical thinking, research, and applications to everyday life. Prerequisite(s): PSYC 101 or EDUC 231.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C030, C031, C091

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Maker Castro, Elena

Instructor Permission Required: No

### **PSYC 253 Music and the Embodied Mind**

An exploration of the nature of musical experience in cognitive, neuroscientific, and bodily terms. Does music belong to an altered state of consciousness or is it a function of our ordinary state of consciousness and bodily? Why does music compel us to move? Are the emotions that we experience through music the same as those that spring from our personal experiences? Is music essentially an interior experience, and if so, how does it connect us so powerfully to others? What are the relationships between music and language in the brain? How can music and speech become one in song? These questions, long fascinating to philosophers, are now being considered through the scientific study of the brain and mind. Recommended background: previous study of music, neuroscience, or psychology.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C005, C027, C031, C080

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): MUS 253

Instructor: Fatone, Gina

Instructor Permission Required: No

### **PSYC 260 Cultural Psychology**

This course provides an introduction to the theoretical perspectives and research findings of cultural psychology, with an emphasis on comparisons between North American and East Asian cultural groups. Topics include defining culture as a topic of psychological inquiry; the methods of conducting cross-cultural research; the debate between universality versus cultural specificity of psychological processes; acculturation and multiculturalism; and cultural influences on thought, emotion, motivation, personality, and social behavior. Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C030, C031, C053

Department/Program Attribute(s): (ASIA: Breadth)(Psychology: IDEA)

Class Restriction: None

Cross-listed Course(s): ASIA 260

Instructor: Boucher, Helen

Instructor Permission Required: No

### **PSYC 261 Research Methods**

This course provides comprehensive coverage of the major methods used in psychological research, with special emphasis on experimental design. Students receive extensive practice in designing, conducting, analyzing, and interpreting the results of research studies, and writing reports in American Psychological Association style. Prerequisite(s): PSYC 218.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PSYC 262 Community-Based Research Methods**

This course introduces research methods through collaborative community partnerships. Students collaborate with local professionals, such as teachers, on research projects that originate in their work sites. Class meetings introduce design issues, methods of data collection and analysis, and ways of reporting research. Prerequisite(s): PSYC 218.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C030, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PSYC 274 Educational Psychology**

A comprehensive introduction to current thinking and research in educational psychology, including theoretical, empirical, and applied issues. This course addresses our understanding of what constitutes knowledge, how we motivate and direct learning, and how we can work with diverse learners. Students adopt tools and thinking strategies to develop a critical lens of key educational psychology topics. As such, this course emphasizes critical thinking, research, and applications to everyday (e.g., creating lesson plans). A thirty-hour field placement experience is required. Prerequisite(s): EDUC 231 or PSYC 101.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C030, C084

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EDUC 274

Instructor: Maker Castro, Elena

Instructor Permission Required: No

### **PSYC 275 Psychology of Sport, Exercise, and Performance**

Sport, exercise, and performance are familiar physical experiences that have strong psychological components. Many of these aspects can apply to numerous other forms of performance (e.g., dance, theater). This course examines the science and application of the biopsychosocial connections of these pursuits. Topics include arousal/anxiety, motivation, team/group dynamics and leadership, injury and stress, exercise adherence, and performance enhancement strategies. Prerequisite(s): PSYC 101.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Langdon, Susan

Instructor Permission Required: No

### **PSYC 280 Emerging Adulthood: Exploring the Third Decade of Life**

This course provides an in-depth psychological understanding of the development of individuals from about the age of 18 to 35, often referred to as "emerging adulthood." Does this age range truly represent a separate stage of development from adolescence and adulthood? If so, what are its characteristics, influencing factors and implications? Students explore a number of different topics that affect people in the third decade of life in an attempt to understand underlying psychological processes. The course focuses primarily on positive and developmental psychology but may cover topics that span across all of psychology. The goals of the course are both learning more about this stage of life and practicing ways to flourish and excel during it. Prerequisite(s): PSYC 101.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PSYC 302 Sensation and Perception**

The course examines the field of perception: how we organize and interpret sensory information so that we can understand the external world. Topics covered include principles of psychophysics; the eye and brain; pattern perception; color vision; perception of depth, size, and motion; hearing and auditory system; touch;

taste; and smell. Prerequisite(s): PSYC 261 or 262. Recommended background: PSYC 222, 230, or NS/PY 160.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C005, C029, C031, C036

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kahan, Todd

Instructor Permission Required: No

### **PSYC 303 Health Psychology**

This course introduces health psychology from a biopsychosocial perspective. The course first describes the theoretical underpinnings of the biopsychosocial model, and the fundamentals of anatomy and physiology. The course then reviews the current research on stress, coping and illness, health disparities, and stress management techniques. Research on psychosocial contributors to heart disease, cancer, chronic pain syndromes, and other illnesses is reviewed, along with implications for prevention and treatment.

Recommended Background: PSYC 218. Prerequisite(s): any 200-level PSYC course.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C065, C091

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Langdon, Susan; Low, Kathy

Instructor Permission Required: No

### **PSYC 305 Animal Learning**

The course examines historical and recent trends in animal learning. Topics include classical and operant conditioning, biological constraints on learning, and cognitive processes. Prerequisite(s): one of the following: NRSC/PSYC 160 or 200, PSYC 222, 230, or 250.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 306, NRSC 306

Instructor: Castro, Jason

Instructor Permission Required: No

### **PSYC 306 Positive Psychology**

This course provides intensive coverage of theory and research regarding well-being. Students explore well-being from both a hedonistic perspective, which focuses on happiness, or maximizing positive emotion and minimizing negative emotion, and a eudaimonic perspective, which focuses on living life in a meaningful, authentic way. Topics include defining well-being, the set point model of well-being, the causes and

consequences of well-being, individual and cultural differences, and cultivating strengths and virtues.

Prerequisite(s): PSYC 218. Only open to juniors and seniors.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Boucher, Helen

Instructor Permission Required: No

### **PSYC 312 Psychology of Religion**

This course examines religion from a social-psychological perspective, focusing on current psychological science to understand why some humans find religion compelling and the implications of religious faith (or lack thereof). Topics include the psychological benefits of religious faith, negative outcomes of religious faith, the role of religion in inter-group conflict, how thoughts of the divine affect perceptions of physical space, and how mental systems make sense of information about religion. Prerequisite(s): PSYC 218.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): REL 312

Instructor: Douglass, Amy

Instructor Permission Required: No

### **PSYC 317 Psychology and Law**

In the American criminal justice system, the administration of justice is influenced by a broad range of variables, many of which have been the subject of empirical research in social and cognitive psychology. This course examines how psychological research informs the dialogue surrounding controversial issues in the criminal justice system. Topics covered include eyewitness testimony, confession evidence, detection of deception, expert testimony, cognitive bias in evaluations of forensic evidence, and reconstructed/repressed memories. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C017, C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Douglass, Amy

Instructor Permission Required: No

### **PSYC 323 Counseling Psychology**

This course acquaints students with the profession of counseling psychology, which is a specialty within professional psychology that facilitates clients and communities to remedy problems, engage in prevention

strategies, and help them to develop, enhance, and affirm their strengths, skills, and cultural authenticity. The course covers the history of counseling psychology, the theory and practice of psychotherapy, diagnosis, assessment, career and work psychology, multiculturalism, social justice and advocacy, prevention/consultation, suicide, ethics, and various applications of counseling psychology. The course also includes opportunities to explore career options and trajectories in the profession. Prerequisite(s): PSYC 101. Only open to juniors and seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Garrison, Yun

Instructor Permission Required: No

### **PSYC 324 Neuroscience of Vision**

We encounter hundreds of thousands of visual stimuli every day. How is this information organized meaningfully in the brain? By what biological and perceptual mechanisms does our brain translate simple light signals into the complex visual scenes of our daily lives? This course will explore the neuroscience and methodologies of vision science, covering topics such as visual attention, color perception, object recognition, spatial perception, visual memory, and many others. The course will be structured with a mix of lecture and discussion of relevant research articles. Students will develop the skills to recognize the current questions, issues, and methods in vision research, read and critique peer-reviewed scientific articles, and think critically about the applications of vision science in daily life. Prerequisite(s): NRSC 160/PSYC 160 OR PSYC 215.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 324

Instructor: Woodworth, Mollie

Instructor Permission Required: No

### **PSYC 325 Animal Cognition**

This course focuses on the basic principles of comparative cognition. Topics include language and communication, mental representations and symbolic capacities, tool manufacture and use, creativity, and the interaction of these mental abilities. Discussions of an extensive reading list will focus on the cognitive skills of animals such as bees, birds, dogs, dolphins, elephants, and nonhuman primates. Not open to students with credit for PSYC S33 or FYS 580. Prerequisites: PSYC 261 or 262. Recommended background: PSYC 230.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years  
Cross-listed Course(s): None  
Instructor: Mathis, Kathy  
Instructor Permission Required: No

### **PSYC 330 Cognitive Neuroscience/Lab**

This course explores how the neurological organization of the brain influences the way people think and act. Particular emphasis is given to the brain systems that support object recognition, spatial processing, attention, language, memory, executive functions, clinical syndromes, and unusual cognitive phenomena. A wide range of research techniques is introduced, including positron emission tomography, functional magnetic resonance imaging, diffusion tensor imaging, neuropsychological assessment, event-related potentials, magnetoencephalography, and transcranial magnetic stimulation. Prerequisite(s): NRSC160/PSYC160, PSYC 215, 222, 230, OR NRSC363/PSYC363.

Modes of Inquiry: [SR]  
Writing Credit: [W2]  
GEC(s): C031  
Department/Program Attribute(s): (Psychology: Biological)  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): NRSC 330  
Instructor: Kim, Olivia  
Instructor Permission Required: No

### **PSYC 335 Political Psychology**

Students in this course engage with issues at the intersection of the fields of political science and psychology. In particular, students examine the relevance of psychological processes to such topics as the evaluation of electoral candidates, what it means to identify as politically conservative or liberal, media effects (including social media), race and politics, foreign policy, and political reasoning. In addition to frequent readings, course participants also engage with relevant multimedia content, including podcasts and videos.  
Prerequisite(s): DCS105, ECON250, MATH233, PLTC218, PSYC218, SOC205, or 206.

Modes of Inquiry: None  
Writing Credit: None  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): None  
Instructor: Sargent, Michael  
Instructor Permission Required: Yes

### **PSYC 336 Forensic Psychology**

Forensic psychologists play a crucial role in the criminal justice system. Typically this role involves conducting an evaluation of a defendant to provide an opinion to the court regarding a variety of issues, including competence to stand trial, restoration of competence, state of mind at the time of offense, competence to waive Miranda, risk assessments, and dispositional alternatives. Students will gain exposure to relevant psychiatric conditions and how these interface with the questions forensic psychologists must answer. Topics will also include malingering, ethics, testimony, and assessment of special populations (e.g.,

juveniles, psychopaths, sex offenders, cognitively limited individuals). Issues are explored through examination of cases, relevant empirical literature, media coverage of current cases, and review of court decisions. Prerequisite(s): PSYC 235, and PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Douglass, Luke

Instructor Permission Required: No

### **PSYC 343 Women, Culture, and Health**

This course examines a variety of perspectives on women's health issues, including reproductive health, body image, sexuality, substance use and abuse, mental health, cancer, AIDS, heart disease, poverty, work, violence, access to health care, and aging. Each topic is examined in sociocultural context, and the complex relationship between individual health and cultural demands or standards is explored. Prerequisite(s): one 200-level psychology course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C065

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 343

Instructor: Langdon, Susan; Low, Kathy

Instructor Permission Required: No

### **PSYC 357 Computational Neuroscience**

The brain is a complex object, and studying it scientifically requires a facility with tools and concepts for analyzing high dimensional data. This course will provide a survey of such tools through representative case studies in perception (how many types of odors are there?), genomics (how do we classify cell types?), and neural coding and dynamics (how does brain activity encode attributes of the world?). Students will develop intuitions for framing fundamental neuroscience questions as data-driven problems, and will also develop skills for exploring, visualizing, modeling, and interpreting data. No prior experience with coding is assumed or expected, and the course will emphasize the use of high-level computational tools rather than implementation of algorithms from scratch. Prerequisite(s): NRSC/PSYC 160.

Modes of Inquiry: [SR]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 357

Instructor: Castro, Jason

Instructor Permission Required: No

### **PSYC 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PSYC 363 Physiological Psychology/Lab**

The course is an introduction to the concepts and methods used in the study of physiological mechanisms underlying behavior. Topics include an introduction to neurophysiology and neuroanatomy; an examination of sensory and motor mechanisms; and the physiological bases of ingestion, sexual behavior, reinforcement, learning, memory, and abnormal behavior. Laboratory work includes examination of neuroanatomy, development of neurosurgical and histological skills, and behavioral testing of rodents. Prerequisite(s): NRSC 160/PSYC 160 or PSYC 215.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): C027, C031, C065, C091

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 363

Instructor: Castro, Jason

Instructor Permission Required: No

### **PSYC 373 Racism: A Multilevel Approach**

Students in this course engage with psychological research relevant to race relations, reviewing, evaluating, and applying both classic work (such as social identity theory) and contemporary work (such as implicit bias research). After studying the limitations of intrapsychic and interpersonal approaches, students also consider the roles that institutions and policies play in maintaining racial hierarchies. Throughout the course, students aim to remain grounded in historical context and, consistent with an intersectional approach, they also remain cognizant of the ways that race's impact is also influenced by other category memberships, such as gender and class. Prerequisite(s): PSYC 218 or SOC 206.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C041

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): SOC 373

Instructor: Sargent, Michael

Instructor Permission Required: No

### **PSYC 377 Psychology of Oppression and Liberation**

This course examines how psychology continues to uphold the interests of those in power (e.g., ruling/owning class), thus reproducing systems of oppressions (e.g., white supremacy). The course also explores how psychology might be transformed in order to realize people's liberatory potential. Topics include the ways that psychology has been dehumanized (as Martín-Baró says, psychology "erases the very real thing of life that make up what we are as human beings"); how to embed human experiences within the historical, sociopolitical, and economic context; and how to place psychology in the service of human liberation, especially for those who have hitherto been ignored or relegated to the margins of consideration. Recommended background: PSYC 261 or 262. Only open to juniors and seniors

Modes of Inquiry: None

Writing Credit: None

GEC(s): C008

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): AMST 377

Instructor: Garrison, Yun

Instructor Permission Required: No

### **PSYC 379 Youth Sociopolitical Development**

The course delves deeply into why and how youth decide to act to improve and transform their communities. We examine forms of engagement (e.g., service, political participation, advocacy) and use developmental theories and empirical research to consider how youth across contexts and identities choose to participate. Opportunities and barriers to engagement are explored and considered within broader sociopolitical context. To culminate the semester, students apply learning to both lived experiences and current youth programs. Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Maker Castro, Elena

Instructor Permission Required: No

### **PSYC 380 Social Cognition**

Every day we characterize and evaluate other people, endeavor to understand the causes of their behavior, and try to predict their future actions. This course examines these social judgments and the cognitive processes upon which they depend. Topics include attribution theory, biases in social-information processing, impression formation, and stereotyping. Prerequisite(s): PSYC 218.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Sargent, Michael

Instructor Permission Required: No

### **PSYC 381 The Self**

This course is intended to provide intensive coverage of classic and contemporary theory and research regarding the self. Topics include self-knowledge, self-esteem, self-regulation, self-presentation/impression management, and miscellaneous topics (e.g., developmental issues). Human diversity regarding these topics will be explored as well. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Boucher, Helen

Instructor Permission Required: No

### **PSYC 399 Junior-Senior Seminar in Biological Psychology**

A course designed to give junior and senior majors an opportunity to explore a significant new area in biological psychology. Topics change from year to year and with the expertise of the faculty member. Only open to juniors and seniors. Prerequisite(s): NRSC160/PSYC160 or PSYC 215.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): NRSC 399

Instructor: TBA, Staff

Instructor Permission Required: No

### **PSYC 457A Senior Thesis/Empirical Research**

This type of thesis involves empirical research and report writing supplemented by individual conferences with an advisor. Students register for PSYC 457A in the fall semester. Majors writing a two-semester or honors thesis register for both PSYC 457A and 458A. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **PSYC 457B Senior Thesis/Community-Based Research**

This type of thesis involves community-based research and report writing in collaboration with a community partner and faculty advisor. Students complete 50 to 60 hours of work in a community placement and meet regularly for structured reflection about ethics, the cultural context of students' work, individual and social change, and other topics specific to students' placements. In the fall semester, students register for PSYC 457B and participate in a weekly seminar. Unless there are compelling circumstances that preclude it, students electing to complete a one-semester community-based research thesis are expected to do so in the fall seminar, rather than in the winter. Majors writing a two-semester or honor thesis register for both PSYC 457B and 458B. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Aronson, Krista; Langdon, Susan

Instructor Permission Required: Yes

### **PSYC 457C Senior Thesis/Theoretical Review and Integration**

This type of thesis involves a comprehensive and critical review of extant literature using resources available in Ladd Library and supplemented by individual conferences with an advisor. Students register for PSYC 457C in the fall semester. Majors writing a two-semester or honors thesis register for both PSYC 457C and 458C. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **PSYC 457D Empirical Research Thesis Seminar**

This type of thesis involves empirical research and report writing supplemented by participation in a weekly seminar. Students work individually to test novel hypotheses with human participants. Through the course of their research and seminar discussions, students gain experience with research ethics training and certification, data analysis, scientific writing in APA style, and professional development. Depending on the instructor, the seminar may have a topical focus (e.g., social psychology, cognitive psychology, developmental psychology), and this will be communicated to interested students before they register. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: Yes

### **PSYC 458A Senior Thesis/Empirical Research**

This type of thesis involves empirical research and report writing supplemented by individual conferences with advisor. Students register for PSYC 458A in the winter semester. Majors writing a two-semester or honors thesis register for both PSYC 457A and 458A. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None  
Writing Credit: [W3]  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years, Sophomores, Juniors  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: Yes

### **PSYC 458B Senior Thesis/Community-Based Research**

This type of thesis involves community-based research and report writing in collaboration with a community partner and faculty advisor. Students complete 50 to 60 hours of work in a community placement and meet regularly for structured reflection about ethics, the cultural context of students' work, individual and social change, and other topics specific to students' placements. In the winter semester, students register for PSYC 458B and engage in individual conferences with an advisor. Unless there are compelling circumstances that preclude it, students electing to complete a one-semester community-based research thesis are expected to do so in the fall seminar, rather than in the winter. Majors writing a two-semester or honor thesis register for both PSYC 457B and 458B. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None  
Writing Credit: [W3]  
GEC(s): C091  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years, Sophomores, Juniors  
Cross-listed Course(s): None  
Instructor: Aronson, Krista; Langdon, Susan  
Instructor Permission Required: Yes

### **PSYC 458D Empirical Research Thesis Seminar**

This type of thesis involves empirical research and report writing supplemented by participation in a weekly seminar. Students work individually to test novel hypotheses with human participants. Through the course of their research and seminar discussions, students gain experience with research ethics training and certification, data analysis, scientific writing in APA style, and professional development. Depending on the instructor, the seminar may have a topical focus (e.g., social psychology, cognitive psychology, developmental psychology), and this will be communicated to interested students before they register.  
Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **PSYC 464 Capstone Seminar in Systems Neuroscience**

Open to seniors with permission of the program faculty, in this seminar investigates the mouse olfactory bulb, with the goal of testing student-designed hypotheses on this structure's molecular and functional organization. Students use a wide interdisciplinary set of approaches to interrogate olfactory circuits at cellular scale, including electrical recordings, imaging, histology, modeling, and informatics. Additional features of the course include training in research design, data analysis using MATLAB, instruction in proposal writing and science writing and professional development. Prerequisite(s): NRSC/PSYC 160 and one of the following: BIO/NRCS 308, NRSC/PSYC 330, 357, or 363.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): NRSC 464

Instructor: Castro, Jason

Instructor Permission Required: Yes

### **PSYC S29 Cultivating Joy: Exploring the Science of Happiness**

Almost every day, we are bombarded with endless messages from news, social media, and pop psychology on happiness hacks that promise us joy-filled, meaningful lives. But how well do these claims hold up when tested empirically? In today's world, it's important to be critical consumers of this onslaught of information. We must learn to effectively analyze the utility and accuracy of these messages to separate fad from fact. In this course, students explore empirical research in happiness while engaging in experiential learning activities to gain valuable insights into enhancing well-being from a psychological lens. Students process their learning to gain a deeper understanding of the science of happiness through daily, reflective journal prompts. The course culminates with final presentations and short paper, synthesizing knowledge gained through the intertwinement of theory and practice. Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PSYC S33 Animal Cognition**

This course focuses on the basic principles of comparative cognition. Topics include language and communication, mental representations and symbolic capacities, tool manufacture and use, creativity, and the interaction of these mental abilities. Discussions of an extensive reading list will focus on the cognitive skills of animals such as bees, birds, dogs, dolphins, elephants, and nonhuman primates. Not open to students with credit for PSYC 325 or FYS 580. Recommended background: PSYC 230. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Mathis, Kathy

Instructor Permission Required: No

### **PSYC S34 Psychology of Aging**

This course introduces the major theories and issues in the field of adulthood and aging. The focus is on social, cognitive, and physical development in the adulthood and late adulthood years. Topics include research methods in adulthood and aging; social, personality, and cognitive development among older adults; and death. The role of context, race, race and ethnicity, and culture are considered throughout the course. Prerequisite(s): PSYC 101 and 240, and PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Snyder, Kate

Instructor Permission Required: No

### **PSYC S37 Love (un)Scripted: Exploring Romantic Relationship Dynamics through Reality TV Dating Shows**

This seminar-based course provides students with an in-depth overview of the psychological, social, and cultural factors that shape the formation, maintenance, and dissolution of romantic relationships through the lens of reality TV dating shows. Topics discussed include the factors that predict relationship initiation (e.g., attraction, mate selection, sociocultural influences, modern dating), stability, and longevity (e.g., trust, infidelity, conflict communication, positive illusions, equity theory, and social exchange theory,) and how these dynamics play out in different relationship contexts (e.g., non-traditional, same-sex, and relationships and aging). In addition to reading empirical research studies in the field of relationship science, students will also engage with real-world depictions of relationship dynamics through relevant TV shows and multimedia, including selected seasons of the Bachelor/Bachelorette, and Bachelor in Paradise. Recommended background: Prior coursework in statistics and research methods. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PSYC S38 The Social Psychology of Film**

This course examines historic and current themes in social psychology through the lens of popular cinema. Students examine motifs, topics, and themes from selected films to review, analyze, and critique research in both classic and contemporary social psychology. Research areas and related films focus on the following areas: foundations of social psychological research; processes of attitude change; social influences on conformity, compliance, and obedience; self-concept and the pursuit of self-esteem; person perception and attribution; stereotyping, prejudice, and discrimination; and group influences on performance.

Prerequisite(s): PSYC 101.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PSYC S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C030

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **PSYC S51E Short Term Innovative Pedagogy: Educational Psychology Redesign**

This course is an opportunity to work collaboratively with students and the instructor to redesign PSYC/EDUC 274. PSYC/EDUC 274 provides a comprehensive introduction to current thinking and research in educational psychology, including theoretical, empirical, and applied issues. Students adopt tools and thinking strategies to develop a critical lens of key educational psychology topics. As such, this course

emphasizes critical thinking, research, and applications to every day (e.g., creating lesson plans). Recommended background: prior coursework in psychology and education.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EDUC S51E

Instructor: Maker Castro, Elena

Instructor Permission Required: Yes

## Religious Studies

*Professors Baker (chair) and Bruce; Associate Professor Melnick Dyer; Assistant Professor Boomer (Art and Visual Culture); Visiting Assistant Professors Hedrick and Pasha.*

Religious Studies is a humanistic and social-scientific discipline that provides windows onto a wide range of cultural phenomena and contemporary social questions. It explores religion as a foundational element in all cultures while drawing together – and providing opportunities to sharpen one's skills in – multiple methods of study, including those associated with history, literature, ethnography, political science, anthropology, sociology, critical race theory, philosophy, psychology, natural sciences, critical gender theory, cultural studies, and theology. Majors and minors are encouraged to explore how their studies in other fields intersect with religious studies questions, concerns, and methods.

Religious studies majors work closely with members of the department in designing their program of study and their thesis project. Although the Majors Research Seminar and Thesis are the only courses required of every major, all majors a) take courses at the introductory, intermediate, and advanced levels; b) gain breadth and depth in their understanding of a variety of religious traditions and practices; and c) develop skills in a wide array of theoretical and methodological approaches to the study of religion. The department strongly encourages study abroad, and students may petition to count up to two credits earned abroad toward the major or minor.

More information is available on the [Religious Studies department website](#).

## Major Requirements

### 1. Theoretical and Comparative Studies

Two courses in theoretical and/or comparative studies of religion, which should be taken before the senior year. The courses that satisfy this requirement provide an introduction to the study of religion within a particular disciplinary context (e.g., Greco-Roman religions, philosophy of religion, psychology of religion, sociology of religion, anthropological approaches to the study of religion, religion and civil rights), or provide comparative studies of multiple religious traditions and/or multiple approaches to the study of a single tradition.

Complete at least two courses from the following:

- Any 100-level Religious Studies course
- FYS 445 The Nature of Spirituality
- FYS 532 Arts and Spirituality
- REL 207 Eve, Adam, and the Serpent
- REL 218 Greek and Roman Myths
- REL 220 The Medieval Year
- REL 223 Conflict and Community in Medieval Spain
- REL 225 Ritual, Sentiments, and Gods: Religion in Ancient Greece
- REL 231 Sociology of Religion
- REL 233 Literary Representations of the Africana Religions

- AVC 252 Art of the Middle Ages
- REL 253 Age of the Cathedrals
- REL 254 Sacred Travel, Shrines, and Souvenirs
- REL 260 Philosophy of Religion
- REL 266 Magic and the Supernatural in the Middle Ages
- REL 292 The Dawn of the Middle Ages
- REL 295 Montezuma's Mexico: Aztecs and their World
- REL 311 Buddhism and Gender
- REL 312 Psychology of Religion

2. Areas of Study

One course from each of four Areas of Study (for a total of four courses; courses that are listed in more than one area cannot be counted twice). By taking courses in a variety of religious traditions, time periods, and geographic locations, students begin to develop cultural literacy across a wide range of world religions, even as they hone their understanding of the methodologies and theories common to religious studies. Each faculty member highlights different methods and theories in the courses they offer; by studying with different faculty in the department, students develop breadth in their working knowledge of the field, as a whole, and intersectional understandings that complicate conventional definitions of "religion" and "religious" identities.

Complete at least one course from each of the four Areas below:

a. Judaism and Christianity

- REL 207 Eve, Adam, and the Serpent
- REL 235 Introduction to the Hebrew Bible
- REL 236 Introduction to the New Testament
- REL 238 Jews and Judaism in Antiquity
- REL 303 Seminar in Biblical Criticism
- REL 310 Gender, Race, and Judaism
- REL 313 Human Suffering: Job, Genesis, and Revelation
- REL 314 The Spanish Inquisition
- REL 322 Gender, Race, and Power in Christianity
- REL S21 Representations of Jesus in Film

Courses in this area explore Jewish and/or Christian traditions within one or more historical contexts. Some courses are scripture-focused, such as Hebrew Bible (Old Testament) and New Testament; others are more wide-ranging and/or thematic.

b. Islam

- REL 112 Introduction to Islam: Religion, Practice, and Culture
- REL 264 Islamic Civilization: Politics, History, Arts
- REL 272 Islam in the Americas
- REL 274 Qur'an: Text, Culture, Arts
- REL 318 Sex, Gender, Islam, Power
- REL 320 Religion and Government in the Middle East: Colonialism to the Arab Spring

Courses in this area explore the history, social practices, texts and beliefs found among Muslim communities around the world. Many focus entirely on Islam, while others intersect substantially with the study of Islam and Islamic cultures.

c. Asian Religions

- AVC 243 Buddhist Arts and Visual Cultures
- AVC 247 The Art of Zen Buddhism
- AVC 248 The Art of Rock-Cut Architecture in Asia
- PHIL 310 Buddhist Philosophy
- REL 110 Death and Afterlife
- REL 249 The Hindu Tradition
- REL 250 The Buddhist Tradition
- REL 251 Religions of Tibet
- REL 308 Buddhist Texts in Translation
- REL 311 Buddhism and Gender
- REL 348 Epics of Asia: Myth and Religion
- REL S26 The Buddhist Himalaya: Religion in Ladakh
- REL S28 From Shangri-la to Radical Dharma: Buddhism in North America

Courses in this area explore religious traditions that originally developed in Asia, including Buddhism, Confucianism, Daoism, Hinduism, Jainism, Shinto, Sikhism, and others. These traditions are examined through their lived components, material culture, sacred texts, and doctrinal systems, both contemporary and historical. Some courses trace the historical developments of religious communities from their inception to the present day, including in global contexts.

d. American Religions/Religion in the Americas

- FYS 152 Religion and Civil Rights
- REL 216 American Religious History, 1550-1840
- REL 217 American Religious History, 1840-Present
- REL 247 City upon the Hill
- REL 255 African American Religious Traditions
- REL 270 Religion and American Visual Culture
- REL 272 Islam in the Americas
- REL 295 Montezuma's Mexico: Aztecs and their World
- REL 306 Seminar on American Religious Thought and History
- REL 306B Dr. Benjamin Elijah Mays
- REL S28 From Shangri-la to Radical Dharma: Buddhism in North America

Courses in this area do one or both of the following: (1) examine the wide range of specific religious traditions practiced in the United States of America (Indigenous, Protestantism, Catholicism, Judaism, Islam, Buddhism, Hinduism, and a host of new religious movements such as the Shakers, Mormons, Christian Scientists, Nation of Islam, Transcendental Meditation, and Scientology, to name just a few) and/or (2) explore the social, political, and cultural factors, conditions, events, debates, and controversies that shape and influence the formation, practice, and experience of religion in American contexts.

3. Seminars

a. 300-Level Seminars

Complete at least two 300-level Religious Studies courses.

Religious Studies seminars are limited-enrollment, discussion and/or research-based courses that enable students to explore religion with greater depth and nuance than is often possible in lecture-format or introductory courses. Courses that satisfy this requirement include all 300-level religious studies courses.

b. Majors Research Seminar

Complete the following course:

- REL 450 Majors Research Seminar

The Majors Research Seminar serves as a culminating course for students majoring in Religious Studies. It provides a small group setting in which students write and discuss a series of essays on a topic of their choice as a way of reviewing various methods, theories and approaches to the study of religion that they have learned over the course of their major. Through weekly meetings, discussions, written peer reviews of one another's research, bibliographical work and writing, the seminar enables students to recognize themselves and each other as emerging scholars within the field of religious studies.

4. Senior Thesis

Complete one of the following:

a. Senior Thesis (one semester)

Complete at least one course from the following:

- REL 457 Senior Thesis
- REL 458 Senior Thesis

b. Honors Thesis (two semesters)

Complete the following courses:

- REL 457 Senior Thesis
- REL 458 Senior Thesis

The thesis represents a capstone academic experience in a religious studies major's scholarly career at Bates. In close consultation with one or more members of the religious studies faculty, each student develops a thesis topic, determines the method(s) by which to explore their topic, and chooses a format for their project (e.g., multi-chapter academic essay, scientific/social scientific report, long-form popular journal essay, performance piece, etc). Religious Studies values collaboration and interdisciplinarity; we welcome and actively support double majors seeking to complete a combined thesis or other complementary capstone project. Further information about the religious studies thesis requirement may be found under the Thesis menu on the religious studies homepage.

## Courses Taken Outside of Bates

The department strongly encourages study abroad, and students may petition to count up to two credits earned abroad toward the major.

### Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

## Minor Requirements

The minor in Religious Studies consists of 6 courses, which must normally be specified prior to the start of a student's senior year. These courses are to be selected according to the following guidelines and in consultation with a member of the department faculty who is chosen or appointed as the student's departmental minor advisor:

### 1. Theoretical and Comparative Studies

Complete at least one course from the following:

- Any 100-level Religious Studies course
- AVC 252 Art of the Middle Ages
- FYS 445 The Nature of Spirituality
- FYS 532 Arts and Spirituality
- REL 207 Eve, Adam, and the Serpent
- REL 218 Greek and Roman Myths
- REL 220 The Medieval Year
- REL 223 Conflict and Community in Medieval Spain
- REL 225 Ritual, Sentiments, and Gods: Religion in Ancient Greece
- REL 231 Sociology of Religion
- REL 233 Literary Representations of the Africana Religions
- REL 253 Age of the Cathedrals
- REL 254 Sacred Travel, Shrines, and Souvenirs
- REL 260 Philosophy of Religion
- REL 266 Magic and the Supernatural in the Middle Ages
- REL 292 The Dawn of the Middle Ages
- REL 295 Montezuma's Mexico: Aztecs and their World
- REL 311 Buddhism and Gender
- REL 312 Psychology of Religion

### 2. Seminar

Complete at least one 300-level Religious Studies course.

### 3. Additional Courses

Complete at least four courses across at least two Areas of Study below:

a. Judaism and Christianity

- REL 207 Eve, Adam, and the Serpent
- REL 235 Introduction to the Hebrew Bible
- REL 236 Introduction to the New Testament
- REL 238 Jews and Judaism in Antiquity
- REL 303 Seminar in Biblical Criticism
- REL 310 Gender, Race, and Judaism
- REL 313 Human Suffering: Job, Genesis, and Revelation
- REL 314 The Spanish Inquisition
- REL 322 Gender, Race, and Power in Christianity
- REL S21 Representations of Jesus in Film

Courses in this area explore Jewish and/or Christian traditions within one or more historical contexts. Some courses are scripture-focused, such as Hebrew Bible (Old Testament) and New Testament; others are more wide-ranging and/or thematic.

b. Islam

- REL 112 Introduction to Islam: Religion, Practice, and Culture
- REL 264 Islamic Civilization: Politics, History, Arts
- REL 272 Islam in the Americas
- REL 274 Qur'an: Text, Culture, Arts
- REL 318 Sex, Gender, Islam, Power
- REL 320 Religion and Government in the Middle East: Colonialism to the Arab Spring

Courses in this area explore the history, social practices, texts and beliefs found among Muslim communities around the world. Many focus entirely on Islam, while others intersect substantially with the study of Islam and Islamic cultures.

c. Asian Religions

- AVC 243 Buddhist Arts and Visual Cultures
- AVC 247 The Art of Zen Buddhism
- AVC 248 The Art of Rock-Cut Architecture in Asia
- PHIL 310 Buddhist Philosophy
- REL 110 Death and Afterlife
- REL 249 The Hindu Tradition
- REL 250 The Buddhist Tradition
- REL 251 Religions of Tibet
- REL 308 Buddhist Texts in Translation
- REL 311 Buddhism and Gender
- REL 348 Epics of Asia: Myth and Religion
- REL S26 The Buddhist Himalaya: Religion in Ladakh
- REL S28 From Shangri-la to Radical Dharma: Buddhism in North America

Courses in this area explore religious traditions that originally developed in Asia, including Buddhism, Confucianism, Daoism, Hinduism, Jainism, Shinto, Sikhism, and others. These traditions are examined through their lived components, material culture, sacred texts, and doctrinal systems,

both contemporary and historical. Some courses trace the historical developments of religious communities from their inception to the present day, including in global contexts.

d. American Religions/Religion in the Americas

- FYS 152 Religion and Civil Rights
- REL 216 American Religious History, 1550-1840
- REL 217 American Religious History, 1840-Present
- REL 247 City upon the Hill
- REL 255 African American Religious Traditions
- REL 270 Religion and American Visual Culture
- REL 272 Islam in the Americas
- REL 295 Montezuma's Mexico: Aztecs and their World
- REL 306 Seminar on American Religious Thought and History
- REL 306B Dr. Benjamin Elijah Mays
- REL S28 From Shangri-la to Radical Dharma: Buddhism in North America

Courses in this area do one or both of the following: (1) examine the wide range of specific religious traditions practiced in the United States of America (Indigenous, Protestantism, Catholicism, Judaism, Islam, Buddhism, Hinduism, and a host of new religious movements such as the Shakers, Mormons, Christian Scientists, Nation of Islam, Transcendental Meditation, and Scientology, to name just a few) and/or (2) explore the social, political, and cultural factors, conditions, events, debates, and controversies that shape and influence the formation, practice, and experience of religion in American contexts.

**Courses Taken Outside of Bates**

The department strongly encourages study abroad, and students may petition to count up to two credits earned toward the minor.

**Pass/Fail Policy**

Pass/Fail grading may be elected for only one course applied toward the minor.

## Course Offerings

### REL 100 Religion and Film

This course introduces students to cinematic representations of religion in feature and documentary films. Films about religion are cultural documents in and through which individual artists, religious and nonreligious groups, and nations symbolically construct their conceptions of themselves and the world. They are also the occasion for political, social, and cultural debates about ethnic and national identities. This course adopts a cultural studies approach to the study of films about religion and invites students to investigate the public debate and interdisciplinary questions and issues raised by the release of films such as Avatar, Schindler's List, The Passion of the Christ, Daughters of the Dust, and The Hurt Locker.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 100

Instructor: TBA, Staff

Instructor Permission Required: No

### REL 110 Death and Afterlife

An introduction to the comparative study of religion centering on the ways in which various traditions have addressed basic questions: What happens to humans when they die? How have concerns about the afterlife shaped human understanding about how we live our lives? Primary attention is given to at least three of the following religions: Hinduism, Buddhism, Sikhism, and Chinese and Japanese religions. Ways of studying these answers in their many dimensions (ritual, doctrinal, mythological, sociological, psychological) are introduced; topics such as notions of heaven and hell, reincarnation, relics, burial patterns, ghosts, visionary journeys to the other world, quests for immortality, near-death experiences, and resurrections are addressed.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Melnick, Alison

Instructor Permission Required: No

### REL 112 Introduction to Islam: Religion, Practice, and Culture

What is Islam and who are Muslims? This course opens up a vista of complex ritual, practice, history, identity, politics, poetics, law, and storytelling to reveal that there are countless answers, and some important challenges to these questions. Beginning with the foundational story of Islam, the life of Muhammad in its Arabian historical and cultural context, we will move to the development of Islamic thought and its producers; and movements for power, justice, and “the right path” within Islam. In the process we will discuss what constitutes authoritative knowledge; what are the conceptions of justice and power; what is “the right path” within Islam, to Muslims of different groups, across different geographies, and in different times.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C090

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Pasha, Kyla

Instructor Permission Required: No

### **REL 133 Religion, Violence, and Nonviolence**

Seeing, naming, and analyzing the ways in which religious ideas and practices have been used both to support and to resist various forms of violence are the central concerns of this course. Among topics considered are theories and practices of division and hierarchy, power and privilege, sacrifice and scapegoating, atonement and retribution, restorative justice, crusade and jihad, compassion and community building, religious pacifism, and nonviolent resistance. Community-engaged learning can help to ground our study throughout the course, and a Purposeful Work element invites us to think about how the subject matter of the course can contribute to finding/creating meaning and purpose in our own lives and work.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C064, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baker, Cynthia

Instructor Permission Required: No

### **REL 140 Religion, Race, & Colonialism**

"Religion" is a concept directly tied to, and embedded in, practices of empire, race, conquest, and colonization. And yet we also use "religion" and related terms to describe the ways of knowing, living, and being that are most deeply meaningful to countless persons and communities worldwide. So, what is religion, and how/why do we study it? This course engages students in developing knowledge, insights, and tools helpful for understanding the variety and complexity of religious practices and identities found throughout human societies. In centering case studies, narratives, and stories that illuminate intersections among religion, race, power, privilege, and colonialism, the course provides an introduction to the study of religion through both its harmful and liberatory legacies and potentials.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **REL 155 Introduction to Asian Religions**

An introduction to the major religious traditions of Asia, in both their historical and contemporary forms, with a focus on modern popular developments in Hindu, Buddhist, Daoist, and Confucian traditions, and the ways in which racism has influenced popular perceptions of these religious traditions in North America and Europe. The course explores the foundational teachings of each tradition, examines their historical and social contexts, and seeks answers to questions such as: What is the nature of religious experience? What are the functions of myth and ritual? How have these religious traditions been adapted, adopted, and appropriated in "the West"?

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (ASIA: Breadth)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): ASIA 155

Instructor: Melnick, Alison

Instructor Permission Required: No

### **REL 207 Eve, Adam, and the Serpent**

How are interpretations of the Bible's creation stories informed by contemporary cultural understandings of right and wrong, sex and gender, power and privilege, human and non-human? And, conversely, how do interpretations of these stories - ancient and modern - shape our sense of how the world works and what is possible now and in the future? Close readings of ancient texts paired with a wide array of later interpretations and commentary provide the basis for our studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS 207, GSS 207

Instructor: Baker, Cynthia

Instructor Permission Required: No

### **REL 208 Religions in China**

A study of the various religious traditions of China in their independence and interaction. The course focuses on the history, doctrines, and practices of Daoism, Confucianism, and various schools of Mahayana Buddhism. Readings include basic texts and secondary sources.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002, C047

Department/Program Attribute(s): (CHI: Cultural)

Class Restriction: None

Cross-listed Course(s): ASIA 208

Instructor: Melnick, Alison

Instructor Permission Required: No

### **REL 214 Election! Religion, Race, and American Politics**

America is a nation that prides itself on religious diversity but has been deeply shaped by Christianity. Americans claim to support a separation of church and state but also call the United States a Christian nation. In light of the 2016 presidential election, understanding these tensions is crucial. This course examines religious and political issues that will shape the 2016 election while grounding contemporary debates in their historical context. Students analyze speeches, debates, court cases, and visual and popular culture sources as well as scholarly articles on how religion and politics shape each other. Assignments include a community-engaged learning project. Recommended background: familiarity with American history, 18th century to the present.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 214

Instructor: Goodwin, Megan

Instructor Permission Required: No

### **REL 216 American Religious History, 1550-1840**

This course introduces students to the major themes and movements in American religious history from the colonial period to the end of Jacksonian reform. Among the topics discussed are Reformation "churches" and "sects," Puritanism and secularism in seventeenth-century America, ethnic diversity and religious pluralism in the Middle Colonies, slavery and slave religion, revivalism, religion and the American Revolution, and social reform.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C066

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 215

Instructor: TBA, Staff

Instructor Permission Required: No

### **REL 217 American Religious History, 1840-Present**

The course seeks to understand the importance of religion in the evolution of a sense of national identity and of national destiny for the United States. Consideration is given to the importance of religious traditions both in the development and sanctioning of national mythologies, and in the critique or criticism of these mythologies. The historical background of such considerations begins with Native American religions. The course concludes with a study of "religious freedom" in a multicultural nation again uncertain of its grounds for unity.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **REL 218 Greek and Roman Myths**

Did the Greeks and Romans believe their myths about winged horses, goddesses, and golden apples? How are myths related to the religious, political, and social world of Greece and Rome? This course examines Greek and Roman myths from a variety of theoretical perspectives in order to understand their meaning in the ancient world and their enduring influence in Western literature and art.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054, C057

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS 218

Instructor: Maurizio, Lisa

Instructor Permission Required: No

### **REL 220 The Medieval Year**

This course explores daily life and community in the Middle Ages through festivals, holidays, and marking the passage of the seasons. First, students are introduced to the format of both the natural and ritual year, and how individuals and groups responded to environmental factors. Second, they consider the role of such seasonal rituals as a means of creating social cohesion and coercion. Medieval festivals and holidays were not just fun: they frequently sought to impose specific visions of social and religious order on participants (and those who were excluded). Third, students reflect on how holidays and communal rituals still have power to shape community, identity, and belonging in contemporary society. The course helps students learn about medieval religious and cultural practices in a critical manner; while focusing on Christian traditions, they also consider Jewish and Muslim customs in a broader European context. Recommended background: prior coursework on the pre-modern world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 220, HIST 220

Instructor: Lynch, Sarah

Instructor Permission Required: No

### **REL 223 Conflict and Community in Medieval Spain**

Medieval Spain was a crossroads where the civilizations of Islam, Christianity, and Judaism met, mingled, and fought. Diverse and dynamic societies emerged, and from this climate of both tension and cooperation came a cultural and intellectual flowering that remains a hallmark of human achievement. Using a wide range of primary sources, this course focuses particularly on two key concepts in Spanish history: the Reconquista and the Convivencia. To examine these, students investigate the nature of conflict in medieval Spain and the ways in which those who lived there constructed and understood their communities.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C051, C090

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 216, HIST 216

Instructor: Tizzoni, Mark

Instructor Permission Required: No

### **REL 225 Rituals, Sentiments, and Gods: Religion in Ancient Greece**

An anthropological approach to ancient Greek religion in which archeological, literary, and art-historical sources are examined to gain an understanding of religion in ancient Greek society. Topics explored include cosmology, polytheism, mystery cults, civic religion, ecstasy, sacrifice, pollution, dreams, and funerary customs.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 225, CMS 225

Instructor: Maurizio, Lisa

Instructor Permission Required: No

### **REL 229 Nationalism, Cosmopolitanism, and Antisemitism in 19th- and 20th-Century European Music**

Mendelssohn, Meyerbeer, Mahler, Finzi. Each a successful composer, but each of their stories marred by one commonality: antisemitism. Using the hermeneutics of Jewishness, nationalism, and cosmopolitanism, detailed study will be afforded to each of the aforementioned composers, to discuss the interplay between the nineteenth and twentieth-century European musical arena and antisemitism. Not open to students who are enrolled in or have earned credit for FYS 586.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C001

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 229, MUS 229

Instructor: Kuriyama, Zen

Instructor Permission Required: No

### **REL 231 Sociology of Religion**

The sociology of religion examines the collective roots and consequences of religious life. This introduction to the subject emphasizes critical historical moments when the role of religion in social life changed profoundly. Students focus on the transformations of the "Axial Age" (900-200 B.C.E.) that generated "world religions" such as Buddhism, Confucianism, and Judaism and gave religion a new critical distance from social life; and on the Protestant Reformation, which helped create the modern world, influencing aspects of

life that seemingly have little to do with religion. The final section of the course explores religion in contemporary American society.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): SOC 231

Instructor: TBA, Staff

Instructor Permission Required: No

**REL 232 This is not a Drake Story: (Mis)Characterizations and (Mis)Caricaturizations of Black Judaism**

During the 20th century, Jewish racial identity has increasingly moved towards notions of whiteness with the perceptions of "Black Jews" being fictional and farcical. By the end of the 20th century and into the 21st, Black communities and cultural icons were identifying as Jewish. Ethiopian Jews were admitted to Israel under the Law of Return and musicians such as Lenny Kravitz, Drake, as well as comedian Tiffany Haddish publicly asserted a Jewish identity. Global perceptions influenced by racial science criminalized Blackness, and Judaism participated in racial thinking and hierarchies as well while also being subjected to them. In this global history of Black Judaism (1800-present), students will learn about the historiographical and current debates regarding race and ethnicity in Judaism, discuss the increasing diversity of global Judaism, and push beyond the history of Blacks and Jews as an allied history to an intersected history.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Africa)(History: Modern)

Class Restriction: None

Cross-listed Course(s): AFR 232, HIST 232

Instructor: Levi, Janice

Instructor Permission Required: No

**REL 233 Literary Representations of the Africana Religions**

Using the literatures of African and African-descended peoples, this course examines the religions-traditional/indigenous, Christian, Islamic, and so-called "syncretic"-from the continent and the diaspora. The selected works may represent the religious traditions, rituals, and practices of the Yoruba, Shona, Asante, Tswana, as well as African Independent Churches, Rastafari, and followers of Vodun, Santería, Candomblé, and related religions. Students approach texts-novels, short stories, dramas, films and poems-as literary productions and not just media to convey information about the religions they represent. This course is also attentive to contexts; students examine the sacred symbol systems represented as well as the historical era depicted and the literary traditions and cultures that produce them. Recommended background: course work in Africana or religious studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years  
Cross-listed Course(s): AFR 233  
Instructor: Houchins, Sue  
Instructor Permission Required: No

### **REL 235 Introduction to the Hebrew Bible**

What is the Hebrew Bible (Christianity's Old Testament and Judaism's Tanakh)? This course centers perspectives of BIPOC biblical scholars who employ a range of scholarly tools and methods for exploring the content and genres of major books of the Hebrew Bible - including Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges, Samuel, and Kings-with brief forays into selected Prophets and Wisdom literature. Topics include theories about the composition and sociopolitical contexts of the writings, the events and ideas they narrate, and the use of scripture in sustaining and contesting modern social practices, especially those related to colonization, cultural violence, and race/gender disparities.

Modes of Inquiry: [AC], [HS]  
Writing Credit: None  
GEC(s): C054  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): CMS 235  
Instructor: Baker, Cynthia  
Instructor Permission Required: No

### **REL 236 Introduction to the New Testament**

The New Testament is a compilation of Greek documents written in various regions of the eastern Mediterranean about two thousand years ago, in the first and early second centuries of the Common Era (CE), by a handful of writers, many of them Jews. It is also a “living document” honored as scripture by Christians – members of the largest religious group in the world, currently numbering over two billion persons across the globe. As scripture, the New Testament has served to inspire countless Christians to engage in great acts of love and charity, devotion and self-sacrifice, and the creation of artistic masterpieces and folk traditions throughout two millennia. As scripture, it has also been used by Christians to sanctify colonization and conquest, enslavement and race/gender/class disparities, and torture and genocide throughout those same two millennia. In light of this challenging complexity, this course employs both historical-critical lenses and theological/social justice lenses to explore the ideas, contexts, and movements that gave rise to these writings as well as some of the ways in which New Testament texts have been used to sustain and resist cultures of violence.

Modes of Inquiry: [AC], [HS]  
Writing Credit: None  
GEC(s): C054  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): CMS 236  
Instructor: Baker, Cynthia  
Instructor Permission Required: No

### **REL 241 The Art of Islam**

Art of the Islamic world from its roots in the ancient Near East to the flowering of Safavid Persia and Mughal India in the sixteenth, seventeenth, and eighteenth centuries. Developments are traced through architecture, painting, ceramics, textiles, and metalwork. Consideration is given to the continuity of the Near Eastern artistic tradition and Islamic art in the nineteenth and twentieth centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051, C057, C090

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): AVC 241, CMS 241

Instructor: Woodward, Beth

Instructor Permission Required: No

### **REL 247 City upon the Hill**

From John Winthrop to Ronald Reagan, Americans imagined themselves as a chosen people, a righteous empire, and a city upon a hill. The course examines this religious view of America and its role in shaping American ideas regarding politics, education, work, women, ethnic groups, and other countries. Readings include works by Edmund Morgan, Sacvan Bercovitch, David Howard-Pitney, and Bruce Lincoln.

Prerequisite(s): one course in religion.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **REL 250 Buddhist Tradition**

The course focuses on the doctrinal and social developments of Buddhism across a range of communities, from early Buddhism in India and the rise of various Buddhist schools of thought throughout Asia, up to modern Buddhist traditions as practiced in North America. The course considers how Buddhism has been (re)interpreted in each new location, and the role of and rituals, meditation, and other forms of religious expression across the Buddhist world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002, C026, C087

Department/Program Attribute(s): (ASIA: Breadth)(CHI: Cultural)(JPN: Cultural)

Class Restriction: None

Cross-listed Course(s): ASIA 250

Instructor: Melnick, Alison

Instructor Permission Required: No

### **REL 251 Religions of Tibet**

This course engages with a range of Tibetan religious practices, doctrine, and cultural contexts to better understand how Tibetan Buddhist and pre-Buddhist Indigenous traditions have developed over time. This course focuses on the history, doctrines, practices, literatures, major personalities, and communities of the different religious traditions that are expressed in the Tibetan Buddhist world, including monastic and tantric forms of Buddhism and pre-Buddhist religions practices. The relationships between religious and other social influence ethics also are explored.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002, C047, C066, C087

Department/Program Attribute(s): (ASIA: Breadth)

Class Restriction: None

Cross-listed Course(s): ASIA 251

Instructor: Melnick, Alison

Instructor Permission Required: No

### **REL 252 Art of the Middle Ages**

In Europe from the Early Christian era to the end of the Gothic age, from 300 to 1450 C.E., precious objects, manuscripts, wall paintings, and stained glass were produced in great quantities. The course traces the development of these and other media, including tapestry and sculpture. The roles of liturgy, theology, and technological and social changes are stressed. Modes of historical analysis are investigated.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C001, C048, C051, C057, C083

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): AVC 252, CMS 252

Instructor: Boomer, Megan

Instructor Permission Required: No

### **REL 253 The Age of the Cathedrals**

An investigation of medieval architecture from the Early Christian era to the end of the Gothic period in Europe, including Russia and the Byzantine East. Emphasis is placed on the development of Christian architecture and the emergence of the Gothic cathedral in the context of European political and social history before 1500. This course explores historical methodology in the field since 1800.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C001, C035, C048, C051, C057

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): AVC 251, CMS 251

Instructor: Boomer, Megan

Instructor Permission Required: No

### **REL 254 Sacred Travel/Shrines/Souvenir**

From antiquity to the present day, people have traveled to local or far-off sites to approach holy figures, to appeal for divine intervention, and to fulfill obligations. This seminar explores the material dimensions of these journeys, from the spaces entered and sites encountered to the things travelers brought or took away. The class focuses on shrines built and used c. 300-1500 CE.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051, C090

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): AVC 254, CMS 254

Instructor: Boomer, Megan

Instructor Permission Required: No

### **REL 255 African American Religious Traditions**

This course examines the origins, historical development, and diversity of African American religious traditions from the colonial era to the present. Throughout American history, African Americans have used religion not only as a means of expressing complex views of themselves and their world, but also as a form of cultural critique, social reform, economic independence, and political activism. Among the movements and topics discussed are African and Caribbean religious influences, slave religion, the rise of African American denominations, the Nation of Islam, the importance of spirituals and gospel music, Afrocentricity, and the civil rights movement. Given the complex nature of African American religious experience, this course adopts an interdisciplinary approach and draws upon scholarship on religion in sociology, politics, history, art, literature, and music. Prerequisite: any 100-level religious studies course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **REL 258 American Minority Religions: Goddesses, Guns and Gurus**

Americans often claim to value religious freedom and diversity. But how do we respond when religious minorities take more than one spouse, interact with aliens, or stockpile weapons for the end of the world? This course explores common characteristics of minority religions and considers how gender and sexuality have shaped beliefs, practices, and popular depictions of American minority religions since 1945. Students examine writings and speeches of charismatic leaders, consider radical religious innovations, and analyze popular culture portrayals (including films, graphic novels, and fiction) of minority religions in the post-World War II United States.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 258, GSS 258

Instructor: Goodwin, Megan

Instructor Permission Required: No

### **REL 260 Philosophy of Religion**

A consideration of major issues that arise in philosophical reflection upon religion. Particular issues are selected from among such topics as the nature of faith, the possibility of justifying religious beliefs, the nature and validity of religious experience, the relation of religion and science, and the problem of evil.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PHIL 260

Instructor: TBA, Staff

Instructor Permission Required: No

### **REL 264 Islamic Civilization: Politics, History, Arts**

This course begins by interrogating the terms "Islamic", "Muslim", and "Civilization" in order to unpack the concept of "Islamic civilization" as a term relevant to the global order of things. Drawing on anti-colonial and decolonial thought, this course will follow Islam's movement from Arabia, through western Asia towards the Mediterranean, southern Europe, and the Sahel, and its simultaneous spread eastward towards Russia, central asia, India, to western China, south east Asia, and Oceania. We will look at cultural production in the arts, architecture, literature, and music from around the world in order to assess the utility, scope, and limits of the term "Islamic civilization." At the same time, we will examine the way in which Islam shaped and was shaped by the cultures, peoples, intellectual traditions, and practices that Muslims encountered. At the end, we will return to assessing the utility of the term "Islamic civilization" and, if needed, imagine other ways of conceptualizing the global life of Islam.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C090

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS 264

Instructor: Pasha, Kyla

Instructor Permission Required: No

### **REL 266 Magic and the Supernatural in the Middle Ages**

For many, "medieval" is simply another word for "superstition" and the Middle Ages were consumed by delusion punctuated with witch trials. This course instead focuses on religious and folk practices beyond orthodox Christianity in the Middle Ages, to understand the realities of "magical" practice and supernatural beliefs during the period and move away from misconceptions based on Enlightenment polemic and modern fantasy. Students discover the variety of beliefs associated with the concepts of magic and

supernatural and come to understand that these concepts were not always seen as evil, or even wrong, by contemporaries. Students consider the differences between how learned and unlearned magic were perceived and the gender dynamics at the heart of this dichotomy. They explore the syncretic relationship between medieval Christianity and paganism and other traditional beliefs, as well as the overlap between "magic" and primitive science. Recommended background: prior coursework on the pre-modern world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 266, HIST 266

Instructor: Lynch, Sarah

Instructor Permission Required: No

### **REL 270 Religion and American Visual Culture**

A study of the constitutive role of visual culture in the formation of American religious traditions and the influence of religious experience on American art and mass culture. Moving from the colonial period to the present, this course examines the symbiotic relationship between American visual culture and religion in painting, photography, illustrated media, mass-produced objects, memorials, architecture, and decorative items.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 270

Instructor: TBA, Staff

Instructor Permission Required: No

### **REL 272 Islam in the Americas**

The goal of this course is for you to acquire a global perspective on Islam in the Western hemisphere—its origins, the manner of its dissemination, and the varied experience of Muslims in the Americas, particularly the differences between Islam's arrival in Anglophone and Hispanophone contexts. We will begin with Muslim life in West Africa on the eve of the Atlantic slave trade, focusing particularly on Muslim intellectual and spiritual history. We will then move to the Iberian peninsula, its role in the slave trade, and the Spanish empire's regulation of Black and Muslim bodies in its colonies. We will then explore the experiences of the first Muslims in the US and their descendants; the first immigrant Muslims from south Asia and the middle east; and the formation of distinct threads of Islam in the United States in the late 19th and early 20th centuries. We will end the course with a series of discussions on the implications of the trans-Atlantic slave trade and the Doctrine of Discovery have had on the history of Black life, Muslim life, and Black Muslim life in the US.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years  
Cross-listed Course(s): AMST 272  
Instructor: Pasha, Kyla  
Instructor Permission Required: No

### **REL 274 Quran: Text, Culture, Arts**

What is the Qur'an? How did it come to be? Why is it so important to nearly 2 billion people worldwide and what does it actually say? We will spend 14 weeks reading excerpts from the Qur'an and scholarship about the Qur'an originating from a number of different perspectives: Classical Islamic, Orientalist, modernist, feminist, and queer. We will begin by talking about the origins of the Qur'an, studying both history and the Qur'an itself to understand how it unfolds as a text. We will look at the Qur'an in its own time, seventh century Arabia; its transformation from oral recitation to codex; its use as ethical guide, liturgy, history, and law; and its instrumentalization and weaponization in politics, rhetoric, and myriad functions of global, local, and interpersonal power.

Modes of Inquiry: None  
Writing Credit: None  
GEC(s): C090  
Department/Program Attribute(s): None  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): None  
Instructor: Pasha, Kyla  
Instructor Permission Required: No

### **REL 292 The Dawn of the Middle Ages**

The period of Mediterranean history stretching from ca. 300 to ca. 700 C.E. saw both change and continuity, radical transformation and sociocultural resiliency. Often maligned as the "Dark Ages," this period has attracted a great deal of scholarship, and looms large in the construction of modern national identities. The central question is not only how the ancient world became the medieval, and what that meant, but how and why this understanding has changed over the years, and why it matters. This course examines the period through the analysis of primary sources, key secondary sources, and historiography. Recommended background: CM/HI 102.

Modes of Inquiry: [AC], [HS]  
Writing Credit: None  
GEC(s): C037, C048, C051  
Department/Program Attribute(s): (History: European)(History: Premodern)  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): CMS 292, HIST 292  
Instructor: Tizzoni, Mark  
Instructor Permission Required: No

### **REL 295 Montezuma's Mexico: Aztecs and their World**

The Aztec state encompassed millions of people, featured a capital whose size and towering pyramids left the first Spanish visitors in awe, and developed a culture that continues to influence contemporary Mexico. Yet Aztecs are more often remembered for their cannibalism than their complex civilization. This course

examines the Aztec world: what it was like to live under Aztec rule, how society was organized, what people believed about how the cosmos worked, and why Aztecs practiced ritual human sacrifice.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C057, C072

Department/Program Attribute(s): (History: Latin American)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 295, LALS 295

Instructor: Melvin, Karen

Instructor Permission Required: No

### **REL 306B Dr. Benjamin Elijah Mays**

Benjamin Elijah Mays, Class of 1920, is remembered for his eulogy of Dr. Martin Luther King Jr., his presidency of Morehouse College, and his famous declaration, "Bates College did not emancipate me; it did the far greater service of making it possible for me to emancipate myself." Seldom mentioned are his multiple roles as a minister, educator, social activist, journalist, advisor to three American presidents, leader in international organizations, and scholar of American religion. This course examines the life, career, and writings of Dr. Mays as lenses through which to view American religious thought and history.

Prerequisite(s): FYS 152 or one course in religious studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **REL 306D Theologies of Race and Liberation in the Americas: Black, Womanist, and Latinx**

This course explores the interconnections among race, liberation, and theology in the Americas. We begin with a historical study of the material and ideological relationship between Christian theology and the formation of racial consciousness, from the advent of the global colonial period to the establishment of the United States. This study will enable us to examine the interrelated processes of racial and religious formation in the US, Caribbean, and Latin America during the 18th and 19th centuries. Focus will be given to the social, economic, and political dimensions of these processes; that is, on issues of colonialism, patriarchy, racism, and capitalist extractivism. We then consider the ways theology has served as a means to critique and resist these processes during the 20th and 21st centuries throughout the Americas. We will especially attend to how Black, Womanist/Mujerista, and Latinx theological frameworks contribute to struggles against these forms of injustice. Recommended background: one course in Religious Studies or American Studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 306D, LALS 306D

Instructor: Hedrick, Lisa

Instructor Permission Required: No

### **REL 308 Buddhist Texts in Translation**

This seminar involves the close reading and discussion of a number of texts representing a variety of Buddhist traditions. Emphasis is placed on reading across genres, which include canonical sutras, commentarial exegeses, modern-day texts for lay practitioners, philosophical treatises, and popular legends.

Prerequisite(s): one course in religious studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C002, C033, C087

Department/Program Attribute(s): (ASIA: Breadth)(CHI: Cultural)(JPN: Cultural)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ASIA 308

Instructor: Melnick, Alison

Instructor Permission Required: No

### **REL 310 Gender, Race, and Judaism**

In this course, we explore aspects of Jewish culture and images of Jews and Judaism through intersectional lenses, with a particular focus on gender, sexuality, and race with an eye to the ways these are constructed, maintained, contested, transformed, and queered in Jewish contexts. Feminist/womanist scholars and practitioners of Judaism serve as sources for insight and critique as well as a constructive resource for religious reflection, ritual, and visions of Judaism's future.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C037

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 310

Instructor: Baker, Cynthia

Instructor Permission Required: No

### **REL 311 Buddhism and Gender**

This course examines the role of gender in Buddhist communities from the inception of the religious tradition to the modern day. How has gender identity influenced the development of this tradition? Where do we see gender in Buddhist literature, doctrine, and art? How do modern ideas of what "Buddhism" is affect change in the North American context, and how is this different from the Buddhist past? The course draws on a variety of sources, including literary, cinematic, and visual materials, to answer these questions. Special attention is given to how gender is presented in doctrinal texts, and the (dis)connection between these documents and the lived experiences of Buddhist people, as presented in interviews and autobiographies by Buddhist practitioners from a variety of moments and communities.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C002, C050

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 311

Instructor: Melnick, Alison

Instructor Permission Required: No

### **REL 312 Psychology of Religion**

This course examines religion from a social-psychological perspective, focusing on current psychological science to understand why some humans find religion compelling and the implications of religious faith (or lack thereof). Topics include the psychological benefits of religious faith, negative outcomes of religious faith, the role of religion in inter-group conflict, how thoughts of the divine affect perceptions of physical space, and how mental systems make sense of information about religion. Prerequisite(s): PSYC 218.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PSYC 312

Instructor: Douglass, Amy

Instructor Permission Required: No

### **REL 313 Human Suffering: Job, Genesis, and Revelation**

This course explores questions about suffering through the lens of the biblical book of Job, with subsidiary attention to the first three chapters of Genesis and the New Testament book of Revelation. Students consider issues of justice, belief, morality, and meaning in response to human suffering and bring together personal knowledge and reflections, community-based learning, and close reading of texts in wrestling with these issues. In addition to the biblical books and scholarship on them, readings include works by Archibald MacLeish, Bill McKibben, Stephen Mitchell, and Catherine Keller.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baker, Cynthia

Instructor Permission Required: No

### **REL 314 The Spanish Inquisition**

Were witches and heretics really tortured in the Spanish Inquisition's infamous jails? This course examines both the institution of the Spanish Inquisition and the lives of those who came before it. Students read and analyze original Inquisition cases as well as consider the ways historians have used cases to investigate topics such as sexuality and marriage, popular beliefs, witchcraft, blasphemy, and the persecution of Jewish and Muslim people. The sins that concerned the Inquisition depended on the time and place, and the crimes prosecuted in sixteenth-century Spain or eighteenth-century New Spain reveal a great deal about early modern (ca. 1500-1800) culture and society.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C001, C035, C066, C072

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Latin American)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301Y, LALS 303

Instructor: Melvin, Karen

Instructor Permission Required: No

### **REL 318 Sex, Gender, Islam, Power**

This course examines the four central terms of the title in several combinations. We first explore the human-human and human-divine relationship as framed in the Qur'an and the Hadith, studying key feminist thinkers on equality, personhood, and women's humanity. The second part of the course surveys key questions about women, sex, and gender that have vexed the study of Islam in the twentieth and twenty-first centuries—sex in and outside marriage; punishment for 'sexual' crimes; licit and illicit sex; homosexuality, bisexuality, and queerness; transition and third genders; ritual leadership; and mourning. In the third and final part of the course, we will examine gendered and racialized representations of Muslim women and Muslim bodies in popular culture and the news media. By the end of this course, you will be able to engage and analyze the major debates around women, sex, and gender in Islam; and theorize the functions of power on all levels of human life.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 318

Instructor: Pasha, Kyla

Instructor Permission Required: No

### **REL 348 Epics of Asia: Myth and Religion**

This course considers the intersection of religion and society in Asia through the lens of popular Asian myths. Students examine how religious doctrine, ideals, and art have influenced the creation and interpretation of this unique narrative form, while also learning about specific Asian traditions. Close study of several tales, including narratives from India, China, and Tibet, include reading texts in translation as well as viewing cinematic and theatrical representations of myths intended for popular audiences. Students explore the dialogic process of myth by creating their own modern versions of one text.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C002

Department/Program Attribute(s): (ASIA: Breadth)(CHI: Cultural)(JPN: Cultural)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ASIA 348

Instructor: Melnick, Alison

Instructor Permission Required: No

### **REL 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **REL 365B W. E. B. Du Bois and American Culture**

William Edward Burghardt Du Bois (1868-1963) is one of the twentieth century's leading American educators, political activists, scholars, and cultural critics. Du Bois was the first African American to receive a Ph.D. from Harvard, a founder of the NAACP, author of the first major sociological study of an African American community, a crucial precursor of the American civil rights movement, a spokesperson for Pan-Africanism, and a supporter and eventually a citizen of the African state of Ghana. He witnessed and, in many instances, played a role in shaping contemporary perspectives on the major historical, political, and social events of American society. This course offers a chronicle and critical examination of Du Bois's life, career, and role in the formation of American culture. Prerequisite(s): REL 100 or AFR 100.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **REL 450 Majors Research Seminar**

A course designed to give senior majors a common core experience in research in religion. Through writing, presenting, and discussing several papers, students explore topics of their own choosing from different theoretical and comparative perspectives. Required of all majors. Enrollment is limited to junior and senior majors and, by written permission of the instructor, to interdisciplinary majors.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

### **REL 457 Senior Thesis**

Research for and writing of the senior thesis, under the direction of a member of the department. Majors writing a regular thesis register for REL 457 in the fall semester or REL 458 in the winter semester. Majors writing an honors thesis register for both REL 457 in the fall semester and 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **REL 458 Senior Thesis**

Research for and writing of the senior thesis, under the direction of a member of the department. Majors writing a regular thesis register for REL 457 in the fall semester or REL 458 in the winter semester. Majors writing an honors thesis register for both REL 457 in the fall semester and 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **REL S21 Representations of Jesus in Film**

This course considers representations of Jesus through select feature films of the late twentieth and early twenty-first centuries. Questions and insights brought to bear on these films derive from New Testament and historical Jesus studies, religion and film studies, and other cultural-studies disciplines. Students gain a broad introduction to the Jesus film genre, critical film-viewing skills, and an enhanced understanding of the possibilities and challenges of representing Jesus in the modern era.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baker, Cynthia

Instructor Permission Required: No

### **REL S26 The Buddhist Himalaya: Religion in Ladakh**

In this course, students learn about religious practice through firsthand interaction with traditionally Buddhist communities in rural and urban Ladakh, India. Students conduct ethnographic fieldwork relating to modern Buddhist practice, and examine these practices from historical, archeological, and literary perspectives. They observe rituals, interview practitioners, and participate in the daily life of the Buddhist community. This course includes a significant community-engaged learning component. Prerequisite(s): one course focused on Buddhism.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002

Department/Program Attribute(s): (ASIA: Breadth)

Class Restriction: None

Cross-listed Course(s): ASIA S26

Instructor: Melnick, Alison

Instructor Permission Required: Yes

### **REL S29 Practicing Religious Pluralism: Case Studies in Interreligious Relations**

Religious diversity is increasingly the norm in societies all around the globe. How can people from different religious and non-religious communities support one another in living, thriving, and working together toward a better world for all? This course is built around the same case-study method commonly used in law schools and business schools to enable students to hone real-life research, decision-making, collaboration, and leadership skills – in this instance, focused on interreligious relations, but applicable to a wide variety of intercultural interactions.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baker, Cynthia

Instructor Permission Required: No

### **REL S33 Islam in Lewiston**

The city of Lewiston has been home to a growing Muslim community since the arrival of the first major wave of Somali immigrants at the turn of the millennium. The city has two mosques, a downtown lively with Somali and Muslim life, and the complex visual culture of a diverse northern community. This short-term course will be a thoughtful look at Islam in Lewiston, beginning with how the city's media read and understood Islam and Muslims in the 20th century; moving to the arrival of Somali refugees in Lewiston, their struggles and settlement; then the response of both the civic leaders and the existing public; and the building of a new life and new generations of Muslim Mainers over the last quarter century. Field trips to and speakers from the local community will provide grounded knowledge of Muslim ritual life, business, farming, housing, aspiration and celebration.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Pasha, Kyla

Instructor Permission Required: No

### **REL S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Rhetoric, Film, and Screen Studies

*Professors Cavallero, Kelley-Romano (chair), and Nero; Visiting Assistant Professor Rippetoe; Visiting Lecturer Allsup.*

Rhetoric, film, and screen studies offer an interdisciplinary approach to the study of human communication that focuses on the intersectional nature of meaning and knowledge.

Rhetoric is a vital aspect of modern democracy. Courses offered by the Department of Rhetoric, Film, and Screen Studies teach students to understand how citizens use the symbolic in processes of negotiation within democratic states. Historically, this understanding has come through study of oratory, writing, and debate. But as the public sphere has expanded, so have the skills needed for successful agency: skills also now address visual media such as film, television, and virtual worlds.

Courses examine the production of meaning in texts and screen texts through the study of the systems that create texts; the form of those texts; and the historical, sociocultural, and economic milieus that mediate their circulation and interpretation. Courses are informed by theories that examine race, ethnicity, gender, sexuality, and class, among other categories. In addition to introductory courses, students are required to take courses in performance. Students take two seminar courses with two different professors to further expand their exploration into the breadth of rhetoric, film, and screen studies. All students complete a senior thesis.

Argumentation and debate are traditional aspects of the practice and study of rhetoric, and have long been considered essential elements to a functioning public sphere. Bates has a storied tradition of excellence in debate, and students may study argumentation in courses or participate in competitive debate, or both. The Brooks Quimby Debate Council (BQDC), teaches students basic elements of rhetorical practice and theory.

More information is available on the [Rhetoric, Film, and Screen Studies department website](#).

## Major Requirements

The major consists of ten courses plus a thesis. A coherent program for each student's major is designed in accord with the following guidelines and in consultation with a member of the faculty in the Rhetoric, Film, and Screen Studies who is appointed as the student's departmental advisor. Students should consult with their major advisor about meeting their requirements.

### 1. Core

Complete at least two courses from the following:

- RFSS 100 What is Rhetoric?
- RFSS 120 Introduction to Screen Studies
- RFSS 162 White Redemption: Cinema and the Co-optation of African American History

Take all three courses is recommended.

### 2. Performance

Complete at least one course from the following:

- AVC 209: Introduction to Video Production
- AVC 309 Advanced Video Production

- AVC 324 Ethnographic Filmmaking
- RFSS 185 Public Discourse
- RFSS 186 Introduction to Argumentation
- THEA 263 Voice and Speech

3. Theory

Complete at least one course from the following:

- RFSS 240 Film Theory
- RFSS 257 Rhetorical Criticism
- RFSS 276 Television Criticism

4. Race/Ethnicity

Complete at least one course from the following:

- RFSS 162 White Redemption: Cinema and the Co-optation of African American History
- RFSS 202 Coming of Age While Black
- RFSS 219 Race, Gender, and International Cinema
- RFSS 220 Constructions of Italian American Men and Masculinities

5. Gender/Sexuality

Complete at least one course from the following:

- RFSS 219 Race, Gender, and International Cinema
- RFSS 220 Constructions of Italian American Men and Masculinities
- RFSS 260 Lesbian and Gay Images in Film
- RFSS 265 The Rhetoric of Women's Rights
- RFSS 276 Television Criticism

6. Seminars

Complete at least two courses from the following:

- RFSS 391A The Rhetoric of Alien Abduction
- RFSS 391B Presidential Campaign Rhetoric
- RFSS 391F Bollywood
- RFSS 391J Film Festival Studies

Seminars must be taken with two different faculty members.

7. Additional Courses

In consultation with a major advisor, students take two additional courses in Rhetoric, Film, or Screen Studies. These courses may be from within the department, offered by other departments or programs, or taken off campus.

8. Senior Thesis

Complete at least one course from the following:

- RFSS 457 Senior Thesis
- RFSS 458 Senior Thesis

## Courses Taken Outside of Bates

In consultation with a major advisor, students take two additional courses in rhetoric, film, or screen studies. These courses may be from within the department, offered by other departments or programs, or taken off campus.

## Short Term Courses

Students may count one Short Term course toward the major, unless they are using a Short Term course to fulfill the performance requirement, in which case, students may use two Short Term courses to satisfy the major requirements.

## Pass/Fail Policy

Only one 100- or 200-level course may be taken Pass/Fail in fulfilling the major requirements.

## Other considerations

Argumentation and debate are traditional aspects of the practice and study of rhetoric, and have long been considered essential elements to a functioning public sphere. Bates has a storied tradition of excellence in debate, and students may study argumentation in courses or participate in competitive debate, or both. The Brooks Quimby Debate Council (BQDC), teaches students basic elements of rhetorical practice and theory.

## Minor Requirements

The minor consists of 6 courses. A coherent program for each student's minor is designed in accordance with the following guidelines and in consultation with the faculty member who is appointed as the student's department advisor for the minor.

### 1. Core

Complete at least two courses from the following:

- RFSS 100 What is Rhetoric?
- RFSS 120 Introduction to Screen Studies
- RFSS 162 White Redemption: Cinema and the Co-optation of African American History

### 2. Performance

Complete at least one course from the following:

- AVC 209: Introduction to Video Production
- AVC 309 Advanced Video Production
- AVC 324 Ethnographic Filmmaking
- RFSS 185 Public Discourse
- RFSS 186 Introduction to Argumentation
- THEA 263 Voice and Speech

### 3. Race/Ethnicity

Complete at least one course from the following:

- RFSS 162 White Redemption: Cinema and the Co-optation of African American History
  - RFSS 202 Coming of Age While Black
  - RFSS 219 Race, Gender, and International Cinema
  - RFSS 220 Constructions of Italian American Men and Masculinities
4. Gender/Sexuality  
Complete at least one course from the following:
- RFSS 219 Race, Gender, and International Cinema
  - RFSS 220 Constructions of Italian American Men and Masculinities
  - RFSS 260 Lesbian and Gay Images in Film
  - RFSS 265 The Rhetoric of Women's Rights
  - RFSS 276 Television Criticism
5. Seminars  
Complete at least one course from the following:
- RFSS 391A The Rhetoric of Alien Abduction
  - RFSS 391B Presidential Campaign Rhetoric
  - RFSS 391F Bollywood
  - RFSS 391J Film Festival Studies

**Pass/Fail Policy**

Only one 100- or 200-level course may be taken Pass/Fail in fulfilling the minor requirements.

## Course Offerings

### RFSS 100 What is Rhetoric?

Although the oldest discipline, rhetoric may be the least understood. Aristotle defined rhetoric as "the faculty of observing in any given case the available means of persuasion." In this course, students conduct a historical survey of rhetorical theory from before classical times to the present to critique the role of language in establishing, perpetuating, and challenging power - including the canon itself. Rhetorical artifacts examined include political speeches, television programs, print advertisements, editorials, music, film, and social media.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kelley-Romano, Stephanie

Instructor Permission Required: No

### RFSS 120 Introduction to Screen Studies

This course is designed to introduce students to the production techniques, historical context, cultural function, and critical analysis of various film and television texts. Both film and television play an important role in defining, challenging, and reinforcing cultural norms and practices. By looking critically at a number of texts and artifacts, the course encourages students to develop a better understanding of the role film and television play in defining cultures and "reality."

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C019, C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: No

### RFSS 162 White Redemption: Cinema and the Co-optation of African American History

Since its origins in the early twentieth century, film has debated how to represent black suffering. This course examines one aspect of that debate: the persistent themes of white goodness, innocence, and blamelessness in films that are allegedly about black history and culture. Historical and cultural topics examined in film include the enslavement of Africans, Reconstruction, and the civil rights movement.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): C019, C026, C036, C037, C040, C041, C057, C061

Department/Program Attribute(s): (Africana: Historical Persp.)

Class Restriction: None

Cross-listed Course(s): AFR 162

Instructor: Nero, Charles

Instructor Permission Required: No

### **RFSS 185 Public Discourse**

This course is designed to develop an awareness of and skill in the techniques needed by a speaker in varying situations, from the large gathering to the small group. Students analyze and compose public speeches on various political issues.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Allsup, Andrew

Instructor Permission Required: No

### **RFSS 186 Introduction to Argumentation**

An examination of the theory and practice of argumentation. This course explores argument theory from antiquity to the present and gives students the opportunity to develop skills in structured academic debates.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rippetoe, Sammi

Instructor Permission Required: No

### **RFSS 202 Coming of Age While Black**

This course proceeds from the premise that coming of age while Black is fraught with the dangers created by a system of anti-black surveillance. Students examine "coming-of-age" memoirs and films that began during the era of the U.S. civil rights movement in the 1950s. Typically, the films and memoirs in this sub-genre feature a young Black protagonist, often a teen, navigating, sometimes successfully but not always, a world defined by intersecting oppressions created by race, class, gender, sexuality, and/or colonial identity.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C037, C041

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 202

Instructor: Nero, Charles

Instructor Permission Required: No

### **RFSS 205 Social Advocacy and Activism**

In this course, students will explore the history of activism and advocacy in the United States from the mid twentieth century to now, the theoretical underpinnings of US activism and advocacy, and how to use those

concepts through praxis including, but not limited to, composing speeches, op-eds, events, and developing debate skills. Students will examine the contextual and historical factors that influence particular social movements to arise and how those movements produce responses to the circumstances of their moment. By the end of the course, students will be able to both analyze social movements and create discourse that addresses crises of their own current political climate. Prerequisite(s): One course in Rhetoric, Film, and Screen Studies.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rippetoe, Sammi

Instructor Permission Required: No

### **RFSS 211 Archival Queers**

Queers have historically engaged in ephemeral rhetorical practices to save themselves from the scrutiny and violence of the heteronormative public. Over the course of the twentieth century, however, more and more queers have found themselves doing the work of preserving their own history, sometimes institutionally, but often in their own attics and basement. This class will explore the archive as a site of queer resistance, where both the inclusion of queer materials and the queer interpretation of 'normative' materials become methods queer resistance. As argued by Charles Morris III, the project of archival queers is to make an "indelible mark on the public record" through the "tireless cruising in vexed pursuit of the elusive artifacts of queer history." Using the tools of rhetorical theory and criticism, this class will engage with the archive to think through the heteronormativity of history making and participate in the queering of public discourse through radical interpretation.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **RFSS 219 Race, Gender, and International Cinema**

This course investigates a number of films, filmmakers, film industries, and film movements that have changed the shape of movies and expanded our understanding of what is possible with cinema. Students gain a greater knowledge of the global cinematic landscape and discern the role that cinema plays in global and local cultures. The course is particularly sensitive to the representation of race and gender and asks how a sensitivity to local cultural traditions might challenge or change readings of specific texts. Films from Iran, Brazil, Senegal, France, Australia, Italy, Japan, India, China, and Germany may be considered.

Prerequisite(s): RFSS 100, RFSS 120, or AFR/RFSS 162.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: No

### **RFSS 220 Constructions of Italian American Men and Masculinities**

From Rudolf Valentino to The Godfather to Jersey Shore, American media makers and audiences seem obsessed with the Italian American man. In challenging cultural conventions and brazenly refusing to conform to accepted social norms, the Italian American male in popular culture is simultaneously admired and feared. Representations of the Italian American male indulge fantasies of total freedom while providing a cautionary tale that endorses social conformity. This course examines representations of Italian American men to determine the cultural place of ethnicity, gender, sexuality, and class, with attention paid to the rhetorical usage of these overlapping identities. Prerequisite(s): RFSS 100, RFSS 120, or AFR/RFSS 162.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C019, C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: No

### **RFSS 240 Film Theory**

What is a film? How should films be viewed? What cultural role do the movies play? As might be expected, such open-ended questions have yielded no shortage of answers. This intermediate-level film studies course introduces students to some of the dominant theoretical models that have surfaced throughout the history of film theory (including formal film analysis, realism, Soviet montage theory, documentary theory, and experimental film theory), while also exploring issues of cultural studies, authorship, ideology, representation, digital cinema, reception studies, and global and transnational cinema. In coming to an understanding of these approaches, students develop a deeper comprehension of the cultural place and artistic significance of the movies. Prerequisite(s): RFSS 100, 120, or AF/RF 162.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): C017, C019, C029

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: No

### **RFSS 242 Passing/Trespassing**

This course examines the rhetoric of containing black bodies in cinematic and literary narratives. In passing narratives light-skinned people move across racial lines supposedly fixed by biology, custom, and law. In

trespassing narratives black persons enter spaces denoted as white by law or custom. This course calls attention to fear, fantasy, punishment, and resistance as ongoing dimensions of race and white supremacy. Recommended background: at least one course with race as a central topic.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C019, C037, C040, C041

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 242

Instructor: Nero, Charles

Instructor Permission Required: No

### **RFSS 252 Rhetorical Theory**

While rhetoric is commonly perceived to be persuasion, rhetorical theorists have long studied the relationship between symbol systems and broader aspects of human identity. This course focuses on theories that explore the epistemological (how we know) and the ontological (being) aspects of language use. The course begins with general theories related to the topic and then moves to discussions of how language influences our understanding and embodiment of race, gender, sexuality, and citizenship. Prerequisite(s): RFSS 100, 120, or AF/RF 162.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **RFSS 257 Rhetorical Criticism**

In this course, students apply rhetorical theories to a variety of artifacts to understand the unique insights afforded by rhetorical studies. Students write, present, and discuss papers in which they apply and analyze different rhetorical perspectives. Rhetorical artifacts examined include political speeches, campaign advertising, television, print advertisements, editorials, music, film, Internet sites, and social-movement rhetoric. Prerequisite(s): RFSS 100.

Modes of Inquiry: None

Writing Credit: [W1], [W2]

GEC(s): C005, C017, C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kelley-Romano, Stephanie

Instructor Permission Required: No

### **RFSS 259 Conspiracy Rhetoric: Power, Politics, and Popular Culture**

Once relegated to the fringe of society, conspiracy rhetoric has moved to the center of political and public discourse in the United States. This course examines the narratives, argumentative structures, and functions of conspiracy rhetoric in the United States. Students examine an array of conspiracy theories - both real and fictional - to critique the work that conspiracy theories do for the individual and communities and to understand the role of language and visual media in creating and defining reality. In addition, students create texts in various media to elevate discourse in the public sphere around fake news and conspiracy theories.

Prerequisite(s): one course in RFSS.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kelley-Romano, Stephanie

Instructor Permission Required: No

### **RFSS 260 Lesbian and Gay Images in Film**

This course investigates the representation of lesbians and gays in film from the Golden Age of Hollywood to the contemporary independent filmmaking movement. Topics may include the effect of the "closet" on Hollywood film, homophobic imagery, international queer films, "camp" as a visual and narrative code for homosexuality, the independent filmmaking movement, and the debates about queer visibility in contemporary mass-market and independent films.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C009, C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nero, Charles

Instructor Permission Required: No

### **RFSS 265 The Rhetoric of Women's Rights**

Throughout American history the roles and rights ascribed to women have differed from those ascribed to men. Because of their differing situations, women have had to use rhetorical means to attain their goals of equality and access to the public sphere. This course examines rhetorical strategies used by women to overcome the exigencies they faced. It considers the rhetoric of oppositional voices who have challenged the goals of the feminist movements and the rhetoric in the broader social environment that establishes the social norms and values in which the movement must operate. Students learn and apply the tools of rhetorical criticism in order to identify, describe, and evaluate the rhetorical strategies. Prerequisite(s): RFSS 100, RFSS 120, or AFR/RFSS 162.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kelley-Romano, Stephanie

Instructor Permission Required: No

### **RFSS 271 Film Noir, Its Influences, and Its Legacies**

From private eyes, femme fatales, and criminal masterminds to byzantine plots, double crosses, and good old-fashioned nihilism, film noir has contributed much to cinematic history and contemporary film. This course considers its influences, such as pulp magazines' hardboiled fiction and German expressionism, and examines its legacies into the twenty-first century. Students question what film noir actually is: A genre? An ethos? A lighting scheme? The course also interrogates film noir's rhetorical constructions of gender, race, class, and sexuality from its heyday in the 1940s and 1950s into the present. Finally, the course considers why these films continue to be so influential. Prerequisite(s): AF/RF 162, RFSS 100, or RFSS 120.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Salter, Tiffany

Instructor Permission Required: No

### **RFSS 276 Television Criticism**

This course examines the representational strategies employed by television to convey social messages. The goals of the course are twofold: first, to acquaint students with the basic theoretical premises of rhetorical approaches to television; and second, to provide students an opportunity for critical and original research. Students examine how representations of race, class, sexuality, ability, and other categories of analysis are articulated in science fiction and fantasy on television. Prerequisite (s): RFSS 100, 120, or AF/RF 162..

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C017, C019, C040

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kelley-Romano, Stephanie

Instructor Permission Required: No

### **RFSS 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **RFSS 391A The Rhetoric of Alien Abduction**

This seminar examines the discourse surrounding UFOs and alien abduction. Texts are drawn from various media and include both fictional and nonfictional accounts of interaction with aliens. The course uses abduction/UFO discourse as a way to interrogate articulations of power, reality, control, rights, and identity as they are expressed both by abduction experiencers and popular culture. Topics include conspiracy, narrative, apocalyptic rhetoric, and myth. This seminar is recommended for sophomores and juniors.

Prerequisite(s): one course in rhetoric, film and screen studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C040

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kelley-Romano, Stephanie

Instructor Permission Required: Yes

### **RFSS 391B Presidential Campaign Rhetoric**

In this course, students explore the wide array of discourse surrounding presidential campaigns. Attention is paid to political speeches, advertisements, debates, news reporting, and the use of social media in campaigning. Students also participate in an extensive "mock campaign" complete with candidates, conventions, media, debates, and scandal. Special attention is paid to the evaluation of evidence and sources in the construction of political argument and image. This seminar is recommended for juniors and seniors.

Prerequisite(s): one course in rhetoric, film, and screen studies.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kelley-Romano, Stephanie

Instructor Permission Required: Yes

### **RFSS 391E The Interracial Buddy Film**

This course examines the intersections of race and gender in the interracial buddy film, an enduring genre that emerged in the civil rights era and has become one of the most profitable film formulas. Students examine how the films construct masculinity and race in political contexts. This course is recommended for sophomores and juniors.

Prerequisite(s): one course in rhetoric, film and screen studies.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): C019, C041

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Nero, Charles

Instructor Permission Required: Yes

### **RFSS 391F Bollywood**

This course develops a historical understanding of Bollywood while demonstrating that the economic realities of a globalized world have ethical implications for cultural production. The course considers the history of Bollywood productions from the 1950s to the 1990s, a time in which the aesthetic style and production practices of these films were established; special attention is paid to the gender, racial, sexual, and class politics of these movies. Next, students consider the industry's global popularity and the lucrative potential of transnational audiences. Finally, they investigate how Hollywood and independent films have attempted to capture a more traditional Bollywood audience. Films under study include Mother India, Zanjeer, Dhoom 2, Dilwale Dulhania Le Jayenge, and Slumdog Millionaire. This seminar is recommended for sophomores and juniors. Prerequisite(s): one course in rhetoric, film and screen studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C019, C037, C087

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: Yes

### **RFSS 391J Film Festival Studies**

This course is structured around ongoing discussions within the academic field of festival studies and asks students to apply those conversations to the planning of an on-campus film festival. Throughout the course, students screen, discuss, and evaluate possible festival films and draw on the resources and connections of the Bates community to produce the event. They also engage in discussions about the history of film festivals, the promotion of festivals, the ways that festivals are accredited, the funding of festivals, the audience(s) of festivals, and the ways these realities create opportunities and constraints for festival organizers. This seminar is recommended for juniors and seniors. Prerequisite(s): one course in rhetoric, film and screen studies.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: Yes

### **RFSS 391K Cyborgs on Screen**

Some of the scariest and some of the most beloved characters in science fiction cinema and television are cyborgs. The simple equation of part human/part machine/all cyborg adds up to more than fiction, though; this course considers how disability, feminist, and cultural studies scholars engage with cyborgs' rhetorical constructions. This course also considers the cyborg in its historical contexts through the twentieth and twenty-first centuries, examining the various cultural anxieties reflected in different rhetorical constructions of cyborgs on screen. Prerequisite(s): one rhetoric, film, and screen studies course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Salter, Tiffany

Instructor Permission Required: Yes

### **RFSS 391L Screening Slavery: A Transnational Approach**

This course takes a transnational approach to films about the four hundred years of the enterprise in trans-Atlantic slavery. A transnational approach emphasizes the creation of a global audience, and sometimes one that is specifically Black or Pan-African, for films about slavery and its aftermath. These films challenge and question the stereotypes about slavery and enslaved people that were the foundation for anti-Blackness in United States and other Western national cinemas. The filmmakers considered in this course are most often members of the African diaspora in the Americas, especially, from the United States, Cuba, Martinique, and Brazil. Prerequisite(s): AF/RF 162 or a course in Africana.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 391L

Instructor: Nero, Charles

Instructor Permission Required: Yes

### **RFSS 457 Senior Thesis**

A substantial academic or artistic project. Students register for RFSS 457 in the fall semester. Majors writing an honors thesis register for both RFSS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **RFSS 458 Senior Thesis**

A substantial academic or artistic project. Students register for RFSS 458 in the winter semester. Majors writing an honors thesis register for both RFSS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **RFSS S16 Public Discourse**

This course is designed to develop an awareness of and skill in the techniques needed by a speaker in varying situations, from the large gathering to the small group. Students analyze and compose public speeches on various political issues.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **RFSS S17 Introduction to Argumentation**

An examination of the theory and practice of argumentation. This course explores argument theory from antiquity to the present and gives students the opportunity to develop skills in structured academic debates.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **RFSS S18 Under the Influence: Alcohol Use, Addiction, Television and Community**

This course examines texts surrounding drug and alcohol use on television including news reporting, docudramas, and fictional programming to understand the cultural position of drug and alcohol use in contemporary American society. Additionally, students will be introduced to guest speakers, and community partners working in organizations and communities dealing with alcohol and drug (mis)use. Using an intersectional approach, students will explore issues of stigma, the opioid crisis, alcohol use, and the treatment industry.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C017

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kelley-Romano, Stephanie

Instructor Permission Required: No

### **RFSS S21 Baseball Movies**

Baseball movies have been popular with audiences for over a century. Their representation of “America’s National Pastime” appeals to baseball fans, but it also allows filmmakers to comment on social and political issues. This course will screen a number of baseball movies while engaging a wide range of critical readings. Our goal will be to understand a film’s representation of baseball as a metaphorical comment on US culture, politics, and identity. Possible screenings include (but are not limited to) Field of Dreams, 42, A League of Their Own, Sugar, and others. Prerequisite(s): one rhetoric, film and screen studies course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: No

### **RFSS S24 American Cinema in the 1990s: Historical Context for Contemporary Issues**

The 1990s are widely regarded as the decade when independent features came to dominate American cinema, but many of the issues that are prominent in today’s social, cultural, and political landscape were also preoccupying filmmakers in the 1990s. Films made in this decade tackled environmental concerns, racial politics, gender equality, sexual harassment, technological innovations, sexual violence, and terrorism. These socially-minded themes were often complemented by an aesthetic daring that explored the possibilities of the medium. This course looks at a series of films from the 1990s to appreciate the formal possibilities of cinematic storytelling and historically contextualize various issues of the 2010s. Prerequisite(s): one course in rhetoric, film, and screen studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: No

### **RFSS S31 Film Festival Management**

This experiential learning course investigates current best practices in film festival management and asks students to apply their findings to the management of the Bates Film Festival, a fast-growing, regionally-respected, social justice-oriented event. Throughout the course, students have an opportunity to be involved in every aspect of the festival's execution. They may moderate panels and question-and-answer sessions; introduce films and events; promote the festival through advertising and marketing initiatives; determine festival jury awards; communicate with festival partners; and more. The course offers opportunities that allow students to gain hands-on experience with the film festival world and develop valuable skills that may position them well for careers in film/TV, marketing, advertising, public relations, and related fields. Importantly, the course also positions students as active citizens who not only witness and engage civic-minded conversations but also lead them. Prior coursework in Rhetoric, Film, and Screen Studies is highly recommended.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: Yes

### **RFSS S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

## Sociology

*Professors Duina, Kane and Rocque (chair); Associate Professors Medford and Taylor; Visiting Lecturer Moodie (Economics, European Studies, and Sociology).*

The curriculum in sociology is designed to introduce students to the sociological perspective, which explores social structures, cultural factors, and other variables that intersect with, and influence, individual lives. Courses address a wide range of social phenomena, from patterns of everyday interaction to social and political revolutions. Sociology as a discipline focuses on recognizing and analyzing social determinants that shape our lives. That focus offers a unique potential not only for understanding society, but also for social action and social change.

The curriculum offers a variety of 100- and 200-level courses introducing sociology and many of the specific topics and issues addressed by sociologists. Most 200-level courses are open to first-year students and have no prerequisites. The core courses for the major also begin at the 200 level. These core courses focus on developing the skills and tools necessary for a more advanced application of a sociological perspective, preparing students for more advanced course work and thesis research.

The methods and substantive areas of sociology provide an excellent background for a wide range of careers in fields such as government, public policy, law, social research, community work, social activism, health, human services, social work, counseling, education, business, human resources, advertising, and market research, as well as a strong foundation for graduate study in sociology and a variety of applied or related areas including law, criminal justice, social work, business, public policy and public administration, urban and community planning, health care administration, public health, education, survey research administration, and journalism.

More information is available on the [Sociology department website](#).

## Major Requirements

### 1. Base Courses

Complete the following courses:

- SOC 204 Theoretical Foundations of Sociology
- SOC 205 Research Methods for Sociology
- SOC 206 Thinking Sociologically with Numbers
- SOC 405 Senior Capstone in Sociology

### 2. Senior Thesis

Complete at least one course from the following:

- SOC 457 Senior Thesis
- SOC 458 Senior Thesis

### 3. Additional Courses

Complete the following:

- a. 300-Level Courses

- Complete at least two 300-level Sociology courses.
- b. Electives
  - Complete at least four additional Sociology courses.

### Courses Taken Outside of Bates

1. Is it difficult to combine study abroad with the Sociology major?

Because study abroad is highly relevant to the major in sociology, the department tries to work with students to make sure they can combine their sociology coursework with study off campus, including Bates Fall Semester programs, JSA, and JYA. Many students are able to complete one or two courses that count toward the major, if they happen to select an off-campus program that offers courses in sociology or closely-related disciplines. But even students wishing to pursue a program emphasizing other kinds of study, in which they are not able to count any courses toward the major, usually have little difficulty combining their Bates sociology coursework with off-campus study. The remaining FAQs on this list will help you think through what you need to take before you study away, as well as what might count toward the major from your off-campus study curriculum.

2. How many courses taken abroad can I count towards my Sociology major?

One or two courses from a junior semester abroad/off campus may be considered for application toward the major as electives, if they are taught in a sociology department or if the Bates Sociology Department determines that they are adequately sociological. Students studying off campus for their entire junior year may request consideration for a maximum of three electives. Students are not normally granted credit for courses taken abroad in meeting the theory, methods, and 300-level requirements for the major.

3. What Sociology courses do I need to complete before I study off-campus during my junior year?

It is important for students planning to study off-campus to think ahead about how they will complete the core courses, methods (Soc. 205) and theory (Soc. 204), since these must be completed prior to the beginning of the senior thesis. You must take Soc. 204 and 205 before the end of your junior year, and these courses are typically offered only in the winter semester. The Department Chair or any other faculty member will be happy to help you with this kind of planning.

4. Do I need to get my study abroad courses approved by the Sociology department before I leave?

You should consult in advance with the Department Chair about the sociology (or closely related) courses you intend to take during your off-campus study. Though the courses will not necessarily be approved officially before you leave, as there may be uncertainty about which specific courses will be available to you, this consultation will ensure that you are clear about the department's policies for counting courses before you make your final selections.

5. What if my course options or plans change once I am abroad/away?

You are welcome to e-mail the Department Chair to request consideration of a newly available course or some other changes, and/or to seek advice about potential courses.

6. How do I finalize approval of my courses?

Once you return from your off-campus study and your courses are approved for Bates credit by the Center for Global Education, then you can meet with the Department Chair again to finalize the application of those credits to the major in sociology.

7. What off-campus study programs do Bates Sociology students most often select?

There are a wide variety of off-campus programs previous sociology students have found particularly beneficial. We encourage you to review the various programs available in terms of your own interests and educational goals, so you should feel free to begin by reviewing the wealth of information on off-campus study available in the Center for Global Education. Their materials include evaluations from previous Bates students who have participated in each approved program, and you may want to note particularly those completed by sociology majors. In addition, Department faculty will be glad to consult with you regarding the programs of interest to you, and help you determine whether they include any courses that might count toward the major. If you have particular interests within sociology that are not fully covered within the Department, we can help you find a program in which you can explore those interests more fully. But especially for students planning to study off-campus for just one semester, we encourage you to select an off-campus study opportunity that you want, without feeling constrained by the requirements of the major.

**Short Term Courses**

One Short Term Sociology course and one independent study in Sociology may also be taken to fulfill the major, but neither of these can count as one of the two 300-level courses.

**Pass/Fail Policy**

Pass/Fail grading may not be elected for courses applied toward the major.

## Course Offerings

### SOC 101 Principles of Sociology

This course introduces students to the ways sociology uniquely contributes to an understanding of the social world, social problems, and human experience. Students consider the origins and consequences of social norms, institutions, and inequalities. The course examines society-wide or global phenomena as well as smaller social settings where individual behavior and experience are in greater focus.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Taylor, Heidi; Rocque, Mike; Medford, Marcelle

Instructor Permission Required: No

### SOC 104 Contemporary Social Problems: Sociological Perspectives

An introduction to sociology through the study of contemporary social problems. Topics include inequalities of income, wealth, housing, education, and health as well as related social problems such as systemic racism, crime, poverty, homelessness, and climate change. With a particular focus on how sociologists study the process through which social conditions become defined as problems, the way various stakeholders frame those problems, and their potential solutions, students explore sociology in general and the social construction of social problems in particular. This exploration includes readings, class discussions, and community-engaged learning with local organizations addressing social problems.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kane, Emily

Instructor Permission Required: No

### SOC 204 Theoretical Foundations of Sociology

Theories of society are used in a variety of ways to make sense of the world in which we live. This course examines the evolution of sociological theory, and the history of sociology as a discipline. Major schools of social theory are compared and analyzed, with emphasis on their role as foundations of sociology.

Prerequisite(s): one course in sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Duina, Francesco

Instructor Permission Required: No

### **SOC 205 Research Methods for Sociology**

This course is a practical introduction to the research methods used by sociologists, including survey research, content analysis, participant observation and field research, qualitative interviewing, community-based research, case studies, focus groups, and comparative historical research. The assumptions of various approaches to social science research are considered, along with application of methods of collection and analysis for both qualitative and quantitative data. Prerequisite(s) or corequisite(s): SOC 204.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kane, Emily; Taylor, Heidi

Instructor Permission Required: No

### **SOC 206 Thinking Sociologically with Numbers**

In this course, students learn how to think about social issues numerically. They learn the fundamentals of social statistics with a focus on interpretation, including quantitative data types, learning how to describe and present data (including data visualization), sampling, probability, and bivariate and multivariate analyses. Basic analyses such as hypothesis testing, confidence intervals, correlation, and regression are covered.

Recommended background: basic math proficiency, some algebraic knowledge.

Modes of Inquiry: [HS], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Rocque, Mike

Instructor Permission Required: No

### **SOC 209 Ethics and Sociology**

Although the “so what” of social scientific research involves value judgments, the discipline of sociology does not have a sub-field devoted to ethics—what people should and should not do. This course explores some normative controversies endemic to contemporary society and sociology. We examine how the discipline’s founders thought about the relationship between sociology and ethics. We also study topics such as liberalism and its critics, economic justice, multiculturalism, feminist ethics, racism and anti-racism, and speech norms in social and academic life. Another sociology course is recommended as a pre- or co-requisite but not required.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Moodie, Ben

Instructor Permission Required: No

### **SOC 210 Social Psychology**

This course introduces students to theory and findings in social psychology, which involves empirical study of human behavior and mental processes in social situations. Topics include impression formation, interpersonal attraction, and persuasion, as well as prejudice, stereotyping, and discrimination. The readings, lectures, and discussions consider these and other topics in a variety of domains. The course also examines the research methods used by social psychologists, especially experiments, with an emphasis on recent efforts within the field to strengthen the quality of evidence on which we base our conclusions. Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C030, C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PSYC 210

Instructor: Sargent, Michael; Boucher, Helen

Instructor Permission Required: Yes

### **SOC 211 Crime, Justice, and Society**

This course provides a broad overview of crime and justice from a sociological perspective. Topics include why certain behaviors are deemed criminal and others are not, how and why criminal laws are developed, why some individuals break those laws, and the role of the criminal justice system in society. The course also considers theories of crime and justice, approaches to the measurement of crime, the social factors associated with crime, and media representations and public perceptions of crime and justice. Recommended background: one course in sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rocque, Mike

Instructor Permission Required: No

### **SOC 217 Correcting and Controlling Behavior: A Sociological Perspective on Corrections and Social Control**

Many Americans have had contact with the criminal justice system, from police stops to incarceration or probation, components of our corrections systems, which, broadly speaking, attempt both to punish criminal behavior and change it. Yet we have all been subject to more informal systems of corrections and social control, from being grounded to being admonished by a teacher. This course provides a broad overview of sociological perspectives on social control in general and criminal justice corrections in particular. Topics include the origins, forms, and functions of social control; theories of punishment; the

history of criminal justice corrections; modern challenges within corrections systems; mass incarceration; alternative forms of sanctions; and treatment of offenders. The course also considers research issues faced by corrections practitioners, including projects with community partners whose work involves correcting behavior. Recommended background: SOC 211.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Rocque, Mike

Instructor Permission Required: No

### **SOC 221 Sociology of Immigration**

Since the passage of the Immigration and Nationality Amendments of 1965, the United States has received millions of immigrants from virtually every part of the world. The magnitude of these recent immigrant flows has reshaped the demography of the nation. But the magnitude of the flows is only part of the story. Today's immigrants are extremely diverse, ethnically, culturally, and racially. Students explore sociological approaches to immigration as they discuss, debate, analyze, and critique academic, political, and mainstream articulations of immigration processes in the United States.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 221

Instructor: Medford, Marcellle

Instructor Permission Required: No

### **SOC 223 Sociology of Culture**

What is the role of symbols and ideas in social life? This course introduces the diversity of current sociological approaches to this longstanding issue at the heart of the discipline. Students examine how "cultural objects," such as pop songs, newscasts, public monuments, and even collective memories are created and understood. They also explore sociological studies of culture in its more anthropological sense, as patterns of behavior and belief, and as culture relates to phenomena such as social movements, religion, sexuality, political conflict, globalization, and social stratification. Recommended background: one course in sociology.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **SOC 230 Sociology of Health and Illness**

This course examines how social and structural forces shape health, illness, and the health care system. Through critical analysis of health and illness in the United States, the course explores the field of medical sociology. Topics include social factors associated with health and disease, disability, the organization of health care, medical ethics, and the relationship between health care and human rights. Recommended background: one course in sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Taylor, Heidi

Instructor Permission Required: No

### **SOC 231 Sociology of Religion**

The sociology of religion examines the collective roots and consequences of religious life. This introduction to the subject emphasizes critical historical moments when the role of religion in social life changed profoundly. Students focus on the transformations of the "Axial Age" (900-200 B.C.E.) that generated "world religions" such as Buddhism, Confucianism, and Judaism and gave religion a new critical distance from social life; and on the Protestant Reformation, which helped create the modern world, influencing aspects of life that seemingly have little to do with religion. The final section of the course explores religion in contemporary American society.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 231

Instructor: Johnson, Victoria

Instructor Permission Required: No

### **SOC 235 Global Health: Sociological Perspectives**

This course introduces students to the health care systems of nations in the developed and developing world. Health care takes place within culturally unique social, historical, and political contexts, which shape factors such as disease, nutrition, violence, reproductive health, and environmental and occupational hazards. The course explores how these diverse forces shape illness experience, health care utilization, organization and training of health care providers, and systems of health care delivery. Drawing on a critical perspective, this course utilizes sociological methods and theories to explore health and illness around the globe.

Recommended background: one course in sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008, C014, C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Taylor, Heidi

Instructor Permission Required: No

### **SOC 236 Urban Sociology**

What constitutes the urban? And how is it distinct from other forms of physical and social organization? This course introduces students to major themes in urban sociology. Students explore how the city operates as a site of conflict, not only in its conceptualization, but also as a site of struggle over social, physical, economic, and political resources. Topics include the contest over the emergence of the discipline through the Park/Dubois debate, empirical studies on "urban problems," industrialization, urban renewal, suburbanization, gentrification, racism, globalization, segregation, ghettos, schooling, policing, prisons, immigration, and urban farming.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C057

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Medford, Marcellle

Instructor Permission Required: No

### **SOC 238 Queer Power: Political Sociology of U.S. Sexuality Movements**

This course introduces students to social movement theory and interest group politics in the United States via the case study of gay, lesbian, bisexual, transgender, and queer (LGBTQ+) politics from the immediate post-World War II period to the present, and it examines the relationship of sexuality to the racial and gender dynamics of U.S. identity-based social movements. The course traces the development of research methodologies to study collective action from early rational choice models to resource mobilization theory to new social movement models and political opportunity and process models. How the LGBTQ+ movements drew upon, expanded, and challenged foundations established by both African American civil rights and feminism is also explored. Prerequisite(s): any 100-level course in gender and sexuality studies, politics, or sociology.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C037, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 238, PLTC 238

Instructor: Engel, Steve

Instructor Permission Required: No

### **SOC 242 Race and Justice in American Education**

This course considers how racial identity, class, culture, and privilege intersect with education systems and structures to shape students' schooling experiences and academic outcomes. Through readings, discussion, projects, and fieldwork, students explore several questions: What are race and racism, and how do they

matter to education? How has the U.S. tradition of racially segregated and unequal schooling played out historically? What are the effects of that legacy for children and for society today? And how do schools currently work to address opportunity gaps? Topics covered include bilingual education, tracking, and access to higher education. A thirty-hour field experience is required. Recommended background: EDUC 231.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C008, C030, C037, C041, C084, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EDUC 242

Instructor: Tieken, Mara

Instructor Permission Required: No

### **SOC 250 Privilege, Power, and Inequality**

This course addresses structural inequalities in the United States from an intersectional perspective. With attention to privilege and marginalization through structures like racism, capitalism, gender, sexuality, and citizenship, students explore recent sociological studies and engage in addressing inequalities in our campus and local communities. Topics include patterns in the distribution of privilege, power, and resources in society as well as possibilities for resistance and social change to challenge structural inequality.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008, C037, C041, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kane, Emily

Instructor Permission Required: No

### **SOC 259 Comparative Politics of Immigration Control**

Why and how do countries around the world control international migration? This course tackles this question in three parts. First, we explore why people migrate and define the myriad categories of migrants. Second, we examine how they control their own citizens seeking to emigrate (leave their 'home' country); noncitizens (foreigners) living within their territorial borders; and, noncitizens attempting to enter their territory. The third part of the course introduces several theories that explain why states control migrants and why they adopt particular forms of migration control. Upon completing the course, students understand that migration control is not unique to the United States. They can compare migration control regimes around the world and explain the role of historical and contemporary drivers, including colonialism, racism, capitalism, nationalism, and democracy.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PLTC 259

Instructor: TBA, Staff

Instructor Permission Required: No

### **SOC 260 Economic Sociology**

Most, if not all, economic activity—whether it takes place at the level of individuals, organizations, or markets—requires rules, norms, and institutions. Efficiency alone cannot account for the existence and nature of those rules, norms, and institutions. Beliefs, values, power structures, perceptions of self-interest, political structures, racial dynamics, gender dynamics, path dependencies, and additional factors hold explanatory potential as well. This course investigates these factors. In the process, students explore some of the most important theoretical frameworks in sociology and politics such as rational choice theory, historical institutionalism and statist theory, and some key topics in sociology such as international development.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Duina, Francesco

Instructor Permission Required: No

### **SOC 270 Sociology of Gender**

This course focuses on the social construction of gender through a consideration of a series of interrelated social institutions and practices central to gender inequality. Emphasis is placed on the intersections between gender inequality and inequalities of race/ethnicity, class, sexuality, and nation. Recommended background: one previous course in gender and sexuality studies or sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008, C009, C037, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 270

Instructor: Kane, Emily

Instructor Permission Required: No

### **SOC 289 After Deportation Ethnographies from Latin America and the Caribbean**

Studies on deportation have mostly focused on the pathways to the criminal justice system, prison experience, and deportation processes to highlight the conditions in which individuals are criminalized and removed. This course builds on a growing literature paying attention to what happens to individuals after they are being deported to their so-called “countries of origin”, specifically those who are deported from the United States to Latin American and Caribbean nation-states. While students learn about the historical context and hegemonic narratives shaping the design of ever-growing migration policies affecting BIPOC immigrant communities in the US, the course centers the voices of deportees to analyze the different strategies they use to deal with the traumas and stigma of deportation in “origin” societies that often portray them as de-facto criminals. The course emphasizes the socio-cultural capital deportees use to find ways to belong in receiving societies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C014, C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 289, LALS 289

Instructor: Vallee, Benoit

Instructor Permission Required: No

### **SOC 290 Political Sociology**

This course offers an in-depth examination of core issues in political sociology. Attention turns to the formation of nation-states, nationalism, postcolonialism, neoliberalism and welfare states dynamics, international organizations, social movements and revolutions, democracy and regime change, violence, power, and related topics. Students encounter a variety of theoretical perspectives and methodological approaches, with empirical analyses focusing on case studies from across the globe. Recommended background: one or more courses in the social sciences.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 290

Instructor: Duina, Francesco

Instructor Permission Required: No

### **SOC 307 Navigating Loss: Grief, Death, and Society**

Grief is an inherent aspect of the human condition, influenced by societal norms and expectations that shape how individuals, families, and communities navigate loss. This seminar explores the ways grief processes are molded by social phenomena such as religious traditions, popular culture, family structures, medical care, and the “death industrial complex.” Emphasis is placed on moral evaluations of grief, including why losses such as miscarriage and suicide are met with silence and social stigma, and how the concept of “prolonged grief disorder” may pathologize reactions to normal life events. Through group discussion, individual research projects, class presentations and personal reflection, students will engage with the multifaceted social contexts framing personal and collective experiences of loss. Prerequisite(s): SOC 205 and two additional courses in sociology.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Taylor, Heidi

Instructor Permission Required: No

### **SOC 312 Populism in the Age of Globalization**

Populist movements and parties have gained power and prominence in recent years. Often defying traditional left-right distinctions, they have in many cases adopted anti-globalization, nationalist or nativist, and anti-elitist positions. They have enjoyed electoral and other successes in Europe, Latin America, North America, Asia, and Africa. This seminar examines the causes of their rise, nature of their rhetoric and policies, and profound impact on cultural, political, economic, and other social processes and dynamics.

Prerequisite(s): EUS 101 or one course in politics or sociology.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EUS 312

Instructor: Duina, Francesco

Instructor Permission Required: No

### **SOC 314 European Integration: Politics, Society, and Geography**

The European Union (E.U.) represents one of the most remarkable achievements of the contemporary world. This seminar first reviews the history and structure of the E.U. It then examines a series of topics related to the political, social, and geographical dimensions of European integration. These topics include the drivers of integration, the transformation of domestic policies and institutions, the demands of E.U. law, the rise of a European identity, the consequences of expansion in Eastern and Central Europe, the salience of regions, and the E.U. on the international scene. Comparisons with other trade blocs conclude the seminar. Students are exposed to numerous theoretical tools and methodologies, including institutionalism, rational choice theory, intergovernmentalism, and comparative methods. Prerequisite(s): one course in sociology or politics, or EUS 101.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): EUS 314

Instructor: Duina, Francesco

Instructor Permission Required: No

### **SOC 320 Immigrant Racialization**

The racialization of immigrants is intimately tied to the construction of race for all groups in U.S. society. In this seminar students engage the intersecting literatures of race, ethnicity, and immigration to explore implicit and explicit discussions of racial hierarchies, and how immigrants fit into and challenge existing accounts of assimilation and incorporation. They deconstruct the racialization of citizenship status with particular attention to how blackness is integral to the immigrant racialization project. Recommended background: SOC 204. Prerequisite(s): AFR/AMST/GSS 250 or SOC 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C037, C041

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 320

Instructor: Medford, Marcellle

Instructor Permission Required: No

### **SOC 321 Black Immigrant Narratives**

Black immigrants occupy a liminal space on the race-ethnicity spectrum. This seminar interrogates this peculiar dilemma by drawing on the cases of Afro-Caribbean, Afro-Latinx, and African immigrants to the United States. Students explore how first- and second-generation immigrants construct their identity and define their relationship to blackness. They examine the role of ethnic conflict, cultural performativity, nationality, political and class ideologies, transnationalism, and citizenship status on immigrants' everyday lives. Prerequisite(s): SOC 204 or 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C037, C041

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Medford, Marcellle

Instructor Permission Required: No

### **SOC 323 Social Spaces, Places, and Geographic Information Systems (GIS)**

This course explores the social relationships people have to the physical world. Our physical environment influences our interactions, wellbeing, and life outcomes. The first half of this course focuses on the theories behind space and place. Students distinguish between these similar concepts while exploring the impact they may have on an individual. Next, students are introduced to sociological literature that demonstrates the impact that physical places can have on individual outcomes. This section of the course examines neighborhood characteristics, zoning, transit, public investment, and social infrastructure. The second half of the course introduces students to basic geographic information system (GIS) techniques using R to map physical locations.

Modes of Inquiry: [HS], [QF]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Reshetnikov, Aleksey

Instructor Permission Required: No

### **SOC 330 Sociology of Health Professions**

This seminar draws on theoretical perspectives and research methodologies employed by two major subfields of sociology, the sociology of work and medical sociology. Health professionals in the United States work in rapidly changing technological, political, economic, and demographic environments. Students explore these

and other issues facing health professionals, such as job satisfaction, stress, and efforts to balance work and family. They examine a wide range of health occupations, including (but not limited to) physicians, nurses, dentists, allied health professionals, and practitioners of complementary medicine. Students draw on a diverse range of theoretical frameworks and both qualitative and quantitative research methods employed in the study of health professions. Prerequisite(s): SOC 204 and 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Taylor, Heidi

Instructor Permission Required: No

### **SOC 335 Social Inequality and Public Policy**

How are social inequalities in the United States both reduced and exacerbated by public programming, ranging from health care initiatives to work-family policies? This seminar explores public policies that affect diverse facets of social life, including marriage and family, education, health care, and work. Emphasis is placed on how such macrolevel forces shape individual lives, and particularly how policy intersects with inequalities based on race/ethnicity, class, gender, age, and sexual orientation. Students conduct individual research, drawing on a diverse range of theoretical frameworks and both qualitative and quantitative research methods. Prerequisite(s): SOC 204 and 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Taylor, Heidi

Instructor Permission Required: No

### **SOC 340 Poverty, Policy, and Social Inclusion**

This seminar explores debates in the research and policy literature on poverty and intersecting inequalities, particularly in the United States. Topics include policy related to housing, health, education, and food access; care work; and the integration of work and family. These topics are addressed with attention to social inclusion and exclusion on the basis of systemic inequalities, including race, class, gender, sexuality, and nation, as well as critical analysis of neoliberal approaches to poverty policy. Prerequisite(s): AFR/AMST/GSS 250 or SOC 205 or SOC 250 or GSS/SOC 270.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C008, C037, C041

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 340

Instructor: Kane, Emily

Instructor Permission Required: No

### **SOC 341 Family, Youth and Childhood**

This seminar explores the history and structure of the family as a social institution, as well as youth and childhood as socially constructed life stages, particularly in the United States. This exploration attends to dynamics of privilege, exclusion, and marginalization, including systemic racism, capitalism, and inequalities of gender, sexuality, (dis)ability, nationality and citizenship. Students consider how these dynamics shape family structure, and how intersecting dimensions of inequality are reproduced and resisted through families. Prerequisites: SOC 205, AMST/AFR/GSS 250, GSS/SOC 270, SOC 250, or SOC s14.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C008

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 341

Instructor: Kane, Emily

Instructor Permission Required: No

### **SOC 350 Race, Crime, and Punishment in America**

This seminar examines how race and crime-as well as race and punishment-are intertwined from historical and contemporary perspectives. Students consider crime and deviance from an empirical and theoretical view as well as patterns of punishment that disproportionately affect various racial and ethnic groups. Students seek to understand how the present is informed by the past, and they contribute to the scholarly conversation with individual research projects. Prerequisite(s): SOC 204 and 205.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C037, C041, C064

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Rocque, Mike

Instructor Permission Required: No

### **SOC 351 Crime and Justice over the Life Course**

In this seminar, students examine crime and deviance over the life of individuals, how behavior changes, and the role of social institutions and relationships in affecting life outcomes. Why and how do people begin engaging in crime and deviance? Why do some people engage at high rates while others only dabble in minor crime? How and why do people eventually stop engaging in crime altogether? Students select a particular issue early in the semester to study in detail, resulting in an empirical or analytical project. The goal is not only to fully understand life-course criminology research, but also to advance this work in new and innovative ways. Prerequisite(s): SOC 204 and 205. Recommended background: SOC 101.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C064

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years  
Cross-listed Course(s): None  
Instructor: Rocque, Mike  
Instructor Permission Required: No

### **SOC 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None  
Writing Credit: None  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **SOC 373 Racism: A Multilevel Approach**

Students in this course engage with psychological research relevant to race relations, reviewing, evaluating, and applying both classic work (such as social identity theory) and contemporary work (such as implicit bias research). After studying the limitations of intrapsychic and interpersonal approaches, students also consider the roles that institutions and policies play in maintaining racial hierarchies. Throughout the course, students aim to remain grounded in historical context and, consistent with an intersectional approach, they also remain cognizant of the ways that race's impact is also influenced by other category memberships, such as gender and class. Prerequisite(s): PSYC 218 or SOC 206.

Modes of Inquiry: None  
Writing Credit: None  
GEC(s): C041  
Department/Program Attribute(s): (Psychology: IDEA)  
Class Restriction: Not open to: First-Years  
Cross-listed Course(s): PSYC 373  
Instructor: Sargent, Michael  
Instructor Permission Required: No

### **SOC 380 Education, Reform, and Politics**

The United States has experienced more than three centuries of growth and change in the organization of public education. This course examines 1) contemporary reform issues and political processes in relation to school, research, legal, policymaking, and student/family constituencies and 2) how educational policy is formulated and implemented. The study of these areas emphasizes public K-12 education but includes postsecondary education. Examples of specific educational policy arenas include school choice (e.g., charter schools, magnet schools, and vouchers), school funding, standards and accountability, and college access. A thirty-hour field experience is required. Prerequisite(s): EDUC 231.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C030, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EDUC 380

Instructor: Tieken, Mara

Instructor Permission Required: No

### **SOC 395N Immigrant Racialization**

The racialization of immigrants is intimately tied to the construction of race for all groups in U.S. society. In this seminar students engage the intersecting literatures of race, ethnicity, and immigration to explore implicit and explicit discussions of racial hierarchies, and how immigrants fit into and challenge existing accounts of assimilation and incorporation. They deconstruct the racialization of citizenship status with particular attention to how blackness is integral to the immigrant racialization project. Recommended background: SOC 204. Prerequisite(s): AFR 250, AMST 250, GSS 250, or SOC 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 395N

Instructor: TBA, Staff

Instructor Permission Required: No

### **SOC 405 Senior Capstone in Sociology**

Sociology examines the causes and consequences of social behavior, providing the tools to understand the relationships between individual lives and larger social structures and inequalities. This course is a capstone reflection on the discipline of sociology and the application of the sociological imagination to understanding the world. This intensive culminating experience synthesizes and integrates materials from prior sociology courses as well as exposes students to current controversies in the discipline. Discussions focus on core sociological concepts, theories, and methods, applying them to different substantive areas in the field. Prerequisite(s): SOC 204 and 205. Co-requisite(s): SOC 457 or 458.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Taylor, Heidi

Instructor Permission Required: Yes

### **SOC 457 Senior Thesis**

Individual and group conferences in connection with the writing of the senior thesis. Students register for SOC 457 in the fall semester. Prerequisite(s): SOC 204 and 205. Corequisite(s): SOC 405.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **SOC 458 Senior Thesis**

Individual and group conferences in connection with the writing of the senior thesis. Students register for SOC 458 in the winter semester. Prerequisite(s): SOC 204 and 205. Corequisite(s): SOC 405.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **SOC S14 Family Stories: A Sociological Perspective**

This course examines the family as a social institution and personal family stories, with attention to structural inequalities and their intersections with individual lives. Course materials include sociological memoir, qualitative research on family experiences, engagement with local initiatives related to families in Lewiston-Auburn, and a range of story-telling media like documentaries, podcasts, and other creative work. Students explore these topics and materials in the context of dynamics of privilege, exclusion, and marginalization, including systemic racism, capitalism, and inequalities of gender, sexuality, (dis)ability, nationality, and citizenship. Throughout the course, students also construct sociological analyses of their own families, with a variety of options for creating final products that document those individual family stories.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kane, Emily

Instructor Permission Required: No

### **SOC S21 Art and Sociology**

This course utilizes art (literature, visuals, sound, etc.) to teach concepts of sociology. While seemingly disconnected, art reflects society and in turn, sociology. The first portion of this course will focus on the sociological theories of the production, consumption, and proliferation of art. Some of the questions we will answer include: why does a subjective product sell for millions, how do we determine when art is obscene, and what purpose does art serve? Students will be tasked with establishing sociological connections to art.

Issues such as inequality can be seen in paintings, songs, films, and any other artistic medium. Art does not occur in a vacuum, and students will unpack that relationship in full. The final portion of this class will task students with developing their own artistic work that demonstrates sociological importance. Students are not expected to demonstrate technical skills, but instead to connect course concepts to the practice of making art.

**Prerequisite(s):** SOC 101, 103, or 104.

**Modes of Inquiry:** [CP]

**Writing Credit:** None

**GEC(s):** None

**Department/Program Attribute(s):** None

**Class Restriction:** None

**Cross-listed Course(s):** None

**Instructor:** Reshetnikov, Aleksey

**Instructor Permission Required:** No

### **SOC S26 Life Course and Aging**

This course explores the aging experience, focusing on early adulthood, middle age, and late life. Students are introduced to the social forces shaping the aging experience, paying particular attention to how race and ethnicity, gender, and social class influence the life course. Topics include key transitions in the life course produced by the intersection of individual lives with institutions such as family, health care, and the workplace. The course applies the theoretical perspectives and methodological techniques of life-course sociology to an exploration of life trajectories and the meanings of age.

**Modes of Inquiry:** None

**Writing Credit:** None

**GEC(s):** C091

**Department/Program Attribute(s):** None

**Class Restriction:** None

**Cross-listed Course(s):** None

**Instructor:** Taylor, Heidi

**Instructor Permission Required:** No

### **SOC S29 People Watching**

This course examines the art, science, and politics of people watching through a sociological lens. Taking a critical perspective, we explore how dynamics of race, class, gender, ableism, and power pattern social interactions in public space. Students will move beyond people watching as a casual pastime and develop qualitative literacy skills by systematically collecting and analyzing observational data. The course emphasizes theoretical engagement with the ethics of surveillance, the politics of interpretation, and the reproduction of inequality, while encouraging students to reflect on their positionality as observers. Students will produce a community ethnography. Recommended background: prior engagement with the Lewiston community.

**Modes of Inquiry:** [AC], [HS]

**Writing Credit:** None

**GEC(s):** None

**Department/Program Attribute(s):** None

**Class Restriction:** None

**Cross-listed Course(s):** AFR S29

**Instructor:** Medford, Marcellle

Instructor Permission Required: Yes

### **SOC S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **SOC S51A Rethinking Research Methods for Sociology**

In this Short Term Innovative Pedagogy course students help design refinements to the required research methods course in sociology. Topics for particular focus include community building within the major, inclusive pedagogy, antiracism in social science methods, balancing low-stakes assignments with graded work, and ways to broaden the range of sociological topics considered in the course. Students also explore and recommend more engaging approaches to development of key skills like literature review, research design, and supporting an argument with evidence, all with attention to ensuring the course provides the foundation sociology majors need to understand sociological studies and to pursue their own research in the senior thesis. This exploration includes interviews with department faculty, informal surveys or focus groups with current students and recent alumni, and engagement with literature on pedagogy and curriculum.

Prerequisite: SOC205

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kane, Emily

Instructor Permission Required: Yes

### **SOC S51C Innovative Pedagogy: Designing a Sociology of Loss**

In this Short Term Unit, students will design a course on the Sociology of Loss that will be taught the following academic year. Students will compile materials, select course topics, generate ideas for class sessions, and create assignments. Recommended Background: coursework in sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Taylor, Heidi

Instructor Permission Required: Yes

## Theater and Dance

*Associate Professors Dugan, McDowell and Smith; Assistant Professors Evans, Huang, and Koepke; Visiting Assistant Professor Wood; Senior Lecturers Reidy and Vecsey (chair); Visiting Lecturers Kimball and McPheeters.*

### Theater

Theater at Bates invites students to develop existing abilities and enthusiasms and to discover new ones. Studying theater means making connections. There are many parts to assemble and explore: acting, directing, design, stage management, dramaturgy, playwriting, technical skill, dramatic literature, theater history and performance studies. Because theater is an art that spans millennia and is practiced all over the world, connections must be made with and between multiple cultures and traditions. To make things by making connections is to learn about process, self-discipline, collaboration, and critical thinking. To that end, the curriculum strikes a balance among artistic training, technical skills, and the study of theater literature, history and theory. Majors are prepared for graduate work in the humanities, for further professional training, or for initial steps toward a career in the field.

In conjunction with academic work, the department annually produces on average about ten performance events (plays, dance concerts, devised work, showcases and more) in its three theaters. These involve large numbers of students, both majors and nonmajors. The department invites all members of the community to join in the creation of these events.

More information on the theater curriculum is available on the [Theater website](#).

### Dance

The Department of Theater and Dance offers a major and a minor in dance. Integrating both theory and practice within the framework of a liberal arts education, the curriculum develops an understanding of art, culture and the positionality of individuals through the lens of dance. With a variety of performing, choreographic, contextual, and individualized study opportunities, the dance program nurtures artistic independence, interdisciplinarity, and above all, a strong supportive community.

More information on the dance curriculum is available on the [Dance website](#).

## Theater Major Requirements

The theater major comprises two tracks:

### Track A: Theater Studies/Dramaturgy

The Theater Studies/Dramaturgy track synthesizes the study of the history, theory, and practice of theater, and requires a minimum of ten courses, including a written thesis.

#### 1. Introduction

Complete the following courses:

- AMST 105/DANC 105/THEA 105 Introduction to Performance Studies
- THEA 223 Introduction to Dramaturgy
- THEA 238 Race and Ethnicity in Modern and Contemporary American Drama

2. Core Elective

Complete at least one course from the following:

- DANC 252/AFR 252 Contemporary Issues in Dance
- DANC 262/AMST 262 Embodying Activism: Performing a Lived Definition
- ENG 131 Tragedy and the Drama of Voice
- ENG 214 Shakespeare and Early Modern Racialization
- ENG 239 Shakespeare's Queens
- ENG 273 Shakespeare and Adaptation
- ENG S43 Shakespeare in the Theater in London
- FYS 437 Arts in Performance
- FYS 447 Holocaust on Stage
- FYS 555 The Literary Remix
- FYS 556 Embodying Activism: Performing a Lived Definition
- FYS 558 From Page to Stage: How Theatre Artists use Texts to Create Visible Worlds
- THEA S33 Central European Theater and Film

With prior approval from the advisor, a professional internship may substitute for this elective.

3. Studio courses

Complete at least two courses from the following:

- DANC 151 Making Dances I
- THEA 130 Introduction to Design
- THEA 132 Theater Technology
- THEA 202 Devising Performance
- THEA 240 Introduction to Playwriting
- THEA 250 Introduction to Directing
- THEA 261 Introduction to Acting

4. Electives

Complete at least four courses from the following:

- DANC 250/HIST 253 Dance Histories of the United States
- DANC 252/AFR 252 Contemporary Issues in Dance
- DANC 262/AMST 262 Embodying Activism: Performing a Lived Definition
- DANC 151 Making Dances I
- ENG 213 Shakespeare
- ENG 214 Shakespeare and Early Modern Racialization
- ENG 239 Shakespeare's Queens
- FYS 437 Arts in Performance
- FYS 447 Holocaust on Stage
- FYS 487 Politics and Performance on Stage and Screen
- JPN S29 Performing Fukushima: Theater and Film
- THEA 130 Introduction to Design
- THEA 132 Theater Technology
- THEA 240 Introduction to Playwriting
- THEA 250 Introduction to Directing

- THEA 350 Advanced Directing
- THEA 362 Advanced Acting
- THEA S33 Central European Theater and Film

5. Senior Thesis

Complete at least one course from the following:

- THEA 457 Senior Thesis
- THEA 458 Senior Thesis

Students in this track undertake a substantial thesis, with the topic subject to departmental approval.

**Track B: Theater Makers: Acting, Design, Directing, Dramaturgy, Playwriting Stage Management, Technical Theater**

The Theater Makers track focuses on the study and process of creating live theater and requires a minimum of 11 courses, including a production/performance thesis.

Core courses and the core elective must be taken by the end of the junior year.

1. Studio/Introduction

Complete the following courses:

- AMST 105/DANC 105/THEA 105 Introduction to Performance Studies
- THEA 130 Introduction to Design
- THEA 132 Theater Technology
- THEA 261 Introduction to Acting

2. Core Elective

Complete at least one course from the following:

- DANC 250/HIST 253 Dance Histories of the United States
- DANC 252/AFR 252 Contemporary Issues in Dance
- DANC 262/AMST 262 Embodying Activism: Performing a Lived Definition
- ENG 131 Tragedy and the Drama of Voice
- ENG 239 Shakespeare's Queens
- ENG 273 Shakespeare and Adaptation
- ENG S43 Shakespeare in the Theater in London
- FYS 437 Arts in Performance
- FYS 447 Holocaust on Stage
- FYS 555 The Literary Remix
- FYS 556 Embodying Activism: Performing a Lived Definition
- FYS 558 From Page to Stage: How Theatre Artists use Texts to Create Visible Worlds
- THEA 223 Introduction to Dramaturgy
- THEA 238 Race and Ethnicity in Modern and Contemporary American Drama
- THEA S33 Central European Theater and Film

3. Area of Focus

At least five additional courses based on a specific area of focus and from among the courses listed. Where applicable, students should complete courses sequentially. They should consult with their major advisor before registering for additional electives.

Each Area of Focus requires two 0.5 credit courses in THEA 290 Practicum. Students perform major roles in departmental productions and earn 0.5 credits as a: Performer (THEA 290A); Stage Manager, Associate Stage Manager, or Technician (THEA 290B); or Assistant Designer, Dramaturg, or Assistant Director (THEA 290C).

Complete all requirements for at least 1 focus below:

a. Acting Focus

Defined Courses (3 courses)

Complete all of the following courses:

- THEA 202/DANC 202 Devising Performance
- THEA 263 Introduction to Voice and Speech
- THEA 362 Advanced Acting

THEA 290 Practicum (two 0.5 credit courses)

Complete the following:

- 0.5 credits in THEA 290A
- 0.5 additional credits in THEA 290A, 290B, or 290C

Students must also complete one full credit of Theater or Dance electives chosen in consultation with the major advisor.

b. Design Focus

Defined Course (1 course)

Complete at least one course from the following:

- THEA 231 Scene Design
- THEA 232 Lighting and Projection Design
- THEA 233 Costume Design

Define Course (1 course)

Complete at least one course from the following:

- THEA 235 Fashion: A Survey of Western Culture
- THEA 236 Pattern Drafting and Draping
- THEA 295 Stage Management for the Performing Arts
- THEA S27 Scenic Painting

THEA 290 Practicum (two 0.5 credit courses)

Complete the following:

- 0.5 credits in THEA 290C
- 0.5 additional credits in THEA 290A, 290B, or 290C

Students must also complete two full credits of Theater or Art and Visual Culture electives chosen in consultation with the major advisor.

c. Directing Focus

Defined Courses (3 courses)

Complete the following courses:

- DANC 202/THEA 202 Devising Performance
- THEA 250 Introduction to Directing
- THEA 350 Advanced Directing

THEA 290 Practicum (two 0.5 credit courses)

Complete the following:

- 0.5 credits in THEA 290A or 290B
- 0.5 credits in THEA 290C

Students must also complete one full credit of Theater or Dance electives chosen in consultation with the major advisor.

d. Dramaturgy Focus

Define Courses (3 courses)

Complete the following courses:

- THEA 223 Introduction to Dramaturgy
- THEA 250 Introduction to Directing
- One 200-level or higher Theater course in Advanced Theory or Literature

THEA 290 Practicum (two 0.5 credit courses)

Complete the following:

- 0.5 credits in THEA 290C
- 0.5 additional credits in THEA 290A, 290B, or 290C

Students must also complete one full credit of Theater or Dance electives chosen in consultation with the major advisor.

e. Playwriting Focus

Define Courses (3 courses)

Complete the following courses:

- THEA 223 Introduction to Dramaturgy
- THEA 240 Introduction to Playwriting

- THEA 339 Advanced Playwriting

THEA 290 Practicum (two 0.5 credit courses)

Complete the following:

- 0.5 credits in THEA 290A or 290B
- 0.5 credits in THEA 290C

Students must also complete one full credit of Theater or Dance electives chosen in consultation with the major advisor.

f. Stage Management Focus

Defined Courses (3 courses)

Complete the following courses:

- DANC 202/THEA 202 Devising Performance
- THEA 263 Introduction to Voice and Speech
- THEA 295 Stage Management for the Performing Arts

THEA 290 Practicum (two 0.5 credit courses)

Complete the following:

- Two 0.5 credits in THEA 290B

Students must also complete one full credit of Theater or Dance electives chosen in consultation with the major advisor.

g. Technical Theater Focus

Defined Courses (3 courses)

Complete three courses from the following:

- THEA 231 Scene Design
- THEA 232 Lighting and Projection Design
- THEA 233 Costume Design
- THEA 295 Stage Management for the Performing Arts

Elective Courses (2 courses)

Complete two courses from the following:

- AVC 209 Introduction to Video Production
- DCS 106 TechnoGenderCultur
- DCS 219 Composing Sonic Systems
- MUS 218 Soundscapes: Recording and Designing Sound
- PHYS 106 Energy and Environment
- THEA 310 Immersive Media Installation

THEA 290 Practicum (two 0.5 credit courses)

Complete the following:

- 0.5 credits in THEA 290B
- 0.5 credits in THEA 290C

Students must also complete one full credit of Theater or Dance electives chosen in consultation with the major advisor.

4. Senior Thesis

Complete at least one course from the following:

- THEA 457 Senior Thesis
- THEA 458 Senior Thesis

All production/performance thesis projects are subject to departmental discretion. To be eligible for a production/performance thesis, students must have completed at least eight of the ten required courses, including the requirements above specific to the particular focus of study (e.g., Acting, Design, Directing, Theater Studies/Dramaturgy, Playwriting, Stage Management, Technical Theater). Topics for a production/performance thesis should involve a substantial artistic project in acting, design, directing, dramaturgy, stage management, playwriting or technical theater. The thesis features a written component or a portfolio/website examining the theoretical basis and the process/product of the research. Projects are always subject to departmental approval and resources. Students who are solely a Theater major must complete a written component.

**Pass/Fail Policy**

Pass/Fail grading may be applied to one 100- or 200- level course in the major.

## Theater Minor Requirements

The minor in Theater consists of six courses:

1. Core Course

Complete the following course:

- AMST 105/DANC 105/THEA 105 Introduction to Performance Studies

2. Additional Courses

Complete five courses from the following:

- DANC 151 Making Dances I
- DANC 251 Making Dances II
- DANC 262/AMST 262 Embodying Activism: Performing a Living Definition
- ENG 131 Tragedy and the Drama of Voice
- ENG 239 Shakespeare's Queens
- FYS 437 Arts in Performance
- FYS 447 Holocaust on Stage
- FYS 556 Embodying Activism: Performing a Lived Definition

- FYS 485 Contemporary Comedy
- FYS 487 Politics and Performance on Stage and Screen
- FYS 558 From Page to Stage: How Theatre Artists use Texts to Create Visible Worlds
- JPN S29 Performing Fukushima: Theater and Film
- THEA 130 Introduction to Design
- THEA 132 Theater Technology
- THEA 223 Introduction to Dramaturgy
- THEA 231 Scene Design
- THEA 232 Lighting and Projection Design
- THEA 233 Costume Design
- THEA 235 Fashion: A Survey of Western Culture
- THEA 236 Pattern Drafting and Draping
- THEA 240 Introduction to Playwriting
- THEA 261 Introduction to Acting
- THEA 263 Introduction to Voice and Speech
- THEA 295 Stage Management for the Performing Arts
- THEA 350 Advanced Directing
- THEA 362 Advanced Acting
- THEA S26 Theater Production Workshop I
- THEA S27 Scenic Painting
- THEA S33 Central European Theater and Film

### **Pass/Fail Policy**

Pass/Fail grading may be applied to one 100- or 200-level course in the minor.

### **Other Considerations**

In conjunction with academic work, the department annually produces more than a dozen plays, dance concerts, and other performance events in its three theaters. These involve large numbers of students, both majors and non-majors. The department invites all members of the community to join in the creation of these events.

## **Dance Major Requirements**

The Dance major consists of 12 credits.

**1. Introduction**

Complete the following course:

- AMST 105/DANC 105/THEA 105 Introduction to Performance Studies

**2. Creative Process**

Complete at least two courses from the following:

- DANC 151 Making Dances
- DANC 251 Making Dances II

- DANC 253 Dance Repertory
  - THEA 202/DANC 202 Devising Performance
3. Cultural Context  
Complete at least two courses from the following:
- AFR 305/AMST 305 Art, Power, Politics
  - DANC 250/HIST 253 Dance Histories of the United States
  - DANC 252/AFR 252 Contemporary Issues in Dance
  - DANC 262/AMST 262 Embodying Activism: Performing a Living Definition
  - FYS 556 Embodying Activism: Performing a Living Definition
  - THEA 238 Race and Ethnicity in Modern and Contemporary American Drama

4. Physical Practice

Complete at least three credits in Dance Technique.

Credits must include at least three different forms (e.g., DANC 240; DANC 270: modern, jazz, ballet, improvisation, hip hop, flamenco, partnering, pilates, etc.)

5. Production and Design

Complete at least one course from the following:

- THEA 130 Introduction to Design
- THEA 132 Theater Technology
- THEA 232 Lighting and Projection Design
- THEA 233 Costume Design
- THEA 236 Pattern Drafting and Draping
- THEA 295 Stage Management for the Performing Arts

6. Bates Dance Festival

Participate in at least one Bates Dance Festival (DANC 300)

7. Performance Participation

Complete at least one full credit from the following:

- DANC 253 Dance Repertory
- DANC 290 Practicum

8. Thesis Capstone

Complete at least one of the following:

- DANC 457 Senior Thesis
- DANC 458 Senior Thesis

A substantial creative research project in dance, usually in the form of choreographic, performance, and/or written work. Successful completion of this course qualifies as a thesis credit toward the dance major.

## Courses Taken Outside of Bates

Dance majors who intend to study abroad should consult with their advisor well in advance of their junior year.

## Pass/Fail Policy

The use of the Pass/Fail option is restricted to one 100- or 200-level course within the major.

## Dance Minor Requirements

The Dance minor consists of six credits

### 1. Creative Process

Complete at least two courses from the following:

- DANC 151 Making Dances
- DANC 251 Making Dances II
- DANC 253 Dance Repertory
- THEA 202/DANC 202 Devising Performance

### 2. Cultural Context

Complete at least one course from the following:

- AFR 305/AMST 305 Art, Power, Politics
- DANC 250/HIST 253 Dance Histories of the United States
- DANC 252/AFR 252 Contemporary Issues in Dance
- DANC 262/AMST 262 Embodying Activism: Performing a Living Definition
- FYS 556 Embodying Activism: Performing a Living Definition
- THEA 238 Race and Ethnicity in Modern and Contemporary American Drama

### 3. Physical Practice

Complete at least two credits in Dance Technique.

Credits must include at least two different forms (e.g., DANC 240; DANC 270: modern, jazz, ballet, improvisation, hip hop, flamenco, partnering, pilates, etc.)

### 4. Arts Elective

Complete at least one credit from the following:

- Any Arts and Visual Culture course
- Any Dance course
- Any Theater course
- EDUC 265 Teaching through the Arts

## Pass/Fail Policy

The use of the Pass/Fail option is restricted to one 100- or 200-level course within the major.

## Course Offerings

### DANC 105 Introduction to Performance Studies

In this course students explore the question "what is performance?" and how this informs their understanding of an increasingly mediated and globalized world. They examine the broad spectrum of performance in its many forms including theater, dance, visual art, performance art, everyday life, folklore, rituals and celebrations, and protests as well as the processes of each. Students apply readings on performance theory to performance events and sites on campus and beyond. In addition, they engage in an in-depth exploration of both global and intercultural performances and the growing international importance of this field.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 105, THEA 105

Instructor: Huang, Amy

Instructor Permission Required: No

### DANC 151 Making Dances

Students develop skills in inventing and structuring movement by creating solo and group studies. Reading, writing, and viewing assignments inform creative activities.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C011, C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Evans, Brian

Instructor Permission Required: No

### DANC 202 Devising Performance

Devising is a contemporary performance-making practice that declines the traditional single author/choreographer/director/script model of theater in favor of a collaborative approach to generating themes, content, forms, and aesthetics for creating performance. In this hybrid course students learn about devising practices, theories, and politics through the exploration of how performance companies work in this generative space, and explore devising techniques to practice these methodologies in action.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): THEA 202

Instructor: Huang, Amy

Instructor Permission Required: No

## DANC 240 Embodied Anatomy and Kinesthetics

This course develops an understanding of foundational human anatomy and kinesthetics as applied to bodies in motion. Topics include an introductory study of anatomy; the mechanics of movement; sustainable approaches to training in creative and athletic movement modalities. Recommended background: previous dance or movement training.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C011, C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Koepke, Tristan

Instructor Permission Required: No

## DANC 250 Dance Histories of the United States

Dance Histories of the United States invites students into creative and critical engagement with history and historiography by examining dance and performance topics and theories. This course encourages students to research aesthetic and conceptual lineage and influence in concert and commercial dance forms in the United States by considering contemporary and historic choreographies and dance artists. In researching various histories of modern, jazz, street styles, ballet, and indigenous forms, students will gain insight into a multitude of embodied expressions in africanist, europeanist, and indigenous traditions. Students will be asked to engage their curiosity and question the role that dance history plays in developing collective and individual creativity and ingenuity, as well as in resisting and/or reifying notions of power, hierarchy, and privilege in contemporary societies. Course content will include regular reading, writing, personal reflection, viewing assignments, and presentations.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C011, C041, C061

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): HIST 253

Instructor: Koepke, Tristan

Instructor Permission Required: No

## DANC 251 Making Dances II

An exploration of the craft and the art of making dance performance from human gesture. Readings, critical analysis, and informal showings support the complex process of creating a finished movement-based piece for public performance by the end of the semester. The course culminates in a Studio Concert presented in Plavin Studio 1 at the end of the semester. Prerequisite(s): DANC 151, 253, 270I, DN/TH 202, or significant Choreography for Bates performance clubs.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C011, C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Evans, Brian

Instructor Permission Required: No

### **DANC 252 Contemporary Issues in Dance**

This course focuses on contemporary dance performance and practices that center, celebrate, and problematize theories of race, gender, sexuality, art, and politics. Course readings, discussions, and creative assignments center Black performance theories and methodologies, including dance, theater, poetry, music, and visual art. Students will also encounter concepts of transnational feminisms and queer fabulation across a variety of dance styles and practices. Course assignments develop students' abilities in understanding and demonstrating their own positionality, as well as writing and researching across lines of cultural difference. Open to first-year students.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C009, C011, C041, C061

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR 252

Instructor: Koepke, Tristan

Instructor Permission Required: No

### **DANC 253 Dance Repertory**

Students experience a variety of approaches to making and performing dance through intensive choreographic residencies with professional guest choreographers, all artists-in-residence at the Bates Dance Festival. The course culminates in the Marcy Plavin Dance Concert at the end of the semester.

Recommended background: previous dance experience. This course may be repeated for credit. Co-requisite(s): DANC 270D.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C011

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Koepke, Tristan

Instructor Permission Required: Yes

### **DANC 262 Embodying Activism: Performing a Living Definition**

A lecture and studio practice course intended to generate a living definition of embodying activism to be performatively personified. Through a series of social justice lensings, student artists determine for themselves what they consider activist and how they would engage that distinction throughout their creative process.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C011

Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): AMST 262  
Instructor: Evans, Brian  
Instructor Permission Required: No

### **DANC 270 Studio**

This series of studio courses provides instruction in a variety of dance styles and performing practices. DANC 270 may be repeated for credit without limit. One-half credit is earned for each course completed.

Modes of Inquiry: [CP]  
Writing Credit: None  
GEC(s): None  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: TBA, Staff  
Instructor Permission Required: No

### **DANC 270A Studio: Modern I**

In this mixed-level modern technique course, students address problems of performance, practice, style, and form in order to build strong technique, enhanced artistry, and understanding. No prior dance experience required. One-half credit is earned. Open to first-year students.

Modes of Inquiry: [CP]  
Writing Credit: None  
GEC(s): C027  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: Koepke, Tristan  
Instructor Permission Required: No

### **DANC 270B Studio: Ballet I**

In this beginner-level ballet technique course, students explore the traditional practice, style, vocabulary and form of classical ballet. No prior dance experience required. Open to first-year students.

Modes of Inquiry: [CP]  
Writing Credit: None  
GEC(s): C027  
Department/Program Attribute(s): None  
Class Restriction: None  
Cross-listed Course(s): None  
Instructor: Ganteaume-Richards, Rachel  
Instructor Permission Required: No

### **DANC 270C Studio: Modern Partnering**

Contemporary partnering skills, including contact improvisation skills, weight sharing, spatial and physical relationships, and personal responsibility, are combined with modern dance technique. Recommended background: previous dance experience. One-half credit is earned. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Evans, Brian

Instructor Permission Required: No

### **DANC 270D Studio: Repertory Styles**

This course focuses on contemporary techniques, clarity of intention, and general performance skills, in order to maintain a strong technique and develop one's personal contribution to ensemble dancing in the studio and on the stage. Recommended background: intermediate experience in dance and some contemporary modern training. One-half credit is earned. Open to first-year students.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Koepke, Tristan

Instructor Permission Required: Yes

### **DANC 270E Studio: Jazz I**

In this mixed-level technique course, students address jazz dance performance, practice, style, and form in order to build strong technique as well as to enhance artistry and understanding. Recommended background: experience in dance. One-half credit is earned. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Marchessault, Kate

Instructor Permission Required: No

### **DANC 270F Studio: Advanced Jazz, Musical Theater**

This jazz technique course explores a variety of approaches to creating dance repertory in a jazz style. It is for advanced dancers and leads to performance at the end of the semester. The instructor approves enrollment based on the level of experience of the student. One-half credit is earned.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Marchessault, Kate

Instructor Permission Required: No

### **DANC 270G Studio: Dance Ensemble, Intermediate**

This intermediate-level course focuses on modern technique, clarity of intention, and general performance skills, in order to maintain a strong technique and develop one's personal contribution to ensemble dancing. Recommended background: intermediate experience in dance and some modern training. One-half credit is earned.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Koepke, Tristan

Instructor Permission Required: No

### **DANC 270H Studio: Ballet II**

In this intermediate-level ballet course, students strengthen their technique and enhance their artistry through the practice of classical ballet. This level is appropriate for returning beginner and/or intermediate dancers who are already at ease with the ballet vocabulary. Recommended background: DANC 270B or experience in ballet technique. One-half credit is earned. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ganteaume-Richards, Rachel

Instructor Permission Required: No

### **DANC 270I Studio: Improvisation**

Students explore improvisational dance skills essential to any style of dance through the use of body weight, momentum, and physical contact. Some familiarity with any form of dance is helpful. One-half credit is earned. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Evans, Brian

Instructor Permission Required: No

### **DANC 270K Studio: Hip Hop**

In this mixed-level technique course, students address hip-hop dance performance, practice, style, and form in order to build strong technique as well as to enhance artistry and understanding. Recommended background: some experience in dance. One-half credit is earned. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **DANC 270M Studio: Dance Ensemble, Advanced**

This advanced-level course focuses on modern technique, clarity of intention, and general performance skills, in order to maintain a strong technique and develop one's personal contribution to ensemble dancing in the studio and on the stage. Recommended background: advanced experience in dance and some modern training. One-half credit is earned.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Koepke, Tristan

Instructor Permission Required: Yes

### **DANC 270N Studio: Ballet III**

In this advanced-level ballet course, students strengthen their technique and enhance their artistry through the practice of classical ballet. This level is appropriate for the intermediate-advanced dancer who has prior training in classical ballet at the intermediate-advanced level. One-half credit is earned. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ganteaume-Richards, Rachel

Instructor Permission Required: Yes

### **DANC 270P Studio: Flamenco**

In this beginner-level Flamenco dance course, students explore the traditional practice, style, vocabulary, and form of Flamenco. No prior dance experience is required. One-half credit is earned. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Bourassa, Lindsey

Instructor Permission Required: No

### **DANC 270Q Studio: West African Dance of Guinea**

Together, master drummer and djembe artist Sayon Camara, and devoted dance artist Marita Kennedy-Castro, bring to this class live rhythms and dances that celebrate the cycles of life and nature, and are the heartbeat of Guinean culture. Students will learn foundational movements, contemporary style and choreography, cultural relevance, and the regional and historical context of each rhythm and dance. This traditional art form continues to evolve in present day Guinea and is celebrated around the globe. No prior dance experience is required. One-half credit is earned. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kennedy-Castro, Marita

Instructor Permission Required: No

### **DANC 270R Studio: Somatics**

This course will explore the principles of sensation-driven learning, the yoga and dance movements to awaken kinesthetic, proprioceptive, and interoceptive awareness. Focus shifts from achieving aesthetically pleasing movement to discovering greater movement efficiency, freedom of expression, self-agency, awareness, and creativity. No prior dance experience is required. One-half credit is earned. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Marchessault, Kate

Instructor Permission Required: No

### **DANC 270T Studio: Physical Theater**

An introductory theater and dance course to familiarize and cultivate physical theater skills that translate to both disciplines. Some of the many aspects of the course will include partnering, contact improvisation, weight sharing, stage combat basics, creating spatial and physical relationships, Touch Literacy with integrated Consent Scaffolding, and vocal techniques to build a solid Physical Theater foundation. An interest in Theater and/or Dance is recommended. One-half credit is earned. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C011

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): THEA 270T

Instructor: Evans, Brian

Instructor Permission Required: No

### **DANC 270W Studio: Pilates**

An introduction to the exercises and principles of classical Pilates. This physical training course uses the Pilates method and complementary conditioning techniques to develop core strength, alignment, and flexibility. This course is designed for physical performers, but useful for bodies of all kinds. One-half credit is earned. Open to first-year students.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): THEA 270W

Instructor: Vermilion, Robin

Instructor Permission Required: No

### **DANC 290 Practicum**

Working under faculty direction, students perform major roles in departmental productions as a performer (290A); stage manager, associate stage manager, technician (290B); designer, dramaturg, assistant director (290C). One-half credit is earned. May be repeated.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): THEA 290

Instructor: TBA, Staff

Instructor Permission Required: No

### **DANC 300 Bates Dance Festival**

For students with previous kinesthetic training who can demonstrate fluency and commitment to their practice, this course provides Bates students with the opportunity to participate in the Bates Dance Festival

Professional Training Program. Full participation in this summer program requires 30 weekly hours of technical training across multiple dance disciplines and theoretical practices. Festival courses are taught by leading scholars, artists, and practitioners in their fields. An integral part of this course is attending festival concerts, informal showings, discussions, and video presentations. This course may be repeated for credit.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C011, C061

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Koepke, Tristan

Instructor Permission Required: Yes

### **DANC 351 Advanced Composition Seminar**

A further investigation of the compositional tools used in creating dance and the continued development of a better understanding of the intention behind the movement. The course emphasizes the personal exploration of creative process, craft, artistic intention, and integrity in dance making. Prerequisite(s): DANC 251, 253, DN/TH 202, or significant Choreography for Bates performance clubs.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C011

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Evans, Brian

Instructor Permission Required: No

### **DANC 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **DANC 457 Senior Thesis**

A substantial creative research project in dance, usually in the form of choreographic, performance, and/or written work. Student artists register for DANC 457 in the Fall semester. Successful completion of this course qualifies as a thesis credit toward the dance major.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **DANC 458 Senior Thesis**

A substantial creative research project in dance, usually in the form of choreographic, performance, and/or written work. Student artists register for DANC 458 in the Winter semester. Successful completion of this course qualifies as a thesis credit toward the dance major.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **DANC S32 Building a Dance Practice**

Students take a daily intermediate modern dance technique class and develop an individual project in an area of dance research such as choreography, improvisation, pedagogy, criticism, theory, or art therapy.

Recommended background: at least one college-level dance course or intermediate level of proficiency in any dance form. Open to first-year students.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Koepke, Tristan

Instructor Permission Required: No

### **THEA 105 Introduction to Performance Studies**

In this course students explore the question "what is performance?" and how this informs their understanding of an increasingly mediated and globalized world. They examine the broad spectrum of performance in its many forms including theater, dance, visual art, performance art, everyday life, folklore, rituals and celebrations, and protests as well as the processes of each. Students apply readings on performance

theory to performance events and sites on campus and beyond. In addition, they engage in an in-depth exploration of both global and intercultural performances and the growing international importance of this field.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 105, DANC 105

Instructor: Huang, Amy

Instructor Permission Required: No

### **THEA 130 Introduction to Design**

The creation of theater is a synthesis of text, performance, and visual imagery. This course explores how the visual aspect of theatrical design affects the way an audience perceives, feels, and responds to text and action. Students learn to use line, mass, color, and texture to communicate metaphoric and thematic ideas as they relate to the overall theatrical experience. They examine how forms of art, architecture, and music use these tools to influence and transform the audience, and build on this foundation to create a design vocabulary for theater. Students discuss how clothing, adornment, and body language influence the way individuals perceive others and present themselves. As a culminating project, students learn the fundamentals of collaborative creation, and design scenery and costumes for a work of dramatic literature. Required of all majors. No previous art or theater training is required.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDowell, B. Christine

Instructor Permission Required: No

### **THEA 132 Theater Technology**

An introduction to the technical aspects of live theater, exploring both traditional and modern approaches, this course provides a look "behind the curtain" to reveal the secrets of theater magic. Topics include the stage and its equipment, materials and construction of scenic and property items, lighting, sound, projections, rigging, and backstage organization. This is a hands-on course; all students participate in the preparation and presentation of theater department productions.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005, C006, C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Smith, Courtney

Instructor Permission Required: No

## **THEA 170 Introduction to Digital Media**

This introductory course explores the ever-evolving world of digital media in the performing arts, where technology, creativity, and communities converge. Students will be trained on the holistic and collaborative process from storyboarding to technical execution, specifically as it relates to live entertainment. We'll examine the history, current landscape, and emerging technologies in projection and video design.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DCS 170

Instructor: Smith, Courtney

Instructor Permission Required: No

## **THEA 202 Devising Performance**

Devising is a contemporary performance-making practice that declines the traditional single author/choreographer/director/script model of theater in favor of a collaborative approach to generating themes, content, forms, and aesthetics for creating performance. In this hybrid course students learn about devising practices, theories, and politics through the exploration of how performance companies work in this generative space, and explore devising techniques to practice these methodologies in action.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DANC 202

Instructor: Huang, Amy

Instructor Permission Required: No

## **THEA 217 Theatrical Things: Material Culture and Performance**

This course considers the intertwining of theatre and performance with things. Theatre productions often rely on and make deft use of objects. Costumes and scenery can transform actors and stages, conjuring other times and places. Props can drive the action of the play or reveal the nuances of a character. Performances can also leave material traces as numerous theatre scrapbooks, souvenirs, fan mail, and reviews might attest. Objects can disclose their makers' and users' values, relationships, and the memories that haunt and hold onto them. We will explore how theatrical things – the material culture of theatre and performance – can offer important perspectives on queerness, race, disability, migration, displacement, collectivity, care, and memory. We will also examine how theatre and performances can use objects to shape spectatorship, to recall histories of objectification and exhibition, and to work toward preservation, repair, and worldmaking.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 217

Instructor: Huang, Amy

Instructor Permission Required: No

### **THEA 223 Dramaturgy: An Introduction**

A dramaturg contributes a wide variety of theatrical knowledge—literary, historical, critical, and practical—to the process of producing a play. The dramaturg's function in a theater company is to ask and answer questions, small and large, about everything from the meaning of a single word in a text, to the meanings of the text as a whole. The dramaturg must also understand the requirements of production such as acting, directing, and design. This class will examine how dramaturgs can synthesize and communicate this knowledge and understanding to the artists producing the play and to the audiences watching it.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Huang, Amy

Instructor Permission Required: No

### **THEA 231 Scene Design**

This course presents in-depth study of the creative and practical tools used by set designers to visually enrich and shape the theatrical experience. Students study a history of theatrical architecture and design, focusing on how they have shaped the uses of stage space and the vocabulary of modern scene design. Classes build on aesthetic fundamentals developed in THEA 130, and examine in greater depth the relationship between set designers and theatrical texts. Practically, students learn fundamentals of theatrical drafting, perspective and scale drawing, and model making. This course is recommended for students with an interest in the visual and emotional impact of effective scene design on drama and performance. Prerequisite(s): THEA 130, 132, or an individual portfolio review.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029, C061

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDowell, B. Christine

Instructor Permission Required: No

### **THEA 232 Lighting and Projection Design**

This course introduces the practical and artistic elements of theatrical lighting design. Through hands-on experience, students will become familiar with the tools and equipment typically used in contemporary stage lighting. As they engage in the creative process, students will explore color theory, form, movement, and composition. Prerequisite(s) or corequisite(s): THEA 105, 130, or 132.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C006, C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Smith, Courtney

Instructor Permission Required: No

### **THEA 233 Costume Design**

This course focuses on the myriad aspects of personality, position, and state of mind created and enhanced for stage characters by the art of costume design. Emphasis is placed on analyzing play texts and bringing characters to life. The course builds on aesthetic fundamentals developed in THEA 130, and offers further instruction in costume research, figure drawing, and sketching and painting skills used to present costume design information. This course is recommended for students with an interest in the visual and emotional impact of effective design on drama and performance. Prerequisite(s): THEA 130, 235, or an individual portfolio review.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029, C061

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDowell, B. Christine

Instructor Permission Required: No

### **THEA 235 Fashion: A Survey of Western Culture**

The history of dress and human adornment includes political, sexual, economic, and cultural factors, often entwined in subtle or ephemeral ways with the aesthetics of what we consider fashion. This course, which is conducted in a survey format, begins with early Greek culture and continues into the current era, examining not just physical appearance, but these other factors that have driven the myriad changes in the history of dress throughout Western culture.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C027, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDowell, B. Christine

Instructor Permission Required: No

### **THEA 236 Pattern Drafting and Draping**

This course introduces students to the skills of pattern drafting, draping, and fitting garments, as well as some advanced costume construction skills and increased familiarity with the properties of different textiles. The course is structured as a series of lectures, demonstrations, and the completion of several hands-on projects by students. Recommended background: basic sewing skills.

Modes of Inquiry: [CP], [QF]

Writing Credit: None

GEC(s): C006, C027, C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDowell, B. Christine

Instructor Permission Required: No

### **THEA 238 Race and Ethnicity in Modern and Contemporary American Drama**

This course looks at the significant and constitutive role of modern and contemporary American drama in American cultural history. The class will particularly focus on how these plays explore race and ethnicity. We will look at these plays in their cultural contexts, noting how they examine settler colonialism, immigration, and racism, while also working toward preservation, repair, and worldmaking. Playwrights whose work we will examine include James Ijames, Hansol Jung, Lorraine Hansberry, Mary Kathryn Nagle and Lloyd Suh.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **THEA 240 Introduction to Playwriting**

In this course, students will learn how to write plays by...writing plays. The goal is for students to write boldly, quickly, and theatrically, and to begin to understand and manage their creative process. Students will read and discuss contemporary plays written primarily by historically marginalized voices to understand the choices playwrights make about character, setting, plot, and theme. Time will be spent on learning how to give and receive feedback following the Liz Lerman critical response process. Students will turn in new pages of dialogue nearly every week, and over the course of the semester will structure their own revision process, resulting in a written piece of dramatic work. Previous playwriting experience is not required.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kimball, Callie

Instructor Permission Required: No

### **THEA 250 Introduction to Directing**

An introduction to the art of directing, with an emphasis on creative and aesthetic problems and their solutions. Students learn the essential processes used by a director and deepen their awareness of contemporary directors and practices. The course offers a basic understanding of fundamental directorial

technique: script analysis, staging, collaboration with performers, and approaches to contemporary drama. The course is both theoretical and practical, involving readings, rehearsal observation, theater exercises and directing scenes.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dugan, Timothy; Wood, Sally

Instructor Permission Required: No

### **THEA 261 Introduction to Acting**

This experiential course offers an in-depth exploration of the craft of acting. Using several different acting techniques, students undertake exercises to strengthen connection, relaxation, objective, emotional openness, and moment-to-moment availability. The course emphasizes ensemble-building techniques to deepen cooperative skills. Students explore various methodologies and apply them to the preparation of their contemporary scene work.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005, C027, C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dugan, Timothy; Wood, Sally

Instructor Permission Required: No

### **THEA 262 Performing Musical Theater**

This course is a combination of theory and practice, which examines the history of musical theater, from the Golden Age of musicals to today, and emphasizes this American contribution to the social, literary and performing arts, while also introducing students to the process of embodying character while singing. The goal of this course is to help students better appreciate, analyze, and evaluate musical theatre and its performance practices through the use of required reading, videos of live performances as well as discussions of compositional and vocal techniques used for each work studied. The performance aspect of this course will be highlighted with a participation in a live or online final presentation at the end of the semester. No previous stage or singing experience necessary.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): MUS 262

Instructor: TBA, Staff

Instructor Permission Required: No

### **THEA 263 Introduction to Voice and Speech**

They examine the nature and working of the human voice. Students explore ways to develop the voice's potential for expressive communication with exercises and the analysis of breathing, vocal relaxation, pitch, resonance, articulation, audibility, dialect, and text performance. Recommended background: one course in acting, performance, or public speaking.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005, C027

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Vecsey, Kati

Instructor Permission Required: No

### **THEA 270T Studio: Physical Theater**

An introductory theater and dance course to familiarize and cultivate physical theater skills that translate to both disciplines. Some of the many aspects of the course will include partnering, contact improvisation, weight sharing, stage combat basics, creating spatial and physical relationships, Touch Literacy with integrated Consent Scaffolding, and vocal techniques to build a solid Physical Theater foundation. An interest in Theater and/or Dance is recommended. One-half credit is earned. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C011

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DANC 270T

Instructor: Evans, Brian

Instructor Permission Required: No

### **THEA 270W Studio: Pilates**

An introduction to the exercises and principles of classical Pilates. This physical training course uses the Pilates method and complementary conditioning techniques to develop core strength, alignment, and flexibility. This course is designed for physical performers, but useful for bodies of all kinds. One-half credit is earned.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DANC 270W

Instructor: Vermilion, Robin

Instructor Permission Required: No

### **THEA 287 Chinese Drama and Storytelling**

This course provides an introduction to the vibrant traditions of Chinese drama and storytelling. What can stories and plays tell us about the worlds from which they came? How do retellings and adaptations make new meaning? While learning to read the texts as literary works, we will also pay attention to their lives in performance. The first half of the course is devoted to traditional Chinese storytelling and dramatic literature of the 14th to 19th centuries and the social, historical, and cultural contexts in which they arose; the second half focuses on their continued reimagings in the 20th century and the intertwined lives of literature, stage and screen.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): C019, C033, C047, C050, C052, C053, C061, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 287, CHI 287

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

### **THEA 290 Practicum**

Working under faculty direction, students perform major roles in departmental productions as a performer (290A); stage manager, associate stage manager, technician (290B); designer, dramaturg, assistant director (290C). One-half credit is earned. May be repeated.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DANC 290

Instructor: TBA, Staff

Instructor Permission Required: No

### **THEA 295 Stage Management for the Performing Arts**

A stage manager's role and responsibility is to ensure clear communications, logistics, and safety throughout the entire production process, from pre-rehearsal preparation to post-performance breakdown. This fundamental course investigates theater making from the point of view of a stage manager while focusing on three essential roles: communication within a production team, facilitating a space that allows for creative exploration, and maintaining the artistic integrity of the show. Students will explore the best practice strategies or the "how to" lead an authentic equitable theatrical process. Recommended background: DANC/THEA 105, THEA 130, or 132.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Smith, Courtney

Instructor Permission Required: No

### **THEA 299 Process & Production**

Process & Production is an experiential course that offers an in-depth exploration into the process of creating departmental productions directed by faculty or guest artists which occur each semester. Students will deepen their understanding of collaboration and have the opportunity to participate in a variety of theater-making roles such as acting, choreography, design, devising, directing, dramaturgy, stage management or technical theater. This course allows students to learn about innovative theater practices and to apply techniques from other curricular work. In addition to daily rehearsals the creative team of students will meet weekly to discuss their process, reflect on readings and participate in workshops on topics related to the field such as intimacy/consent-based practices, anti-racist practices, safety and cultural competency. Students will complete a written reflection and portfolio about their process and production experience.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **THEA 310 Immersive Media Installation**

Immersive Media Installation is an advanced interdisciplinary creative production course that guides students through theoretical and technical frameworks for combining sound, video, and live performance in the conceptualization of an artwork. Students will exhibit their work in Bates' new Immersive Media Studio ("IMStudio") located in Coram. This studio allows for artwork to be exhibited utilizing multiple projections and speakers to create immersive media architectures. Readings/viewings and discussion support students' understanding of intermedia creative practices in varied contexts. Weekly workshops support technical learning. Students will create two major creative projects through the term: one as a class collaboration, and one in small teams. Students will also learn about the process of media installation, media exhibition, will document their work and write a short artist statement, offering tools for professional artistic development.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AVC 310, MUS 310

Instructor: Tamirisa, Asha

Instructor Permission Required: Yes

### **THEA 339 Advanced Playwriting**

In Advanced Playwriting, students will refine their writing and revision skills, offer and receive feedback through the Liz Lerman critical response process, read and respond to critical essays, and begin the transition to live performance. This writing- and discussion-driven course will also deepen students' understanding of Aristotelian plot structure and its derivatives, as well as non-Western narrative structures by challenging

students to explore and create bold, imaginative work. The basic elements of playwriting will be supplemented by explorations of form, language, character, structure, and space as innovated by under-represented playwrights. Students will complete a written body of dramatic work. Recommended background: THEA 240.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kimball, Callie

Instructor Permission Required: No

### **THEA 350 Advanced Directing**

Students deepen their craft of directing by experimenting with a variety of storytelling techniques for the stage. Class work focuses on the study and practice of the directing process, in which students expand their ability to develop an approach to a dramatic text, work with designers and actors, and explore generative theater making. Throughout the course there is a sustained focus on the collaborative process and examination of contemporary directors and their work. Students direct a ten-minute play to conclude the semester. Recommended background: THEA 250.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dugan, Timothy; Wood, Sally

Instructor Permission Required: No

### **THEA 360 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department and permission of the chair are required. Working under faculty direction, students may select: THEA 360 A Stage Management; THEA 360 B Assistant Director; THEA 360 C Dramaturgy; THEA 360 D Directing; THEA 360 E Assistant Design in the Area of Focus; THEA 360 F Design.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **THEA 362 Advanced Acting**

Students deepen their craft of acting by exploring the techniques of Constantin Stanislavski, Michael Chekhov, Lloyd Richards and various other acting practitioners. Class work focuses on a psycho-physical acting approach, in which students expand their imagination, explore their impulses, and creatively integrate their bodies and voices. The course emphasizes ensemble-building techniques to strengthen cooperative skills. Throughout the course there is a sustained focus on text analysis; this practice is used to identify actions, given circumstances and objectives, ultimately leading to options and choices for the actor. Learned techniques are to be applied in all studio performances: an assigned scene and a student chosen monologue.

Prerequisite(s): THEA 261.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dugan, Timothy; Wood, Sally

Instructor Permission Required: No

### **THEA 457 Senior Thesis**

Theater Makers students who elect this option structure their written work around a creative project designated by the department in acting, design, directing, dramaturgy, playwriting, stage management or technical theater. Theater Studies/Dramaturgy students who elect this option focus on scholarly research and writing. It offers them the opportunity to explore topics in theater and performance studies, dramatic literature, theater history, the theoretical and social dimensions of performance, or other appropriate areas of scholarly interest.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **THEA 458 Senior Thesis**

Theater Makers students who elect this option structure their written work around a creative project designated by the department in acting, design, directing, dramaturgy, playwriting, stage management or technical theater. Theater Studies/Dramaturgy students who elect this option, focus on scholarly research and writing. It offers them the opportunity to explore topics in theater and performance studies, dramatic literature, theater history, the theoretical and social dimensions of performance, or other appropriate areas of scholarly interest.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

### **THEA S19 From Kimono to Indigo: Japanese Textiles, Cultural Appropriation, and Sustainability**

The course will cover historical dress, (cross)gendered dressing, the levels of formality and seasonal patterns using a selection of vintage kimono. We will engage in kimono dressing, the visible mending technique sashiko, and the practice of preserving textiles with indigo dye. In addition, the course will address the issues related to Orientalism, cultural appropriation, and sustainability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA S19, AVC S19, JPN S19

Instructor: McGaughey, Hanna

Instructor Permission Required: No

### **THEA S21 Puppets: Theory, Practice, and Play**

This interdisciplinary course examines the questions, concepts, and potential surrounding puppets through a combination of hands-on work and play with puppets, discussion, readings, and viewings of puppet performances. Readings and other materials offer perspectives on what puppets are, how they interact with audiences, and what makes puppet performance a distinct forum for exploring questions about bodies and identities. Students test these ideas together using actual puppets to see how theory and practice collide. The course concludes with a collective project using puppets to engage with the community at Bates and beyond.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS S21, RUSS S21

Instructor: Stephenson, Cheryl

Instructor Permission Required: No

### **THEA S25 Traditional Japanese Theater: Noh, Puppet Theater, and Kabuki**

This course explores the rich tradition of Japanese theater, focusing the three major genres: Noh (and kyogen), puppet theatre, and kabuki. Reading, watching, and discussing representative plays from medieval to contemporary Japan, students learn how to analyze each play from both a literary and a performative point of view. The goal is to foster a deep understanding of the major traditions of Japanese theater while broadening students' perspectives on the social and cultural contexts of these works. Recommended background: No previous knowledge of Japanese language or culture is required, but one course in Japanese language or Asian studies is advantageous.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): JPN S25

Instructor: TBA, Staff

Instructor Permission Required: No

### **THEA S27 Scenic Painting**

Scene painting relies on visual illusion to achieve realism, and scenic painters must master creating two-dimensional works on a large scale that are seen at great distances. In this course students are introduced to a broad array of tools and techniques to turn paint and canvas visually into wood, marble, ornate stone carving, trompe l'oeil—virtually anything that exists in three dimensions. Projects are designed to be cumulative, building skills that can be incorporated into individually chosen final projects.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDowell, B. Christine

Instructor Permission Required: No

### **THEA S33 Central European Theater and Film**

A study of Hungarian and Czech history, politics, and theater since about 1945. Our focus is on the impact on theater of the cataclysmic social and political changes in Central Europe since the Hungarian uprisings of 1956. Other seminal events bearing on this study are the Prague Spring of 1968, the collapse of the Soviet bloc in 1989, and the subsequent rebuilding of politics and culture in the region up until today. In conjunction with our study of history, politics, and drama, students read an array of secondary sources on the social and cultural history of post-war Central Europe. Classes will be conducted as discussions, led by the Bates instructors and Hungarian, Czech, and other Central European artists and scholars. Students maintain a journal describing and analyzing the plays, readings and other academic materials studied. Recommended background: one course in European studies, theater, or politics.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS S33, PLTC S33

Instructor: Vecsey, Kati; Richter, Jim

Instructor Permission Required: Yes

### **THEA S50 Independent Study**

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of

an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

# General Education Concentrations

In addition to a major, students must successfully complete course work in a second area of study, which may include a General Education Concentration (GEC). GECs are offered in the following areas:

- [Ancient Greek \(C020\)](#)
- [Applying Mathematical Methods \(C006\)](#)
- [Asian Art and Literature \(C033\)](#)
- [Asian Modernity \(C053\)](#)
- [Asian Narrative Traditions \(C052\)](#)
- [Bridging El Atlántico \(C016\)](#)
- [Buddhism \(C002\)](#)
- [Chemistry \(C003\)](#)
- [Children, Adolescents, School \(C030\)](#)
- [Chinese Language \(C044\)](#)
- [Chinese Society and Culture \(C047\)](#)
- [Class, Inequity, Poverty, and Justice \(C008\)](#)
- [Colonialism \(C059\)](#)
- [Color: Sight and Perception \(C036\)](#)
- [Conflict and Threat: War and Disease \(C064\)](#)
- [Considering Africa \(C022\)](#)
- [Culture and Meaning \(C026\)](#)
- [Dance \(C011\)](#)
- [Diasporas \(C038\)](#)
- [Digital and Computational Studies \(C093\)](#)
- [Early Modern World \(C066\)](#)
- [English \(C086\)](#)
- [Environment, Place, History \(C068\)](#)
- [Evidence: Documentation and Reality \(C017\)](#)
- [Field Studies: Natural Science \(C058\)](#)
- [Film and Media Studies \(C019\)](#)
- [French and Francophone Studies \(C034\)](#)
- [German Language and Culture \(C071\)](#)
- [Globalization \(C014\)](#)
- [Hazards in Nature \(C063\)](#)
- [Identity, Race, and Ethnicity \(C037\)](#)
- [Japanese Language \(C043\)](#)
- [Japanese Society and Culture \(C046\)](#)
- [Knowledge, Action, and the Public Good \(C091\)](#)
- [Latin \(C010\)](#)
- [Latin American and Latinx Studies \(C072\)](#)
- [Law and Society \(C013\)](#)
- [Learning and Teaching \(C084\)](#)
- [Material Culture \(C083\)](#)

- [Medieval Worlds \(C051\)](#)
- [Middle East in Global Context \(C090\)](#)
- [Music and Culture \(C080\)](#)
- [Philosophy \(C042\)](#)
- [Philosophy and Psychology \(C031\)](#)
- [Physics of the Large and Small \(C056\)](#)
- [Popular Culture \(C040\)](#)
- [Post/Colonial Issues in French and Spanish \(C032\)](#)
- [Premodern History \(C048\)](#)
- [Producing Culture: Arts and Audience \(C061\)](#)
- [Public Health \(C065\)](#)
- [Queer Studies \(C009\)](#)
- [Racisms \(C041\)](#)
- [Religious Studies \(C001\)](#)
- [Renaissance: Arts and Letters \(C035\)](#)
- [Russian Language and Culture \(C069\)](#)
- [Sound \(C005\)](#)
- [South Asian Studies \(C087\)](#)
- [The Ancient World \(C054\)](#)
- [The City in History: Urbanism and Constructed Spaces \(C057\)](#)
- [The Geosphere \(C007\)](#)
- [The Human Body \(C027\)](#)
- [The Translated World \(C067\)](#)
- [Theater Arts \(C028\)](#)
- [Visible Ideas: 2D and 3D Design \(C029\)](#)
- [Water and Society \(C070\)](#)
- [Women and Gender in Asia \(C050\)](#)
- [Women and Writing \(C060\)](#)

[More information about General Education Concentrations can be found here.](#)

## Ancient Greek (C020)

GEC Coordinator: Henry John Walker

This concentration provides advanced students with skills and insights in ancient Greek language, literature, and culture.

Complete at least four credits designated with the (C020) GEC attribute.

Current offerings include:

- GRK 101 Elementary Ancient Greek I
- GRK 102 Elementary Ancient Greek II
- GRK 201 Ancient Greeks and “Barbarians”: Racing the Other
- GRK 202 Homer’s Poetry, Then and Now
- GRK 203 Violence, Gender, and the Social Contract in Ancient Greece
- GRK 204 Love and Sexuality in Ancient Greece
- GRK 301 Ancient Greeks and “Barbarians”: Racing the Other
- GRK 302 Homer’s Poetry, Then and Now
- GRK 304 Love and Sexuality in Ancient Greece

Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Majors in Classical and Medieval Studies may pursue the concentration only if ancient Greek is not used to fulfill their major requirements. Only one course from this concentration may count towards a major in Classical and Medieval Studies or a minor in Ancient Greek.

## Applying Mathematical Methods (C006)

GEC Coordinator: Katy Ott

This concentration encourages students to appreciate the utility of mathematics, make connections between mathematics and other subjects, and apply mathematical methods in a relevant discipline (e.g., natural or social sciences, arts, humanities) or in a real-world setting (e.g., traffic control, scheduling, manufacturing).

Complete four courses designated with the (C006) GEC attribute; two courses must be from the Mathematics-based list and two courses from the Application-based lists, with no more than two courses from the same department/program.

Current offerings include:

Mathematics-Based Courses

- BIO 244 Biostatistics
- ECON 250 Statistics
- ECON 255 Econometrics
- FYS 466 Math and the Art of M. C. Escher
- MATH 205 Linear Algebra

- MATH 206 Multivariable Calculus
- MATH 214 Probability
- MATH 215 Statistics
- MATH 219 Differential Equations
- MATH 233 Mathematics for Social Justice
- MATH/BIO 255A Mathematical Models in Biology
- MATH/DCS 355A Numerical Analysis
- MATH/DCS 355D Chaotic Dynamical Systems
- MATH/DCS 355H Numerical Linear Algebra
- PHYS 255E Nonlinear Models and Chaos
- PHYS 301 Mathematical Methods of Physics

#### Application-Based Courses

- BIO 308 Neurobiology
- CHEM 107 Atomic and Molecular Structure/Lab
- CHEM 108 Chemical Reactivity/Lab
- CHEM 301 Quantum Chemistry
- CHEM 302 Statistical Thermodynamics
- CHEM 310 Biophysical Chemistry
- EACS 210 Sedimentary Processes and Environments/Lab
- EACS 230 Earth Structure and Dynamics/Lab
- EACS 240 Environmental Geochemistry/Lab
- PHYS 220 Dynamical Climate
- ECON 260 Intermediate Microeconomic Theory
- ECON 270 Intermediate Macroeconomic Theory
- ENVR 203 Scientific Approaches to Environmental Issues/Lab
- MUS 231 Music Theory I
- MUS 232 Music Theory II
- NRSC 357 Computational Neuroscience
- PHIL 195 Introduction to Logic
- PHYS 106 Energy and Environment
- PHYS 107 Introductory Physics of Living Systems I/Lab
- PHYS 108 Introductory Physics of Living Systems II/Lab
- PHYS 109 Energy, Matter, and Motion
- PHYS 211 Newtonian Mechanics
- PHYS 216 Computational Physics
- PHYS 222 Electricity and Magnetism
- PLTC 310 Public Opinion
- THEA 132 Theater Technology
- THEA 232 Lighting and Projection Design
- THEA 236 Pattern Drafting and Draping

A maximum of two courses taken abroad (one in mathematics and one in an applied discipline) may be substituted for Bates courses, with prior approval of the concentration coordinator. This concentration is not open to students who have declared a major or minor in Mathematics or a major in Economics.

## Asian Art and Literature (C033)

GEC Coordinator: Fall 2024: Zhenzhen Lu; Winter/ST 2025: Nathan Faries

This concentration focuses on Asian literatures and visual cultures.

Complete any four credits designated with the (C033) GEC attribute, with no more than two credits from any one subject designation. One non-Bates credit may be applied toward the concentration with prior approval by the concentration coordinator. Not open to students who have declared a major in East Asian studies, a minor in Asian studies, or who have declared the following concentrations: 046 (Japanese Society and Literature), 047 (Chinese Society and Culture), and 052 (Asian Narrative Traditions).

Current offerings include:

- ASIA 130 Japanese Horror Film: Silent Era to Present
- ASIA 131 Chinese Popular Culture
- ASIA 207 The Self and the World in Premodern Chinese Literature
- ASIA 215 Film, Literature, and the Cultures of Postwar Japan
- ASIA 223 Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature
- ASIA 224 Japanese Literature & Society
- ASIA 234 Chinese Arts and Visual Culture
- ASIA 235 Supernatural in East Asia
- ASIA 236 Japanese Arts and Visual Culture
- ASIA 243 Buddhist Arts and Visual Cultures
- ASIA 245 Architectural Monuments of Southeast Asia
- ASIA 247 The Art of Zen Buddhism
- ASIA 263 Producing Gender in Japanese History: Theater, Literature, Religion, Thought, and Policing
- ASIA 287 Chinese Drama and Storytelling
- ASIA 308 Buddhist Texts in Translation
- ASIA S16 Understanding Vietnam: Its History and Culture
- AVC 234 Chinese Arts and Visual Culture
- AVC 236 Japanese Arts and Visual Culture
- AVC 243 Buddhist Arts and Visual Cultures
- AVC 245 Architectural Monuments of Southeast Asia
- AVC 247 The Art of Zen Buddhism
- AVC S16 Understanding Vietnam: Its History and Culture
- CHI 131 Chinese Popular Culture
- CHI 207 The Self and the World in Premodern Chinese Literature
- CHI 223 Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature
- CHI 287 Chinese Drama and Storytelling
- CHI 415 Readings in Classical Chinese
- CHI 450 Special Topics in Advanced Chinese
- CHI S20 Philosophy of the Body

- FYS 564 Pop-Culture in Premodern Japan: Finding the Dog-King and his World of Performing Arts
- GSS 263 Producing Gender in Japanese History: Theater, Literature, Religion
- JPN 130 Japanese Horror Film: Silent Era to Present
- JPN 215 Film, Literature, and the Cultures of Postwar Japan
- JPN 224 Japanese Literature & Society
- JPN 263 Producing Gender in Japanese History: Theater, Literature, Religion
- REL 308 Buddhist Texts in Translation
- THEA 287 Chinese Drama and Storytelling

## Asian Modernity (C053)

GEC Coordinator: Wesley Chaney

This concentration offers students an opportunity to consider the effects of imperialism, globalization, and rapid development on the societies of Asia.

Complete any four credits designated with the (C053) GEC attribute. Courses taken while studying in an off-campus program in Asia may substitute for up to two credits with prior approval of the coordinator. This concentration is not available to students majoring or minoring in Chinese, Japanese, or Asian studies.

Current offerings include:

- ASIA 110 East Asia between Tradition and Modernity
- ASIA 130 Japanese Horror Film: Silent Era to Present
- ASIA 131 Chinese Popular Culture
- ASIA 215 Film, Literature, and the Cultures of Postwar Japan
- ASIA 224 Japanese Literature & Society
- ASIA 225 Art and Politics in China
- ASIA 260 Cultural Psychology
- ASIA 274 China in Revolution
- ASIA 283 International Politics of East Asia
- ASIA 287 Chinese Drama and Storytelling
- CHI 131 Chinese Popular Culture
- CHI 287 Chinese Drama and Storytelling
- HIST 110 East Asia between Tradition and Modernity
- HIST 274 China in Revolution
- JPN 130 Japanese Horror Film: Silent Era to Present
- JPN 215 Film, Literature, and the Cultures of Postwar Japan
- JPN 224 Japanese Literature & Society
- PLTC 283 International Politics of East Asia
- PSYC 260 Cultural Psychology
- THEA 287 Chinese Drama and Storytelling

## Asian Narrative Traditions (C052)

GEC Coordinator: Trian Nguyen

This concentration explores stories and strategies of storytelling in Asian traditions past and present in literature and in film and other visual arts.

Complete any four credits designated with the (C052) GEC attribute. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. Not open to students who have declared a major or minor in Chinese or Japanese, a major in East Asian studies, or a minor in Asian studies, or to students who have declared the following concentration(s): C033 (Asian Art and Literature), C046 (Japanese Society and Culture), C047 (Chinese Society and Culture), or C050 (Women and Gender in Asia).

Current offerings include:

- ASIA 130 Japanese Horror Film: Silent Era to Present
- ASIA 207 Traditional Chinese Literature in Translation
- ASIA 223 Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature
- ASIA 224 Japanese Literature & Society
- ASIA 235 Supernatural in East Asia
- ASIA 287 Chinese Drama and Storytelling
- AVC 246 Visual Narratives: Storytelling in East Asian Art
- CHI 207 Traditional Chinese Literature in Translation
- CHI 223 Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature
- CHI 287 Chinese Drama and Storytelling
- JPN 130 Japanese Horror Film: Silent Era to Present
- JPN 224 Japanese Literature & Society
- THEA 287 Chinese Drama and Storytelling

## Bridging El Atlántico (C016)

GEC Coordinator: Claudia Aburto Guzman

The Spanish language has been a bridge to communicate experiences and artistic expression on both sides of the Atlantic Ocean. This concentration explores the cultural production of the Spanish-speaking world, including but not limited to the courtly love tradition that emerged among Spanish-speaking Arab and Jewish poets and its modern home in Latin American popular music; issues of environmental justice, gender, and race; the development of a transnational Spanish-language cinema industry that facilitates the circulation of artists and ideas; and the tradition of human rights in Latin America and Spain.

Complete any four courses from the Hispanic Studies department. At least one credit must be a 300-level course.

This concentration is not open to students who have declared a minor or major in Hispanic Studies.

## Buddhism (C002)

GEC Coordinator: Alison Melnick Dyer

This concentration brings together courses on Buddhism from a variety of perspectives.

Complete any four credits designated with the (C002) GEC attribute.

Current offerings include:

- ASIA 208 Religions in China
- ASIA 243 Buddhist Arts and Visual Cultures
- ASIA 245 Architectural Monuments of Southeast Asia
- ASIA 247 The Art of Zen Buddhism
- ASIA 250 Buddhist Tradition
- ASIA 251 Religions of Tibet
- ASIA 289 Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture
- ASIA 308 Buddhist Texts in Translation
- ASIA 348 Epics of Asia: Myth and Religion
- ASIA S26 The Buddhist Himalaya: Religion in Ladakh
- AVC 243 Buddhist Arts and Visual Cultures
- AVC 245 Architectural Monuments of Southeast Asia
- AVC 247 The Art of Zen Buddhism
- AVC 289 Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture
- GSS 311 Buddhism and Gender
- PHIL 310 Buddhist Philosophy
- REL 208 Religions in China
- REL 250 Buddhist Tradition
- REL 251 Religions of Tibet
- REL 308 Buddhist Texts in Translation
- REL 311 Buddhism and Gender
- REL 348 Epics of Asia: Myth and Religion
- REL S26 The Buddhist Himalaya: Religion in Ladakh

## Chemistry (C003)

GEC Coordinator: Paula Schlax

This concentration exposes students to core principles in chemistry and selected additional topics that students can tailor to their interests.

Complete at least four courses from the following:

- Any Chemistry & Biochemistry course (Except for CHEM218)
- EACS240 Environmental Geochemistry/Lab

At least one credit must be at the 200-level or above, and may include CHEM s37 or CHEM s42.

Only one non-Bates course may be applied toward the concentration. That course must be judged comparable to one of those below and must have prior approval.

This concentration is not open to students who have declared a major or minor in chemistry, biology, neuroscience, or biochemistry.

## **Children, Adolescents, School (C030)**

GEC Coordinator: Bronwyn Sale

This concentration integrates the study of children and adolescents with the study of education.

Complete four credits designated with the (C030) GEC attribute, with no more than two from the same department/program. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. Not open to students who declare a minor in Teacher Education or Education.

Current offerings include:

- ASIA 260 Cultural Psychology
- EDUC 231 Perspectives on Education
- EDUC 235 Teaching in the Sciences
- EDUC 242 Race and Justice in American Education
- EDUC 255 Adolescent Literacy
- EDUC 263 Comparative and International Education
- EDUC 265 Teaching through the Arts
- EDUC 274 Educational Psychology
- EDUC 290 Internship in Education
- EDUC 343 Learning and Teaching: Theories and Practice
- EDUC 362 Basic Concepts in Special Education
- EDUC 380 Education, Reform, and Politics
- EDUC S19 Teaching and Tutoring Writing (With) Power
- EDUC S21 Interdisciplinary Curriculum and Methods
- EDUC S22 Childhood Literacy
- EDUC S32 (Don't) Say Gay: LGBTQIA+ Education in the United States
- EDUC S50 Independent Study
- PSYC 101 Principles of Psychology
- PSYC 210 Social Psychology
- PSYC 240 Developmental Psychology
- PSYC 260 Cultural Psychology
- PSYC 262 Community-Based Research Methods
- PSYC 274 Educational Psychology
- PSYC S50 Independent Study
- SOC 210 Social Psychology
- SOC 242 Race and Justice in American Education
- SOC 380 Education, Reform, and Politics

## **Chinese Language (C044)**

GEC Coordinator: Li-Ping Miao

A concentration in the study of Chinese language.

Complete any four credits designated with the (C044) GEC attribute. Students entering Bates with proficiency in the language should begin the sequence of four credits of the concentration at the level at which they are initially placed. No more than two language courses taken in an approved study-abroad program in China may be counted toward the concentration with prior approval. Not open to students who declare a major or minor in Chinese or a major in East Asian Studies with a concentration on Chinese language or the following concentration(s): C047 (Chinese Society and Culture).

Current offerings include:

- CHI101 Beginning Chinese I
- CHI102 Beginning Chinese II
- CHI201 Intermediate Chinese I
- CHI202 Intermediate Chinese II
- CHI301 Upper-Level Modern Chinese I
- CHI302 Upper-Level Modern Chinese II
- CHI401 Advanced Chinese
- CHI415 Readings in Classical Chinese
- CHI450 Special Topics in Advanced Chinese

## **Chinese Society and Culture (C047)**

GEC Coordinator: Nathan Faries

The concentration offers courses from a range of disciplines including history, literature, religious studies, economics, and language, which focus on China.

Complete four courses designated with the (C047) GEC attribute, with no more than two of the following: CHI 101, 102, 201, 202, 301, 302, 401, 450. Up to two non-Bates study abroad credits may be applied toward the concentration if they are determined to be equivalent to a Bates course in the list below, or if they are judged to be appropriate by the concentration coordinator and with prior approval. Not open to students who declare a major or minor in Chinese or East Asian Studies with a concentration on Chinese language or the following concentration(s): C044 (Chinese Language).

Current offerings include:

- ASIA 131 Chinese Popular Culture
- ASIA 171 Imperial China
- ASIA 207 The Self and the World in Premodern Chinese Literature
- ASIA 208 Religions in China
- ASIA 223 Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature

- ASIA 234 Chinese Arts and Visual Culture
- ASIA 235 Supernatural in East Asia
- ASIA 251 Religions of Tibet
- ASIA 274 China in Revolution
- ASIA 287 Chinese Drama and Storytelling
- ASIA 302 Environmental History of China
- ASIA S20 Philosophy of the Body
- AVC 234 Chinese Arts and Visual Culture
- CHI 101 Beginning Chinese I
- CHI 102 Beginning Chinese II
- CHI 131 Chinese Popular Culture
- CHI 201 Intermediate Chinese I
- CHI 202 Intermediate Chinese II
- CHI 207 The Self and the World in Premodern Chinese Literature
- CHI 223 Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature
- CHI 287 Chinese Drama and Storytelling
- CHI 301 Upper-Level Modern Chinese I
- CHI 302 Upper-Level Modern Chinese II
- CHI 401 Advanced Chinese
- CHI 415 Readings in Classical Chinese
- CHI 450 Special Topics in Advanced Chinese
- CHI S20 Philosophy of the Body
- ENVR 311 Environmental History of China
- HIST 171 Imperial China
- HIST 274 China in Revolution
- HIST 301S Environmental History of China
- REL 208 Religions in China
- REL 251 Religions of Tibet
- THEA 287 Chinese Drama and Storytelling

## **Class, Inequity, Poverty, and Justice (C008)**

GEC Coordinator: Emily Kane

This concentration focuses on class inequality and poverty from a social justice perspective. Courses are drawn from a variety of disciplinary and interdisciplinary perspectives, and include attention to national and international issues, the gendered and raced dynamics of class, material inequality and poverty, and social movements and social change.

Complete four courses designated with the (C008) GEC attribute, offered in at least two different departments or programs. At least one course must be from the list of courses with a community engagement component.

Current offerings:

Community Engagement Component:

- EDUC 231 Perspectives on Education
- ENVR 417 Practicum in Community-Engaged Research
- SOC 104 Contemporary Social Problems: Sociological Perspectives
- SOC 242 Race and Justice in American Education
- SOC 250 Privilege, Power, and Inequality
- SOC 270 Sociology of Gender

All Courses:

- AFR 100 Introduction to Africana
- AFR 227 #BlackLivesMatter
- AFR 330 Latina/o/xs in NYC Hip-Hop Culture
- AMST 227 #BlackLivesMatter
- AMST 330 Latina/o/xs in NYC Hip-Hop Culture
- AMST 377 Psychology of Oppression and Liberation
- ANTH 289 After Deportation Ethnographies from Latin America and the Caribbean
- EDUC 231 Perspectives on Education
- EDUC 242 Race and Justice in American Education
- EDUC 290 Internship in Education
- ENVR 228 Latin America Debates Dependency and Development
- ENVR 350 Environmental Justice
- ENVR 417 Practicum in Community-Engaged Research
- GSS 155 Gender, Power, and Politics
- GSS 270 Sociology of Gender
- GSS 340 Poverty, Policy, and Social Inclusion
- GSS 341 Family, Youth and Childhood
- HISP 224 Protest and Justice
- LALS 228 Latin America Debates Dependency and Development
- LALS 249 Politics of Latin America
- LALS 289 After Deportation Ethnographies from Latin America and the Caribbean
- LALS 330 Latina/o/xs in NYC Hip-Hop Culture
- PLTC 155 Gender, Power, and Politics
- PLTC 228 Latin America Debates Dependency and Development
- PLTC 249 Politics of Latin America
- PLTC 257 African American Women's History and Social Transformation
- PLTC 268 Global Political Economy of Development
- PLTC 286 Inequality and Reform in U.S. Criminal Justice
- PLTC 295 Reading Marx, Rethinking Marxisms
- PSYC 377 Psychology of Oppression and Liberation
- SOC 104 Contemporary Social Problems: Sociological Perspectives
- SOC 235 Global Health: Sociological Perspectives
- SOC 242 Race and Justice in American Education
- SOC 250 Privilege, Power, and Inequality
- SOC 270 Sociology of Gender
- SOC 289 After Deportation Ethnographies from Latin America and the Caribbean

- SOC 340 Poverty, Policy, and Social Inclusion
- SOC 341 Family, Youth and Childhood

One non-Bates credit on a social justice theme may be applied toward the concentration if it is judged to be appropriate by the concentration coordinator and with prior approval.

## **Colonialism (C059)**

GEC Coordinator: Caroline Shaw

Colonial expansion has had a profound effect in shaping the world culturally, politically, demographically, and ecologically. Its implications are addressed in one way or another by a majority of humanities and social science courses offered at Bates, and it has important implications for the sciences as well. This concentration addresses colonialism itself, allowing an examination of the commonalities and differences that have characterized the phenomenon.

Complete four courses designated with the (C059) GEC attribute.

Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

- AFR 105 Africa: Special Topics in African History, 1500-1900
- AFR 223 Survey of Literatures of the Caribbean
- AFR 239 Anti-Blackness and the Environment
- AFR 280 Health and Healing in Africa
- AFR 304 Decolonization
- AFR 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- AFR 390 Afro-Latinoamérica
- AMST 240I French in Maine
- AMST 244 Native American History
- AMST 281 Arab American Poetry
- AMST 304 Decolonization
- ANTH 167 Culture in the Americas
- ANTH 212 How Music Performs Culture: Introduction to Ethnomusicology
- CMS 109 Roman Civilization: The Empire
- CMS 291 Colonization and Resistance in Late Antique North Africa
- ENG 223 Survey of Literatures of the Caribbean
- ENG 281 Arab American Poetry
- ENVR 228 Latin America Debates Dependency and Development
- ENVR 239 Anti-Blackness and the Environment
- ENVR 301M New England: Environment and History
- EUS 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- FRE 208 Introduction to the Francophone World
- FRE 240E Le Maghreb: Vue de l'Enfance

- FRE 240F Borders and Disorders
- FRE 240I French in Maine
- FRE 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- FRE 379 Documenting the Genocide of the Tutsi in Rwanda
- GSS 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- HISP 232 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- HISP 390 Afro-Latinoamérica
- HIST 105 Africa: Special Topics in African History, 1500-1900
- HIST 109 Roman Civilization: The Empire
- HIST 140 Origins of New Nations, 1500-1820
- HIST 181 Creating Latin America: A History
- HIST 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- HIST 244 Native American History
- HIST 270 From Madrid to Manila: Globalization and the Spanish Empire
- HIST 280 Health and Healing in Africa
- HIST 287 History of East Africa
- HIST 291 Colonization and Resistance in Late Antique North Africa
- HIST 301M New England: Environment and History
- HIST 301P South Africa: The Rise and Fall of Apartheid
- HIST S28 Wabanaki History in Maine
- LALS 167 Culture in the Americas
- LALS 181 Creating Latin America: A History
- LALS 220 Central America and The Caribbean
- LALS 228 Latin America Debates Dependency and Development
- LALS 270 From Madrid to Manila: Globalization and the Spanish Empire
- LALS 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- LALS 390 Afro-Latinoamérica
- MUS 212 How Music Performs Culture: Introduction to Ethnomusicology
- PLTC 228 Latin America Debates Dependency and Development
- PLTC 268 Global Political Economy of Development
- PLTC 343 Geopolitics of Rising Powers: BRICS and Beyond

## **Color: Sight and Perception (C036)**

GEC Coordinator: Susan Dewsnap

The perception of color is contextual and culturally determined. This concentration provides the opportunity to study color in theory and in practice, as cultural construct, and as concrete physical phenomenon.

Complete four courses designated with the (C036) GEC attribute, with no more than one short term course and no more than two courses from any one department/program. One non-Bates credit may be applied toward this concentration if it is determined to be equivalent to a Bates course in the list below, or if it is judged to be appropriate by the concentration coordinator and with prior approval.

Current offerings include:

- AFR 162 White Redemption: Cinema and the Co-optation of African American History
- AMST 288 Visualizing Race
- ANTH 107 Sensory Anthropology: The Politics and Poetics of Our Senses in the World
- ASTR 106 Introduction to Astronomy/Lab
- AVC 202 Painting: Color and Design
- AVC 203 Ceramic Design and Techniques
- AVC 214 Painting I: Pictorial Structure
- AVC 219 Photography: The Digital Image
- AVC 282 Modern European Art
- AVC 288 Visualizing Race
- AVC S13 Ceramic Tilework and Design
- AVC S25 Contemporary Global Photographies
- BIO 102 Sensory Biology
- CHEM S28 Chemistry and the Arts
- PHYS 108 Introductory Physics of Living Systems II/Lab
- PHYS 373 Classical and Modern Optics
- PSYC 302 Sensation and Perception
- RFSS 162 White Redemption: Cinema and the Co-optation of African American History

## **Conflict and Threat: War and Disease (C064)**

GEC Coordinator: Sylvia Federico

This concentration explores war and militarism, conflict and panic in the face of real and perceived threats, and the various social, cultural, political, and scientific responses to them.

Complete any four credits designated with the (C064) GEC attribute. One non-Bates course may be applied toward this concentration if judged appropriate upon application to the coordinator.

Current offerings include:

- AMST 141 Rise of the American Empire
- AMST 244 Native American History
- ASIA 274 China in Revolution
- BIO 315 Microbiology/Lab
- BIO 351 Immunology
- CMS 102 Medieval Worlds
- CMS 121D The Many Lives of King Arthur
- ENG 121D The Many Lives of King Arthur
- ENVR 227 Catastrophes and Hope
- EUS 220 Remembering War: The Great War, Memory, and Remembrance in Europe
- EUS S26 The Split Screen: Reconstructing National Identities in West and East German Cinema
- FRE 379 Documenting the Genocide of the Tutsi in Rwanda
- GER 220 Remembering War: The Great War, Memory, and Remembrance in Europe
- GER 262 The Split Screen: Reconstructing National Identities in West and East German Cinema
- GER S26 The Split Screen: Reconstructing National Identities in West and East German Cinema

- HISP 347 Building Memory: Narratives of the Spanish Civil War
- HIST 102 Medieval Worlds
- HIST 141 Rise of the American Empire
- HIST 244 Native American History
- HIST 274 China in Revolution
- PLTC 344 Ethnicity and Conflict
- PLTC 343 Geopolitics of Rising Powers: BRICS and Beyond
- REL 133 Religion, Violence, and Nonviolence
- SOC 350 Race, Crime, and Punishment in America
- SOC 351 Crime and Justice over the Life Course

## Considering Africa (C022)

GEC Coordinator: Seulgie Lim

Through a variety of disciplines students develop a complex understanding of various African worldviews, social practices, art forms, political initiatives, economic challenges, and ecological issues. Courses train students to think critically about African identities as historically produced and currently contested.

Complete four credits designated with the (C022) GEC attribute, with no more than two courses from any one department/program.

Two non-Bates credits and/or co-curricular activities may be applied toward this concentration if they are judged to be appropriate by the concentration coordinator. One independent study, pre-approved by the coordinator, may also count toward the concentration.

Current offerings include:

- AFR 105 Africa: Special Topics in African History, 1500-1900
- AFR 233 Literary Representations of the Africana Religions
- AFR 268 Survey of Literatures of Africa
- AFR 280 Health and Healing in Africa
- AFR 306 Queer Africana: History, Theories, and Representations
- ECON 309 Economics of Less-Developed Countries
- ENG 268 Survey of Literatures of Africa
- ENG 306 Queer Africana: History, Theories, and Representations
- ENVR 223 Politics of Wildlife Conservation
- EUS 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- FRE 208 Introduction to the Francophone World
- FRE 240E Le Maghreb: Vue de l'Enfance
- FRE 240F Borders and Disorders
- FRE 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- FRE 379 Documenting the Genocide of the Tutsi in Rwanda
- GSS 306 Queer Africana: History, Theories, and Representations
- GSS 363 Gendered Perspectives in Africa
- GSS 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine

- HIST 105 Africa: Special Topics in African History, 1500-1900
- HIST 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- HIST 280 Health and Healing in Africa
- HIST 287 History of East Africa
- HIST 301P South Africa: The Rise and Fall of Apartheid
- PLTC 290 Politics of Sub-Saharan Africa
- PLTC 336 Explaining Wartime Violence
- PLTC 363 Gendered Perspectives in Africa
- REL 233 Literary Representations of the Africana Religions

## Culture and Meaning (C026)

GEC Coordinator: Jennifer Hamilton

This concentration focuses on culture and meaning, the interpretive subfield of anthropology.

Complete four courses designated with the (C026) GEC attribute; one of the four courses must be either ANTH 101 or AMST 200.

One non-Bates credit may be substituted for courses listed below with prior approval of the coordinator. This concentration is not open to students who have declared an Anthropology major or minor.

Current offerings include:

- AFR 100 Introduction to Africana
- AFR 162 White Redemption: Cinema and the Co-optation of African American History
- AFR 227 #BlackLivesMatter
- AFR 239 Anti-Blackness and the Environment
- AMST 125 Critical Perspectives on Sport and Society
- AMST 200 Introduction to American Studies
- AMST 227 #BlackLivesMatter
- ANTH 101 Cultural Anthropology
- ANTH 125 Critical Perspectives on Sport and Society
- ANTH 167 Culture in the Americas
- ANTH 210 Ethnographic Methods
- ANTH 212 How Music Performs Culture: Introduction to Ethnomusicology
- ANTH 333 Culture and Interpretation
- ASIA 250 Buddhist Tradition
- ASIA 252 Musics of Asia and the Pacific
- EDUC 263 Comparative and International Education
- ENVR 239 Anti-Blackness and the Environment
- LALS 167 Culture in the Americas
- MUS 212 How Music Performs Culture: Introduction to Ethnomusicology
- MUS 252 Musics of Asia and the Pacific
- MUS S25 Performing Musical Art of Indonesia
- REL 250 Buddhist Tradition

- RFSS 162 White Redemption: Cinema and the Co-optation of African American History

## Dance (C011)

GEC Coordinator: Brian J. Evans

Focusing on dance as a performing art form, the concentration considers the practice of the art, its production, and an understanding of its cultural context.

Complete four total credits earned from full-credit dance courses or cross-listed; 0.5 credits from any section of DANC270 Studio courses or Dance Program Short Term course(s); and/or courses designated with the (C011) GEC attribute. One approved co-curricular component may be substituted for up to one required credit (e.g. student dance club activity, choreographer on a theater production, etc.) This concentration is not open to students who have declared a dance major, minor, or C027 (The Human Body).

Current offerings include:

- Any Dance course
- AFR 252 Contemporary Issues in Dance
- AFR 330 Latina/o/xs in NYC Hip-Hop Culture
- AMST 262 Embodying Activism: Performing a Living Definition
- AMST 330 Latina/o/xs in NYC Hip-Hop Culture
- EDUC 265 Teaching through the Arts
- HIST 253 Dance Histories of the United States
- LALS 330 Latina/o/xs in NYC Hip-Hop Culture
- THEA 270T Studio: Physical Theater

## Diasporas (C038)

GEC Coordinator: Dale Chapman

The concept of the diaspora plays an extraordinarily important role in our understanding of contemporary culture. Through the diasporic processes of movement and displacement, cultures become caught up in an ongoing flow that links local communities to a rich global network of cultural practices and worldviews. These flows raise a number of questions: In what way do diasporic cultures respond to the dynamics of displacement, migration, and oppression? How might different media or diverse perspectives offer alternative understandings and expressions of these responses? In what way do diasporas from previous eras differ from those that have emerged from the contemporary contexts of globalization, the migration of refugees, and the turbulence of contemporary geopolitics?

Complete four credits designated with the (C038) GEC attribute from at least two departments/programs. Courses must include at least one credit from list A and list B.

Students are encouraged to participate in service-learning experiences with local diasporas in Lewiston/Auburn and Maine. One approved co-curricular component may be substituted for one of the four

required courses. One non-Bates course may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

List A:

- AFR223 Survey of Literatures of the Caribbean
- AFR268 Survey of Literatures of Africa
- ENG223 Survey of Literatures of the Caribbean
- ENG268 Survey of Literatures of Africa

List B:

- FRE208 Introduction to the Francophone World

All courses:

- AFR 119 Cultural Politics
- AFR 201 Race, Ethnicity, and Feminist Thought
- AFR 223 Survey of Literatures of the Caribbean
- AFR 268 Survey of Literatures of Africa
- AFR 269 Narrating Slavery
- AFR 301E Black Struggles against American Slavery
- AFR 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- AFR 325 Black Feminist Literary Theory and Practice
- AFR 390 Afro-Latinoamérica
- AMST 119 Cultural Politics
- AMST 240I French in Maine
- ENG 223 Survey of Literatures of the Caribbean
- ENG 268 Survey of Literatures of Africa
- ENG 269 Narrating Slavery
- ENG 325 Black Feminist Literary Theory and Practice
- FRE 208 Introduction to the Francophone World
- FRE 240F Borders and Disorders
- FRE 240I French in Maine
- FRE 379 Documenting the Genocide of the Tutsi in Rwanda
- FRE S50 Independent Study
- GSS 201 Race, Ethnicity, and Feminist Thought
- GSS 325 Black Feminist Literary Theory and Practice
- HISP 232 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- HISP 317 Screening Citizenship: Jewish Latin American Film
- HISP 390 Afro-Latinoamérica
- HIST 301E Black Struggles against American Slavery
- LALS 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- LALS 317 Screening Citizenship: Jewish Latin American Film
- LALS 390 Afro-Latinoamérica

## Digital and Computational Studies (C093)

GEC Coordinator: Barry Lawson

This concentration allows students to explore the breadth of digital and computational studies. Students can engage in work regarding algorithmic thinking and programming, in data analysis and visualization, in interrogating values and assumptions in the digitized world, and in the development and expression of ideas in inclusive and equitable digital and computational spaces.

Complete any four courses in digital and computational studies and/or courses designated with the C093 GEC attribute, subject to the following constraints.

One independent study, pre-approved by the coordinator, may be applied toward the concentration. One non-Bates credit, pre-approved by the coordinator, may be applied toward the concentration. Students may include one Short Term course as one of the required four courses.

Complete four courses from the following:

- Any course in Digital and Computational Studies (DCS)
- NRSC 252 Philosophy of Cognitive Science
- PHIL 210 Philosophy of Cognitive Science

## Early Modern World (C066)

GEC Coordinator: Joseph Hall

This concentration comprises courses that address the cultural and historic developments during the period from about 1450 and 1800.

Complete four credits designated with the (C066) GEC attribute. Credits must be from at least two different departments/programs.

Two non-Bates credits may be applied toward the concentration if they are determined to be equivalent to a Bates course in the list below, or if they are judged to be appropriate by the concentration coordinator and with prior approval.

Current offerings include:

- AFR 301E Black Struggles against American Slavery
- AFR 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- ASIA 251 Religions of Tibet
- ENG 213 Shakespeare
- ENG 214 Shakespeare and Early Modern Racialization
- ENG 222 Topics in Seventeenth-Century Literature
- ENG 239 Shakespeare's Queens
- ENG 282 Paradise Lost: Contexts and Afterlives
- ENG 283 Early Modern Sex and Sexuality
- ENG 395L Utopia/Dystopia Fiction

- ENG 395W Advanced Early Modern Studies
- ENG S43 Shakespeare in the Theater in London
- FRE 250 Power and Resistance through Writing
- FRE 372 Woman Writer/Women Written
- FRE 373 Close-up on the Enlightenment: Film, Text, Context
- GSS 283 Early Modern Sex and Sexuality
- HISP 232 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- HIST 140 Origins of New Nations, 1500-1820
- HIST 181 Creating Latin America: A History
- HIST 214 Revolutionary Americas, 1765-1830
- HIST 270 From Madrid to Manila: Globalization and the Spanish Empire
- HIST 301E Black Struggles against American Slavery
- HIST 301Y The Spanish Inquisition
- LALS 181 Creating Latin America: A History
- LALS 270 From Madrid to Manila: Globalization and the Spanish Empire
- LALS 303 The Spanish Inquisition
- LALS 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- MUS 210 Classical Music in Western Culture
- PHIL 272 Philosophy in the Modern Era (1600-1800)
- REL 216 American Religious History, 1550-1840
- REL 251 Religions of Tibet
- REL 314 The Spanish Inquisition

## English (C086)

GEC Coordinator: Steven Dillon

This concentration introduces students to a range of literatures written in English, and to various genres and critical methods.

Complete any four full-credit courses offered by the English department. Three of the chosen courses must be taught by different faculty members in the department. Students must take one 100-level course (with a maximum of two). Only credits in U.S., British, or Commonwealth literature, or creative writing count toward the concentration—not literature from a foreign language. Short Term courses do not count toward the concentration. One non-Bates credit may be applied toward this concentration if determined to be equivalent to a Bates English credit, or if with prior approval judged appropriate by the concentration coordinator. This concentration is not open to students who have declared a major in English.

## Environment, Place, History (C068)

GEC Coordinator: Darby Ray

This concentration explores the interconnections among ecological change, community history, and the social construction of place. It has a marked, but not exclusive, focus on Maine, including inquiry into

Maine's transformations and conflicts over environmental, economic, and community change. The concentration is strongly interdisciplinary, mixing ecological learning, social-historical and ethnographic inquiry, and cultural studies. It includes community partnerships and public-environmental projects.

Complete four credits designated with the (C068) GEC attribute, two of which must be from list A (foregrounding scientific study in geology or ecology) and two of which must be from list B (foregrounding social, cultural, historical, or literary study). At least one of these courses from list A or B must also appear on list C (courses involving significant field or community-based experience). Alternatively, students may meet the community/field requirement by completing one co-curricular component, substituting it for one of the four credits. Students should consult with the Harward Center for Community Partnerships to determine if a particular course or co-curricular experience qualifies. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

List A: Scientific Study in Geology or Ecology

- BIO 207 Human Impacts on Marine Ecosystems
- BIO 241 Water and Watersheds/Lab
- BIO S14 The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain
- EACS 103 Earth Surface Environments and Environmental Change/Lab
- EACS 104 Plate Tectonics and Hazards/Lab
- EACS 107 Katahdin to Acadia: Field Geology in Maine/Lab
- EACS 217 Mapping and GIS/Lab
- EACS 240 Environmental Geochemistry/Lab
- EACS 241 Water and Watersheds/Lab
- ENVR 203 Scientific Approaches to Environmental Issues/Lab
- ENVR 207 Human Impacts on Marine Ecosystems
- ENVR 217 Mapping and GIS/Lab
- ENVR 220 GIS across the Curriculum
- ENVR 240 Water and Watersheds/Lab
- ENVR 260 Water Justice
- ENVR 310 Soils/Lab
- ENVR S14 The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain

List B: Social, Cultural, Historical, or Literary Study

- AMST 211 U.S. Environmental History
- AMST 240I French in Maine
- ENVR 205 Lives in Place
- ENVR 211 U.S. Environmental History
- ENVR S24 Local Food: Sovereignty and Justice
- ENVR 301M New England: Environment and History
- ENVR 350 Environmental Justice
- FRE 240I French in Maine
- HIST 211 U.S. Environmental History
- HIST 301M New England: Environment and History

- HIST S28 Wabanaki History in Maine

List C: Field- or Community-Based Experience

- BIO 241 Water and Watersheds/Lab
- BIO S14 The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain
- EACS 107 Katahdin to Acadia: Field Geology in Maine/Lab
- EACS 241 Water and Watersheds/Lab
- ENVR 240 Water and Watersheds/Lab
- ENVR 310 Soils/Lab
- ENVR 350 Environmental Justice
- ENVR S14 The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain
- ENVR S24 Local Food: Sovereignty and Justice

## Evidence: Documentation and Reality (C017)

GEC Coordinator: Elke Morris

This concentration is a study of documentation and representation, including consideration of persuasive strategies often employed in representations—and misrepresentations. Emphasis is on the use of images as points of inquiry, including photographs, film, broadcasts, documents, and printed matter, as well as speech and artifacts.

Complete four courses designated with the (C017) GEC attribute, with no more than three from any one department/program. One non-Bates credit may be applied toward the concentration with prior approval by the concentration coordinator.

Current offerings include:

- AMST 276 True or False: Documentary Photography
- ANTH 324 Ethnographic Filmmaking: Multimedia Storytelling for Social Change
- AVC 209 Introduction to Video Production
- AVC 219 Photography: The Digital Image
- AVC 220 The Digital Composite: A Creative Process
- AVC 276 True or False: Documentary Photography
- AVC 318 Photography: Perception and Expression
- AVC 324 Ethnographic Filmmaking: Multimedia Storytelling for Social Change
- AVC 361 Museum Internship
- AVC S15 Photographing the Landscape
- AVC S26 Museum Studies
- ENVR S15 Photographing the Landscape
- EUS 233 Russian Myths and Legends
- EUS S26 The Split Screen: Reconstructing National Identities in West and East German Cinema
- FRE 379 Documenting the Genocide of the Tutsi in Rwanda
- GER 262 The Split Screen: Reconstructing National Identities in West and East German Cinema
- GER 358 Literature and Film of the German Democratic Republic

- GER S26 The Split Screen: Reconstructing National Identities in West and East German Cinema
- PSYC 317 Psychology and Law
- RFSS 120 Introduction to Screen Studies
- RFSS 219 Race, Gender, and International Cinema
- RFSS 220 Constructions of Italian American Men and Masculinities
- RFSS 240 Film Theory
- RFSS 257 Rhetorical Criticism
- RFSS 265 The Rhetoric of Women's Rights
- RFSS 276 Television Criticism
- RFSS 391A The Rhetoric of Alien Abduction
- RFSS 391B Presidential Campaign Rhetoric
- RFSS 391F Bollywood
- RFSS S18 Under the Influence: Alcohol Use, Addiction, Television and Community
- RUSS 233 Russian Myths and Legends

## Field Studies: Natural Science (C058)

GEC Coordinator: Holly Ewing

Field studies are the primary mode of data collection for natural scientists studying the Earth and its ecosystems. This concentration offers an introduction to field methods used in ecology, environmental science, and geology. Courses include a strong component of data collection and/or sampling in the field, and/or mapping from field data.

Complete at least four courses designated with the (C058) GEC attribute. At least one of which must come from list A, one from list B, and one from list C. No more than two courses can come from list A, and no more than one may come from list C, but additional courses from list B may substitute for courses in lists A or C. With prior approval, up to two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator.

Current offerings include:

List A: Introductory level courses without prerequisites that have a significant component of fieldwork.

- EACS 103 Earth Surface Environments and Environmental Change/Lab
- EACS 104 Plate Tectonics and Hazards/Lab
- EACS 107 Katahdin to Acadia: Field Geology in Maine/Lab
- EACS 109 Earth's Climate System/Lab
- FYS 447 Holocaust on Stage

List B: Upper-level courses with minimal prerequisites that have a significant amount of either mapping or advanced fieldwork involving original data collection and analysis.

- BIO 241 Water and Watersheds/Lab
- BIO 271 Dendrology and the Natural History of Trees/Lab
- BIO 313 Marine Ecology
- EACS 210 Sedimentary Processes and Environments/Lab

- EACS 217 Mapping and GIS/Lab
- EACS 223 Earth Materials/Lab
- EACS 226 Hydrogeology
- EACS 230 Earth Structure and Dynamics/Lab
- EACS 240 Environmental Geochemistry/Lab
- EACS 241 Water and Watersheds/Lab
- ENVR 217 Mapping and GIS/Lab
- ENVR 220 GIS across the Curriculum
- ENVR 226 Hydrogeology
- ENVR 240 Water and Watersheds/Lab
- ENVR 271 Dendrology and the Natural History of Trees/Lab
- ENVR 310 Soils/Lab

List C: Immersion courses that are almost entirely devoted to field-based study.

- BIO S14 The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain
- BIO S39D Biological Skills: Field Botany and Dendrochronology
- BIO S39F Biological Skills: Invasive Green Crab Inventory & Monitoring
- EACS S50 Independent Study
- ENVR S14 The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain

## Film and Media Studies (C019)

GEC Coordinator: Charles Nero

An interdisciplinary concentration that focuses on the history, theory, production, and criticism of cinema and other moving-image media. Courses examine cinema's artistic and cultural contributions, moving-image media as practices of social significance, and techniques of directing, acting, and editing sound and image.

Complete four credits designated with the (C019) GEC attribute, with no more than two from the same department/program. Students are encouraged to take one credit with a film production component. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

- AFR 162 White Redemption: Cinema and the Co-optation of African American History
- AFR 202 Coming of Age While Black
- AFR 242 Passing/Trespassing
- AFR 395T African American Literary Criticism
- ASIA 130 Japanese Horror Film: Silent Era to Present
- ASIA 287 Chinese Drama and Storytelling
- AVC 209 Introduction to Video Production
- AVC 211 Animation I: Hand-Drawn Animation
- CHI 287 Chinese Drama and Storytelling
- ENG 105 9/11 in Literature and Film

- ENG 395O Cinema's Inner World
- ENG 395S Goodbye Yellow Brick Road: 1970s U.S. Culture
- ENG 395T African American Literary Criticism
- EUS 247 Contemporary Russia on Film
- EUS S26 The Split Screen: Reconstructing National Identities in West and East German Cinema
- EUS S33 Central European Theater and Film
- FRE 151 Gender, Race, and Social Class in French and Francophone Film
- FRE 235 Advanced French Language and Introduction to Film Analysis
- FRE 340 Social Pulse, Documentary Impulse
- FRE 373 Close-up on the Enlightenment: Film, Text, Context
- FRE 379 Documenting the Genocide of the Tutsi in Rwanda
- FYS 434 Remaking Movies: Art, History, and Politics
- GER 262 The Split Screen: Reconstructing National Identities in West and East German Cinema
- GER S26 The Split Screen: Reconstructing National Identities in West and East German Cinema
- GSS 151 Gender, Race, and Social Class in French and Francophone Film
- HISP 228 Screen and Media
- HISP S31 The Spain of Pedro Almodóvar
- JPN 130 Japanese Horror Film: Silent Era to Present
- MUS 340 Music and Cinema
- PLTC S33 Central European Theater and Film
- REL 100 Religion and Film
- RFSS 120 Introduction to Screen Studies
- RFSS 162 White Redemption: Cinema and the Co-optation of African American History
- RFSS 202 Coming of Age While Black
- RFSS 220 Constructions of Italian American Men and Masculinities
- RFSS 240 Film Theory
- RFSS 242 Passing/Trespassing
- RFSS 257 Rhetorical Criticism
- RFSS 260 Lesbian and Gay Images in Film
- RFSS 276 Television Criticism
- RFSS 391E The Interracial Buddy Film
- RFSS 391F Bollywood
- RFSS 391J Film Festival Studies
- RFSS S24 American Cinema in the 1990s: Historical Context for Contemporary Issues
- RUSS 247 Contemporary Russia on Film
- THEA 287 Chinese Drama and Storytelling
- THEA S33 Central European Theater and Film

## French and Francophone Studies (C034)

GEC Coordinator: Mary Rice-DeFosse

This interdisciplinary concentration encompasses the language, literatures, and cultures of the French-speaking world. It aims to develop increased linguistic proficiency in oral and written French and knowledge

of the rich cultural production of the French-speaking regions of the globe over time using a variety of critical approaches.

Complete four credits designated with the (C034) GEC attribute; one of which must be from the Language list, one of which must be from the Literature and Film list, and one of which must be from the Culture and Civilization list. Only one of the following courses, taught in English, may be counted toward the concentration: FYS 318 or CMS 102/HIST 102. One co-curricular component may be substituted for one of the courses from the Language or Culture and Civilization lists. Co-curricular components include applicable internships, supervised research, projects, or fieldwork; a supervised performance experience; or supervised volunteer work or community work-study. One non-Bates course may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. This concentration is not open to students who have declared a major or minor in French.

Current offerings include:

#### Language

- FRE 102 Elementary French II
- FRE 201 Intermediate French
- FRE 205 Oral French
- FRE 235 Advanced French Language and Introduction to Film Analysis
- FRE 271 Translation: Theory and Practice

#### Literature and Film

- AMST 240I French in Maine
- FRE 151 Gender, Race, and Social Class in French and Francophone Film
- FRE 240E Le Maghreb: Vue de l'Enfance
- FRE 240F Borders and Disorders
- FRE 240G Science and Literature
- FRE 240I French in Maine
- FRE 250 Power and Resistance through Writing
- FRE 340 Social Pulse, Documentary Impulse
- FRE 360 Independent Study
- FRE 372 Woman Writer/Women Written
- FRE 373 Close-up on the Enlightenment: Film, Text, Context
- FRE 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- FRE S34 French Drama in Performance FRES39 Rereading Tintin s
- FRE S50 Independent Study
- GSS 151 Gender, Race, and Social Class in French and Francophone Film
- GSS 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine

#### Culture and Civilization

- AMST 240I French in Maine
- CMS 102 Medieval Worlds
- FRE 207 Introduction to Contemporary France
- FRE 208 Introduction to the Francophone World
- FRE 240E Le Maghreb: Vue de l'Enfance

- FRE 240F Borders and Disorders
- FRE 240I French in Maine
- FRE 340 Social Pulse, Documentary Impulse
- FRE S24 Cooking up French Culture
- FYS 318 Through the Eyes of Children
- HIST 102 Medieval Worlds

## **German Language and Culture (C071)**

GEC Coordinator: Raluca Cernahoschi

This concentration expands students' knowledge of the German language and the culture of German-speaking countries.

Complete any four courses in German Studies (GER).

One course from the Bates Fall Semester Abroad in Germany may count toward the concentration. No non-Bates courses may be applied toward the concentration. This concentration is not open to students who have declared a major or minor in German or concentration C073 German in Berlin.

## **Globalization (C014)**

GEC Coordinator: Daniel Riera-Crichton

Globalization may be defined as the set of economic, political, social, technological, and cultural changes that give rise to growing interdependence and interactions among people, cultures, and corporations scattered around the world. It is one of the defining paradigms of the early twenty-first century, and perhaps the most controversial. Students in this concentration examine the phenomenon of globalization—its positive and negative aspects—from a variety of disciplinary perspectives.

Complete any four courses designated with the (C014) GEC attribute.

Current offerings include:

- ANTH 167 Culture in the Americas
- ANTH 289 After Deportation Ethnographies from Latin America and the Caribbean
- ECON 284 The Political Economy of Capitalism
- ECON 305 International Financial Stability
- ECON 309 Economics of Less-Developed Countries
- ECON 343 International Finance
- EUS 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- EUS 217 Fortress Europe: Race, Migration, and Difference in European History
- EUS 290 Political Sociology
- HISP S31 The Spain of Pedro Almodóvar
- HIST 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century

- HIST 217 Fortress Europe: Race, Migration, and Difference in European History
- HIST 270 From Madrid to Manila: Globalization and the Spanish Empire
- LALS 167 Culture in the Americas
- LALS 220 Central America and the Caribbean
- LALS 270 From Madrid to Manila: Globalization and the Spanish Empire
- LALS 289 After Deportation Ethnographies from Latin America and the Caribbean
- PLTC 122 Comparative Politics
- PLTC 125 States and Markets
- PLTC 171 International Politics
- PLTC 222 International Political Economy
- PLTC 225 International Security
- PLTC 236 The Global Politics of Climate Change
- PLTC 268 Global Political Economy of Development
- PLTC 284 The Political Economy of Capitalism
- PLTC 320 Immigrants and Their Homelands
- PLTC 343 Geopolitics of Rising Powers: BRICS and Beyond
- SOC 235 Global Health: Sociological Perspectives
- SOC 260 Economic Sociology
- SOC 289 After Deportation Ethnographies from Latin America and the Caribbean
- SOC 290 Political Sociology

## Hazards in Nature (C063)

GEC Coordinator: Shreya Arora

For human populations, living on planet Earth means living with the risk of natural hazards and living with the unintended consequences of our interactions with the natural world. Earthquakes, floods, and climate change, and emerging infections, invasive plant species, and environmental toxins are examples of global challenges presented by the physical and biological world. The courses offered in this concentration explore this interface between human populations and the natural world.

Complete four credits designated with the (C063) GEC attribute; one from List A, one from List B, and two from List C. One non-Bates credit may be applied toward the concentration with prior approval.

Current offerings include:

List A:

- EACS 103 Earth Surface Environments and Environmental Change/Lab
- EACS 109 Earth's Climate System/Lab

List B:

- EACS 104 Plate Tectonics and Hazards/Lab
- EACS 107 Katahdin to Acadia: Field Geology in Maine/Lab

List C:

- BIO 113 Marine Science
- EACS 113 Marine Science
- EACS 240 Environmental Geochemistry/Lab
- ECON 222 Environmental Economics and Policy
- ECON 325 Prices, Property, and the Problem of the Commons
- ENVR 203 Scientific Approaches to Environmental Issues/Lab
- ENVR 204 Environment and Society
- PLTC 303 States of Emergency

## Identity, Race, and Ethnicity (C037)

GEC Coordinator: Mark Tizzoni

The goal of this concentration is to encourage students to think in an interdisciplinary and intersectional manner about the construction of racial, ethnic, and other identities (including gender and class) in social, cultural, political, and historical contexts.

Complete any four credits designated with the (C037) GEC attribute. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

- AFR 100 Introduction to Africana
- AFR 114 Introduction to African American Literature I: 1600-1910
- AFR 115 Introduction to African American Literature II: 1910-Present
- AFR 119 Cultural Politics
- AFR 162 White Redemption: Cinema and the Co-optation of African American History
- AFR 201 Race, Ethnicity, and Feminist Thought
- AFR 202 Coming of Age While Black
- AFR 221 Sociology of Immigration
- AFR 227 #BlackLivesMatter
- AFR 236 Race Matters: Tobacco in North America
- AFR 239 Anti-Blackness and the Environment
- AFR 242 Passing/Trespassing
- AFR 249 African American Popular Music
- AFR 253 The African American Novel
- AFR 255 Black Poetry
- AFR 259 Contemporary African American Literature
- AFR 267 Blood, Genes, and American Culture
- AFR 301E Black Struggles against American Slavery
- AFR 306 Queer Africana: History, Theories, and Representations
- AFR 308 Black Resistance from the Civil War to Civil Rights
- AFR 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- AFR 320 Immigrant Racialization
- AFR 330 Latina/o/xs in NYC Hip-Hop Culture

- AFR 395T African American Literary Criticism
- AFR S15 Queer and Trans Reproductive Justice
- AMST 119 Cultural Politics
- AMST 141 Rise of the American Empire
- AMST 227 #BlackLivesMatter
- AMST 236 Race Matters: Tobacco in North America
- AMST 240I French in Maine
- AMST 244 Native American History
- AMST 247 Contemporary Arab American Literature
- AMST 267 Blood, Genes, and American Culture
- AMST 281 Arab American Poetry
- AMST 288 Visualizing Race
- AMST 308 Black Resistance from the Civil War to Civil Rights
- AMST 330 Latina/o/xs in NYC Hip-Hop Culture
- AMST 350 Theorizing the Klan: The White Power Movement and the making of “America”
- AMST 395J Frontier and Border in U.S. Literature
- ANTH 101 Cultural Anthropology
- ANTH 167 Culture in the Americas
- ASIA 261 Cultural History of Japan: From Jōmon Pottery to Manga
- AVC 288 Visualizing Race
- CMS 107 Race Reception and the Modern Creation of the Ancient and Medieval Past
- CMS 112 Ancient Greek History
- CMS 216 Conflict and Community in Medieval Spain
- CMS 292 The Dawn of the Middle Ages
- CMS 293 Trans-Saharan Africa in the Middle Ages
- EDUC 242 Race and Justice in American Education
- ENG 105 9/11 in Literature and Film
- ENG 114 Introduction to African American Literature I: 1600-1910
- ENG 115 Introduction to African American Literature II: 1910-Present
- ENG 132 Narratives of Assimilation and Alienation: "Immigrant Fiction" and the Making of Modern American Lit
- ENG 143 Nineteenth-Century American Literature
- ENG 214 Shakespeare and Early Modern Racialization
- ENG 247 Contemporary Arab American Literature
- ENG 253 The African American Novel
- ENG 255 Black Poetry
- ENG 259 Contemporary African American Literature
- ENG 281 Arab American Poetry
- ENG 283 Early Modern Sex and Sexuality
- ENG 306 Queer Africana: History, Theories, and Representations
- ENG 395J Frontier and Border in U.S. Literature
- ENG 395T African American Literary Criticism
- ENVR 228 Latin America Debates Dependency and Development
- ENVR 239 Anti-Blackness and the Environment
- EUS 215 Jewish Lives in Eastern Europe

- EUS 217 Fortress Europe: Race, Migration, and Difference in European History
- EUS 230 Cold War Identities: Competing Images of Self and Society in the US and the Soviet Union
- FRE 151 Gender, Race, and Social Class in French and Francophone Film
- FRE 208 Introduction to the Francophone World
- FRE 240E Le Maghreb: Vue de l'Enfance
- FRE 240F Borders and Disorders
- FRE 240I French in Maine
- FRE 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- FRE 379 Documenting the Genocide of the Tutsi in Rwanda
- FYS 318 Through the Eyes of Children
- FYS 571 Gender without Borders: a Transnational Odyssey
- GER 105 Germany and the "New Europe:" The Cultures of Central and East-Central Europe after 1989
- GSS 151 Gender, Race, and Social Class in French and Francophone Film
- GSS 155 Gender, Power, and Politics
- GSS 201 Race, Ethnicity, and Feminist Thought
- GSS 238 Queer Power: Political Sociology of U.S. Sexuality Movements
- GSS 267 Blood, Genes, and American Culture
- GSS 270 Sociology of Gender
- GSS 282 Constitutional Law II: Rights and Identities
- GSS 283 Early Modern Sex and Sexuality
- GSS 301Z Intersectionality and Feminist Social Movements
- GSS 306 Queer Africana: History, Theories, and Representations
- GSS 310 Gender, Race, and Judaism
- GSS 312 Transgender Narratives
- GSS 340 Poverty, Policy, and Social Inclusion
- GSS 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- GSS S15 Queer and Trans Reproductive Justice
- HIST 107 Race Reception and the Modern Creation of the Ancient and Medieval Past
- HIST 112 Ancient Greek History
- HIST 141 Rise of the American Empire
- HIST 216 Conflict and Community in Medieval Spain
- HIST 217 Fortress Europe: Race, Migration, and Difference in European History
- HIST 236 Race Matters: Tobacco in North America
- HIST 244 Native American History
- HIST 267 Blood, Genes, and American Culture
- HIST 268 US Latinx History
- HIST 291 Colonization and Resistance in Late Antique North Africa
- HIST 292 The Dawn of the Middle Ages
- HIST 293 Trans-Saharan Africa in the Middle Ages
- HIST 301E Black Struggles against American Slavery
- HIST 301G Black Resistance from the Civil War to Civil Rights
- HIST 301Z Intersectionality and Feminist Social Movements
- HIST S28 Wabanaki History in Maine

- JPN 261 Cultural History of Japan: From Jōmon Pottery to Manga
- LALS 167 Culture in the Americas
- LALS 220 Central America and The Caribbean
- LALS 228 Latin America Debates Dependency and Development
- LALS 268 US Latinx History
- LALS 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- LALS 330 Latina/o/xs in NYC Hip-Hop Culture
- MUS 249 African American Popular Music
- PLTC 121 The Moral Basis of Politics
- PLTC 155 Gender, Power, and Politics
- PLTC 203 Racial and Ethnic Politics in the United States
- PLTC 228 Latin America Debates Dependency and Development
- PLTC 238 Queer Power: Political Sociology of U.S. Sexuality Movements
- PLTC 256 Feminist Political Thought
- PLTC 260 Nationalism and Nation Building
- PLTC 268 Global Political Economy of Development
- PLTC 282 Constitutional Law II: Rights and Identities
- PLTC 286 Inequality and Reform in U.S. Criminal Justice
- PLTC 301Z Intersectionality and Feminist Social Movements
- PLTC 344 Ethnicity and Conflict
- PLTC 354 Race and the Right to Vote in the U.S.
- REL 140 Religion, Race, & Colonialism
- REL 223 Conflict and Community in Medieval Spain
- REL 292 The Dawn of the Middle Ages
- REL 306B Dr. Benjamin Elijah Mays
- REL 310 Gender, Race, and Judaism
- REL 365B W. E. B. Du Bois and American Culture
- RFSS 162 White Redemption: Cinema and the Co-optation of African American History
- RFSS 202 Coming of Age While Black
- RFSS 219 Race, Gender, and International Cinema
- RFSS 220 Constructions of Italian American Men and Masculinities
- RFSS 242 Passing/Trespassing
- RFSS 391F Bollywood
- RUSS 230 Cold War Identities: Competing Images of Self and Society in the US and the Soviet Union
- SOC 221 Sociology of Immigration
- SOC 238 Queer Power: Political Sociology of U.S. Sexuality Movements
- SOC 242 Race and Justice in American Education
- SOC 250 Privilege, Power, and Inequality
- SOC 270 Sociology of Gender
- SOC 320 Immigrant Racialization
- SOC 321 Black Immigrant Narratives
- SOC 340 Poverty, Policy, and Social Inclusion
- SOC 350 Race, Crime, and Punishment in America
- THEA 238 Race and Ethnicity in Modern and Contemporary American Drama

## **Japanese Language (C043)**

GEC Coordinator: Keiko Konoeda

A concentration in the study of modern Japanese language.

Complete any four credits designated with the (C043) GEC attribute. Students entering Bates with proficiency in the language should begin the sequence of four credits for the concentration at the level at which they are initially placed. No more than two language credits taken in an approved off-campus study program in Japan may be counted toward the concentration. Two non-Bates credits may be applied toward this concentration if judged appropriate upon application to the coordinator. Not open to students who declare an Asian Studies major (Japanese track), a major or minor in Japanese, or the concentration C046 (Japanese Society and Culture).

Current offerings include:

- JPN101 Beginning Japanese I
- JPN102 Beginning Japanese II
- JPN201 Intermediate Japanese I
- JPN202 Intermediate Japanese II
- JPN305 Upper Intermediate Japanese
- JPN350 Topics in Advanced Japanese

## **Japanese Society and Culture (C046)**

GEC Coordinator: Justine Wiesinger

This concentration offers courses in a range of disciplines including history, literature, religious studies, economics, and language, all of which focus on Japan.

Complete four credits designated with the (C046) GEC attribute, including no more than two of the following: JPN 101, 102, 201, 202, 305, 350. Up to two credits on an approved study-abroad program in Japan may be counted toward the concentration with prior approval. This concentration is not open to students who declare a major or minor in Japanese, a major in Asian studies, a minor in Asian studies, or the concentration C043 (Japanese Language).

Current offerings include:

- ASIA 109 Anime: Shojo and Society in Japanese Animation
- ASIA 130 Japanese Horror Film: Silent Era to Present
- ASIA 215 Film, Literature, and the Cultures of Postwar Japan
- ASIA 224 Japanese Literature & Society
- ASIA 235 Supernatural in East Asia
- ASIA 236 Japanese Arts and Visual Culture
- ASIA 261 Cultural History of Japan: From Jōmon Pottery to Manga
- ASIA 263 Producing Gender in Japanese History: Theater, Literature, Religion, Thought, and Policing

- AVC 236 Japanese Arts and Visual Culture
- GSS 109 Anime: Shojo and Society in Japanese Animation
- GSS 263 Producing Gender in Japanese History: Theater, Literature, Religion
- JPN 101 Beginning Japanese I
- JPN 102 Beginning Japanese II
- JPN 109 Anime: Shojo and Society in Japanese Animation
- JPN 130 Japanese Horror Film: Silent Era to Present
- JPN 201 Intermediate Japanese I
- JPN 202 Intermediate Japanese II
- JPN 215 Film, Literature, and the Cultures of Postwar Japan
- JPN 224 Japanese Literature & Society
- JPN 261 Cultural History of Japan: From Jōmon Pottery to Manga
- JPN 263 Producing Gender in Japanese History: Theater, Literature, Religion
- JPN 305 Upper Intermediate Japanese
- JPN 350 Topics in Advanced Japanese
- JPN S25 Traditional Japanese Theater: Noh, Puppet Theater, and Kabuki
- JPN S29 Performing Fukushima: Theater and Film
- THEA S25 Traditional Japanese Theater: Noh, Puppet Theater, and Kabuki

## Knowledge, Action, and the Public Good (C091)

GEC Coordinator: Emily Kane

This concentration is designed to recognize and cultivate two elements of the College's mission, informed civic action and responsible stewardship of the wider world. The concentration focuses on coursework and other learning experiences related to civic and community engagement at the local, state, regional, national and global levels, as well as exploration of the reciprocal co-creation of knowledge and its role in promoting the public good.

Complete four courses designated with the (C091) GEC attribute, with the following caviates. The courses must be offered in at least three departments or programs and participation in occasional reflection activities if requested by the Harward Center for Community Partnerships. The list below includes courses tagged as "Community Engaged Learning" (CEL), as well as other approved courses. Only one of the courses applied to the GEC may be a non-CEL tagged course. One independent study or thesis credit, pre-approved by the Harward Center, may count toward the concentration. One course may be replaced by a co-curricular experience approved by the Harward Center (guidelines for the process of approval are available on the Harward Center website). One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

CEL-Tagged Courses:

- ANTH 210 Ethnographic Methods
- ASTR 106 Introduction to Astronomy/Lab
- BIO 126 Science Communication

- BIO 315 Microbiology/Lab
- DCS 106 TechnoGenderCulture
- DCS 301C Public History in the Digital Age
- DCS 316 PIC Math: Community Engaged Data Science
- EACS 217 Mapping and GIS/Lab
- EDUC 231 Perspectives on Education
- EDUC 235 Teaching in the Sciences
- EDUC 242 Race and Justice in American Education
- EDUC 255 Adolescent Literacy
- EDUC 263 Comparative and International Education
- EDUC 265 Teaching through the Arts
- EDUC 274 Educational Psychology
- EDUC 290 Internship in Education
- EDUC 343 Learning and Teaching: Theories and Practice
- EDUC 360 Independent Study
- EDUC 362 Basic Concepts in Special Education
- EDUC 380 Education, Reform, and Politics
- EDUC 447 Curriculum and Methods
- EDUC 448 Senior Seminar in Teacher Education: Reflection and Engagement
- EDUC 450 Seminar in Educational Studies
- EDUC 460 Student Teaching I
- EDUC 461 Student Teaching II
- EDUC S19 Teaching and Tutoring Writing (With) Power
- EDUC S26 Qualitative Methods of Education Research
- ENVR 217 Mapping and GIS/Lab
- ENVR 417 Practicum in Community-Engaged Research
- FRE 379 Documenting the Genocide of the Tutsi in Rwanda
- GSS 106 TechnoGenderCulture
- GSS 270 Sociology of Gender
- HIST 301C Public History in the Digital Age
- HIST S28 Wabanaki History in Maine
- MATH 316 PIC Math: Community Engaged Data Science
- MUS 290A College Choir
- PSYC 240 Developmental Psychology
- PSYC 262 Community-Based Research Methods
- PSYC 274 Educational Psychology
- PSYC 303 Health Psychology
- PSYC 457B Senior Thesis/Community-Based Research
- PSYC 458B Senior Thesis/Community-Based Research
- REL 110 Death and Afterlife
- REL 133 Religion, Violence, and Nonviolence
- REL 313 Human Suffering: Job, Genesis, and Revelation
- SOC 104 Contemporary Social Problems: Sociological Perspectives
- SOC 211 Crime, Justice, and Society

- SOC 217 Correcting and Controlling Behavior: A Sociological Perspective on Corrections and Social Control
- SOC 242 Race and Justice in American Education
- SOC 250 Privilege, Power, and Inequality
- SOC 270 Sociology of Gender
- SOC 380 Education, Reform, and Politics

Other Non-CEL C091 Courses:

- ANTH 333 Culture and Interpretation
- ENVR 450 Senior Capstone in Environmental Studies
- GSS 312 Transgender Narratives

## **Latin (C010)**

GEC Coordinator: Lisa Maurizio

This concentration advances students' skills and insights in Latin language and literature as well as Roman civilization.

Complete four credits designated with the (C010) GEC attribute.

One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator. Majors in Classical and Medieval Studies may pursue the concentration only if Latin is not used to fulfill their major requirements. No more than one course from this concentration may count towards a major in Classical and Medieval Studies.

Current offerings include:

- LATN 101 Elementary Latin I
- LATN 102 Elementary Latin II
- LATN 201 Constructing Gender and Imperialism in Rome
- LATN 202 Everyday Life in the Roman and Medieval Worlds
- LATN 203 Humor, Satire, and Power
- LATN 204 Narrating the Past in Latin Literature
- LATN 301 Constructing Gender and Imperialism in Rome
- LATN 302 Everyday Life in the Roman and Medieval Worlds
- LATN 303 Humor, Satire, and Power
- LATN 304 Narrating the Past in Latin Literature
- LATN 360 Independent Study
- LATN S50 Independent Study

## **Latin American and Latinx Studies (C072)**

GEC Coordinator: Clarisa Perez-Armendariz

This concentration provides frameworks to better understand the cultures, societies and environments of Latin America and its diasporas, including the many communities that historically pre-existed in the United States, people who have immigrated to the United States from various parts of Latin America, and their descendants.

Complete four credits from the Latin American and Latinx Studies program or designated with the (C072) GEC attribute; no more than two courses may be from any one department or program.

One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. If studying abroad in Latin America, up to two non-Bates credits may be applied to the concentration if the above conditions are met. This concentration is not open to students who have declared a major in Latin American Studies or History with a primary concentration on Latin America.

Current offerings:

- Any Latin American and Latinx Studies course
- Any course cross-listed with LALS
- ENVR 223 Politics of Wildlife Conservation
- ENVR 228 Latin America Debates Dependency and Development
- FYS 443 Heroes or Villains? Columbus and Fidel (Castro)
- HISP 222 Short Narrative in the Spanish-speaking World
- HISP 224 Protest and Justice
- HISP 226 Race and Nation in the Ibero/American World
- HIST 181 Creating Latin America: A History
- HIST 272 Revolution! Debating Mexico
- HIST 295 Montezuma's Mexico: Aztecs and their World
- HIST 301W Latin America during the Cold War
- HIST 301Y The Spanish Inquisition
- HIST S26 ¡Revolución! Debating Mexico
- LALS 181 Creating Latin America: A History
- LALS 228 Latin America Debates Dependency and Development
- PLTC 228 Latin America Debates Dependency and Development
- PLTC 268 Global Political Economy of Development
- PLTC 320 Immigrants and Their Homelands
- PLTC 343 Geopolitics of Rising Powers: BRICS and Beyond
- REL 295 Montezuma's Mexico: Aztecs and their World
- REL 314 The Spanish Inquisition

## Law and Society (C013)

GEC Coordinator: Stephen Engel

The "law" as embodied in its text, institutions, function, and outcomes both shapes and is shaped by the culture and society in which it exists. This concentration encourages students to explore the place of law in societies from a variety of disciplines and perspectives.

Complete any four credits designated with the (C013) GEC attribute from a minimum of three departments/programs. No more than one non-Bates credit, pre-approved by the concentration coordinator, may be applied toward this concentration. One independent study, pre-approved by the coordinator, may also count toward the concentration.

Current offerings include:

- AFR 119 Cultural Politics
- AFR 227 #BlackLivesMatter
- AMST 119 Cultural Politics
- AMST 227 #BlackLivesMatter
- AMST 395J Frontier and Border in U.S. Literature
- ECON 222 Environmental Economics and Policy
- ECON 223 Law and Economics
- ENG 132 Narratives of Assimilation and Alienation: "Immigrant Fiction" and the Making of Modern American Lit
- ENG 271 American Literature and the Law
- ENG 395J Frontier and Border in U.S. Literature
- EUS 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- EUS 301R Mere Words? Honor, Reputation, and the Freedom of Speech
- EUS S18 Wilde Times: Scandal, Celebrity, and the Law
- EXDS S15A Attorney General: Who Wants to be a Government Lawyer?
- FYS 563 Political Theories of Violence and Nonviolence
- FYS 570 The Psychology of Wrongful Convictions
- GSS 238 Queer Power: Political Sociology of U.S. Sexuality Movements
- GSS 282 Constitutional Law II: Rights and Identities
- GSS S18 Wilde Times: Scandal, Celebrity, and the Law
- HIST 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- HIST 301R Mere Words? Honor, Reputation, and the Freedom of Speech
- HIST S18 Wilde Times: Scandal, Celebrity and the Law
- MUS 394 Junior-Senior Seminar in Musicology: Music, Business, and the Law
- NRSC 208 Neuroscience, Ethics, and Society
- PHIL 213 Biomedical Ethics
- PHIL 258 Philosophy of Law
- PHIL 324C Liberty, Equality, and Community
- PHIL 358 Epistemology and the Law
- PLTC 115 U.S. Political Institutions and Processes
- PLTC 191 Western Political Theory
- PLTC 203 Racial and Ethnic Politics in the United States
- PLTC 210 International Human Rights in Africa
- PLTC 216 Constitutional Law I: Balance of Powers
- PLTC 230 The U.S. Congress
- PLTC 238 Queer Power: Political Sociology of U.S. Sexuality Movements
- PLTC 259 Comparative Politics of Immigration Control
- PLTC 282 Constitutional Law II: Rights and Identities
- PLTC 285 The Politics of U.S. Law

- PLTC 286 Inequality and Reform in U.S. Criminal Justice
- PLTC 319 The U.S. Presidency: Development and Problems
- PLTC 328 Representation in Theory and Practice
- PLTC 329 Problems and Progress in U.S. Political Development
- PLTC 346 Power and Protest
- PLTC S23 Simulating the Legislative Process
- PSYC 317 Psychology and Law
- PSYC 336 Forensic Psychology
- PSYC 373 Racism: A Multilevel Approach
- SOC 211 Crime, Justice, and Society
- SOC 217 Correcting and Controlling Behavior: A Sociological Perspective on Corrections and Social Control
- SOC 238 Queer Power: Political Sociology of U.S. Sexuality Movements
- SOC 350 Race, Crime, and Punishment in America
- SOC 351 Crime and Justice over the Life Course
- SOC 373 Racism: A Multilevel Approach

## **Learning and Teaching (C084)**

GEC Coordinator: Bronwyn Sale

This concentration is designed for students who wish to explore K–12 teaching. The concentration integrates practical experience with a framework that connects the teacher, student, and subject matter.

Complete EDUC 343 Learning and Teaching: Theories and Practice and three additional courses designated with the (C084) GEC attribute. One non-Bates credit may count toward concentration with prior approval of the concentration coordinator if judged comparable to those below. Not open to students who declare a minor in Education.

Current offerings include:

- EDUC 231 Perspectives on Education
- EDUC 235 Teaching in the Sciences
- EDUC 242 Race and Justice in American Education
- EDUC 255 Adolescent Literacy
- EDUC 263 Comparative and International Education
- EDUC 265 Teaching through the Arts
- EDUC 274 Educational Psychology
- EDUC 362 Basic Concepts in Special Education
- EDUC S19 Teaching and Tutoring Writing (With) Power
- EDUC S21 Interdisciplinary Curriculum and Methods
- EDUC S22 Childhood Literacy
- EDUC S51C Short Term Innovative Pedagogy: Teacher Education Redesign
- PSYC 274 Educational Psychology
- SOC 242 Race and Justice in American Education

## Material Culture (C083)

GEC Coordinator: Fall 2024: Myron Beasley; Winter/ST 2025: Rebecca Herzig

Material culture has been defined from numerous perspectives most notably anthropology, archaeology, art history, cultural theory, and history. Since the 1970s in particular, scholars in these and other disciplines have used material culture sources of evidence to explore the everyday lives of ordinary citizens. The term material culture refers both to the psychological role, the meaning, that all physical objects in the environment have to mean something to people in a particular culture and to the range of manufactured objects that are typical within a socio-culture and form an essential part of cultural identity. Generally speaking, the phrase "material culture" refers to the "things" of our daily lives. This can mean things we purchase, create, or otherwise come by. Our material lives range from our bodies to the clothes we wear, the specific objects we use, the food we eat, and the places we go. In essence, it is the "stuff" of our daily lives—products of culture.

Complete four credits designated with the (C083) GEC attribute. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

- AFR 119 Cultural Politics
- AFR 267 Blood, Genes, and American Culture
- AMST 119 Cultural Politics
- AMST 200 Introduction to American Studies
- AMST 210 Technology in U.S. History
- AMST 267 Blood, Genes, and American Culture
- AMST 353 Critical Theory/Critical Acts
- ANTH 101 Cultural Anthropology
- ASIA 236 Japanese Arts and Visual Culture
- ASIA 243 Buddhist Arts and Visual Cultures
- ASIA 245 Architectural Monuments of Southeast Asia
- AVC 236 Japanese Arts and Visual Culture
- AVC 243 Buddhist Arts and Visual Cultures
- AVC 245 Architectural Monuments of Southeast Asia
- AVC 252 Art of the Middle Ages
- AVC 361 Museum Internship
- CMS 252 Art of the Middle Ages
- FRE 207 Introduction to Contemporary France
- GSS 210 Technology in U.S. History
- GSS 267 Blood, Genes, and American Culture
- GSS 353 Critical Theory/Critical Acts
- GSS 355 Gender and Technology
- HIST 210 Technology in U.S. History
- HIST 267 Blood, Genes, and American Culture
- REL 252 Art of the Middle Ages
- THEA 235 Fashion: A Survey of Western Culture

## Medieval Worlds (C051)

GEC Coordinator: Mark Tizzoni

An interdisciplinary exploration of the medieval world that embraces the frameworks of a Global Middle Ages, examining Africa, Asia, Europe, and beyond from roughly 300-1600 CE.

Complete four credits designated with the (C051) GEC attribute.

One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. For students majoring in Classical and Medieval Studies, only one course may be double-counted between the major and the concentration.

Current offerings include:

- ANTH S21 Economic Ecologies: Anthropology, Digital Humanities, and Climate Change in the North Atlantic
- ASIA 207 The Self and the World in Premodern Chinese Literature
- ASIA 259 Caravans, Khans, and Commissars: A History of Central Eurasia
- ASIA 263 Producing Gender in Japanese History: Theater, Literature, Religion, Thought, and Policing
- AVC 241 The Art of Islam
- AVC 251 The Age of the Cathedrals
- AVC 252 Art of the Middle Ages
- AVC 254 Sacred Travel/Shrines/Souvenir
- AVC 265 Florence to Bruges: The Early Renaissance in Europe
- AVC 373 Art of the Global Middle Ages
- AVC S22 Hell and Damnation: Imaging the Afterlife
- AVC S24 Textile Towns: Medieval Tuscany and Modern Lewiston
- CHI 207 The Self and the World in Premodern Chinese Literature
- CHI 415 Readings in Classical Chinese
- CMS 102 Medieval Worlds
- CMS 104 Introduction to Medieval English Literature
- CMS 107 Race Reception and the Modern Creation of the Ancient and Medieval Past
- CMS 121D The Many Lives of King Arthur
- CMS 206 Chaucer
- CMS 216 Conflict and Community in Medieval Spain
- CMS 220 The Medieval Year
- CMS 241 The Art of Islam
- CMS 251 The Age of the Cathedrals
- CMS 252 Art of the Middle Ages
- CMS 254 Sacred Travel/Shrines/Souvenir
- CMS 265 Florence to Bruges: The Early Renaissance in Europe
- CMS 266 Magic and the Supernatural in the Middle Ages
- CMS 276 Saints, Ships, and Sultans: The Horn of Africa in the Middle Ages
- CMS 291 Colonization and Resistance in Late Antique North Africa
- CMS 292 The Dawn of the Middle Ages

- CMS 293 Trans-Saharan Africa in the Middle Ages
- CMS 344 Chaucer and His Context
- CMS 373 Art of the Global Middle Ages
- CMS 395E Medieval Romance
- CMS S21 Economic Ecologies: Anthropology, Digital Humanities, and Climate Change in the North Atlantic
- CMS S22 Hell and Damnation: Imaging the Afterlife
- CMS S26 Textile Towns: Medieval Tuscany and Modern Lewiston
- CMS S37 The Middle Ages through Film and Television
- ENG 104 Introduction to Medieval English Literature
- ENG 121D The Many Lives of King Arthur
- ENG 206 Chaucer
- ENG 249 Medieval English Dream Visions
- ENG 286 Race before Race: Articulating Difference in Medieval England
- ENG 344 Chaucer and His Context
- ENG 395E Medieval Romance
- EUS 233 Russian Myths and Legends
- GSS 263 Producing Gender in Japanese History: Theater, Literature, Religion
- HIST 102 Medieval Worlds
- HIST 107 Race Reception and the Modern Creation of the Ancient and Medieval Past
- HIST 216 Conflict and Community in Medieval Spain
- HIST 220 The Medieval Year
- HIST 259 Caravans, Khans, and Commissars: A History of Central Eurasia
- HIST 266 Magic and the Supernatural in the Middle Ages
- HIST 276 Saints, Ships, and Sultans: The Horn of Africa in the Middle Ages
- HIST 291 Colonization and Resistance in Late Antique North Africa
- HIST 292 The Dawn of the Middle Ages
- HIST 293 Trans-Saharan Africa in the Middle Ages
- HIST 295 Montezuma's Mexico: Aztecs and their World
- HIST S37 The Middle Ages through Film and Television
- JPN 263 Producing Gender in Japanese History: Theater, Literature, Religion
- REL 220 The Medieval Year
- REL 223 Conflict and Community in Medieval Spain
- REL 252 Art of the Middle Ages
- REL 253 The Age of the Cathedrals
- REL 266 Magic and the Supernatural in the Middle Ages
- REL 292 The Dawn of the Middle Ages
- RUSS 233 Russian Myths and Legends

## Middle East in Global Context (C090)

GEC Coordinator: Senem Aslan

This concentration focuses on the Middle East and Middle Eastern identities in non-Middle Eastern contexts, including Africa, Europe, and the United States.

Complete any four courses designated with the (C090) GEC attribute from a minimum of two departments/programs. If studying abroad in the Middle East and North Africa, up to two non-Bates courses may be applied to the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

- AMST 247 Contemporary Arab American Literature
- AVC 228 Connecting Image Cultures: Artistic Exchange between Islam and Europe
- AVC 241 The Art of Islam
- AVC 321 Representations of Gender, Labor, and Craft in the Mediterranean
- AVC 329 Politics of Place: Global Perspectives on American Art
- AVC S25 Contemporary Global Photographies
- CMS 102 Medieval Worlds
- CMS 216 Conflict and Community in Medieval Spain
- CMS 241 The Art of Islam
- CMS 254 Sacred Travel/Shrines/Souvenir
- CMS 264 Islamic Civilization: Politics, History, Arts
- CMS 276 Saints, Ships, and Sultans: The Horn of Africa in the Middle Ages
- CMS 291 Colonization and Resistance in Late Antique North Africa
- CMS 292 The Dawn of the Middle Ages
- CMS 293 Trans-Saharan Africa in the Middle Ages
- ENG 247 Contemporary Arab American Literature
- FRE 240E Le Maghreb: Vue de l'Enfance
- FRE 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- GSS 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- HIST 102 Medieval Worlds
- HIST 216 Conflict and Community in Medieval Spain
- HIST 293 Trans-Saharan Africa in the Middle Ages
- PLTC 205 State-Society Relations in the Modern Middle East
- PLTC 260 Nationalism and Nation Building
- PLTC 262 Politics of the Modern Middle East
- REL 112 Introduction to Islam: Religion, Practice, and Culture
- REL 223 Conflict and Community in Medieval Spain
- REL 264 Islamic Civilization: Politics, History, Arts
- REL 274 Quran: Text, Culture, Arts

## Music and Culture (C080)

GEC Coordinator: Gina Andrea Fatone

This concentration provides opportunities to examine and consider the ways that music and culture shape each other. Individually and collectively, the courses cover a vast range of musical traditions and their cultures, as well as introducing many ways of combining musical, historical, anthropological, and cultural-theoretical tools of analysis.

Complete four courses designated with the (C080) GEC attribute. One non-Bates credit may be applied to the concentration, if judged comparable to one of those below, with pre-approval by the coordinator. Not open to students who have declared a major or minor in Music.

Current offerings include:

- AFR 249 African American Popular Music
- AFR 330 Latina/o/xs in NYC Hip-Hop Culture
- AMST 330 Latina/o/xs in NYC Hip-Hop Culture
- ANTH 212 How Music Performs Culture: Introduction to Ethnomusicology
- ASIA 252 Musics of Asia and the Pacific
- LALS 330 Latina/o/xs in NYC Hip-Hop Culture
- MUS 210 Classical Music in Western Culture
- MUS 212 How Music Performs Culture: Introduction to Ethnomusicology
- MUS 247 History of Jazz
- MUS 248 Music in Contemporary Popular Culture
- MUS 249 African American Popular Music
- MUS 252 Musics of Asia and the Pacific
- MUS 253 Music and the Embodied Mind
- MUS 392 Community-Engaged Music and Well-being
- MUS S25 Performing Musical Art of Indonesia
- PSYC 253 Music and the Embodied Mind

## Philosophy (C042)

GEC Coordinator: David Cummiskey

This concentration introduces students to the reflective enterprise that is philosophy. There is a sense in which philosophy is the original interdisciplinary subject. In the words of the twentieth-century American philosopher Wilfrid Sellars: "The aim of philosophy, abstractly formulated, is to understand how things in the broadest possible sense of the term hang together in the broadest possible sense of the term." As such, philosophy attempts to understand how all of the many descriptions and explanations of things that are given by the other disciplines are related to one another.

Complete any four courses in Philosophy or designated with the (C042) GEC attribute. Two non-Bates courses may be applied toward the concentration if judged comparable to one of those below by the

concentration coordinator and with prior approval. This concentration is not open to students who have declared a Philosophy major or minor.

Current offerings include:

- Any Philosophy course
- FYS 258 Law and Justice
- NRSC 372 Consciousness in Science

## Philosophy and Psychology (C031)

GEC Coordinator: David Cummiskey

This concentration is intended to acquaint students with scholarly work on questions of interest to philosophers, psychologists, and cognitive neuroscientists and to facilitate students' own clear thinking on such issues. Given the breadth of the disciplines of philosophy, psychology, and cognitive neuroscience, a wide variety of issues is addressed in these courses. Topics include moral judgment, moral responsibility, sensation and perception, the self, theory of mind, and the relationship between mind and brain. Students consider such issues from both disciplinary perspectives.

Complete four courses designated with the (C031) GEC attribute, two of which must be from philosophy list and two of which must be from psychology and neuroscience list below. Only one of the applicable FYS courses may count towards the Philosophy requirement and Psychology requirement. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings:

Philosophy:

- BIO 323E Philosophy of Evolution
- CMS 271 Ancient Philosophy
- DCS 252 Philosophy of Cognitive Science
- GSS 262 Feminist Philosophy
- PHIL 150 Philosophies to Live By
- PHIL 195 Introduction to Logic
- PHIL 210 Philosophy of Cognitive Science
- PHIL 211 Philosophy of Science
- PHIL 213 Biomedical Ethics
- PHIL 233 Making Moral Minds: Nature, Nurture, and the Sources of Morality
- PHIL 235 Philosophy of Mind
- PHIL 236 Theory of Knowledge
- PHIL 256 Moral Philosophy
- PHIL 257 Moral Luck and Social Identity
- PHIL 260 Philosophy of Religion
- PHIL 262 Feminist Philosophy
- PHIL 271 Ancient Philosophy

- PHIL 272 Philosophy in the Modern Era (1600-1800)
- PHIL 274 20th C European Philosophy: Consciousness and Reality
- PHIL 310 Buddhist Philosophy
- PHIL 321J Self-Knowledge
- PHIL 321K Philosophy of Animal Minds
- PHIL 323E Philosophy of Evolution
- PHIL 324E Virtue and Emotions
- PHIL 362 Consciousness in Science
- PHIL S17 The Ethics of Care
- PHIL S23 Reparations
- REL 260 Philosophy of Religion

Psychology and Neuroscience:

- ASIA 260 Cultural Psychology
- EXDS S21 Life Architecture: Designing Your Future Work
- MUS 253 Music and the Embodied Mind
- NRSC 160 Introduction to Neuroscience
- NRSC 208 Neuroscience, Ethics, and Society
- NRSC 252 Philosophy of Cognitive Science
- NRSC 330 Cognitive Neuroscience/Lab
- NRSC 335 Degeneration and Regeneration of the Nervous System
- NRSC 363 Physiological Psychology/Lab
- NRSC 372 Consciousness in Science
- PSYC 101 Principles of Psychology
- PSYC 160 Introduction to Neuroscience
- PSYC 210 Social Psychology
- PSYC 211 Psychology of Personality
- PSYC 215 Medical Psychology
- PSYC 230 Cognitive Psychology
- PSYC 234 Philosophy of Mind
- PSYC 235 Clinical Psychology
- PSYC 240 Developmental Psychology
- PSYC 253 Music and the Embodied Mind
- PSYC 260 Cultural Psychology
- PSYC 275 Psychology of Sport, Exercise, and Performance
- PSYC 302 Sensation and Perception
- PSYC 317 Psychology and Law
- PSYC 330 Cognitive Neuroscience/Lab
- PSYC 363 Physiological Psychology/Lab
- PSYC 380 Social Cognition
- PSYC 381 The Self
- SOC 210 Social Psychology

## Physics of the Large and Small (C056)

GEC Coordinator: Aleks Diamond-Stanic

Physics is the study of matter and energy. A very small number of fundamental physical principles provide a coherent and unified understanding of an enormous variety of phenomena, ranging in scale from the subnuclear to the cosmological. Any set of physics and astronomy courses illustrates these principles and their coherence.

Complete any four credits in Physics and Astronomy and/or designated with the (C056) GEC attribute. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. One independent study, pre-approved by the coordinator, may also count toward the concentration. Students may not use more than one of the following toward the concentration: CHEM 301, 302, or 310. Not open to students who declare a major or minor in physics.

Current offerings:

- Any course in Physics and Astronomy
- CHEM 301 Quantum Chemistry
- CHEM 302 Statistical Thermodynamics
- CHEM 310 Biophysical Chemistry

## Popular Culture (C040)

GEC Coordinator: Jon Cavallero

This concentration encourages students to explore different genres of popular culture from a variety of cultures in order to understand the powerful impact they have on shaping peoples' values and attitudes.

Complete any four credits designated with the (C040) GEC attribute. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

- AFR 119 Cultural Politics
- AFR 162 White Redemption: Cinema and the Co-optation of African American History
- AFR 242 Passing/Trespassing
- AFR 249 African American Popular Music
- AFR 330 Latina/o/xs in NYC Hip-Hop Culture
- AMST 119 Cultural Politics
- AMST 288 Visualizing Race
- AMST 330 Latina/o/xs in NYC Hip-Hop Culture
- ASIA 245 Architectural Monuments of Southeast Asia
- ASIA 261 Cultural History of Japan: From Jōmon Pottery to Manga
- AVC 245 Architectural Monuments of Southeast Asia

- AVC 288 Visualizing Race
- EUS 233 Russian Myths and Legends
- JPN 261 Cultural History of Japan: From Jōmon Pottery to Manga
- LALS 330 Latina/o/xs in NYC Hip-Hop Culture
- MUS 248 Music in Contemporary Popular Culture
- MUS 249 African American Popular Music
- RFSS 162 White Redemption: Cinema and the Co-optation of African American History
- RFSS 242 Passing/Trespassing
- RFSS 276 Television Criticism
- RFSS 391A The Rhetoric of Alien Abduction
- RUSS 233 Russian Myths and Legends

## **Post/Colonial Issues in French and Spanish (C032)**

GEC Coordinator: Kirk Read

The French and Spanish empires left linguistic, cultural, and sociopolitical legacies throughout the world. Colonial territories and postcolonial nations have responded to colonial power structures through self-inquiry and contestation. The courses included in this concentration approach colonial and postcolonial issues in French and Spanish through various critical perspectives. The concentration requires intermediate proficiency in both French and Spanish.

Complete four credits designated with the (C032) GEC attribute, at least one of which must be from French and at least one of which must be from Hispanic Studies. Students are expected to have at least an intermediate level of proficiency in both languages. An approved co-curricular project may substitute for one credit or two non-Bates credits may be applied toward this concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. This concentration is not open to students who have declared a major or minor in French or Hispanic Studies.

Current offerings include:

- AMST 240I French in Maine
- FRE 207 Introduction to Contemporary France
- FRE 208 Introduction to the Francophone World
- FRE 240E Le Maghreb: Vue de l'Enfance
- FRE 240F Borders and Disorders
- FRE 240I French in Maine
- FRE 250 Power and Resistance through Writing
- FRE 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- FRE 379 Documenting the Genocide of the Tutsi in Rwanda
- FRE S39 Rereading Tintin
- FYS 318 Through the Eyes of Children
- GSS 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- HISP 224 Protest and Justice
- HISP 368 Realismo

## Premodern History (C048)

GEC Coordinator: Sylvia Federico

The historical study of peoples and cultures to 1500 C.E.

Complete any four credits designated with the (C048) GEC attribute. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

- AFR 303 Birthing while Black
- ANTH 167 Culture in Americas
- ASIA 171 Imperial China
- AVC 251 The Age of the Cathedrals
- AVC 252 Art of the Middle Ages
- AVC 265 Florence to Bruges: The Early Renaissance in Europe
- CMS 101 Introduction to the Ancient World
- CMS 102 Medieval Worlds
- CMS 108 Roman Civilization: The Republic
- CMS 109 Roman Civilization: The Empire
- CMS 112 Ancient Greek History
- CMS 216 Conflict and Community in Medieval Spain
- CMS 251 The Age of the Cathedrals
- CMS 252 Art of the Middle Ages
- CMS 265 Florence to Bruges: The Early Renaissance in Europe
- CMS 292 The Dawn of the Middle Ages
- CMS 293 Trans-Saharan Africa in the Middle Ages
- GSS 303 Birthing while Black
- HIST 101 Introduction to the Ancient World
- HIST 102 Medieval Worlds
- HIST 108 Roman Civilization: The Republic
- HIST 109 Roman Civilization: The Empire
- HIST 112 Ancient Greek History
- HIST 171 Imperial China
- HIST 216 Conflict and Community in Medieval Spain
- HIST 292 The Dawn of the Middle Ages
- HIST 293 Trans-Saharan Africa in the Middle Ages
- LALS 167 Culture in the Americas
- LALS 220 Central America and the Caribbean
- REL 223 Conflict and Community in Medieval Spain
- REL 252 Art of the Middle Ages
- REL 253 The Age of the Cathedrals
- REL 292 The Dawn of the Middle Ages

## Producing Culture: Arts and Audience (C061)

GEC Coordinator: Trian Nguyen

Composers, choreographers, directors, curators, and producers often interact with performing artists, studio artists, and writers in order to engage audiences. What is produced, for whom, and in support of which values? Work in this concentration considers the interrelationship between cultural producers and cultural consumers.

Complete any four credits designated with the (C061) GEC attribute from at least two departments/programs. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

- AFR 119 Cultural Politics
- AFR 162 White Redemption: Cinema and the Co-optation of African American History
- AFR 249 African American Popular Music
- AFR 252 Contemporary Issues in Dance
- AMST 119 Cultural Politics
- ASIA 247 The Art of Zen Buddhism
- ASIA 252 Musics of Asia and the Pacific
- ASIA 287 Chinese Drama and Storytelling
- AVC 209 Introduction to Video Production
- AVC 247 The Art of Zen Buddhism
- AVC 361 Museum Internship
- AVC S26 Museum Studies
- CHI 287 Chinese Drama and Storytelling
- DANC 250 Dance Histories of the United States
- DANC 252 Contemporary Issues in Dance
- DANC 300 Bates Dance Festival
- HIST 253 Dance Histories of the United States
- MUS 247 History of Jazz
- MUS 249 African American Popular Music
- MUS 252 Musics of Asia and the Pacific
- MUS S25 Performing Musical Art of Indonesia
- RFSS 162 White Redemption: Cinema and the Co-optation of African American History
- THEA 231 Scene Design
- THEA 233 Costume Design
- THEA 287 Chinese Drama and Storytelling

## Public Health (C065)

GEC Coordinator: Heidi Taylor

This concentration explores public and community health from interdisciplinary perspectives, looking at such issues as medical practice; public policy concerning health care; sociology of race, class, and gender; and cultural constructions of health and sickness. It aims to expose students to public health issues at global, national, and local levels. It may include community-engaged learning, courses from abroad, community-based research, and internships.

Complete four credits designated with the (C065) GEC attribute, including at least one from List A (foregrounding science) and at least one from List B (foregrounding the social sciences and the humanities). No more than two credits can come from any single department or program. Up to two non-Bates credits may be counted if judged equivalent to the courses listed below, or if they contain substantial public health content and have been approved beforehand by the concentration coordinator. One independent study, pre-approved by the coordinator, may also count towards the concentration. A co-curricular experience may substitute for one concentration requirement when the experience has a significant academic component, is supervised by the concentration coordinator, and is pre-approved by the concentration coordinator and the Harward Center for Community Partnerships. Students declaring this concentration may not also declare concentration C027 (The Human Body).

Current offerings include:

### List A: Science

- BIO 129 Human Nutrition
- BIO 195K Lab-Based Biological Inquiry: Poisons
- BIO 217 Human Anatomy and Physiology I
- BIO 218 Human Anatomy and Physiology II
- BIO 255A Mathematical Models in Biology
- BIO 301 Pathophysiology
- BIO 304 Biochemistry of Virus Replication and Host Cell Defense Systems
- BIO 315 Microbiology/Lab
- BIO 320 Pharmacology
- BIO 321 Cellular Biochemistry
- BIO 331 Molecular Biology
- BIO 351 Immunology
- CHEM 125 Bioenergetics and Nutrition
- CHEM 304 Biochemistry of Virus Replication and Host Cell Defense Systems
- CHEM 321 Biological Chemistry I/Lab
- ENVR 203 Scientific Approaches to Environmental Issues/Lab
- FYS 573 Sex in the Brain: the Neuroscience of Hormons, Sex, and Gender
- MATH 255A Mathematical Models in Biology
- NRSC 208 Neuroscience, Ethics, and Society

### List B: Social Sciences and Humanities

- AFR 236 Race Matters: Tobacco in North America

- AFR 239 Anti-Blackness and the Environment
- AFR 267 Blood, Genes, and American Culture
- AFR 280 Health and Healing in Africa
- AFR 303 Birthing while Black
- AMST 236 Race Matters: Tobacco in North America
- AMST 267 Blood, Genes, and American Culture
- ANTH 108 Medical Anthropology
- ECON 222 Environmental Economics and Policy
- ECON 325 Prices, Property, and the Problem of the Commons
- ENG 263 Literature, Medicine, Empathy
- ENVR 239 Anti-Blackness and the Environment
- ENVR 350 Environmental Justice
- EXDS 120 Designing Behavioral Interventions with Public Health Frameworks
- GSS 267 Blood, Genes, and American Culture
- GSS 303 Birthing while Black
- GSS 343 Women, Culture, and Health
- GSS 400C Understanding Disease
- HIST 236 Race Matters: Tobacco in North America
- HIST 267 Blood, Genes, and American Culture
- HIST 280 Health and Healing in Africa
- NRSC 363 Physiological Psychology/Lab
- PHIL 213 Biomedical Ethics
- PSYC 303 Health Psychology
- PSYC 343 Women, Culture, and Health
- PSYC 363 Physiological Psychology/Lab
- SOC 230 Sociology of Health and Illness
- SOC 235 Global Health: Sociological Perspectives
- SOC 330 Sociology of Health Professions

## Queer Studies (C009)

GEC Coordinator: Erica Rand

Queer Studies looks at sexuality and gender while foregrounding non-normative or anti-normative perspectives. Queer Studies includes considerations of lesbian, gay, bisexual, trans, and genderqueer history, culture, and politics, with mindful attention to the limits and alternatives to those time- and culture-bound terms.

Complete four credits designated with the (C009) GEC attribute, one of which must be at the 300-level.

Current offerings include:

- AFR 252 Contemporary Issues in Dance
- AFR 306 Queer Africana: History, Theories, and Representations
- AMST 353 Critical Theory/Critical Acts
- ANTH 209 Pixelated Parts: Race, Gender, Video Games

- ANTH 308 Feminist and Queer Ethnography
- ANTH 315 Queering Capitalism: Sexual Politics and Properties of Economic Life
- AVC 287 Gender and Visual Culture
- AVC 345 Trans Studies in the Politics of Visibility
- CMS 204 Classics and the History of Sexuality
- DANC 252 Contemporary Issues in Dance
- DCS 209 Pixelated Parts: Race, Gender, Video Games
- EDUC S32 (Don't) Say Gay: LGBTQIA+ Education in the United States
- ENG 283 Early Modern Sex and Sexuality
- ENG 306 Queer Africana: History, Theories, and Representations
- ENG 395Q Reading Feeling: Literature and Affect Theory
- EUS 317 Beyond Human: Cyborgs and Technology
- EUS S18 Wilde Times: Scandal, Celebrity, and the Law
- FYS 523 Poetry and Resistance beyond the Gender Binary
- FYS 548 Queer Gender, Race, and Writing
- FYS 573 Sex in the Brain: the Neuroscience of Hormones, Sex, and Gender
- GSS 100 Introduction to Gender and Sexuality Studies
- GSS 317 Beyond Human: Cyborgs and Technology
- GSS 202 Queer and Trans Sports Studies
- GSS 204 Classics and the History of Sexuality
- GSS 209 Pixelated Parts: Race, Gender, Video Games
- GSS 238 Queer Power: Political Sociology of U.S. Sexuality Movements
- GSS 256 Feminist Political Thought
- GSS 270 Sociology of Gender
- GSS 282 Constitutional Law II: Rights and Identities
- GSS 283 Early Modern Sex and Sexuality
- GSS 287 Gender and Visual Culture
- GSS 306 Queer Africana: History, Theories, and Representations
- GSS 308 Feminist and Queer Ethnography
- GSS 310 Gender, Race, and Judaism
- GSS 312 Transgender Narratives
- GSS 315 Queering Capitalism: Sexual Politics and Properties of Economic Life
- GSS 345 Trans Studies in the Politics of Visibility
- GSS 353 Critical Theory/Critical Acts
- GSS 395Q Reading Feeling: Literature and Affect Theory
- GSS S18 Wilde Times: Scandal, Celebrity, and the Law
- HIST S18 Wilde Times: Scandal, Celebrity and the Law
- PLTC 238 Queer Power: Political Sociology of U.S. Sexuality Movements
- PLTC 256 Feminist Political Thought
- PLTC 282 Constitutional Law II: Rights and Identities
- REL 310 Gender, Race, and Judaism
- RFSS 260 Lesbian and Gay Images in Film
- RUSS 317 Beyond Human: Cyborgs and Technology
- SOC 238 Queer Power: Political Sociology of U.S. Sexuality Movements
- SOC 270 Sociology of Gender

## Racisms (C041)

GEC Coordinator: Charles Nero

Racism is a system of ideas and practices that deny the humanity of individuals who are ascribed to certain groups and collectivities. The practice of racism has deep historical roots and there is not one single type of racism. Religious, social, scientific, political, and cultural discourses have contributed to racist regimes.

Complete any four courses designated with the (C041) GEC attribute; no more than two courses may be from the same department/program. One credit must be at the 300 level. With prior permission of the concentration coordinator two non-Bates courses may be applied toward the concentration if judged within the definition of the concentration. Ordinarily, non-Bates courses may not be substituted for the required 300-level credit.

Current offerings include:

- AFR 100 Introduction to Africana
- AFR 114 Introduction to African American Literature I: 1600-1910
- AFR 115 Introduction to African American Literature II: 1910-Present
- AFR 119 Cultural Politics
- AFR 121 "I, Too, Sing America": Poetry of this Moment/Movement
- AFR 162 White Redemption: Cinema and the Co-optation of African American History
- AFR 201 Race, Ethnicity, and Feminist Thought
- AFR 202 Coming of Age While Black
- AFR 223 Survey of Literatures of the Caribbean
- AFR 227 #BlackLivesMatter
- AFR 239 Anti-Blackness and the Environment
- AFR 242 Passing/Trespassing
- AFR 249 African American Popular Music
- AFR 252 Contemporary Issues in Dance
- AFR 253 The African American Novel
- AFR 255 Black Poetry
- AFR 259 Contemporary African American Literature
- AFR 267 Blood, Genes, and American Culture
- AFR 268 Survey of Literatures of Africa
- AFR 301E Black Struggles against American Slavery
- AFR 303 Birthing while Black
- AFR 304 Decolonization
- AFR 308 Black Resistance from the Civil War to Civil Rights
- AFR 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- AFR 320 Immigrant Racialization
- AFR 325 Black Feminist Literary Theory and Practice
- AFR 390 Afro-Latinoamérica
- AFR 395T African American Literary Criticism
- AMST 119 Cultural Politics
- AMST 141 Rise of the American Empire
- AMST 227 #BlackLivesMatter

- AMST 244 Native American History
- AMST 247 Contemporary Arab American Literature
- AMST 267 Blood, Genes, and American Culture
- AMST 281 Arab American Poetry
- AMST 288 Visualizing Race
- AMST 304 Decolonization
- AMST 308 Black Resistance from the Civil War to Civil Rights
- ANTH 167 Culture in the Americas
- ANTH 289 After Deportation Ethnographies from Latin America and the Caribbean
- AVC 288 Visualizing Race
- DANC 250 Dance Histories of the United States
- DANC 252 Contemporary Issues in Dance
- EDUC 242 Race and Justice in American Education
- ENG 105 9/11 in Literature and Film
- ENG 114 Introduction to African American Literature I: 1600-1910
- ENG 115 Introduction to African American Literature II: 1910-Present
- ENG 119 "I, Too, Sing America": Poetry of this Moment/Movement
- ENG 143 Nineteenth-Century American Literature
- ENG 214 Shakespeare and Early Modern Racialization
- ENG 223 Survey of Literatures of the Caribbean
- ENG 247 Contemporary Arab American Literature
- ENG 253 The African American Novel
- ENG 255 Black Poetry
- ENG 259 Contemporary African American Literature
- ENG 268 Survey of Literatures of Africa
- ENG 281 Arab American Poetry
- ENG 325 Black Feminist Literary Theory and Practice
- ENG 395T African American Literary Criticism
- ENVR 239 Anti-Blackness and the Environment
- ENVR 350 Environmental Justice
- EUS 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- EUS 217 Fortress Europe: Race, Migration, and Difference in European History
- FRE 208 Introduction to the Francophone World
- FRE 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- FRE 379 Documenting the Genocide of the Tutsi in Rwanda
- GSS 201 Race, Ethnicity, and Feminist Thought
- GSS 267 Blood, Genes, and American Culture
- GSS 301Z Intersectionality and Feminist Social Movements
- GSS 303 Birthing while Black
- GSS 312 Transgender Narratives
- GSS 325 Black Feminist Literary Theory and Practice
- GSS 340 Poverty, Policy, and Social Inclusion
- GSS 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- HISP 232 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- HISP 390 Afro-Latinoamérica

- HIST 141 Rise of the American Empire
- HIST 181 Creating Latin America: A History
- HIST 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- HIST 217 Fortress Europe: Race, Migration, and Difference in European History
- HIST 244 Native American History
- HIST 253 Dance Histories of the United States
- HIST 267 Blood, Genes, and American Culture
- HIST 301E Black Struggles against American Slavery
- HIST 301G Black Resistance from the Civil War to Civil Rights
- HIST 301Z Intersectionality and Feminist Social Movements
- LALS 181 Creating Latin America: A History
- LALS 167 Culture in the Americas
- LALS 208 Latinx Politics
- LALS 220 Central America and the Caribbean
- LALS 289 After Deportation Ethnographies from Latin America and the Caribbean
- LALS 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- LALS 390 Afro-Latinoamérica
- MUS 249 African American Popular Music
- PHIL 257 Moral Luck and Social Identity
- PHIL S23 Reparations
- PLTC 203 Racial and Ethnic Politics in the United States
- PLTC 208 Latinx Politics
- PLTC 268 Global Political Economy of Development
- PLTC 301Z Intersectionality and Feminist Social Movements
- PLTC 354 Race and the Right to Vote in the U.S.
- PSYC 373 Racism: A Multilevel Approach
- REL 255 African American Religious Traditions
- RFSS 162 White Redemption: Cinema and the Co-optation of African American History
- RFSS 202 Coming of Age While Black
- RFSS 242 Passing/Trespassing
- RFSS 391E The Interracial Buddy Film
- SOC 242 Race and Justice in American Education
- SOC 250 Privilege, Power, and Inequality
- SOC 289 After Deportation Ethnographies from Latin America and the Caribbean
- SOC 320 Immigrant Racialization
- SOC 321 Black Immigrant Narratives
- SOC 340 Poverty, Policy, and Social Inclusion
- SOC 350 Race, Crime, and Punishment in America
- SOC 373 Racism: A Multilevel Approach

## Religious Studies (C001)

GEC Coordinator: Cynthia Baker

This concentration focuses on different aspects of religious studies.

Complete four courses from the Religious Studies department and/or designated with the (C001) GEC attribute.

Current offerings include:

- Any Religious Studies (REL) course
- ASIA 243 Buddhist Arts and Visual Cultures
- ASIA 247 The Art of Zen Buddhism
- ASIA 289 Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture
- AVC 243 Buddhist Arts and Visual Cultures
- AVC 247 The Art of Zen Buddhism
- AVC 251 The Age of the Cathedrals
- AVC 252 Art of the Middle Ages
- AVC 289 Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture
- AVC 373 Art of the Global Middle Ages
- AVC S22 Hell and Damnation: Imaging the Afterlife
- CMS 251 The Age of the Cathedrals
- CMS 252 Art of the Middle Ages
- CMS 373 Art of the Global Middle Ages
- CMS S22 Hell and Damnation: Imaging the Afterlife
- EUS 229 Nationalism, Cosmopolitanism, and Antisemitism in 19th- and 20th-Century European Music
- HIST 301Y The Spanish Inquisition
- LALS 303 The Spanish Inquisition
- MUS 229 Nationalism, Cosmopolitanism, and Antisemitism in 19th- and 20th-Century European Music
- PHIL 310 Buddhist Philosophy

## Renaissance: Arts and Letters (C035)

GEC Coordinator: Sanford Freedman

The literature and visual arts from the late fourteenth through the early eighteenth centuries in Europe and its American colonies helped shape many of our contemporary cultural models. The Renaissance marked a shift in worldview: Humanism shaped the centrality of the individual; religion once again became an ideological battleground; new national states developed capitalism; slavery took hold in the Americas; technology advanced the spread of empire; and national languages acquired a new prestige.

Complete four credits designated with the (C035) GEC attribute, at least one of which must be from the Visual Arts list below and at least one of which must be from the Literature and Textual Culture list below.

Two non-Bates credits may be applied toward the concentration if judged comparable to those below by the concentration coordinator and with prior approval.

Current offerings include:

Visual Arts:

- AVC 251 The Age of the Cathedrals
- AVC 265 Florence to Bruges: The Early Renaissance in Europe
- CMS 251 The Age of the Cathedrals
- CMS 265 Florence to Bruges: The Early Renaissance in Europe
- REL 253 The Age of the Cathedrals

Literature and Textual Culture:

- ENG 213 Shakespeare
- ENG 214 Shakespeare and Early Modern Racialization
- ENG 222 Topics in Seventeenth-Century Literature
- ENG 282 Paradise Lost: Contexts and Afterlives
- ENG S43 Shakespeare in the Theater in London
- FRE 250 Power and Resistance through Writing
- FRE 372 Woman Writer/Women Written
- HIST 140 Origins of New Nations, 1500-1820
- HIST 301Y The Spanish Inquisition
- LALS 303 The Spanish Inquisition
- REL 314 The Spanish Inquisition

## Russian Language and Culture (C069)

GEC Coordinator: Raluca Cernahoschi

This concentration encourages the study of Russian language and culture.

Complete four credits from the Russian program and/or designated with the (C069) GEC attribute. Up to two credits in Russian language, culture, or literature taken in an off-campus study program may substitute for up to two credits with the approval of the coordinator. Not open to students who declare a minor in Russian.

Current offerings include:

- Any course in Russian

## Sound (C005)

GEC Coordinator: Dale Chapman

This concentration is a wide-ranging exploration of the nature of sound. Topics include the physical nature of sound production, organismal perception of sound, and sonic elements in the performing arts.

Complete four credits designated with the (C005) GEC attribute, comprising of two from List A and two from List B.

Students selecting MUS 270 or 290 need to complete any two sections to receive one course credit. One music performance co-curricular component may substitute for one music course. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. One independent study, pre-approved by the coordinator, may also count toward the concentration.

Current offerings include:

List A:

- MUS 101 Introduction to Listening
- MUS 218 Soundscapes: Recording and Designing Sound
- MUS 219 Composing Sonic Systems
- MUS 231 Music Theory I
- MUS 232 Music Theory II
- MUS 235 Music Composition
- MUS 253 Music and the Embodied Mind
- MUS 270 Applied Music
- MUS 290 Musical Ensemble Performance
- MUS 392 Community-Engaged Music and Well-being

List B:

- AFR 255 Black Poetry
- AMST 281 Arab American Poetry
- BIO 102 Sensory Biology
- DCS 219 Composing Sonic Systems
- ENG 255 Black Poetry
- ENG 281 Arab American Poetry
- NRSC 160 Introduction to Neuroscience
- PSYC 160 Introduction to Neuroscience
- PSYC 253 Music and the Embodied Mind
- PSYC 302 Sensation and Perception
- RFSS 257 Rhetorical Criticism
- THEA 132 Theater Technology
- THEA 261 Introduction to Acting
- THEA 263 Introduction to Voice and Speech

## South Asian Studies (C087)

GEC Coordinator: Alison Melnick Dyer

This concentration introduces students to different aspects of the history, culture, religion, literature, and art of South Asia, India, Pakistan, Sri Lanka, Nepal, and Southeast Asia.

Complete any four credits designated with the (C087) GEC attribute. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. Participation in the SITA (South India Term Abroad) Program may be substituted for two credits with prior approval. Not open to minors in Asian studies.

Current offerings include:

- ASIA 243 Buddhist Arts and Visual Cultures
- ASIA 245 Architectural Monuments of Southeast Asia
- ASIA 250 Buddhist Tradition
- ASIA 251 Religions of Tibet
- ASIA 252 Musics of Asia and the Pacific
- ASIA 308 Buddhist Texts in Translation
- AVC 243 Buddhist Arts and Visual Cultures
- AVC 245 Architectural Monuments of Southeast Asia
- EUS 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- HIST 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- MUS 252 Musics of Asia and the Pacific
- MUS 290C Gamelan Ensemble
- MUS S25 Performing Musical Art of Indonesia
- PHIL 310 Buddhist Philosophy
- REL 250 Buddhist Tradition
- REL 251 Religions of Tibet
- REL 308 Buddhist Texts in Translation
- RFSS 391F Bollywood

## The Ancient World (C054)

GEC Coordinator: Lisa Maurizio

This concentration introduces students to peoples of the Greco-Roman and Judaic traditions in the ancient world. Students examine the history, literature, religions, social practices, and material cultures of the Greeks, Romans, and Israelites, as well as the different methodologies scholars employ to understand a distant and different past that still critically shapes the experience of the modern Western world.

Complete any four credits designated with the (C054) GEC attribute. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. Only one course from this concentration may count for a major in Classical and Medieval Studies.

Current offerings include:

- ANTH 215 Death and Burial in Ancient Rome
- ANTH 225 Rituals, Sentiments, and Gods: Religion in Ancient Greece
- CMS 101 Introduction to the Ancient World
- CMS 107 Race Reception and the Modern Creation of the Ancient and Medieval Past

- CMS 108 Roman Civilization: The Republic
- CMS 109 Roman Civilization: The Empire
- CMS 112 Ancient Greek History
- CMS 114 Introduction to Classical Archaeology
- CMS 204 Classics and the History of Sexuality
- CMS 215 Death and Burial in Ancient Rome
- CMS 218 Greek and Roman Myths
- CMS 225 Rituals, Sentiments, and Gods: Religion in Ancient Greece
- CMS 235 Introduction to the Hebrew Bible
- CMS 236 Introduction to the New Testament
- CMS 271 Ancient Philosophy
- CMS 301H Slavery in Ancient Rome
- CMS S17 Readings in the Odyssey of Homer
- GSS 204 Classics and the History of Sexuality
- HIST 101 Introduction to the Ancient World
- HIST 108 Roman Civilization: The Republic
- HIST 109 Roman Civilization: The Empire
- HIST 112 Ancient Greek History
- HIST 215 Death and Burial in Ancient Rome
- PHIL 271 Ancient Philosophy
- REL 218 Greek and Roman Myths
- REL 225 Rituals, Sentiments, and Gods: Religion in Ancient Greece
- REL 235 Introduction to the Hebrew Bible
- REL 236 Introduction to the New Testament
- RFSS 100 What is Rhetoric?

## The City in History: Urbanism and Constructed Spaces (C057)

GEC Coordinator: Dolores O'Higgins

This concentration addresses the role of urban centers in human culture from their emergence in earliest recorded history to the present. The study of urban forms, architecture, and spaces is by definition interdisciplinary, integrating social, political, historical, theoretical, geographical, technological, and aesthetic considerations.

Complete any four credits designated with the (C057) GEC attribute. One non-Bates credit that focuses on urban history, design, and/or function may be applied toward this concentration if judged appropriate upon application to the coordinator. This may include supervised archaeological fieldwork, with approval of the coordinator.

Current offerings include:

- AFR 100 Introduction to Africana
- AFR 162 White Redemption: Cinema and the Co-optation of African American History
- AMST 141 Rise of the American Empire
- AMST 240I French in Maine

- ASIA 245 Architectural Monuments of Southeast Asia
- ASIA 289 Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture
- AVC 241 The Art of Islam
- AVC 245 Architectural Monuments of Southeast Asia
- AVC 251 The Age of the Cathedrals
- AVC 252 Art of the Middle Ages
- AVC 265 Florence to Bruges: The Early Renaissance in Europe
- AVC 289 Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture
- AVC S24 Textile Towns: Medieval Tuscany and Modern Lewiston
- CMS 102 Medieval Worlds
- CMS 108 Roman Civilization: The Republic
- CMS 109 Roman Civilization: The Empire
- CMS 218 Greek and Roman Myths
- CMS 241 The Art of Islam
- CMS 251 The Age of the Cathedrals
- CMS 252 Art of the Middle Ages
- CMS 265 Florence to Bruges: The Early Renaissance in Europe
- CMS S26 Textile Towns: Medieval Tuscany and Modern Lewiston
- EUS 254 Berlin and Vienna, 1900-1914
- EUS 302 Sex and the Modern City: European Cultures at the Fin-de-Siècle
- FRE 240I French in Maine
- GER 254 Berlin and Vienna, 1900-1914
- GER 341 Landscapes and Cityscapes in German Media
- GSS 314 Sex and the Modern City: European Cultures at the Fin-de-Siècle
- HIST 102 Medieval Worlds
- HIST 108 Roman Civilization: The Republic
- HIST 109 Roman Civilization: The Empire
- HIST 141 Rise of the American Empire
- HIST 295 Montezuma's Mexico: Aztecs and their World
- HIST 301A Sex and the Modern City: European Cultures at the Fin-de-Siècle
- LALS 295 Montezuma's Mexico: Aztecs and their World
- REL 218 Greek and Roman Myths
- REL 252 Art of the Middle Ages
- REL 253 The Age of the Cathedrals
- REL 295 Montezuma's Mexico: Aztecs and their World
- RFSS 162 White Redemption: Cinema and the Co-optation of African American History
- SOC 236 Urban Sociology

## The Geosphere (C007)

GEC Coordinator: Shreya Arora

The Earth is in a constant state of change. Creation and destruction of the lithosphere with attendant earthquakes and volcanoes and interactions of the atmosphere and hydrosphere producing climate change

illustrate the interconnection of the geosphere and humankind. The study of geologic processes spans scales of time measured in minutes to billions of years; such studies are a key to understanding past, present, and future global and planetary environmental changes. To fully understand and appreciate such changes, the courses in this concentration emphasize the integration of field- and laboratory-based inquiry both in New England and, remotely, on more distant worlds.

Complete four credits designated with the (C007) GEC attribute.

Current offerings include:

- BIO 113 Marine Science
- EACS 103 Earth Surface Environments and Environmental Change/Lab
- EACS 104 Plate Tectonics and Hazards/Lab
- EACS 107 Katahdin to Acadia: Field Geology in Maine/Lab
- EACS 109 Earth's Climate System/Lab
- EACS 113 Marine Science
- EACS 210 Sedimentary Processes and Environments/Lab
- EACS 217 Mapping and GIS/Lab
- EACS 220 Dynamical Climate
- EACS 223 Earth Materials/Lab
- EACS 226 Hydrogeology
- EACS 230 Earth Structure and Dynamics/Lab
- EACS 240 Environmental Geochemistry/Lab
- EACS 310 Quaternary Paleoclimatology
- ENVR 217 Mapping and GIS/Lab
- ENVR 220 GIS across the Curriculum
- ENVR 226 Hydrogeology
- ENVR 310 Soils/Lab
- PHYS 220 Dynamical Climate

## The Human Body (C027)

GEC Coordinator: Bruno Salazar-Perea

This concentration focuses on knowledges acquired through observation, articulation, and experience of the body.

Complete any four credits from the Dance program and/or designated with the (C027) GEC attribute. Any two DANC 270 courses complete one concentration credit. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. Dance majors and minors are limited to two concentration credits in dance.

Current offerings include:

- Any course in Dance
- AFR 267 Blood, Genes, and American Culture
- AMST 267 Blood, Genes, and American Culture

- ASIA S20 Philosophy of the Body
- AVC 212 Drawing: From Still Life to the Model
- AVC 312 Drawing the Figure
- BIO 102 Sensory Biology
- BIO 129 Human Nutrition
- BIO 217 Human Anatomy and Physiology I
- BIO 218 Human Anatomy and Physiology II
- BIO 301 Pathophysiology
- BIO 308 Neurobiology
- BIO 311 Comparative Anatomy of the Chordates/Lab
- BIO 320 Pharmacology
- BIO 328 Developmental Biology/Lab
- BIO 337 Animal Physiology/Lab
- BIO 351 Immunology
- CHEM 125 Bioenergetics and Nutrition
- CHEM 320 Mechanisms of Memory
- CHI S20 Philosophy of the Body
- CMS 204 Classics and the History of Sexuality
- DCS 106 TechnoGenderCulture
- ENG 131 Tragedy and the Drama of Voice
- FYS 573 Sex in the Brain: the Neuroscience of Hormons, Sex, and Gender
- GSS 106 TechnoGenderCulture
- GSS 202 Queer and Trans Sports Studies
- GSS 204 Classics and the History of Sexuality
- GSS 267 Blood, Genes, and American Culture
- GSS 343 Women, Culture, and Health
- GSS 355 Gender and Technology
- HIST 267 Blood, Genes, and American Culture
- MUS 253 Music and the Embodied Mind
- NRSC 160 Introduction to Neuroscience
- NRSC 308 Neurobiology
- NRSC 320 Mechanisms of Memory
- NRSC 335 Degeneration and Regeneration of the Nervous System
- NRSC 363 Physiological Psychology/Lab
- PSYC 101 Principles of Psychology
- PSYC 160 Introduction to Neuroscience
- PSYC 215 Medical Psychology
- PSYC 235 Clinical Psychology
- PSYC 253 Music and the Embodied Mind
- PSYC 275 Psychology of Sport, Exercise, and Performance
- PSYC 343 Women, Culture, and Health
- PSYC 363 Physiological Psychology/Lab
- THEA 235 Fashion: A Survey of Western Culture
- THEA 236 Pattern Drafting and Draping
- THEA 261 Introduction to Acting

- THEA 263 Introduction to Voice and Speech

## The Translated World (C067)

GEC Coordinator: Lisa Maurizio

In this concentration, students explore national literatures as well as literatures from different historical epochs in translation. Students consider how these literatures represent culturally distinct experiences and contribute to a complex understanding of global imaginations, values, and societies.

Complete any four credits designated with the (C067) GEC attribute. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

- ASIA 207 The Self and the World in Premodern Chinese Literature
- ASIA 215 Film, Literature, and the Cultures of Postwar Japan
- ASIA 223 Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature
- ASIA 224 Japanese Literature & Society
- ASIA 235 Supernatural in East Asia
- ASIA 287 Chinese Drama and Storytelling
- CHI 207 The Self and the World in Premodern Chinese Literature
- CHI 223 Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature
- CHI 287 Chinese Drama and Storytelling
- CMS 204 Classics and the History of Sexuality
- CMS S17 Readings in the Odyssey of Homer
- ENVR 216 Nature in the Cultures of Russia
- EUS 216 Nature in the Cultures of Russia
- EUS 233 Russian Myths and Legends
- EUS 254 Berlin and Vienna, 1900-1914
- FYS 318 Through the Eyes of Children
- FYS 447 Holocaust on Stage
- GER 254 Berlin and Vienna, 1900-1914
- GSS 204 Classics and the History of Sexuality
- JPN 215 Film, Literature, and the Cultures of Postwar Japan
- JPN 224 Japanese Literature & Society
- PLTC 243 Politics and Literature
- RUSS 216 Nature in the Cultures of Russia
- RUSS 233 Russian Myths and Legends
- RUSS S27 From Baba Yaga to Putin: Myths and Legends in Russian Culture
- THEA 287 Chinese Drama and Storytelling

## Theater Arts (C028)

GEC Coordinator: Katalin Vecsey

This concentration serves as an introduction to the study and making of theater.

Complete four courses from the Theater program and/or designated with the (C028) GEC attribute. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. This concentration is not open to students who have declared a Theater major or minor.

Current offerings include:

- Any Theater course
- FYS 447 Holocaust on Stage

## Visible Ideas: 2D and 3D Design (C029)

GEC Coordinator: Elke Morris

A design is a plan. In art, the study of design is the study of the relationship between idea and physical form, and how this interaction expresses content. These courses emphasize ways to track and manipulate the relationship between the essential elements of visual language, including line, color, light, volume, scale, and space.

Complete four courses designated with the (C029) GEC attribute, with no more than three from any one department/program. One non-Bates course may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. One independent study, pre-approved by the coordinator, may also count toward the concentration.

Current offerings include:

- AVC 202 Painting: Color and Design
- AVC 203 Ceramic Design and Techniques
- AVC 209 Introduction to Video Production
- AVC 211 Animation I: Hand-Drawn Animation
- AVC 212 Drawing: From Still Life to the Model
- AVC 213 Drawing: Realism to Abstraction
- AVC 214 Painting I: Pictorial Structure
- AVC 219 Photography: The Digital Image
- AVC 220 The Digital Composite: A Creative Process
- AVC 312 Drawing the Figure
- AVC 315 Studio Pottery
- AVC 316 Printmaking Workshop
- AVC 318 Photography: Perception and Expression
- AVC 350 Visual Meaning: Process, Material, Format
- AVC 360 Independent Study

- AVC S13 Ceramic Tilework and Design
- AVC S15 Photographing the Landscape
- DANC 151 Making Dances
- DANC 240 Embodied Anatomy and Kinesthetics
- DANC 251 Making Dances II
- ENG 105 9/11 in Literature and Film
- ENVR 220 GIS across the Curriculum
- ENVR S15 Photographing the Landscape
- PSYC 302 Sensation and Perception
- RFSS 120 Introduction to Screen Studies
- RFSS 240 Film Theory
- THEA 130 Introduction to Design
- THEA 132 Theater Technology
- THEA 231 Scene Design
- THEA 232 Lighting and Projection Design
- THEA 233 Costume Design
- THEA 236 Pattern Drafting and Draping
- THEA 261 Introduction to Acting
- THEA S27 Scenic Painting

## Water and Society (C070)

GEC Coordinator: Beverly Johnson

Water is essential to life. Consequently, people often live along the coast, the banks of rivers, the margins of lakes or in regions with groundwater resources for drinking, irrigation, industry, recreation, and the food supply. Water is also one of the most highly politicized resources on earth and has been the source of numerous and continuing conflicts among humans. Our dependence on water necessitates that we share and preserve this resource, yet increasing pressures on our water bodies are resulting in reduced access to potable water, collapse of marine ecosystems, and a decrease in biodiversity. This concentration explores the connections between humans and water and includes scientific, aesthetic, economic, political, and ethical perspectives.

Complete four credits designated with the (C070) GEC attribute, no more than two of which may be from the same department or program. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

- BIO 113 Marine Science
- BIO 241 Water and Watersheds/Lab
- BIO 313 Marine Ecology
- EACS 103 Earth Surface Environments and Environmental Change/Lab
- EACS 109 Earth's Climate System/Lab
- EACS 113 Marine Science
- EACS 210 Sedimentary Processes and Environments/Lab

- EACS 226 Hydrogeology
- EACS 230 Earth Structure and Dynamics/Lab
- EACS 240 Environmental Geochemistry/Lab
- EACS 241 Water and Watersheds/Lab
- ECON 222 Environmental Economics and Policy
- ENVR 214 Environmental Ethics
- ENVR 221 Ecology of Food and Farming
- ENVR 226 Hydrogeology
- ENVR 240 Water and Watersheds/Lab
- PHIL 214 Environmental Ethics

## **Women and Gender in Asia (C050)**

GEC Coordinator: Alison Melnick Dyer

Focusing on gender issues, this concentration affords students a context for studying individuals and their interactions in an Asian context.

Complete any four credits designated with the (C050) GEC attribute. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

- ASIA 171 Imperial China
- ASIA 215 Film, Literature, and the Cultures of Postwar Japan
- ASIA 224 Japanese Literature & Society
- ASIA 287 Chinese Drama and Storytelling
- ASIA 320 Advanced Seminar: Current Research on Asia
- CHI 287 Chinese Drama and Storytelling
- GSS 263 Producing Gender in Japanese History: Theater, Literature, Religion
- GSS 311 Buddhism and Gender
- HIST 171 Imperial China
- JPN 215 Film, Literature, and the Cultures of Postwar Japan
- JPN 224 Japanese Literature & Society
- JPN 263 Producing Gender in Japanese History: Theater, Literature, Religion
- REL 311 Buddhism and Gender
- THEA 287 Chinese Drama and Storytelling

## **Women and Writing (C060)**

GEC Coordinator: Mary Rice-DeFosse

This concentration focuses on women's writing across cultures and in different time periods. The concentration includes both historical and theoretical perspectives on women's writing.

Complete any four credits designated with the (C060) GEC attribute. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Current offerings include:

- AFR 265 The Writings of Toni Morrison
- AFR 325 Black Feminist Literary Theory and Practice
- ENG 121H The Brontës
- ENG 231 Women Writers of the 1950s
- ENG 238 Jane Austen: Then and Now
- ENG 265 The Writings of Toni Morrison
- ENG 325 Black Feminist Literary Theory and Practice
- FRE 372 Woman Writer/Women Written
- FRE 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- GSS 325 Black Feminist Literary Theory and Practice
- GSS 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine

# Leadership

## The Trustees

All information on this page represents a snapshot taken at the start of the academic year 2024–2025. For up-to-date information, please contact the Office of the President.

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Emma A. Sprague, M.P.A.  
Gloucester, Massachusetts

Garth A. L. Timoll, M.B.A.  
San Francisco, California

Lisa M. Utzschneider, M.P.A.  
Greenwich, Connecticut

Anne K. Wade, M.Sc.  
Cape Elizabeth, Maine

Melissa Wilcox Yanagi, M.B.A.  
West Newton, Massachusetts

**Emeriti**

Stuart Bradley Abelson, M.B.A.  
Gloucester, Massachusetts

Lisa B. Barry, M.S.  
Chevy Chase, Maryland

H. Scott Bierman, Ph.D.  
Northfield, Minnesota

Weston Leonard Bonney, M.B.A.  
Portland, Maine

David Oliver Boone, B.A.  
Westlake, Ohio

Robert E. Burke, B.S.  
Boston, Massachusetts

James Francis Callahan Jr., M.B.A.  
Lynnfield, Massachusetts

William C. Carey, B.A.  
Lincoln, Massachusetts

J. Michael Chu, B.A.  
New Canaan, Connecticut

Richard Francis Coughlin, M.B.A.  
Cape Elizabeth, Maine

Darrell William Crate, M.B.A.  
South Hamilton, Massachusetts

Ernest Henry Ern, Ph.D.  
Charlottesville, Virginia

Geraldine M. FitzGerald, B.A.  
New York, New York

David Leigh Foster, M.A.  
New York, New York

Scott David Freeman, M.B.A.  
Needham, Massachusetts

Marjorie Northrop Friedman, J.D.  
Park City, Utah

Stephen M. Fuller, M.B.A.  
Freeport, Maine

John Davies Gillespie, M.B.A.  
Wilson, Wyoming

Christopher Joseph Gorayeb, J.D.  
New York, New York

Burton Michael Harris, L.L.B.  
Wellington, Florida

Karen Ann Harris, M.B.A.  
Cape Elizabeth, Maine

William Steven Holt, M.D.  
Cape Elizabeth, Maine

Erik O. Jarnryd, M.B.A.  
Concord, Massachusetts

Henry John Keigwin, M.B.A.  
North Kingstown, Rhode Island

Susan Schulze Kozik, B.A.  
Sarasota, Florida

Paul Ross Libbey, B.A.  
Lewiston, Maine

William Eldred Little Jr., B.A.  
New York, New York

David John MacNaughton, J.D.  
Bronxville, New York

Paul Marks, M.A.  
New York, New York

Derville M. McCann, M.D.  
Winthrop, Maine

Jamie Peter Merisotis, B.A.  
Indianapolis, Indiana

Karl Olof Mills, M.B.A.  
Lafayette, California

James Leander Moody Jr., B.A.; L.H.D.  
Sarasota, Florida

Dana Petersen Moore, J.D.  
Baltimore, Maryland

M. Patricia Morse, Ph.D.  
Friday Harbor, Washington

James Francis O'Brien Jr., B.A.  
Chilmark, Massachusetts

Jennifer Guckel Porter, M.B.A.  
Nantucket, Massachusetts

Mary Henderson Pressman, B.A.  
Sedgwick, Maine

Carol L. Rattray, M.B.A.  
New York, New York

Jeremy M. Sclar, B.A.  
Brookline, Massachusetts

Carole Browe Segal, B.A.  
Winnetka, Illinois

Richard L. Smith, Ph.D.  
Lexington, Massachusetts

Valerie Ann Smith, Ph.D.  
Swarthmore, Pennsylvania

Bruce Edward Stangle, Ph.D.  
Lexington, Massachusetts

Catharine Roslyn Stimpson, Ph.D.; L.L.D.  
Southold, New York

William F. Sweat, M.B.A.  
Dundee, Oregon

Quoc Kinh Tran, M.B.A.  
Kentfield, California

Victoria Aghababian Wicks, M.B.A.  
Charlestown, Rhode Island

Joseph Timothy Willett, M.B.A.  
Tequesta, Florida

Edmund James Wilson, M.B.A.  
Glenview, Illinois

## The Academic Staff

Below is the roster for the academic year 2024-2025. For up-to-date information, please consult the [College Directory website](#) or the Office of the Dean of the Faculty.

Titus Abbott (2021), Instructor of Saxophone  
B.M., Montreal; M.M., Southern Maine

Lee Huber Abrahamsen, Professor Emerita of Biology  
B.S., Franklin and Marshall; Ph.D., Medical College of Pennsylvania

Claudia Aburto Guzmán (1997), Associate Professor of Hispanic Studies  
B.A., Florida State; M.A., Ph.D., Arizona

Levi A. Adams (2022), Assistant in Instruction  
B.A., University of North Texas; Ph.D., University of Central Florida

Katie Adkison (2020), Assistant Professor of English  
B.A., M.A., Colorado State; Ph.D., California (Santa Barbara)

Brian Shankar Adler (2021), Instructor of Drum Set, Tabla, and Hand Percussion  
B.M., New England Conservatory

Christopher Agbonkhese (2023), Visiting Lecturer in Digital and Computational Studies  
B.A., Adekunle Ajasin University (Akungba); M.A., Ph.D., Obafemi Awolowo University, (Ife-Ife)

Andrea M. Alford (2024), Visiting Lecturer and Associate Director of Student Academic Support-Mathematics  
B.A., Princeton; M.A., State University of New York (Stony Brook)

Robert William Allison, Professor Emeritus of Religion and Classical and Medieval Studies  
B.A., Brown; Ph.D., Chicago

Andrew Allsup (2023), Visiting Lecturer in Rhetoric, Film, and Screen Studies  
B.A., Missouri; M.A., Kansas State

William Gerald Ambrose Jr., Professor Emeritus of Biology  
B.A., Princeton; Ph.D., North Carolina

Kathryn M. Anderson (2023), Visiting Assistant Professor of Biology  
B.A., Bowdoin, Ph.D., British Columbia

Marion Reddick Anderson, Professor Emeritus of Music  
B.Mus., Stetson; M.M.A., D.M.A., Yale

Martin Edward Andrucki, Charles A. Dana Professor Emeritus of Theater  
B.A., Columbia; M.A., Ph.D., Harvard

Daniel J. Annino (2022), Instructor in Physical Education  
B.A., Amherst

Jessica Lawrence Anthony (2011), Lecturer in English  
B.A., Bates; M.F.A., George Mason

Krista Maywalt Aronson (2003), Professor of Psychology; Associate Dean of the Faculty  
B.A., Ithaca; M.A., Ph.D., Michigan

Shreya Arora (2021), Assistant Professor of Earth and Climate Sciences  
B.Sc., University of Delhi; M.Sc., Banaras Hindu University; Ph.D., Indian Institute of Technology, Kanpur

Lauren Mary Ashwell (2009), Associate Professor of Philosophy  
B.A., M.A., University of Auckland; Ph.D., Massachusetts Institute of Technology

Senem Aslan (2010), Professor of Politics  
B.A., Bogazici University; Ph.D., University of Washington

Pavel Bačovský, (2022), Visiting Assistant Professor of Politics  
B.A., Dartmouth; M.A., Ph.D., Colorado

Cynthia May Baker (2008), Professor of Religious Studies  
B.A., Wesleyan; M.T.S., Harvard Divinity School; Ph.D., Duke

Laurie L. Baker (2024), Assistant Professor of Mathematics  
B.A., St. Andrews, Scotland; M.S. Dalhousie; Ph.D., University of Glasgow

Pamela Jean Baker, Helen A. Papaioanou Professor Emerita of Biological Sciences  
B.Sc., University of Wales (Swansea); B.S., Bates; M.A., Ph.D., State University of New York (Buffalo)

Nicholas L. Balascio (2024), Associate Professor of Earth and Climate Sciences  
B.S., Union; M.S., Northern Arizona; Ph.D., Massachusetts

Catharine A. Balco (2024), Professor of Art and Visual Culture  
B.A., M.F.A., Yale School of Art

Scott Hull Balcomb (2014), Visiting Lecturer in Mathematics  
B.A., Bates; M.S., Oregon State

Laura Cecilia Balladur (2003), Lecturer in French and Francophone Studies  
B.A., M.A., California (Santa Barbara); Ph.D., Duke

John Russell Baughman (2000), Professor of Politics  
B.A., Harvard; M.A., Ph.D., Chicago

Justin H. Baumann (2024), Assistant Professor of Environmental Studies  
B.S., M.S., Ohio State; Ph.D., North Carolina

Ryan William Bavis (2003), Helen A. Papaioanou Professor of Biological Sciences  
B.A., St. Mary's (Maryland); Ph.D., Montana

Myron M. Beasley (2007), Associate Professor of American Studies  
M.A., Regent; Ph.D., Ohio

Terry Jo Beckmann, Treasurer Emerita  
B.A., Mount Holyoke; M.B.A., Pace

Frances R. Bell (2024), Visiting Assistant Professor of History  
M.A., Glasgow; M.A., Ph.D., William & Mary

Joyce N. Bennett (2024), Associate Professor of Anthropology  
B.A., University of Richmond; M.A., Ph.D., Tulane

Casey E. Berger (2024), Assistant Professor of Physics  
B.S., Boston University; M.S., Ohio State; Ph.D., North Carolina

Erik Bernardino (2021), Assistant Professor of History and Latin American and Latinx Studies  
B.A., California (Los Angeles); M.A., Ph.D., California (Santa Cruz)

Samuel S. Bird (2022), Assistant Professor of Economics  
B.S., Iowa State; Ph.D., California (Davis)

Jennifer P. Blanchard (2021), Visiting Lecturer and Senior Writer and Director of Presidential Initiatives  
B.A., Carleton; M.A., Southern Maine; Ph.D., William and Mary

Megan R. Boomer (2023), Assistant Professor of Art and Visual Culture and Classical and Medieval Studies and Religious Studies  
B.A., Brown; M.A., Ph.D., Pennsylvania

Helen Catherine Boucher (2005), Professor of Psychology  
B.A., Illinois (Chicago); M.A., Ph.D., California (Berkeley)

Lindsay Bourassa (2020), Instructor of Dance (Flamenco)  
B.A., Goddard; Master of Flamencology, Escola Superior de Música de Catalunya

Bruce Joseph Bourque, Senior Lecturer Emeritus in Anthropology  
B.A., Massachusetts; M.A., Colorado; Ph.D., Harvard

Drake Richard Bradley, Charles A. Dana Professor Emeritus of Psychology  
B.S., University of Washington; M.A., Ph.D., New School for Social Research

Liana J. Brent (2023), Assistant Professor of Classical and Medieval Studies  
B.A., M.A., McMaster; Ph.D., Cornell

Benjamin K. Brewster (2024), Instructor in Physical Education  
B.A., Bowdoin; M.A., Massachusetts (Amherst)

Lucy C. Britt (2023), Assistant Professor of Politics  
B.A., Wesleyan; M.A., Ph.D., North Carolina (Chapel Hill)

Robin Bruce Stirling Brooks, Professor Emeritus of Mathematics  
B.A., Columbia; M.A., Yale; Ph.D., California (Los Angeles)

Dennis Ralph Browne, Professor Emeritus of Russian  
B.A., Southern Illinois; B.A., Tennessee; M.A., Ph.D., Virginia

Marcus Coleman Bruce (1987), Charles A. Dana Professor of Religious Studies  
B.A., Bates; M.Div., M.A., M.Phil., Ph.D., Yale

Patricia Susan Buck (2002), Associate Professor of Education  
B.A., Hampshire; M.A., M.S.Ed., Ph.D., Pennsylvania

Gwendolyn G. Calhoon (2019), Assistant in Instruction  
B.A., St. Mary's (Maryland); Ph.D., Maryland (Baltimore)

Charles Valentine Carnegie, Professor Emeritus of Anthropology  
B.A., Cornell; Ph.D., Johns Hopkins

Bernard Ridlon Carpenter, Treasurer Emeritus  
B.S., Nasson

Peter H. Casares (2013), Lecturer in Physical Education  
B.A., Gettysburg; M.S., Miami University

Jason Brian Castro (2012), Associate Professor of Neuroscience  
B.A., B.S., Rochester; Ph.D., Pittsburgh

Jonathan James Cavallero (2013), Professor of Rhetoric, Film, and Screen Studies  
B.A., Georgetown; M.A., Pennsylvania State; Ph.D., Indiana

Raluca Cernahoschi (2009), Associate Professor of German  
B.A., Mount Holyoke; M.A., Ph.D., British Columbia

Pubali Chakraborty (2023), Assistant Professor of Economics  
B.S., University of Calcutta; M.S., Indian Statistical Institute; M.A., Ph.D., Ohio State

Wesley Byron Chaney (2016), Associate Professor of History  
B.A., Davidson; M.A., Ph.D., Stanford

Dale Edward Chapman (2004), Professor of Music  
B.A., M.A., Toronto; Ph.D., California (Los Angeles)

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B.A., Dartmouth; M.Ed., Harvard; Ph.D., New Hampshire

Christina Chute (2007), Instructor of Violoncello  
B.M., Oberlin; M.M., San Francisco Conservatory

Gene Alan Clough, Lecturer Emeritus in Geology and Physics  
B.S., M.S., Ph.D., California Institute of Technology

Jonathan R. Cohen (2022), Visiting Professor of Philosophy  
B.A., Harvard; M.A., Johns Hopkins; M.A., Jewish Theological Seminary; Ph.D., Pennsylvania

John Richard Cole, Thomas Hedley Reynolds Professor Emeritus of History  
B.A., Haverford; M.A., Ph.D., Harvard

Ryan K. Cole (2023), Assistant Professor of Physics  
B.A., Colby; M.S., Ph.D., Colorado (Boulder)

Bridget Convey (2012), Instructor of Piano  
B.F.A., State University of New York (Purchase); M.F.A., California Institute of the Arts

Kyle Coombs (2023), Assistant Professor of Economics  
B.A., Macalester; Ph.D., Columbia

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B.A., Allegheny; M.A., Ph.D., Pittsburgh

John Harry Corrie, Lecturer Emeritus in Music  
B.Mus., Oberlin Conservatory; M.M., Northwestern School of Music; M.M.A., Yale

Rebecca Wells Corrie, Phillips Professor Emerita of Art and Visual Culture  
B.A., M.A., Oberlin; Ph.D., Harvard

Jane Tussey Costlow, Clark A. Griffith Professor Emerita of Environmental Studies  
B.A., Duke; M.Phil., Ph.D., Yale

Matthew John Côté (1991), Associate Professor of Chemistry and Biochemistry  
B.S., Syracuse; Ph.D., Illinois

Grace Leslie Coulombe (2000), Lecturer and Director of Student Academic Support  
B.A., Bates, M.A., Boston College

Carolyn Ann Court, Professor Emerita of Physical Education  
B.S., Southern Connecticut State; M.S., Pennsylvania State

Matthew F. Coyne (2022), Instructor in Physical Education  
B.A., Williams; M.A., Wesleyan

Margaret Scott Creighton, Professor Emerita of History  
B.A., Indiana; Ph.D., Boston University

David Ross Cummiskey (1986), Professor of Philosophy  
B.A., Washington College; M.A., Ph.D., Michigan

Michael W. Dacey (2017), Associate Professor of Philosophy  
B.A., Wesleyan; M.A., Ph.D., Washington University

Loring Mandell Danforth, Charles A. Dana Professor Emeritus of Anthropology  
B.A., Amherst; M.A., Ph.D., Princeton

Alexandre Erik Dauge-Roth (2005), Professor of French and Francophone Studies; Chair, Division of the Humanities  
M.A., Université de Lausanne; Ph.D., Michigan

Donald C. Dearborn (2010), Professor of Biology; Associate Dean of the Faculty  
B.S., North Carolina; Ph.D., Missouri

Jazmin DeRice (2015), Instructor of Voice  
B.M., M.M., Southern Maine

Sherry Abbott Deschaine, Professor Emerita of Physical Education  
B.S., Aroostook State; M.Ed., Maine

Susan Ann Dewsnap (2012), Lecturer in Art and Visual Culture  
B.F.A., New Hampshire; M.F.A., Nebraska (Lincoln)

Erin K. De Pree (2022), Visiting Associate Professor of Physics  
B.S., Hillsdale; M.S., Ph.D., William and Mary

Aleksandar M. Diamond-Stanic (2016), Associate Professor of Physics  
B.A., Carleton; M.S., Ph.D., Arizona

Carrie Elizabeth Diaz Eaton (2018), Associate Professor of Digital and Computational Studies  
B.A., Carleton; M.S., Ph.D., Arizona

Carol Jane Dilley, Professor Emerita of Dance  
B.A., Delaware; M.F.A., University of Washington

Steven Charles Dillon (1988), Professor of English  
B.A., Colorado; M.Phil., Ph.D., Yale

Anne Wescott Dodd, Senior Lecturer Emerita in Education  
B.A., Maine; M.A., California State (Los Angeles); Ed.D., Maine

Philip T. Dostie (2009), Assistant in Instruction  
B.A., Eckerd

Amy Bradfield Douglass (2001), Whitehouse Professor of Psychology  
B.A., Williams; M.S., Ph.D., Iowa State

Louis O. Douglass (2023), Visiting Lecturer in Psychology  
B.A., Iowa; M.A., Ph.D., Iowa State

Michel R. Droge (2022), Visiting Lecturer in Art and Visual Culture  
B.A., Oberlin; M.F.A. Maine College of Art

Timothy J. Dugan (2017), Associate Professor of Theater  
B.A., State University of New York (Oswego); M.A.T., Union; M.F.A., Temple

Francesco Giovanni Duina (2000), Charles A. Dana Professor of Sociology; Chair, Division of the Social Sciences  
B.A., M.A., Chicago; M.A., Ph.D., Harvard

Elizabeth Anne Eames, Professor Emerita of Anthropology  
B.A., Bryn Mawr; M.A., Ph.D., Harvard

Ian Khara Ellasante (2019), Assistant Professor of Gender and Sexuality Studies  
B.A., Memphis; M.A., Ph.D., Arizona

Stephen M. Engel (2011), Professor of Politics; Associate Dean of the Faculty  
B.A., Wesleyan; M.A., New York University; M.A., M.Phil., Ph.D., Yale

Glen Gerry Ernstrom (2023), Visiting Assistant Professor of Biology and Neuroscience  
B.S., Brandeis; Ph.D., Columbia

John Dykstra Eusden Jr., Whitehouse Professor Emeritus of Earth and Climate Sciences  
B.S., Bates; M.S., New Hampshire, Ph.D., Dartmouth

Brian J. Evans (2020), Assistant Professor of Dance  
B.A., Gustavus Adolphus; M.F.A., University of Washington

Holly Annette Ewing (2004), Professor of Environmental Studies and Christian A. Johnson Professor of Interdisciplinary Studies; Chair, Interdisciplinary Programs  
B.A., Carleton; Ph.D., Minnesota

Barry Michael Farber, Lecturer Emeritus in Economics  
B.S., Purdue; M.B.A., California (Los Angeles)

Nathan C. Faries (2014), Associate Professor of Asian Studies  
B.A., Wheaton; M.A., Baylor; Ph.D., Pennsylvania State

Scotland E. Farley (2024), Visiting Assistant Professor of Chemistry and Biochemistry  
B.S., Reed; Ph.D., Oregon Health & Science University

Robert Lambton Farnsworth, Senior Lecturer Emeritus in English  
B.A., Brown; M.F.A., Columbia

Alyson R. Farrington (2008), Assistant in Instruction  
B.A., Maine (Farmington), M.S., Southern Maine

Gina Andrea Fatone (2003), Associate Professor of Music  
B.M., Connecticut; M.M., New England Conservatory; M.A., California (Santa Cruz); Ph.D., California (Los Angeles)

Sylvia Anne Federico (2005), Professor of English  
B.A., State University of New York (Purchase); M.A., Ph.D., Indiana

Jason Scott Fein (2017), Lecturer in Physical Education and Director of Athletics  
B.S., M.S., City University of New York (Brooklyn)

Robert Alan Feintuch, Senior Lecturer Emeritus in Art and Visual Culture  
B.F.A., Cooper Union; M.F.A., Yale

Daniel G. Feldman (2022), Instructor in Physical Education  
B.A., Mary Washington; M.P.H., Massachusetts (Amherst)

Marina Filipovic (2021), Visiting Lecturer in Russian  
B.A., University of Belgrade; M.A., Illinois (Chicago); Ph.D., Illinois (Urbana-Champaign)

Baltasar Fra-Molinero (1994), Professor of Hispanic Studies  
Licenciado, Universidad de Santiago de Compostela; M.A., Indiana; Doctor en Filología, Universidad de Sevilla; Ph.D., Indiana

Dylan J. Freas (2024), Assistant Professor of Chemistry and Biochemistry  
B.A., Williams; Ph.D., Stanford

Sanford Alan Freedman (1978), Associate Professor of English  
B.A., Columbia; M.A., Cantab.; Ph.D., Harvard

Mayumi Fukushima (2024), Assistant Professor of Politics  
B.A., Keio University, Tokyo; M.A., Institut d'Etudes Politiques de Paris; M.A., Harvard; Ph.D.,  
Massachusetts Institute of Technology

Bridget K. J. Fullerton (2018), Lecturer and Director of Student Writing  
B.A., Albright; M.A., North Carolina; Ph.D., Rhode Island

Jonathan R. Furbush (2016), Lecturer in Physical Education  
B.A., Bates; M.A., Springfield

Carol Furman (1980), Instructor of Clarinet  
B.S., Kent State

John Furman (1983), Instructor of Trumpet  
B.S., Kent State

Yunyoung L. Garrison (2020), Assistant Professor of Psychology  
B.A., M.A., Yonsei University; M.A., Ph.D., Iowa

Paul J. Gastonguay (2020), Instructor in Physical Education  
B.A., Bates

David Russell George Jr. (2000), Senior Lecturer in Hispanic Studies  
B.A., M.A., Purdue; Ph.D., Minnesota

Wesley C. Gillis (2022), Visiting Assistant Professor of Physics  
B.S., M.S., Ph.D., Georgia Institute of Technology

Lisa J. Gilson (2020), Assistant Professor of Politics  
B.A., Tufts; M.A., Ph.D., Yale

Sandra H. Goff (2022), Associate Professor of Economics  
B.A., Colby; M.A., USM; Ph.D., Maine

Carolina González Valencia (2016), Associate Professor of Art and Visual Culture  
B.F.A., M.F.A., School of the Art Institute of Chicago

Dennis Grafflin, Professor Emeritus of History  
B.A., Oberlin; M.A., Ph.D., Harvard

Meredith Lynn Greer (2002), Professor of Mathematics; Chair, Division of the Natural Science and Mathematics  
B.A., Delaware; M.S., Ph.D., Vanderbilt

Stuart Gurley (2016), Instructor of Bass, Double Bass, and Jazz Piano  
B.M., Maine (Augusta); M.M., Southern Maine

David Clark Haines, Professor Emeritus of Mathematics  
B.A., Wooster; M.Sc., Ph.D., Ohio State

Joseph McLean Hall (2002), Associate Professor of History  
B.A., Amherst; Ph.D., Wisconsin (Madison)

Sophie C. Hamacher (2024), Visiting Lecturer in Art and Visual Culture  
B.A., School of the Art Institute (Chicago); M.F.A., M.Ed., University of the Arts (Berlin)

Christopher L. Hambric (2024), Visiting Assistant Professor of Mathematics  
B.A., William & Mary; M.A., Ph.D., Lehigh

Jennifer A. Hamilton (2022), Professor of Anthropology  
B.A., McGill; Ph.D., Rice

Lindsey R. Hamilton (2024), Lecturer and Director of the Center for Inclusive Teaching & Learning  
B.A., Bates; Ph.D., Wake Forest

Elaine Tuttle Hansen, President Emerita  
B.A., Mount Holyoke; M.A., Minnesota; Ph.D., University of Washington; D.Litt.

Myronn Ezra Hardy (2018), Assistant Professor of English  
B.A., Michigan; M.F.A., Columbia

Tyler A. Harper (2020), Assistant Professor of Environmental Studies  
B.A., Haverford; M.A., New York University; Ph.D., University of Washington

Donald West Harward, President Emeritus  
B.A., Maryville; M.A., American University; Ph.D., Maryland (College Park); LL.D.; L.H.D.

Edward Smith Harwood, Professor Emeritus of Art and Visual Culture  
B.A., M.F.A., Ph.D., Princeton

Nicole A. Hastings (2009), Assistant in Instruction  
B.S., Alfred; M.S., Wyoming

Melinda Hungerford Harder, Lecturer Emerita in Mathematics  
B.A., Dartmouth; M.S., Chicago; Ph.D., Rochester

Jamie A. Haverkamp (2022), Assistant Professor of Environmental Studies  
B.A., Brooks Institute of Photography; M.S., Tennessee, Ph.D., Maine

Emily J. Hayes (2021), Instructor in Physical Education  
B.A., Hope

Thomas Ames Hayward, Lecturer Emeritus in Classical and Medieval Studies  
B.A., Harvard; M.A., Maine; M.L.S., Rutgers

Leshui He (2015), Associate Professor of Economics  
B.S., Beijing University of Aeronautics and Astronautics; M.A., Ph.D., Connecticut

Lisa Hedrick (2024), Visiting Assistant Professor of Religious Studies  
B.A., Davidson; M.A., Ph.D., Chicago

Rudolf Reinhold Hergeth (2020), Instructor in Physical Education  
B.A., Trinity College

Paul Richard Heroux, Senior Lecturer Emeritus in Art and Visual Culture  
Fourth-Year Diploma, Masters of the Studio, School of the Museum of Fine Arts (Boston)

Rebecca Margaret Herzig (1998), Professor of Gender and Sexuality Studies  
B.A., California (Santa Cruz); Ph.D., Massachusetts Institute of Technology

Leslie Irene Hill, Professor Emerita of Politics  
B.A., Barnard; M.A., Atlanta; Ph.D., Union Institute

Malcolm S. Hill (2018), Professor of Biology; Vice President for Academic Affairs and Dean of the Faculty  
B.A., Colby; Ph.D., Houston

Douglas Irving Hodgkin, Professor Emeritus of Political Science  
B.A., Yale; M.A., Ph.D., Duke

April Ladawn Horton (2018), Professor of Biology and Wagener Family Professor of Equity and Inclusion in STEM  
B.S., North Texas; Ph.D., Houston

Sue Edna Marie Catherine Houchins (2003), Associate Professor of Africana  
B.A., California (Los Angeles); Ph.D., Union Institute

Amy B. Huang (2023), Assistant Professor of Theater  
B.F.A., New York University; M.A., Illinois; Ph.D., Brown

Brett Andrew Huggett (2014), Associate Professor of Biology  
B.M., Temple; M.S., Vermont; Ph.D., Harvard

James Wesley Hughes, Thomas Sowell Professor Emeritus of Economics  
B.A., M.A., Boston University; Ph.D., Michigan

Justin C. Hulbert (2024), Associate Professor of Neuroscience  
B.A., Pennsylvania; M.A., Oregon; Ph.D., Cambridge

Shonna Milliken Humphrey (2022), Visiting Lecturer and Director of Sponsored Programs and Research Compliance  
B.A., Southern Maine; M.F.A., Bennington

Margaret Anne Imber, Professor Emerita of Classical and Medieval Studies  
B.A., Chicago; J.D., Michigan; Ph.D., Stanford

Garry W. Jenkins (2023), Professor of Politics; President  
B.A., Haverford; M.A., Harvard Kennedy; J.D., Harvard Law

Hilmar Ludvig Jensen III, Professor Emeritus of History  
B.A., Goddard; M.A., Ph.D., Cornell

Sebastian Jerosch (2023), Instructor of Bass Trombone, Trombone, and Euphonium  
B.M., Mannes; B.A., Maine (Augusta); M.A., Boston Architectural College

Thomas A. Jessen (2023), Visiting Lecturer in Art and Visual Culture  
B.F.A., Iowa; M.F.A., Vermont College of Fine Arts

Beverly Jane Johnson (2000), Charles A. Dana Professor of Earth and Climate Sciences  
B.Sc., M.Sc., Delaware; Ph.D., Colorado

Curtis A. Johnson (2021), Instructor in Physical Education  
B.A., American International; M.P.A., New Haven

Michael Eugene Jones, Professor Emeritus of History  
B.A., Texas (Austin); M.A., University College of Wales (Aberystwyth); Ph.D., Texas (Austin)

Todd Aaron Kahan (2002), Professor of Psychology  
B.S., Syracuse; Ph.D., State University of New York (Albany)

Emily Wright Kane (1996), Professor of Sociology  
B.A., Oberlin; M.A., Ph.D., Michigan

Jakub Kazecki (2012), Associate Professor of German  
M.A., Dalhousie; M.A., Adam-Mickiewicz University; Ph.D., British Columbia

Stephanie Kelley-Romano (1999), Professor of Rhetoric, Film, and Screen Studies  
B.S., M.A., Emerson; Ph.D., Kansas

John Elwood Kelsey, Professor Emeritus of Psychology  
B.A., Grinnell; Ph.D., Chicago

Steven Edwin George Kemper, Charles A. Dana Professor Emeritus of Anthropology  
B.A., Dartmouth; M.A., Ph.D., Chicago

Maria Kennedy-Castro (2023), Instructor of Dance (Western Dance of Guinea)  
B.A., Goddard

Olivia A. Kim (2023), Assistant Professor of Neuroscience  
B.A., Rutgers; M.A., Pennsylvania; Ph.D., Baylor College of Medicine

Cristen M. Kimball (2022), Visiting Lecturer in Theater  
B.A., William and Mary; M.F.A., Hunter College

Morgan B. Kinney (2024), Visiting Lecturer and Associate Director of Community-Engaged Research and Learning  
B.A., M.Ed., Maine

Sharon Kinsman, Professor Emerita of Biology  
B.A., Iowa; Ph.D., Cornell

Nancy Way Kleckner, Professor Emerita of Biology  
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## The Administration

All information on this page represents staffing at the start of the 2024-2025 academic year. For up-to-date information, please check department websites or the [College Directory website](#).

### Senior Staff

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Michael S. Hussey, M.Ed., Vice President for Institutional Affairs and Secretary to the Board of Trustees

Erin Foster Zsigi, M.S., Interim Vice President for Student Affairs and Dean of Students

(To be filled), Vice President for Communications and Marketing

Patricia A. Schoknecht, Ph.D., Vice President for Information and Library Services  
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Geoffrey S. Swift, M.B.A., Vice President for Finance and Administration and Treasurer

Leigh A. Weisenburger, B.A., Vice President for Enrollment and Dean of Admission and Financial Aid;  
Interim Vice President for Communications and Marketing

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Accessible Education and Student Support

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Bates Center for Purposeful Work

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Bates Health Services

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Campus Life

Kim M. Traucenie, M.A., Senior Associate Dean of Students for Campus Life

Campus Safety

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Center for Global Education

Darren R. Gallant, M.A., Associate Dean and Director

Center for Inclusive Teaching and Learning

Lindsey R. Hamilton, Ph.D., Director

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**Counseling and Psychological Services**

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**Office of the Dean of Students**

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**Dining, Conferences, and Campus Events**

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Brittany A. Longsdorf, D.Min., Multifaith Chaplain

**Bates College Museum of Art**

Daniel T. Mills, M.F.A., Director

**Post & Print**

Laurie H. Henderson, A.S.B.A., Director

**Office of the Registrar and Academic Systems**

Megan T. McHenry, B.A., Registrar

**Student Academic Support Center**

Grace L. Coulombe, M.A., Director

**Office of Student Financial Services**

Wendy G. Glass, B.A., Director

**Student Writing and Language Center**

Bridget K. J. Fullerton, Ph.D., Director

## The Alumni Council

- Leah C. Elsmore '12, President
- John P. Howard '86, Vice President
- Sarah Cameron, Senior Director of Alumni Engagement

### Mission Statement of the Alumni Council of the Alumni Association

Alumni Council members support the mission, vision, values, and strategic directions of the College, advancement office, and alumni engagement. They are positive, energetic ambassadors for the College, demonstrating the highest levels of commitment of personal capital to their volunteer efforts for Bates.

## The Graduate Honor Societies

Eta Sigma Phi, Kappa Gamma Chapter

- Faculty Advisor, Lisa Maurizio, Program in Classical and Medieval Studies

Phi Beta Kappa, Gamma Chapter of Maine

- President, Caroline Shaw, Department of History
- Vice President, Olivia A. Kim, Program in Neuroscience
- Secretary and Treasurer, Raluca Cernahoschi, Department of German and Russian Studies

The College Key

- President, Henry T. Geng '13
- Vice President, Jennifer K. Crawford '01
- Recording Secretary, Benjamin J. Hughes '12
- Treasurer, Susan Peillet Yule '78
- Advisor, Marianne Nolan Cowan '92
- Staff Liaison, Justin Fortier, Assistant Director of Alumni Engagement

# Addendum

## Curriculum

### Departments and Programs

#### Asian Studies Major

- Requirements organized into Chinese and Japanese tracks

#### Biochemistry Major

- Add BIO 334/NRSC 334 Medical Genetics to Biology Core requirement

#### Biology Major

- Add MATH 117 Introduction to Data Science: Data Visualization to Quantitative Course requirement
- Add NRSC 325 Neural Development to Additional Courses requirement

#### English Major:

- Add AFR 341/ENG 341 The Africana Novel As Theory to Junior-Senior Seminar requirement

#### Environmental Studies Major:

- Add ANTH 251 Peoples of the Sea to Global Environmental Politics: Introductory Social Science requirement
- Add DCS 117/MATH 117 Introduction to Data Science: Data Visualization to Ecology and Earth Systems: Methods requirement
- Add DCS 229 Data Structures and Algorithms to Ecology and Earth Systems: Methods requirement
- Add EACS 220/PHYS 220 to Ecology and Earth Systems: Electives requirement
- Add EACS 341 Stable Isotope Geochemistry to Natural Science Core
- Add ENVR 305 Aquaculture Science and Management to Natural Science Core and Ecology and Earth Systems Concentration 300-Level Ecology or Earth Systems Course requirement

#### Gender and Sexuality Studies Major:

- Add FYS 548 Queer Gender, Race, and Writing
- Add FYS 571 Gender without Borders: a Transnational Odyssey

#### Gender and Sexuality Studies Minor:

- Add FYS 548 Queer Gender, Race, and Writing
- Add FYS 571 Gender without Borders: a Transnational Odyssey

#### Neuroscience Major:

- Add BIO/NRSC 334 Medical Genetics to Group C: Neuroscience Electives

Philosophy Major:

- Add PHIL 274 20th C European Philosophy: Consciousness and Reality to Philosophical Movements, Approaches, and Traditions (MAT) requirement

Politics Major:

- Add non-Politics courses approved for credit towards the Exploration requirement

Theater Major

- Add ENG 273 and S43 to Core Elective requirement

**General Education Concentrations (GECs)**

Applying Mathematical Methods (C006):

- Add MATH 233 Mathematics for Social Justice
- Add MATH 355H/DCS 355H Numerical Linear Algebra

Asian Art and Literature (C033):

- New coordinator for Winter and Short Term 2025

Children, Adolescents, School (C030):

- Add EDUC S22 Childhood Literacy

Class, Inequity, Poverty, and Justice (C008):

- Add LALS 289/ANTH 289/SOC 289 After Deportation Ethnographies from Latin America and the Caribbean
- Add LALS 330/AFR 330/AMST 330 Latina/o/xs in NYC Hip-Hop Culture
- Add PLTC 228/ENVR 228/LALS 228 Latin America Debates Dependency and Development
- Add PLTC 268 Global Political Economy of Development

Colonialism (C059):

- Add LALS 167/ANTH 167 Culture in the Americas
- Add LALS 220 Central America and The Caribbean
- Add PLTC 228/ENVR 228/LALS 228 Latin America Debates Dependency and Development
- Add PLTC 268 Global Political Economy of Development
- Add PLTC 343 Geopolitics of Rising Powers: BRICS and Beyond

Color: Sight and Perception (C036):

- Add AVC S25 Contemporary Global Photographies

Conflict and Threat: War and Disease (C064):

- Add PLTC 343 Geopolitics of Rising Powers: BRICS and Beyond

Considering Africa (C022):

- New coordinator
- Add PLTC 363/GSS 363 Gendered Perspectives in Africa

Culture and Meaning (C026):

- Add LALS 167/ANTH 167 Culture in the Americas

Dance (C011):

- Add LALS 330/AFR 330/AMST 330 Latina/o/xs in NYC Hip-Hop Culture

Early Modern World (C066):

- Add HIST 214 Revolutionary Americas, 1765-1830

Environment, Place, History (C068):

- Add BIO 207/ENVR 207 Human Impacts on Marine Ecosystems to List A
- Add ENVR 260 Water Justice to List A

Evidence: Documentation and Reality (C017):

- Add RUSS 233/EUS 233 Russian Myths and Legends

Globalization (C014):

- Add LALS 167/ANTH 167 Culture in the Americas
- Add LALS 220 Central America and the Caribbean
- Add LALS 289/ANTH 289/SOC 289 After Deportation Ethnographies from Latin America and the Caribbean
- Add PLTC 268 Global Political Economy of Development
- Add PLTC 343 Geopolitics of Rising Powers: BRICS and Beyond

Identity, Race, and Ethnicity (C037):

- Add LALS 167/ANTH 167 Culture in the Americas
- Add LALS 220 Central America and the Caribbean
- Add LALS 330/AFR 330/AMST 330 Latina/o/xs in NYC Hip-Hop Culture
- Add PLTC 228/ENVR 228/LALS 228 Latin America Debates Dependency and Development
- Add PLTC 268 Global Political Economy of Development
- Add RFSS 219 Race, Gender, and International Cinema
- Add RFSS 220 Constructions of Italian American Men and Masculinities
- Add RFSS 391F Bollywood

Latin American and Latinx Studies (C072):

- New coordinator
- Add PLTC 228/ENVR 228/LALS 228 Latin America Debates Dependency and Development
- Add PLTC 268 Global Political Economy of Development
- Add PLTC 343 Geopolitics of Rising Powers: BRICS and Beyond

Learning and Teaching (C084):

- Add EDUC S22 Childhood Literacy
- Add EDUC S51C Short Term Innovative Pedagogy: Teacher Education Redesign

Material Culture (C083):

- New coordinator for Winter and Short Term 2025
- Increase number of applicable non-Bates credit

Medieval Worlds (C051):

- Add RUSS 233/EUS 233 Russian Myths and Legends

Middle East in Global Context (C090):

- Reduce minimum required department/program breadth

Music and Culture (C080):

- Add LALS 330/AFR 330/AMST 330 Latina/o/xs in NYC Hip-Hop Culture

Popular Culture (C040):

- Add LALS 330/AFR 330/AMST 330 Latina/o/xs in NYC Hip-Hop Culture
- Add RUSS 233/EUS 233 Russian Myths and Legends

Premodern History (C048):

- Add LALS 167/ANTH 167 Culture in the Americas
- Add LALS 220 Central America and the Caribbean

Public Health (C065):

- Add BIO 217 Human Anatomy and Physiology I to List A
- Add BIO 218 Human Anatomy and Physiology II to List A
- Add FYS 573 Sex in the Brain: the Neuroscience of Hormones, Sex, and Gender to List A
- Add PSYC 343/GSS 343 Women, Culture, and Health to List B

Queer Studies (C009):

- Add FYS 573 Sex in the Brain: the Neuroscience of Hormones, Sex, and Gender
- Add RUSS 317/EUS 317/GSS 317 Beyond Human: Cyborgs and Technology

Racisms (C041):

- Add LALS 167/ANTH 167 Culture in the Americas
- Add LALS 220 Central America and the Caribbean
- Add LALS 289/ANTH 289/SOC 289 After Deportation Ethnographies from Latin America and the Caribbean
- Add PLTC 268 Global Political Economy of Development

Religious Studies (C001):

- Add MUS 229/EUS 229/ REL 229 Nationalism, Cosmopolitanism, and Antisemitism in 19th- and 20th-Century European Music

The City in History: Urbanism and Constructed Spaces (C057):

- Add GER 341 Landscapes and Cityscapes in German Media

The Geosphere (C007):

- Add EACS 310 Quaternary Paleoclimatology

The Human Body (C027):

- Add FYS 573 Sex in the Brain: the Neuroscience of Hormones, Sex, and Gender
- Add NRSC 335 Degeneration and Regeneration of the Nervous System
- Add PSYC 101 Principles of Psychology
- Add PSYC 343/GSS 343 Women, Culture, and Health

The Translated World (C067):

- Add RUSS 233/EUS 233 Russian Myths and Legends

## Courses

Course Edit °	New Course*	New Cross-list <sup>+</sup>	Reinstated Course ^
	• AFR 341/ENG 341 The Africana Novel As Theory*		
	• AMST 100 Religion and Film <sup>+</sup>		
	• AMST 215 American Religious History, 1550-1840 <sup>+</sup>		
	• AMST 233 Decolonizing the Museum: Understanding Colonial Legacies, Display Practices, and Repatriation <sup>+</sup>		
	• ANTH 211 Anthropology and Indigenous Peoples*		
	• ANTH 312/AMST 312/LALS 312 Language Death and Revitalization*		
	• ANTH S25 Global Capitalism and the Sea: Society, Economy, and Environment*		
	• ASIA 161/JPN 161 Cultural History of Japan: From Jōmon Pottery to Manga°		
	• ASIA S19/AVC S19/JPN S19/THEA S19 From Kimono to Indigo: Japanese Textiles, Cultural Appropriation, and Sustainability*		
	• ASIA S51A Short Term Innovative Pedagogy: Designing Sociolinguistics of East Asian Languages*		
	• AVC 201 2D Studio Foundations*		
	• AVC 212 Drawing Fundamentals°		
	• AVC 221 Introduction to Classical Archaeology <sup>+</sup>		
	• AVC 224 The Japanese Tea Bowl^		
	• AVC 229/ASIA 229 Modern Vietnamese Culture through Film <sup>++</sup>		
	• AVC 242 Death and Burial in Ancient Rome <sup>+</sup>		
	• AVC 246/ASIA 246 Visual Narratives: Storytelling in East Asian Art^		
	• AVC 251/CMS 251/REL 253 The Age of Cathedrals°		
	• AVC 252/CMS 252/REL 252 Art of the Middle Ages°		
	• AVC 312 Drawing the Figure°		
	• AVC 316 Printmaking Workshop°		

- AVC 371 Landscape and Power<sup>o</sup>
- AVC S29 Architectural Visualization: Past and Future<sup>\*</sup>
- AVC S52 Intaglio<sup>\*</sup>
- BIO 134 Marine Biodiversity<sup>\*</sup>
- BIO 195D Lab-Based Biological Inquiry: Living in a Microbial World<sup>o</sup>
- BIO 195Q Lab-Based Biological Inquiry: Animal Behavior<sup>\*</sup>
- BIO 328 Developmental Biology<sup>o</sup>
- BIO 363 Behavioral Ecology<sup>\*</sup>
- BIO S39I Biological Skills: Herbarium and Digital Taxonomy<sup>\*</sup>
- BIO S39J Biological Skills: Field Ornithology<sup>\*</sup>
- CHEM 112 The Chemistry of the Environment Around Us<sup>o</sup>
- CHEM 303 Modern Data Acquisition and Analysis<sup>^</sup>
- CHEM 304/BIO 304 Biochemistry of Virus Replication and Host Cell Defense Systems<sup>o</sup>
- CHEM 317 Molecular Tools for Microscopy<sup>\*</sup>
- CHEM 401 Biochemistry of Prokaryotic Gene Expression<sup>\*</sup>
- CHEM S15 Radioactivity: the Films, the Facts, the Future<sup>\*</sup>
- CHI S21 Chinese Language, Culture, Health, and Chinese Traditional Medicine<sup>^</sup>
- CMS 114/ANTH 114/HIST 114 Introduction to Classical Archaeology<sup>o</sup>
- CMS 175/HIST 175 Roman Civilization<sup>\*</sup>
- DCS 109D Introduction to Computer Science for Data Analysis<sup>\*</sup>
- DSC 109R Introduction to Computer Science Using Robots<sup>\*</sup>
- DCS 109S Intro to Computer Science for Software Development<sup>o</sup>
- DCS 109T Intro to Computer Science for Text Analysis<sup>o</sup>
- DCS 229 Data Structures and Algorithms<sup>o</sup>
- DCS 305 Digital Maps, Space, and Place<sup>^</sup>
- DCS 317 Algorithms & Theory of Computation<sup>\*</sup>
- DCS 320 Health Informatics and Digital Health: Data, Systems, and Innovations in Healthcare<sup>\*</sup>
- DCS 325 Introduction to Web Development<sup>\*</sup>
- DCS 357 Computational Neuroscience<sup>+</sup>
- DCS 375 Network Analysis<sup>^</sup>
- DCS S16 Infrastructures<sup>+</sup>
- DCS S17 Modeling & Data Analysis in the Physical Sciences<sup>+</sup>
- DCS S31 Human-Robot Interaction Design Workshop<sup>\*</sup>
- DCS S34 Data, AI, and Society: Ethical Implications in Research and Practice<sup>\*</sup>
- DCS S51A/AMST S51B STIP: Rethinking Archives, Data and Analysis: Critical Approaches to Archival Data and Bates College<sup>\*</sup>
- EACS 220/PHYS 220 Dynamical Climate/Lab<sup>o</sup>
- EACS 310 Quaternary Paleoclimatology<sup>o</sup>
- EACS S12 Earth Science Methods: Data to Discovery<sup>\*</sup>
- EACS S31 Applied Geochronology and Thermochronology<sup>\*</sup>
- ECON 160 Economics of Inequality<sup>o</sup>
- ECON 250 Statistics<sup>o</sup>
- ECON 260 Intermediate Microeconomic Theory<sup>o</sup>
- ECON 270 Intermediate Macroeconomic Theory<sup>o</sup>
- ECON 301 Economic Analysis for Non-Profits<sup>\*</sup>

- ECON 318 Advanced Macroeconomics<sup>^</sup>
- ECON 344 Finance & Society\*
- ECON 351/DCS 351 Computational Macroeconomics<sup>°</sup>
- ECON S15 Maine's Marine Resources<sup>°</sup>
- EDUC S22 Childhood Literacy\*
- EDUC S51C Short Term Innovative Pedagogy: Teacher Education Redesign\*
- ENG 395L Utopia/Dystopia Fiction<sup>°</sup>
- ENG S14 Cinema and Space\*
- ENG S29 Emily Bronte's Wuthering Heights and Its Adaptations\*
- ENVR 234 Free The Land: Histories of Environmental Racism in the United States\*
- ENVR 260 Water Justice\*
- ENVR 309/BIO 309 Marine Invertebrate Ecophysiology: Organismal and Ecosystem Responses to Global Change\*
- ENVR 371 Landscape and Power<sup>+</sup>
- ENVR 458 Senior Thesis<sup>°</sup>
- ENVR S17 Connections to Place: Exploring Community Science & Communication\*
- EUS 107 Destination Europe: Cultures of Travel, Migration, and Mobility in Contemporary Europe\*
- EUS 357 Feminist Foreign Policy<sup>+</sup>
- EUS S29/HIST S27 WWII in Fact and Film\*
- EXDS 202 Designing Your Bates Experience (Part I)<sup>°</sup>
- EXDS S16C Is That True? ST Practicum in Journalistic News Literacy\*
- EXDS S16D ST Practicum in Planetary Health: Protecting Nature for a Healthier Future\*
- EXDS S16E ST Practicum in Business Essentials\*
- FRE 240G Science and Literature<sup>^</sup>
- FRE 378 Voix francophones des Antilles<sup>^</sup>
- FRE 359 (Re)Framing (In)Justice in French and Francophone Film and Literature\*
- GER 262/EUS 262 Renegades, Radicals, and Realists: Social Change in German Cinema<sup>++</sup>
- GSS 236 Race Matters: Tobacco in North America<sup>+</sup>
- GSS 400F Gender and Material Culture<sup>^</sup>
- GSS S24 Technologies of the Body<sup>^</sup>
- GSS S51E Short Term Innovative Pedagogy: Intersectional and Interdisciplinary Pedagogy\*
- HISP 103 Elementary Spanish<sup>°</sup>
- HISP 341/LALS 341 Lectura americana de Cervantes<sup>^</sup>
- HISP S21/AFR S21 La casa de Bernarda Alba en España y Nueva Orleáns\*
- HIST 214 Revolutionary Americas, 1765-1830\*
- HIST 219/AFR 219 African Women as History Makers: from the Archive to the Zinkpo\*
- HIST 225/AFR 225 The Haitian Revolution in the Atlantic World\*
- HIST 232/AFR 232/REL232 This is not a Drake Story: (Mis)Characterizations and (Mis)Caricaturizations of Black Judaism\*
- HIST 258/AFR 258 The Black Atlantic\*
- HIST 295/LALS 295/REL 295 Montezuma's Mexico: Aztecs and their World<sup>°</sup>
- HIST S11 Lewiston: History of a Place\*
- HIST S23/AFR S23 Mobile Histories: Transmitting the Past in Africa and the African Diaspora\*
- HIST S51B Short Term Innovative Pedagogy: Revolutionary Americas, 1765-1830\*

- JPN S24 Project-Based Japanese Language: Fluency through Experience and Action\*
- LALS 225 The Haitian Revolution in the Atlantic World<sup>+</sup>
- LALS 289/ANTH 289/ SOC 289 After Deportation Ethnographies from Latin America and the Caribbean\*
- LALS 330/AFR 330/AMST 330 Latina/o/xs in NYC Hip-Hop Culture\*
- LALS S23/ANTH S23 Indigeneity in the Dominican Republic: Ethnographic Perspectives\*
- MATH 117/DCS 117 Introduction to Data Science: Data Visualization\*
- MATH 303 Introduction to Algebraic Topology\*
- MATH 331/DCS 331 Mathematics for Machine Learning\*
- MATH 495O Introduction to Computational Topology\*
- MATH S45U A Crash Course in Galois Theory\*
- MUS 103 Music in World Cultures<sup>^</sup>
- MUS 222 Jazz Performance Workshop<sup>^</sup>
- MUS 229/EUS 229/REL 229 Nationalism, Cosmopolitanism, and Antisemitism in 19th- and 20th-Century European Music\*
- MUS 333 Orchestration<sup>^</sup>
- NRSC 306/DCS 306/PSYC 306 Animal Learning<sup>+^</sup>
- NRSC 311 Hypothalamus: The Brain's Control Center\*
- NRSC 334/BIO 334 Medical Genetics\*
- NRSC 459 Community-Engaged Learning Capstone<sup>^</sup>
- NRSC S32 The Sleeping Brain\*
- PHIL 245 Metaphysics<sup>^</sup>
- PHIL 268 Capitalism and Its Critics<sup>^</sup>
- PHIL 310 Buddhist Philosophy<sup>o</sup>
- PHIL 321L Topics in Contemporary Mind and Language: Language and Power<sup>^</sup>
- PHIL 341 Aristotelian Ethics\*
- PHIL 365D Reparations and Responsibility<sup>^</sup>
- PHIL S21 The Late Wittgenstein\*
- PHIL S29 Logic: Possibility, Proofs, and Paradox<sup>^</sup>
- PHIL S32 Teaching Philosophy: Course Design and Classroom Instruction<sup>^</sup>
- PHYS S11/ASTR S11/EACS S11 Modeling & Data Analysis in the Physical Sciences\*
- PLTC 201 United States National Security Policies\*
- PLTC 213 Great Power Politics<sup>o</sup>
- PLTC 228/ENVR 228/LALS 228 Latin America Debates Dependency and Development\*
- PLTC 237 Processes of Peacebuilding\*
- PLTC 242/EUS 242 Peace and Conflict in Europe\*
- PLTC 268 Global Political Economy of Development\*
- PLTC 288 Global Order and Its Discontents: Power, Ideology, and Change since World War II\*
- PLTC 293 Negotiation and Dialogue: Everyday Skills for Everyday Leaders\*
- PLTC 322 Technology and International Conflicts\*
- PLTC 343 Geopolitics of Rising Powers: BRICS and Beyond\*
- PLTC S27/EUS S27 NATO and Euro-Atlantic Security: History, Policy, and Practice\*
- PLTC S35/GSS S35 Feminist Political Theory (Taylor's Version)\*
- PSYC 235 Psychopathology<sup>o</sup>
- PSYC 240 Developmental Psychology<sup>o</sup>

- PSYC S33 Animal Cognition\*
- PSYC S37 Love (un)Scripted: Exploring Romantic Relationship Dynamics through Reality TV Dating Shows\*
- PSYC S51E/EDUC S51E Short Term Innovative Pedagogy: Educational Psychology Redesign\*
- REL 241 The Art of Islam<sup>+</sup>
- REL 306D/AMST 306D/LALS 306D Theologies of Race and Liberation in the Americas: Black, Womanist, and Latinx\*
- REL S29 Practicing Religious Pluralism: Case Studies in Interreligious Relations\*
- REL S33 Islam in Lewiston\*
- RFSS 259 Conspiracy Rhetoric: Power, Politics, and Popular Culture\*
- RFSS S21 Baseball Movies\*
- RUSS 233/EUS 233 Russian Myths and Legends\*
- RUSS S21/EUS S21/THEA S21 Puppets: Theory, Practice, and Play<sup>^</sup>
- SOC 307 Navigating Loss: Grief, Death, and Society\*
- SOC 395N/AFR 395N Immigrant Racialization<sup>^</sup>
- SOC 405 Senior Capstone in Sociology<sup>°</sup>
- SOC 457 Senior Thesis<sup>°</sup>
- SOC 458 Senior Thesis<sup>°</sup>
- SOC S26 Life Course and Aging<sup>^</sup>
- SOC S29/AFR S29 People Watching\*
- THEA 170/DCS 170 Introduction to Digital Media\*
- THEA 217/AMST 217 Theatrical Things: Material Culture and Performance\*

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