

This document contains two lists of Bowdoin classes. The first list is of classes that were self-identified by the teaching faculty member as “Sustainability Focused” as it relates to the UN Sustainable Development Goals. The second list, starting on page 14, includes the classes that faculty members self-identified as “include sustainability” as a component of the course but the course itself is not sustainability focused per the UN Sustainable Development Goals. Each course listed reflects which department it is taught under, the level of the course, the name of the course, the name of the teaching faculty member and the description from the course catalog.

If a course is offered multiple times during the year it is included in our overall course number multiple time as that is the way the registrar gets their overall total course count. In a few cases a course may be offered by more than one faculty member and it is only included in this list if the individual faculty member self-identified their course as such. For example, on page 27 Micro and Macro Economics are both listed multiple times by different faculty members – each one self-identified in the survey that their version of the course included sustainability in specific topics or lessons.

Bowdoin College Sustainability Courses
2018-2019 Academic Year
63 courses across 17 disciplines

ARTH 1016 – Art and the Environment: 1960 to Present *Natasha Goldman* Since the 1960s, artists in Western Europe and the United States have used the environment as a site of visual exploration, discussion, critique, and action. From Robert Smithson and his ever-disintegrating “Spiral Jetty,” to Agnes Denes’s “Wheatfield” growing alongside Wall Street, to Mierle Ukeles’s installation and performance art in conjunction with the New York Department of Sanitation, to Eduardo Kac’s “GFP Bunny,” artists have explored the ways in which art objects are in dialogue with the environment, recycling, and biology. Works engage with concepts such as entropy, the agricultural industry, photosynthesis, and green tourism encouraging us to see in new ways the natural world around us. Visits to the Bowdoin College Museum of Art’s collections complement the material studied. Writing-intensive course emphasizes firm understanding of library and database research and the value of writing, revision, and critique.

Biol 1060 - Prove It!: The Power of Data to Address Questions You Care About *Mary Rogalski* Climate change, biodiversity loss, pollution, and other environmental issues present significant threats to ecological integrity, human health, and social justice. An overwhelming amount of information exists on these topics, from a variety of perspectives—some reliable, some not. Strategies are required for processing this information and drawing conclusions. Students develop skills in accessing reliable information, data analysis and interpretation, as well as science communication. In small groups, students implement these skills exploring a research question of interest using data available online. Additional sessions provide time for group research and discussion.

Biol 1066 – The Molecules of Life *Bruce Kohorn* An exploration of the basic molecules of life. Starting with DNA we will explore how cells use and pass on this stored information to produce a variety of products used to form cells and organisms. This basic science will be related to every-day examples of biology, health, agriculture, and social issues arising from these applications; genetic modification for

health and food production, drug and vaccine development, CO₂ and our warming the planet. Hands-on experience with DNA, protein, lipids and complex carbohydrates will be included in the regular class meeting time. The class will be a combination of lecture, discussion and exploration in a lab setting and outdoors.

Biol 2327 – Ecology *Patricia Jones* Ecology, the study of how organisms interact with each other and their environment, incorporates topics from how organisms cope with environmental stressors to global carbon cycling. Addresses current questions in ecology, from global change to food security to invasive species. Lectures, labs, primary and popular literature emphasize how scientists use the tenets of ecology to address current environmental issues. Labs, excursions, and student research include ecological studies of plant-insect interactions, collection of long-term data on salamander populations, and emphasis on the natural history of midcoast Maine. Students have the opportunity to take an optional field trip to the Bowdoin Scientific Station on Kent Island in the Bay of Fundy.

Biol 2581 – Forest Ecology and Conservation *Vladimir Douhovnikoff* An examination of how forest ecology and the principles of silviculture inform forest ecosystem restoration and conservation. Explores ecological dynamics of forest ecosystems, the science of managing forests for tree growth and other goals, natural history and historic use of forest resources, and the state of forests today, as well as challenges and opportunities in forest restoration and conservation. Consists of lecture, discussions, field trips, and guest seminars by professionals working in the field.

Danc 1101 – Making Dances *Aretha Aoki* Explores movement invention, organization, and meaning. Problem-solving exercises, improvisations, and studies focus mainly on solo, duet, and trio forms. A video component introduces students -- regardless of previous experience in dance -- to a wide range of compositional methods and purposes. Includes reading, writing, discussion, attendance at live performances, and -- when possible -- work with visiting professional artists.

Danc 1102 – Cultural Choreographies: An Introduction to Dance *Adanna Jones* Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Experiments with dance and movement forms from different cultures and epochs -- for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hip-hop -- through readings, performances, workshops in the studio, and field work.

Danc 1104 – Dance Improvisation: Practices, Forms, and Structures *Aretha Aoki* An introduction to the practice and art form of dance improvisation. Warm-ups and structures enhance student creative expression, range of movement, and body awareness. Various forms are introduced such as Contact Improvisation—a partnering dance form—Authentic Movement, and the improvisational methods and strategies of specific contemporary dance artists. Includes reading, writing, discussion, and, when possible, attendance at live improvisation performances and work with visiting professional artists. No previous dance experience is required.

DANC 1501 – Dancing Histories Studio work accompanies video viewings and readings on twentieth-century modern dance and ballet. Focuses on the cultural politics of dance performance -- vocabularies and notions of representation, intention, and authorship -- and changing ideas of the performance space. Viewing and reading moves chronologically, while studio work addresses global themes such as dance and identity, expressionism, self-reference, and the natural. No previous dance experience is required.

DANC 2241 – Afromodern II: Technique *Adanna Jones* A continuation of modern dance principles introduced in Dance 1211 with the addition of African-derived dance movement. The two dance aesthetics are combined to create a new form. Technique classes include center floor exercises, movement combinations across the floor, and movement phrases. Students also attend dance performances in the community.

DANC 2505 – Geographies of the Sexiness: Dance and Politics of (Dis)Respectability in the Americas *Adanna Jones* Dance—an art form whose medium is the body—and ethnography—the study of people and their cultures—are great tools for addressing some of the ways different dancing bodies have been historically policed for “dancing sex(y).” Other tools, such as critical dance and black theories, in addition to queer and feminist approaches, will also be utilized to comprehend the uneven ways these bodies are further racialized, sexualized, and gendered within the Americas. In particular, students will learn about various dances (such as the Brazilian samba to the Cuban rumba, Jamaican Dancehall, and the Trinidadian wine) through readings, lectures, and actual in- studio dancing. Ultimately, the intention here is to understand dancing is both a meaning-making activity and a way of understanding the world. In turn, it is an important lens for critically thinking, talking, researching, and writing about politics of identity (especially regarding nationality, gender, race, and sexuality).

DANC 3211 – Advanced Modern Dance *Aretha Aoki* An advanced level dance technique class. Students are expected to have prior training and/or have received full credit in Modern II. The course is a continuation of the processes of 2211, with more challenging and complex phrase-work and more in-depth physical explorations. In addition, the course will emphasize artistry and performance. Partnering/hands-on work may be included.

DANC 3405 – Advanced Dance-Theater Company: Repertory and Performance *Aretha Aoki* Focuses on building original dance-theater performance work, and when possible, re-staging seminal works that in some way challenge or blur distinctions between theater and dance and working on repertory by guest artists. Dancers and actors will look closely at their respective practices to better understand the potential overlaps and how they might inform a shared practice. Voice, text, movement, performance states, narrative and non-narrative forms are all potential elements to be explored in the work we make. Most of the class is studio-focused, however, in-class material is supported by readings, video and film, live performance, and writing assignments. Students will perform in the Dance Concert and off-campus when opportunities allow.

ECON 2219 – Institutional Approaches to Climate Change *Erik Nelson* How do various public and private institutions, including governments, firms, and nonprofits, incorporate climate change into their decision-making? Explores how and why institutions set greenhouse gas mitigation goals, how they propose to achieve their goals, and the larger economic and social implications of institutional climate action plans. Further, questions how institutions at all levels are adapting or planning to adapt to climate change. Critiques the efficacy and efficiency of climate action plans. Topics explored include renewable

energy credit and offset markets; energy markets; carbon markets and taxes; financing of climate action plans; incentivizing energy efficiency and other climate-friendly practices; technology adoption; the economics of technological change; employee, student, and citizen activism; shareholder activism; and corporate social responsibility. Introduction to basic economic modeling by working with graphs, tables, and schematics. Problem sets and written assignments used to assess learning. For a final project, students write a climate action plan for an institution of their choice.

ECON 2221 – Marxian Political Economy *Jonathan Goldstein* An alternative (heterodox) analysis of a capitalist market economy rooted in Marx's methodological framework, which focuses on the interconnected role played by market relations, class/power relations, exploitation and internal tendencies towards growth, crisis, and qualitative change. Students are introduced to the Marxian method and economic theory through a reading of Volume I of "Capital." Subsequently, the Marxian framework is applied to analyze the modern capitalist economy with an emphasis on the secular and cyclical instability of the economy, changing institutional structures and their ability to promote growth, labor market issues, and globalization. Particular attention is paid to the neoliberal reorganization of the economy from 1980 on, the process of financialization and the financial crisis of 2008. The analysis of the modern economy is partially facilitated by a series of videos about the neoliberal era.

ECON 2556 – Macroeconomics *Matthew Botsch* An intermediate-level study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, money, and interest rates are examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis.

ECON 3511 – Economic Evaluation of Public Programs *John Fitzgerald* Seminar. How to measure the effectiveness of public policy programs. Covers the basics of cost-benefit analysis and modern empirical methods used to measure and evaluate impacts of public programs. Examines the strengths and limitations of randomized control experiments, natural experiments, and non-experimental observational designs with applications to education, health, public assistance, and labor market policies.

ECON 3521 – The Economics of Land Use, Ecosystem Services, and Biodiversity *Erik Nelson* Seminar. Analysis of the economic forces that shape land-use patterns, the relationship between land-use patterns and ecosystem service provision and biodiversity persistence, and the economic value of ecosystem service provision. Investigates methods for increasing ecosystem service values on the landscape and the economic cost of these methods. Analysis of land-use externalities and the failure of land-use patterns to generate maximum societal net benefits; neoclassical economic theory on land-use; methods for estimating market value of land; methods of non-market valuation; efficient land-use patterns from a societal perspective; methods for finding efficient land-use patterns; and governmental and non-governmental organization land conservation programs. Permission of instructor required during add/drop for all students; required at all times for students who have credit for Economics 2218 (same as Environmental Studies 2302) or 2228 (same as Environmental Studies 2228).

EDUC 1101 – Contemporary American Education *Jacob Fay, Lauren Saenz* What are the purposes of public education and what makes it public? Do schools serve an individual good or a collective good? Is Americas system of public education organized to serve these purposes? What is the public's responsibility towards public education? How do current school reforms affect various stakeholders?

The primary objective is to examine the cultural, social, economic, and institutional dilemmas confronting public schooling in the United States today. By approaching these dilemmas as unsolved puzzles instead of systematic failures, important insights are gained into the challenges confronting a democratic society historically committed to the public provision of education. Considers which theories and purposes of education motivate current reform efforts. Likewise, examines who shapes public discourse about public education and by what strategies. Employs a mixed approach of reading, discussion, and class-based activities to explore important educational issues including school reform and finance, charter schools, busing, vouchers, unequal educational opportunities and outcomes; and accountability, standardization, and testing.

EDUC 2211 – Education and the Human Condition *Doris Santoro* Explores the relationship between education and being/becoming human. Topics may be guided by the questions: What does it mean to be an educated person? How can education lead to emancipation? How might teaching and learning lead to the good life? What is our responsibility to teach the next generation? Readings may include works by Hannah Arendt, John Dewey, W. E. B. Du Bois, Plato, Jacques Rancière, among others.

EDUC 3301 – Teaching and Learning *Doris Santoro* Teaching and Learning A study of what takes place in classrooms: the methods and purposes of teachers, the response of students, and the organizational context. Readings and discussions help inform students' direct observations and written accounts of local classrooms. Peer teaching is an integral part of the course experience. Requires a minimum of thirty-six hours of observation in a local secondary school. Education 3302 must be taken concurrently with this course. In order to qualify for this course students must have Education 1101 and 2203; junior or senior standing; a concentration in a core secondary school subject area (English: four courses in English; foreign language: four courses in the language; life science: four courses in biology; mathematics: four courses in mathematics; physical science: three courses in chemistry, earth and oceanographic science, or physics and one course in one of the other departments listed; or social studies: three courses in history and one course in anthropology, economics, government, psychology, or sociology); and permission of the instructor.

EDUC 3302 – Curriculum Development *Doris Santoro* A study of the knowledge taught in schools; its selection and the rationale by which one course of study rather than another is included; its adaptation for different disciplines and for different categories of students; its cognitive and social purposes; the organization and integration of its various components. Education 3301 must be taken concurrently with this course. In order to qualify for this course, students must have Education 1101 and 2203; junior or senior standing; and a concentration in a core secondary school subject area (English: four courses in English; foreign language: four courses in the language; life science: four courses in biology; mathematics: four courses in mathematics; physical science: three courses in chemistry, earth and oceanographic science, or physics and one course in one of the other departments listed; or social studies: three courses in history and one course in anthropology, economics, government, psychology, or sociology).

EDUC 3303 – Student Teaching Practicum *Doris Santoro* Required of all students who seek secondary public school certification, this final course in the student teaching sequence requires that students work full time in a local secondary school from early January to late April. Grading is Credit/D/Fail. Education 3304 must be taken concurrently. Students must complete an application and interview. Students with the following are eligible for this course: Education 2203, 3301 , and 3302; junior or senior

standing; a cumulative 3.0 grade point average; a 3.0 grade point average in Education 3301 and 3302; and eight courses in a subject area that enables them to be certified by the State of Maine (English: eight courses in English; world language: eight courses in the language; life science: six courses in biology and two additional courses in biology, biochemistry, or neuroscience; mathematics: eight courses in mathematics; physical science: six courses in chemistry, earth and oceanographic science, or physics, and one course in each of the other departments listed; or social studies: six courses in history (at least two must be non-United States history) and one course each in two of the following departments: anthropology, economics, government, psychology, or sociology).

EDUC 3304 – Bowdoin Teacher Scholar Seminar: Analysis of Teaching and Learning *Doris Santoro*

Taken concurrently with Education 3303, Student Teaching Practicum. Considers theoretical and practical issues related to effective classroom instruction. Students with the following are eligible for this course: Education 2203, 3301, and 3302; junior or senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in Education 3301 and 3302; and eight courses in a subject area that enables them to be certified by the State of Maine (English: eight courses in English; world language: eight courses in the language; life science: six courses in biology and two additional courses in biology, biochemistry, or neuroscience; mathematics: eight courses in mathematics; physical science: six courses in chemistry, earth and oceanographic science, or physics, and one course in each of the other departments listed; or social studies: six courses in history (at least two must be non-United States history) and one course each in two of the following departments: anthropology, economics, government, psychology, or sociology).

ENGL 2706 – Novels Across Nations *Hilary Thompson* Modern and contemporary fiction that engages the global by having characters who cross borders or inhabit more than one national category; having stories that make readers question the homogeneity and cohesiveness of the traditional nation-state; or having readerships located beyond the settings of their narratives. Writers from Africa, Asia, the Caribbean, and the Middle East may be considered, as well as issues of anti-colonialism, globalization, warfare, migration, and diaspora. Possible authors read include Chimamanda Ngozi Adichie, Amitav Ghosh, Helon Habila, Mohsin Hamid, Kazuo Ishiguro, Randa Jarrar, Andrea Levy, Dinaw Mengestu, Chinelo Okparanta, Yvonne Adhiambo Owuor, Elif Shafak, and Kim Thuy.

ENGL 2804 – Maine Writers and the Environment *Elizabeth Muther* Explores the wild and diverse literary territories of the state of Maine -- past and present -- with a focus on coastal narratives and environmental writing. Considers Maine's multi-ethnic folkways, its austere modernisms, remorseless gothic landscapes, natural splendors and antagonisms, coastal rhapsodies and adversities, and contemporary environmental imperatives. Includes poetry, short stories, novels, memoirs, personal narratives, children's literature, nature writing, and environmental advocacy by such writers as Thoreau, Jewett, Robinson, Millay, Beston, Carson, McCloskey, King, Russo, Strout, and Bryan. Taught in residence at the Bowdoin College Schiller Coastal Studies Center. English 2804/Environmental Studies 2804 is a course-module in the Bowdoin Marine Science Semester. Biology 2232 (same as Environmental Studies 2232), Biology 2330 (same as Environmental Studies 2233), and Biology 2501 (same as Environmental Studies 2231) are co-requisites of this course.

ENGL 2805 – Teaching Writing: Theory and Practice *Meredith McCarroll* Explores theories and methods of teaching writing, emphasizing collaborative learning, and peer tutoring. Examines relationships between the writing process and the written product, writing and learning, and language and

communities. Investigates disciplinary writing conventions, influences of gender and culture on language and learning, and concerns of ESL and learning disabled writers. Students practice and reflect on revising, responding to others writing, and conducting conferences. Prepares students to serve as writing assistants for the Writing Project. This course does not count toward the English major.

ENGL 2854 – Telling Environmental Stories *Anthony Walton* Intended for students with a demonstrated interest in environmental studies as an introduction to several modes of storytelling, which communicate ideas, historical narratives, personal experiences, and scientific and social issues in this increasingly important area of study and concern. Explores various techniques, challenges, and pleasures of storytelling, and examines some of the demands and responsibilities involved in the conveyance of different types of information with clarity and accuracy in nonfiction narrative. Engages student writing through the workshop method, and includes study of several texts, including “The Control of Nature,” “Cadillac Desert,” “Living Downstream,” and “Field Notes from a Catastrophe.” Note: Fulfills the creative writing concentration requirement for English majors.

ENGL 3012 – Creaturely and Cosmopolitan Life *Hilary Thompson* Advanced seminar. An exploration of the ways contemporary planetary consciousness has influenced conceptions of the human and the animal, as well as their supposed difference. Examines, in light of modern and current world literature, new models for both the exemplary world citizen and human species identity. Investigates to what extent, and by what creative means, reconsiderations of humans’ impact on the planet and place in the world are recorded in narratives of other creatures and the perceptual possibilities of their worlds. Texts may include fiction by Kafka, Rilke, Borges, Woolf, Murakami, and Sinha, as well as the philosophies of Uexkull, Heidegger, Derrida, Latour, and Agamben.

ENGL 3030 – Ecopoetics: Poetry and the Environment *Samia Rahimtoola* Examines the relationship between poetry and the environment beyond nature poetry. Topics include poets’ search for a “natural” language, the construction of the environmental subject; the persistence of preindustrial modes of life within poetic practices; poetry as a resource for the invention of new environmentalisms; the mastery of the natural world through technology and art; the oft-debated relationship between poetry and activism; and race, gender, sexuality, and ecopoetics. Begins with concepts arising from foundational ecocritical texts, before turning to modern and contemporary American ecopoetry, including works by Emily Dickinson, Wallace Stevens, Elizabeth Bishop, Charles Olson, Lorine Niedecker, Wanda Coleman, Craig Santos Perez, and C.S. Giscombe.

ENVS 1101 – Introduction to Environmental Studies: Interdisciplinary Approaches *Matthew Klingle & Eileen Johnson* An interdisciplinary introduction to the environment framed by perspectives from the natural sciences, social sciences, and arts and humanities. Surveys past and present status of scientific knowledge about major global and regional problems, explores both successes and inadequacies of environmental ideas to address specific crises, and assesses potential responses of governments, corporations, and individuals. Topics include food and agriculture, pollution, fisheries, and climate change and energy. Other subjects include biodiversity, population, urbanization, consumption, environmental justice, human and ecological health, and sustainability.

ENVS 2201 – Perspectives in Environmental Science *Phil Camill and Ryan Nelson* Understanding environmental challenges requires scientific knowledge about the different spheres of the Earth -- land, water, air, and life -- and how they interact. Presents integrated perspectives across the fields of biology, chemistry, and earth and oceanographic science to examine the scientific basis for environmental

change from the molecular to the global level. Foundational principles are developed to address major course themes, including climate change, energy, soil/air/water pollution, chemical exposure and risk, land use change, and biodiversity loss. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature.

ENVS 2313 – Food, Environment, and Development *Shana Starobin* Explores the nexus of food, environment, and development in global environmental politics. Examines the interconnected challenges of governing across trans-boundary socio-ecological systems amidst competing demands on scarce natural resources—to sustain a global food system, foster economic development, and promote equity and justice. Prepares students to engage with interdisciplinary scholarship from political science, international development, public policy, and food studies. Draws on comparative cases from local to global scales, with an emphasis on Maine, the U.S., and Latin America.

ENVS 2314 – Talking to Farmers and Fisherman: Social Science Field Methods for Environmental Policy Research *Shana Starobin* Natural resource users—like farmers and fishermen—possess intimate knowledge of the complex socio-ecological systems where they live and work. How can researchers appropriately and ethically engage individual and community stakeholders as participants in environmental research? Through assignments, activities, and class excursions (lab), students will gain competence in collaborative field research skills, including: the ethical conduct of research with human subjects, participant observation, conducting interviews and focus groups, writing up field notes, developing metadata, and establishing protocols for data management. Students will also practice preliminary data analysis—transcription and text analysis of field collected data, descriptive statistics and identification of future research questions.

ENVS 2321 – Troubled Waters: Fishing in the Gulf of Maine *Anne Hayden & Matthew Kingle* Around the world and in the Gulf of Maine, overfishing, threats to habitat, and climate change are putting marine ecosystems and coastal communities under great stress. Interdisciplinary seminar draws on oceanography, ecology, history, economics, anthropology, and political science to explore the causes and scope of pressures on the marine environment; the potential for restoring ecosystems, fisheries, and coastal economies; political conflicts over fisheries and related issues; federal, state, and community-based approaches to managing marine ecosystems; and strategies for coping with scientific and management uncertainties.

ENVS 2330 – Environmental Policy and Politics *Shana Starobin* Explores the political, economic, legal, ethical, and institutional dimensions of the environmental policy-making process. Examines the formation and implementation of regulatory institutions and policies across a range of issues in the U.S. and internationally—including terrestrial, coastal and marine natural resources management, biodiversity, water and air pollution, sustainable development, and environmental justice. Prepares students to analyze historical cases as well as contrive and evaluate competing policy alternatives to emerging problems.

ENVS 3908 – Private Actors, Public Goods: Corporate Social Responsibility (CSR) in Comparative Perspective *Shana Starobin* From fair trade chocolate to Kimberly Process certified diamonds, voluntary sustainability initiatives increasingly "govern" complex trans-border trade -- to minimize environmental damages and human rights abuses exacerbated by globalization, especially when states prove incapable or unwilling to do so. Intensive in reading, research, and discussion, adopts a commodity-centered lens

to examine transnational trade in comparative perspective. Students explore how global value chains -- like "fast fashion" from Bangladesh and cell phones from China -- defy conventional notions of political, geographic, and ecological boundaries and prompt a shift from "government" to "governance."

ENVS 3909 – Building Resilient Communities *Eileen Johnson* Explores approaches by communities and regions to build resilience in the face of changing environmental and social conditions. Examines the ways communities establish policies and collaborate with state, federal, private and nonprofit sectors towards strengthening local economies, safeguarding environmental values, protecting public health, addressing issues of economic and social justice, and implementing mitigation and adaptation strategies. Examines the role of big data in informing goal setting and measuring outcomes. Provides students with firsthand understanding of how digital and computational technologies including Geographic Information Systems (GIS) are playing an increasingly important role in understanding and informing effective approaches for expanding resilience at a community level to inform policy decision. Students learn GIS as part of the course.

ENVS 3930 – Ecotoxicology *Mary Rogalski* Chemical exposure can strongly impact both ecological communities and human health, often in complex and unexpected ways. Examines pollution impacts on biological systems at the organismal, population and community levels. Readings and class discussions focus on the value and limitations of traditionally conducted toxicity tests as well as emerging research areas, including evolutionary ecotoxicology and the potential synergy of multiple environmental stressors. A research paper based on primary and secondary sources explores the impacts of a specific chemical and how society might use available (often limited) data to protect ecological and human health from risks of exposure. Two field excursions outside of regular class meetings complement class discussions.

ENVS 3980 – The Nature of Health in the United States and the World *Matthew Klingle* Explores relationships between humans, environment, and health in the United States and North America in their global context from the sixteenth century to the present day. Overall focus is on how the history of health and the environment in the US connects to global and transnational history. Topics may include the evolution of public health interventions, biomedical research, and clinical practice; folk remedies and popular understandings of health; infectious and chronic diseases; links between landscape, health, and inequality; gender and reproductive health; occupational health and safety; the effects of agriculture, industrialization, and urbanization on human and ecological health; state and federal policies in the United States; and the colonial and transnational dimensions of public health and medicine. Students write a major research paper based on primary sources. Environmental Studies 1101, 2403, and at least one history course numbered 2000-2969 recommended. This course is part of the following field(s) of study: United States.

EOS 1505 – Oceanography *Collin Roesler* The fundamentals of geological, physical, chemical, and biological oceanography. Topics include tectonic evolution of the ocean basins; deep-sea sedimentation as a record of ocean history; global ocean circulation, waves, and tides; chemical cycles; ocean ecosystems and productivity; and the ocean's role in climate change. Weekly labs and fieldwork demonstrate these principles in the setting of Casco Bay and the Gulf of Maine. Students complete a field-based research project on coastal oceanography.

EOS 2020 – Earth, Ocean, and Society *Emily Peterman* Explores the historical, current, and future demands of society on the natural resources of the earth and the ocean. Discusses the formation and

extraction of salt, gold, diamonds, rare earth elements, coal, oil, natural gas, and renewable energies (e.g., tidal, geothermal, solar, wind). Examines how policies for these resources are written and revised to reflect changing societal values. Students complete a research project that explores the intersection of natural resources and society.

EOS 2585 – Ocean and Climate *Collin Roesler* The ocean covers more than 70 percent of Earth's surface. It has a vast capacity to modulate variations in global heat and carbon dioxide, thereby regulating climate and ultimately life on Earth. Beginning with an investigation of paleo-climate records preserved in deep-sea sediment cores and in Antarctic and Greenland glacial ice cores, the patterns of natural climate variations are explored with the goal of understanding historic climate change observations. Predictions of polar glacial and sea ice, sea level, ocean temperatures, and ocean acidity investigated through readings and discussions of scientific literature. Weekly laboratory sessions devoted to field trips, laboratory experiments, and computer-based data analysis and modeling to provide hands-on experiences for understanding the time and space scales of processes governing oceans, climate, and ecosystems. Laboratory exercises form the basis for student research projects. Mathematics 1700 is recommended.

EOS 3020 – Earth Climate History *Phil Camill* The modern world is experiencing rapid climate warming and some parts extreme drought, which will have dramatic impacts on ecosystems and human societies. How do contemporary warming and aridity compare to past changes in climate over the last billion years? Are modern changes human-caused or part of the natural variability in the climate system? What effects did past changes have on global ecosystems and human societies? Students use environmental records from rocks, soils, ocean cores, ice cores, lake cores, fossil plants, and tree rings to assemble proxies of past changes in climate, atmospheric CO₂, and disturbance to examine several issues: long-term carbon cycling and climate, major extinction events, the rise of C₄ photosynthesis and the evolution of grazing mammals, orbital forcing and glacial cycles, glacial refugia and post-glacial species migrations, climate change and the rise and collapse of human civilizations, climate/overkill hypothesis of Pleistocene megafauna, climate variability, drought cycles, climate change impacts on disturbances (fire and hurricanes), and determining natural variability versus human-caused climate change.

FRS 3221 – The African Diaspora in France and the Crisis of Citizenship *Jacques Gerard Keubeung* One of the consequences of the French imperial experience has been the profound transformation not only of colonized regions, but also of French society and culture. This seminar will scrutinize the relationship between France and its former colonies in Africa with a special emphasis on the current debates about national identity, difference and assimilation in France. Through an exploration of novels, films, and popular cultures, our descent into the debate about national identity in France will trace and understand the presumed differences between French “natives”, “immigrants” and “citizens”. Novels and films will include works by Medhi Charef, Thomte Ryam, Faïza Guène, Tahar ben Jelloun, Rachid Bouchareb, Mathieu Kassovitz and Yamina Benguigui.

GOV 1005 – Women of Color in Politics *Chryl Laird* Explores the significant roles that women of color have played in American politics and around the world. Begins with the US context, starting in the antebellum era and moving forward by reading biographies/autobiographies that provide voice to the

experiences faced by women of color in both traditional and non-traditional political spaces. These include women of color as close confidants to male political figures (first ladies, wives, and mistresses) and as politicians, judges, activists, and revolutionaries. Then shifts to a more global context considering the perspectives of women of color in countries where they have championed gender equality and feminism, and where they have become powerful political actors.

GOV 2577 – Arctic Politics *Laura Henry & Alyssa Grahame* The Arctic looms in our political imagination as the region most directly affected by a changing global climate that threatens the displacement of northern communities and cultures. It is also a site of fierce competition for state control and economic development. This course investigates the Arctic as a political space that encapsulates elements of comparative politics and international relations. It examines cross-national variation in policies toward Arctic regions in states such as the United States, Canada, Russia, Iceland, and Norway. It also explores dynamic international engagement around the Arctic by state officials, corporations, indigenous communities, and activists. The course will address governance issues such as indigenous rights, economic development and natural resource exploitation, environmental issues and climate change, the potential militarization of the region, international law, and the role of the Arctic Council.

GOV 3610 – Advanced Seminar in International Relations: Law, Politics, and the Search for Justice
Allen Springer Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the environmental studies senior seminar requirement.

GSWS 1101 – Introduction to Gender, Sexuality, and Women’s Studies *Jay Sosa* Introduces key concepts, questions, and methods that have developed within the interdisciplinary fields of gender, sexuality, and women's studies. Explores how gender norms differ across cultures and change over time. Examines how gender and sexuality are inseparable from other forms of identification—race, class, ability, and nationality. And considers the role that gender, sexuality, and other identity knowledges play in resisting sexism, racism, homophobia, and transphobia.

GSWS 2268 – Saved By the Girl? Politics of Girlhood in International Development *Shenila Khoja-Moolji*
In recent decades, girls' education and empowerment has emerged as a key site for investment and advocacy. Girls are often represented as having the potential to solve wide-ranging societal issues, from poverty to terrorism. Interrogates the current focus on girls in international development by examining its cultural politics. What kinds of knowledges about people in the global south are produced in/through girl-focused campaigns? What is highlighted and what is erased? What are the consequences of such representations? Examinations lead to an exploration of the different theories of 'girl,' 'culture,' 'empowerment,' 'rights,' and 'citizenship' that are operative in this discourse. Situates girl-focused campaigns within the broader politics of humanitarianism and asks critical questions about conceptualizations of 'freedom' and the constitution of the 'human'. To provide a more nuanced understanding of the lives of girls in the global south, brings to bear ethnographic studies from Pakistan, Egypt, India, and Nepal.

GSWS 2610 – Sex and State Power *Jay Sosa* Seminar. Examines sexual politics of the law, policing, public health, and state surveillance and explores feminist and queer responses to the relationship between sex and power from a variety of disciplines and traditions. Focuses on two major trends in the regulation of sex in the twentieth and twenty-first centuries: (1) how policy making has shifted from defining sexual morality to managing populations, and (2) the reinvigorated politics of the family as governments scale

back their social welfare programs. Additional topics may include reproductive rights, sex work, marriage, hate crimes, surveillance, militarism, and prisons. Students learn main trends in the politics of sexuality and conduct a research project on the topic of their choice.

HIST 1034 – Poverty and Global Inequality *Rachel Sturman* Both globally and in the U.S., economic inequality has increased dramatically in recent decades, while poverty has remained entrenched. In this first year seminar, we examine debates about the reasons for the persistence of poverty, divergent policy approaches to poverty eradication that have been pursued in the U.S. and in countries that receive foreign aid, as well as the effects of media representations of poor people—what some scholars have dubbed “poverty porn.” Throughout, we will consider local lives, livelihoods and organizing, and the effects of external interventions. Alongside class discussions, we will focus extensively on building and enhancing writing skills.

HIST 2822 – Warlords and Child Soldiers in African History *David Gordon* Seminar. Examines how gender, age, religion, and race have informed ideologies of violence by considering various historical incarnations of the African warrior across modern history, including the military slave, the mercenary, the revolutionary, the warlord, the religious warrior, and the child soldier. Analyzes the nature of warfare in modern African history and how fighters, followers, African civilians, and the international community have imagined the “work of war” in Africa. Readings include scholarly analyses of warfare, warriors, and warrior ideals alongside memoirs and fictional representations. Note: This course is part of the following field(s) of study: Africa.

MATH 1400 – Statistics in the Sciences *Jack O’Brien* Formatted in consideration of the use of statistics as a means for principled argumentation in the natural and social sciences, and examines historical, computational, mathematical, and practical examples. Readings from the scientific literature are paired with techniques to interpret data in a variety of contexts. Explorations of the interconnections between statistics, mathematics, scientific practice, and computation underlie all aspects. Topics include: probability, Bayesian reasoning, random variables, standard statistical tests, such as t-tests, regression, and ANOVA, p-values, hypothesis testing, computation, data visualization, and scientific writing. Not open to students who have credit for Economics 2557, Psychology 2520, Mathematics 1200, or have credit or are concurrently enrolled in Mathematics 1300.

PHIL 2359 - The Ethics of Climate Change *Kristi Olson* Examines moral questions raised by climate change including: What would constitute a just allocation of burdens? What do we collectively owe to future generations? If collective action fails, what are our obligations as individuals? When, if at all, is civil disobedience justified? Readings drawn primarily from contemporary philosophy.

PHIL 2322 - Political Philosophy *Kristi Olson* Examines some of the major issues and concepts in political philosophy, including freedom and coercion, justice, equality, and the nature of liberalism. Readings primarily from contemporary sources.

PHIL 1321 – Philosophical Issues of Gender and Race *Kristi Olson* Explores contemporary issues of gender and race. Possible topics include the social construction of race and gender, implicit bias, racial profiling, pornography, the gender wage gap, affirmative action, race and incarceration, transgender issues, and reparations for past harms. Readings drawn from philosophy, legal studies, and the social sciences.

PHYS 1083 – Energy, Physics, and Technology *Madeleine Msall* How much can we do to reduce the disruptions of the Earth's physical, ecological, and social systems caused by global climate change? How much climate change itself can we avoid? A lot depends on the physical processes that govern the extraction, transmission, storage, and use of available energy. Introduces the physics of solar, wind, nuclear, and hydroelectric power and discusses the physical constraints on their efficiency, productivity, and safety. Reviews current technology and quantitatively analyzes the effectiveness of different strategies to reduce greenhouse gas emissions. Not open to students with credit for Physics 1140.

RUS 2447 – Nature and The Environment in Russian Culture *Alyssa Gillespie* Introduces students to major works of Russian/Soviet/post-Soviet literature (by authors such as Pushkin, Turgenev, Chekhov, Solzhenitsyn, Alexievich, and others), supplemented by films and visual art, within the thematic context of a focus on nature and the environment in the Russian geographic and cultural space. Topics include the role of nature in the Russian Romantic sublime; artistic constructions of the exotic in Russia's borderlands (Georgia, Mongolia); representations of the peasant village; feminization of the land and related metaphors of violent conquest; testaments to the instrumentalization of nature (St. Petersburg, Belomor Canal, Gulag); and the cultural legacy of environmental decay and disaster (pollution, Chernobyl).

SOC 1028 – Sociology of Campus Life: Race, Class, and Inequality at Elite Colleges *Ingrid Nelson* Explores higher education in the contemporary United States through a sociological lens, highlighting the ways that elite colleges and universities both promote social mobility and perpetuate inequality. Examines the functions of higher education for students and society; issues of inequality in college access, financing, campus experiences, and outcomes later in life; the history and consequences of affirmative action; how and why historically white colleges and universities have diversified their student bodies; the challenges and benefits of diversity and inclusion on campus; and other topics. Emphasis on writing sociologically for public and academic audiences.

SOC 2208 – Race and Ethnicity *Ingrid Nelson* The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States.

SOC 2250 – Social Epidemiology *Nancy Riley* Introduces epidemiology, the study of the patterns and influences of disease (and health) in populations and communities. Focusing on the social, political, and economic influences and consequences of patterns of disease and death, considers how these patterns reflect and affect the demographics, social structure, economy, and culture of societies and how societies mobilize to combat disease and promote health. Focuses particularly on the role of socioeconomic inequality--both within and between countries--in how diseases spread and are managed.

SOC 3300 – Reproductive Health and Politics *Nancy Riley* Taking account of the interrelationship of health and politics, examines how community, national, and international policies and social structures (such as gender, race, economy, or health care) link local and global politics to influence practices, beliefs, meaning, and outcomes related to reproduction. Topics include birth planning and contraception, new reproductive technologies, fertility and infertility, AIDS, abortion, issues of parenthood, and stratified reproduction.

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AFRS 2210 – Black Women, Politics, Music, and the Divine Judith Casselberry Seminar. Examines the convergence of politics and spirituality in the musical work of contemporary black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality generated across a range of religious and spiritual terrains with African diasporic/black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, the Clark Sisters, Meshell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others.

AFRS 2228 – Protest Music Judith Casselberry Focuses on the ways black people have experienced twentieth-century events. Examines social, economic, and political catalysts for processes of protest music production across genres including gospel, blues, folk, soul, funk, rock, reggae, and rap. Analysis of musical and extra-musical elements includes style, form, production, lyrics, intent, reception, commodification, mass-media, and the Internet. Explores ways in which people experience, identify, and propose solutions to poverty, segregation, oppressive working conditions, incarceration, sexual exploitation, violence, and war.

AFRS 2261 – Holy Songs in a Strange Land Judith Casselberry Seminar. Examines black sacred music from its earliest forms, fashioned by enslaved Africans, through current iterations produced by black global actors of a different sort. Explores questions such as: What does bondage sound like? What does emancipation sound like? Can we hear corresponding sounds generated by artists today? In what ways have creators of sacred music embraced, rejected, and re-envisioned the "strange land" over time? Looks at musical and lyrical content and the context in which various music genres developed, such as Negro spirituals, gospel, and sacred blues. Contemporary artists such as Janelle Monáe, Beyoncé, Bob Marley, and Michael Jackson included as well.

AFRS 3020 – Black Heat, Black Cool: Theorizing Blackness Judith Casselberry Interdisciplinary examination of ideas and expressions of blackness by Black people in the United States from the nineteenth century to the present. Shifts focus from "what" is blackness to "where" and "when" is blackness. Students analyze the fluidity of blackness and the implications for the production of ideologies, discourses, and identities of Black people. Materials for analysis may include primary and secondary written texts, film, video, and audio by James Baldwin, Beyoncé, Julie Dash, Martin Luther King, Jr., Saidiya Hartman, Nina Simone Spillers, and Ida B. Wells.

ANTH 1016 – Imagining Futures Willi Lempert How, why, and for whom do we imagine the future? Focuses on the future through the lens of indigenous science fiction and off-Earth exploration and settlement. Students engage with indigenous films and science fiction, popular and scholarly literature about space exploration, and the writing of cultural anthropologists to develop skills in analyzing visual

and written texts and to reflect on “the future” as created by our individual and collective hopes, fears, and expectations.

ANTH 1101 – Introduction to Cultural Anthropology *Brian Smithson* Cultural anthropology explores the diversities and commonalities of cultures and societies in an increasingly interconnected world. Introduces students to the significant issues, concepts, theories, and methods in cultural anthropology. Topics may include cultural relativism and ethnocentrism, fieldwork and ethics, symbolism, language, religion and ritual, political and economic systems, family and kinship, gender, class, ethnicity and race, nationalism and transnationalism, and ethnographic representation and validity.

ANTH 1101 – Introduction to Cultural Anthropology *April Strickland* Cultural anthropology explores the diversities and commonalities of cultures and societies in an increasingly interconnected world. Introduces students to the significant issues, concepts, theories, and methods in cultural anthropology. Topics may include cultural relativism and ethnocentrism, fieldwork and ethics, symbolism, language, religion and ritual, political and economic systems, family and kinship, gender, class, ethnicity and race, nationalism and transnationalism, and ethnographic representation and validity.

ANTH 1102 – Introduction to World Prehistory *Lauren Kohut* An introduction to the discipline of archaeology and the studies of human biological and cultural evolution. Among the subjects covered are conflicting theories of human biological evolution, debates over the genetic and cultural bases of human behavior, the expansion of human populations into various ecosystems throughout the world, the domestication of plants and animals, the shift from nomadic to settled village life, and the rise of complex societies and the state.

ANTH 1125 – Audiovisual Cultures: The Anthropology of Sight and Sound *Brian Smithson* Explores sight and sound as reflections of historical, cultural, political, and social forces, challenging the assumption that seeing and hearing are solely biological processes. Draws on case studies from diverse cultures, places, and historical moments to ask how people see and hear differently and how they interpret the relationship between what their eyes and ears tell them. Introduces students to the interdisciplinary fields of visual studies and sound studies in order to reflect on a wide array of topics which may include aesthetics, the body, performance, power, technology, and media, among others. Asks in particular how anthropologists’ attention to the audiovisual might enrich our understanding of the diverse ways that human beings live in and understand the world and how everyday processes, including our own experiences of seeing and hearing, produce culture. Attends to power hierarchies and social inequalities in diverse cultural contexts. Students engage in hands-on activities to produce audiovisual material as well as developing the skills to collect and analyze various types of audio and visual data.

ANTH 2215 – Mapping the Social World: Geographic Information Systems in Social Science Research *Lauren Kohut* Examines the use of Geographical Information Systems (GIS) to organize, analyze, and visualize spatial data within social science and humanities research. Introduces foundational concepts of cartography, database design, spatial data representation, and data visualization. Provides hands-on experience in spatial data collection, three-dimensional modeling, spatial analysis, spatial network analysis, and spatial statistics. The application of GIS to areas of social scientific and humanistic inquiry are explored through examination of case studies, weekly laboratory exercises, and an individual semester project that culminates in a conference-style research poster. Case studies and data sets are drawn from anthropology, archaeology, and related fields, such as sociology, history, and cultural geography.

ANTH 2246 – Hierarchies of Care: From Kinship to Global Citizenship *Krista van Vleet* Care shapes the relationships of children, adults, and elders within families but care also extends far beyond the boundaries of households incorporating domestic workers, volunteers, medical professionals, missionaries, humanitarian organizations, and governments. This course explores recent scholarship on care as a form of intimate labor and an array of social practices that are embedded in local cultural contexts and shaped by global political economic relationships. Gender, race and ethnicity, class, nationality, and age shape the configurations of caring by and caring for others. Incorporates attention to feminist, decolonial, and poststructuralist theories of power as operating on bodies and intimate relationships. Course texts include ethnographies, scholarly articles, and other materials. Draws on a wide array of contemporary contexts around the world for ethnographic case studies.

ANTH 2250 – The Anthropology of Media *April Strickland* 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. Introduces some key concepts in social theory which have been critical to the study of the media across disciplines, ranging historically, geographically, and methodologically; investigates the role of media in constituting and contesting national identities, forging alternative political visions, transforming religious practice, and in creating subcultures; examines diverse source materials such as early experiments in documentary film to the Internet, from news reporting to advertising.

ANTH 2330 – Language, Identity and Power *Krista van Vleet* What place does language have in everyday life? How are identities produced and perceived in personal and social interactions? How is language used to reinforce, challenge, or reconfigure relationships of power? Approaches the study of language as a social and historical reality that emerges in the interactions of individuals. Using examples from a variety of social and cultural contexts, discusses the relationship between language, culture, and thought; structure and agency; language and social inequality; language acquisition and socialization; multilingualism and multiculturalism; verbal art and performance. Considers how aspects of an individual's identity, such as gender, race, ethnicity, class, age, and sexual orientation, articulate in social and linguistic interactions.

ANTH 2350 – Global Indigenous Cinema *Willi Lempert* Surveys Indigenous-produced film from around the globe with an emphasis on contemporary Native North American and Aboriginal Australia cinema. Engages recent technological innovations in film-making. Analyzes film through discussion and writing, pairing screenings with readings of anthropological and Indigenous scholarship. Considers film in relation to the social, historical, and cultural contexts and broader global processes of Indigenous media production and circulation.

ANTH 2420 – The Anthropology of Sport *April Strickland* Examines, from an anthropological perspective, the practice and conceptualization of sport. Using a variety of methodologies, investigates the meaning invested in various sporting endeavors, as well as how these vary across time and cultural context. Topics include soccer fandom in the UK, Title IX legislation in the US, Maori masculinity and rugby in New Zealand, the impact of instant replay, and the challenges of performance-enhancing drugs. Also considers the relationship between sports and nationalism, sports and gender, and the global political economy of multibillion-dollar athletic industries.

ANTH 2450 – Evolution as Science and Story: Monkey Trials, Selfish Genes, and Why Origins Matter
Michael Kohut Darwin was not the first to propose that humans originated through a process of evolution, but his book On the Origin of Species sparked a conflict that continues today. Surveys suggest

that the American public is roughly split on the question of whether humans evolved or were created. This course draws on anthropological studies of science and of religion to situate the “culture wars” over evolution and creation in cultural and historical perspective. Introduces the science of evolution and multiple views on human origins from the 19th to 21st centuries. Considers origin stories from around the world to develop a framework for understanding how such stories provide powerful explanations of “where we come from” and “who we are.” Considers contentious debates over teaching evolution, and why it matters. Incorporates primary texts from a variety of perspectives with scholarship in anthropology.

ANTH 2470 – Religions of the African Atlantic *Brian Smithson* Introduces the religious beliefs and practices of African peoples and their descendants in the Americas. Topics will include historical spiritual links between Africa and the African Diaspora, spirits and divinities from an Afro-Atlantic perspective, and religious contact and mixture in Africa and the Americas. The contributions of Afro-Atlantic peoples to global Christianity, Islam, and other world religions will be explored. After a brief historical and cultural grounding, the course pursues these issues thematically, considering various Afro-Atlantic religious technologies in turn, from divination and spirit possession to computers and mass media.

ANTH 2480 – War and Peace: Perspectives on Conflict in Humanity’s Past and Present *Lauren Kohut* Explores perspectives on the origins and causes of war, the consequences of war on human society, the role of conflict in state formation and imperial expansion, and the relationship between war and the potential for peace. Mobilizes theories and analytical perspectives employed in archaeology and cultural anthropology to examine the material evidence for conflict, including traumatic injuries on human remains, fortifications, settlement patterns, weapons, and iconography. Investigates a range of case studies about prehistoric cultures in the New World (North and South America) as well as Africa, Asia, and the Pacific and considers implications for the contemporary world.

ANTH 2533 – Peoples and Cultures of Africa *Brian Smithson* Introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and cultural history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. Emphasis upon understanding the nature of traditional social forms. Changes in African societies in the colonial and post-colonial periods examined, but are not the principal focus.

ANTH 2830 – Descendants of the Sun: The Inca and Their Ancestors *Lauren Kohut* From mummies to archaeological sites like Machu Picchu, the Inca figure in contemporary imaginations. This course examines 12,000 years of cultural change in the Andean region of South America. Situates the Inca, perhaps the most well-known of the early civilizations that predated the European invasion, in relation to other cultures including the Chavin, Paracas, Moche, Nasca, Wari, Tiwanaku, and Chimu. Topics include the peopling of South America; early religious traditions; cultural adaptations to mountainous and desert environments; origins and development of agriculture; domestication of llamas and alpacas; rise and fall of states; imperial expansion; artistic expression; architectural traditions; treatment of the dead and ancestor veneration; and Spanish colonization. Considers both archaeological and ethnohistorical research from the region that includes Ecuador, Peru, Bolivia, Chile, and Argentina. Includes opportunities to work with artifacts from the region.

ANTH 2840 – Contemporary Issues in Native North America *Willi Lempert* Explores contemporary Native American issues within and beyond tribal nations. Topics may include sovereignty and

decolonization, federal policy, cultural appropriation, gaming and casinos, blood quantum, the repatriation of human remains and objects, language revitalization, comedy, and the little-known history of Native Americans' influence on rock and roll. Throughout, we emphasize Indigenous-produced scholarship and media. Brings attention to tribal nations in Maine as well as the significance of recent political mobilizations in relation to the long history of Native activism.

ANTH 3215 – The Anthropology of Art *April Strickland* The aim of this course is two-fold: one, to introduce the student to the “classic” literature within the anthropology of art and to chart the development and interests of this sub-discipline of anthropology; and two, to use this material to develop an “anthropological” perspective on art that can be used as a key form of critical inquiry into diverse art forms. Topics to be discussed include the idea of aesthetics in cross-cultural context; the entanglement of primitivism and modernity; the role of class and taste in appreciating art; art and value in the marketplace; art and museum practice; tourist art and the value of authenticity; and colonial and postcolonial art.

ANTH 3320 – Youth in Global Perspective *Krista van Vleet* Explores research on children as a window into issues of individual agency and social, political, and economic inequality in the contemporary world. Children move between families, communities, and nations; claim belonging to divergent communities; create distinct identities; and navigate hierarchies. Highlights the circulation of children as structured by broad relationships of power. Forefronts youth as social actors. Considers culturally specific notions of childhood and methodological and ethical implications of research with children. Topics include adoption, migration, human trafficking, child labor, tourism, and social movements in the Americas, Asia, Oceania, and/or Africa.

ARCH 1012 – The Archaeology of Ritual and Myth in the Ancient Mediterranean *James Higginbotham* Examines ancient religious traditions and practice through the study of artifacts from the ancient Mediterranean housed in the Bowdoin College Museum of Art. Students actively engage in the analysis of artifacts from Egypt, Assyria, Etruria, Greece, and Italy that represent aspects of ancient religious practice. Student writing assignments draw inspiration from select objects from the collection that include many examples of sculpture, pottery, and coins. Illustrated presentations and assigned reading provide the archaeological contexts for the artifacts under study, as well as explore the cultural narratives recounted in history and myth. Sites such as Giza, Kalhu, Delphi, Olympia, Athens, Pompeii, and Rome are explored as the settings for the rituals and myths that helped define the cultures of the ancient Mediterranean world. Class meetings take place in the Museum of Art.

ARCH 1102 – Roman Archaeology *James Higginbotham* Surveys the material culture of Roman society, from Italy’s prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other minor arts. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world.

ARCH 2209 – The Limits of Empire: Archaeology of the Roman Frontier *James Higginbotham* The Roman frontier, or “*limites*” in Latin, occupied an important place in the history and imagination of the

Romans. Dangerous, mysterious, but enticing, the borders of the Roman Empire were active areas of cultural and economic exchange. Examines archaeological evidence to provide a view of what was foreign to the Romans and also how Roman culture was seen by others. Traces the historical development of the Roman frontier and explores important sites from across the ancient world including Hadrian's Wall in the United Kingdom, Palmyra and Dura Europos in Syria, Leptis Magna in Libya, Volubilis in Morocco, and Chersonesos in the Crimea. Selected readings, including ancient texts in translation, supplement illustrated presentations of the major archaeological finds. Class meetings include artifact sessions in the Bowdoin College Museum of Art.

ARCH 3304 – Pottery in Archaeology: Ceramic Arts in the Ancient Mediterranean *James Higginbotham* Examines the importance of pottery in the archaeology of the Ancient Mediterranean through the study of Egyptian, Greek, Etruscan and Roman ceramics in the Bowdoin College Museum of Art. Ranging in date from Predynastic Egypt to the waning years of the Roman Empire, the Bowdoin collection presents over 4000 years of ceramic evidence that serves as a basis for study of ancient technology and artistic design, as well as economic and social history. Through select reading and direct analysis, students examine the techniques employed by ancient potters to shape, decorate, and fire ceramics while using tools important in the study of ceramics including methods of scientific analysis, artifact conservation and restoration. In addition, students contribute to the on-line catalogue of the ancient collection while engaging in their own original research. Classes are held in the Bowdoin College Museum of Art with course assignments and final project based on ceramics in the collection.

ARTH 1100 – Introduction to Art History *Dana Byrd* An introduction to the study of art history. Provides a chronological overview of art primarily from Western and East Asian traditions. Considers the historical context of art and its production, the role of the arts in society, problems of stylistic tradition and innovation, and points of contact and exchange between artistic traditions. Equivalent of Art History 101 as a major or minor requirement.

ARTH 1100 – Introduction to Art History *Susan Wegner* An introduction to the study of art history. Provides a chronological overview of art primarily from Western and East Asian traditions. Considers the historical context of art and its production, the role of the arts in society, problems of stylistic tradition and innovation, and points of contact and exchange between artistic traditions. Equivalent of Art History 101 as a major or minor requirement.

ARTH 1300 – Introduction to the Arts of Ancient Mexico and Peru *Susan Wegner* A chronological survey of the arts created by major cultures of ancient Mexico and Peru. Mesoamerican cultures studied include the Olmec, Teotihuacan, the Maya, and the Aztec up through the arrival of the Europeans. South American cultures such as Chavín, Nasca, and Inca are examined. Painting, sculpture, and architecture are considered in the context of religion and society. Readings in translation include Mayan myth and chronicles of the conquest.

ARTH 2240 – Mannerism *Susan Wegner* Mannerism in art and literature. Artists include Michelangelo, Pontormo, Rosso, Bronzino, El Greco. Themes include fantasy and imagination, ideal beauty (male and female), the erotic and grotesque, and the challenging of High Renaissance values. Readings include artists' biographies, scientific writings on the senses, formulas for ideal beauty, and description of court life and manners. Uses the Bowdoin College Museum of Art's collection of sixteenth-century drawings, prints and medals.

ARTH 2560 – Women, Gender, and Sexuality in Western European and American Art, 1500 to Present

Pamela Fletcher Provides an introduction to the history of women as creators, patrons, and audiences of art in Western Europe and the United States from the Renaissance to the present, and explores methods and approaches to visual art that focus on questions of gender and sexuality in an intersectional context. Artists considered may include Artemisia Gentileschi, Angelica Kauffman, Edmonia Lewis, Mary Cassatt, Georgia O'Keeffe, Claude Cahun, Frida Kahlo, Lee Krasner, Judy Chicago, Adrian Piper, Shirin Neshat, and Kara Walker.

ARTH 2620 – American Art I: Colonial Period to the Civil War *Dana Byrd* An investigation of American architecture, sculpture, painting, and decorative arts from their contact-era origins until the Civil War. Emphasis is placed on American art as a distinct tradition shaped by the movement of people and things across the Pacific and Atlantic oceans to a continent populated by indigenous people. Explores how artists engaged and interpreted the world around them in material form, as well as the ways that this production served a host of ideological and aesthetic needs. Methods of art historical interpretation are analyzed and discussed using primary and secondary source readings. Studies original art and artifacts in the Bowdoin College Museum of Art and buildings on the Bowdoin campus and beyond.

ARTH 3240 – Leonardo da Vinci and Michelangelo: Science and Art Through Drawing *Susan Wegner*

Both Leonardo and Michelangelo produced hundreds of drawings in the service of their imaginative processes in creating great architecture, sculpture, and painting. In addition, both studied the human body through anatomical drawings, while Leonardo expanded his investigations to the bodies of animals, the movement of water, the flight of birds, and countless other natural phenomena. Exploring the theory of *disegno* (drawing and composing) as a divinely granted power, considers biographies, letters, and notebooks in translation, as well as scholarly literature on the Sistine Chapel frescoes, “The Last Supper,” and other monuments now known to us only through drawings. Makes use of works from the collections of the Bowdoin College Museum of Art. Opportunities for hands-on learning of drawing techniques—chalk, pen and ink, wash, metal point—support investigations of these artists’ accomplishments.

ARTH 3350 – Desire and Difference: Exploring Gender, Sexuality, and Race in Ancient and Medieval Art

Kate Gerry Gender, sexuality, race, and other aspects of identity have come to play a huge role in our public and private lives, and these same issues can be key to understanding how people lived and understood their lives in the past. Through in-class discussion and individual research projects, students in this seminar examine intersections of these concerns with the visual arts produced in the ancient Mediterranean region and medieval Europe (c. 500 BCE–c. 1500 CE), gaining a deeper and richer understanding of how people in the past described themselves and their lives, and made sense of individual identities. Specific topics covered will include representations of women and minorities, the roles played by women as makers and patrons of art, and the usefulness of modern categories of sexuality and gender in the context of ancient and medieval art.

ARTH 3620 – Winslow Homer and American Art *Dana Byrd* During his extensive career, Winslow Homer (1836-1910) worked in multiple modes, including woodcut prints for the popular press, watercolors, and paintings. In his depictions of freedmen, maimed Civil War veterans, and untamed nature, he provided a penetrating and often disturbing view of post-Civil War America. Over the past fifty years, interpretations of Homer's work have changed dramatically and broadened to include such themes and lenses as race, social class, and intertextuality. Exploration of Homer's oeuvre doubles as an inquiry into

the historiography of American Art. Homer topics under consideration are: Civil War paintings, illustrations of leisure, depictions of women and children in the Gilded Age, and landscape and seascape paintings of the Caribbean and Maine. Close study opportunities include sessions at the Bowdoin College Museum of Art, Bowdoin College Special Collections, the Portland Museum of Art, and the Winslow Homer Studio in Prouts Neck, Maine.

ASNS 2002 – The Foundations of Chinese Thought *Leah Zuo* Seminar. Addresses Chinese thought from the time of Confucius, ca. sixth century B.C.E., up to the beginning of the Common Era. The first half of the time period nurtured many renowned thinkers who devoted themselves to the task of defining and disseminating ideas. The latter half witnessed the canonization of a number of significant traditions, including Confucianism. Major problems that preoccupied the thinkers include order and chaos, human nature, the relationship between man and nature, among others. Students instructed to treat philosophical ideas as historically conditioned constructs and to interrogate them in contexts. Note: This course fulfills the pre-modern requirement for history majors.

ASNS 2011 – Late Imperial China *Leah Zuo* Introduction to late imperial China (800 to 1800) as the historical background to the modern age. Begins with the conditions shortly before the Golden Age (Tang Dynasty) collapses, and ends with the heyday of the last imperial dynasty (Qing Dynasty). Major topics include the burgeoning of modernity in economic and political patterns, the relation between state and society, the voice and presence of new social elites, ethnic identities, and the cultural, economic, and political encounters between China and the West. Note: This course fulfills the pre-modern requirement for history majors.

ASNS 2012 – China's Path to Modernity: 1800 to Present *Leah Zuo* Introduction to modern and contemporary Chinese history. Covers the period from the nineteenth century, when imperial China encountered the greatest national crisis in its contact with the industrial West, to the present People's Republic of China. Provides historical depth to an understanding of the multiple meanings of Chinese modernity. Major topics include: democratic and socialist revolutions; assimilation of Western knowledge and thought; war; imperialism; the origin, development, and unraveling of the Communist rule.

ASNS 2320 – Japanese Politics and Society *Henry Laurence* Comprehensive overview of modern Japanese politics in historical, social, and cultural context. Analyzes the electoral dominance of the Liberal Democratic Party, the nature of democratic politics, and the rise and fall of the economy. Other topics include the status of women and ethnic minorities, education, war guilt, nationalism, and the role of the media.

ASNS 2550- Religion and Fiction in Modern South Asia *John Holt* Explains the nexus between religion and society in modern South Asia via the prism of South Asian literature in English. Confined to prose fiction, considering its tendency to attempt approximations of reality. Interrogates how ideas of religion and ideas about religion manifest themselves in literature and affect understanding of south Asian religions among its readership. Does not direct students to seek authentic insights into orthodox or doctrinal religion in the literary texts but to explore the tensions between textual religion and everyday lived reality in South Asia.

ASNS 2554- Theravada Buddhism *John Holt* An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma.

ASNS 3010 – Neo-Confucianism *Leah Zuo* Examines the so-called Neo-Confucian philosophy in historical contexts. The principle themes include ethics, cosmology, and epistemology. When most people think of Chinese philosophy, they think of philosophers from the classical period, e.g., Confucius. But these thinkers marked only the beginning of a rich and prolific philosophical tradition that continued for over two millennia. This class presents the central texts and themes of Neo-Confucianism and guides students to investigate them in the history of East Asia from 900 through early 1900s. The primary geographical focus is China, but we will also read works of important thinkers in Japan and Korea.

ASNS 3300 – Advanced Seminar in Japanese Politics *Henry Laurence* Analyzes the political, social, and cultural underpinnings of modern politics and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining among the best healthcare and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing.

B

BIOL 1068 – Cancer Biology *Stephanie Richards* Examines the biological basis of cancer, including the role of oncogenes and tumor suppressors in regulating how the cell divides, how environmental agents and viruses can induce DNA mutations leading to cancerous growth, and the genetic basis of cancerous cells. Examines diagnostic procedures and explores emerging technologies that are developing new treatments based on cancer cell characteristics.

BIOL 1102 – Biological Principles II *Amy Johnson* The second in a two-semester introductory biology sequence. Emphasizes fundamental biological principles extending from the physiological to the ecosystem level of living organisms. Topics include physiology, ecology, and evolutionary biology, with a focus on developing quantitative skills as well as critical thinking and problem solving skills. Lecture and weekly laboratory/discussion groups.

BIOL 1102 – Biological Principles II *Jaret Reblin* The second in a two-semester introductory biology sequence. Emphasizes fundamental biological principles extending from the physiological to the ecosystem level of living organisms. Topics include physiology, ecology, and evolutionary biology, with a focus on developing quantitative skills as well as critical thinking and problem solving skills. Lecture and weekly laboratory/discussion groups.

BIOL 1109 – Scientific Reasoning in Biology *Stephanie Richards* Lectures examine fundamental biological principles, from the sub-cellular to the ecosystem level with an emphasis on critical thinking and the scientific method. Laboratory sessions will help develop a deeper understanding of the techniques and methods used in the biological science by requiring students to design and conduct their own experiments. Lecture and weekly laboratory/discussion groups. To ensure proper placement, students must take the biology placement examination and must be recommended for placement in Biology 1109.

BIOL 2118 – Microbiology *Anne McBride* An examination of the structure and function of microorganisms, from viruses to bacteria to fungi, with an emphasis on molecular descriptions. Subjects

covered include microbial structure, metabolism, and genetics. Control of microorganisms and environmental interactions are also discussed. Laboratory sessions every week.

BIOL 2210 – Plant Ecophysiology *Barry Logan* Examines the functional attributes of plants and the manner in which they vary across the plant kingdom by the processes of evolution and acclimation. Topics of focus include photosynthesis and protection against high-light stress, the acquisition and distribution of water and mineral nutrients, and environmental and hormonal control of development. Special topics discussed may include plant parasitism, carnivory, the origins and present state of agriculture, plant responses to global climate change, plant life in extreme environments, and the impacts of local land-use history on plant communities. Contemporary research instrumentation is used in weekly laboratories, some conducted in the field, to enable first-hand exploration of phenomena discussed in lecture.

BIOL 2210 – Plant Ecophysiology *Jaret Reblin* Examines the functional attributes of plants and the manner in which they vary across the plant kingdom by the processes of evolution and acclimation. Topics of focus include photosynthesis and protection against high-light stress, the acquisition and distribution of water and mineral nutrients, and environmental and hormonal control of development. Special topics discussed may include plant parasitism, carnivory, the origins and present state of agriculture, plant responses to global climate change, plant life in extreme environments, and the impacts of local land-use history on plant communities. Contemporary research instrumentation is used in weekly laboratories, some conducted in the field, to enable first-hand exploration of phenomena discussed in lecture.

BIOL 2214 – Comparative Physiology *Patsy Dickinson* An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support current understanding of animal function. Topics include the nervous system, hormones, respiration, circulation, osmoregulation, digestion, and thermoregulation. Labs are short, student-designed projects involving a variety of instrumentation. Lectures and four hours of laboratory work per week.

BIOL 2319 – Biology of Marine Organisms *Amy Johnson* The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and four hours of laboratory or field trip per week. One weekend field trip included. Students have the opportunity to take an optional field trip to the Bowdoin Scientific Station on Kent Island in the Bay of Fundy.

BIOL 2423 – Biochemistry of Cellular Processes *Stephanie Richards* Explores the biochemical mechanisms that underlie the basis of life. Starts with the chemistry of proteins, DNA, lipids, and carbohydrates to build the main elements of a cell. Moves on to the process of gene organization and expression, emphasizing the biochemical mechanisms that regulate these events. Explores next the organization of the cell with emphasis on genetic and biochemical regulation. Concludes with specific examples of multicellular interactions, including development, cancer, and perception of the environment. This course does NOT satisfy a requirement for the biochemistry major and is not open to students who have credit for Biology 2124. Students who intend to enroll in Biology 2124 should not register for Biology 2423.

BIOL 2588 – Cell Biology of the Neuron *Christoph Straub* Neurons are highly specialized cells with unique anatomical and functional properties. Ultimately, those properties reflect the ability of neurons to receive, integrate, and release electrical signals, and thus form the building blocks of neuronal circuits. Explores those unique cell biological properties of neurons, emphasizing structure-function relationships. Focuses on the cell biology of mammalian neurons, and topics include membrane trafficking, cytoskeleton, synapses and synaptic plasticity, lipid signaling, intracellular signaling pathways, as well as comparison of different types of neurons. Includes a weekly lab utilizing cultured mouse neuron in which students will rotate through different experiments.

BIOL 3303 – Topics in Cancer Biology *Stephanie Richards* This course will discuss characteristics of cancer cells, including unregulated cell cycle progression, evading growth suppression, lack of apoptosis, replicative immortality, angiogenesis, metastasis, altered metabolism, and evading immune destruction. Readings from the primary literature, with discussion.

BIOL 3308- Research in Ecology, Evolution, and Marine Biology *Patricia Jones* Focuses on research methods in field biology, reading the primary literature, and training in scientific writing and presentation, careers in ecology, and next steps to pursuing those careers. Prepares students for productive future research experiences in areas of ecology, marine biology, animal behavior, and evolution. Students will focus on a research topic of their interest, for which they will read the primary literature, design experiments, produce a draft of a scientific paper, deepen their understanding of statistics and present their proposed research. Includes field excursions to marine and terrestrial environments.

BIOL 3333 – Advanced Cell and Molecular Biology *Bruce Kohorn* An exploration of the multiple ways cells have evolved to transmit signals from their external environment to cause alterations in cell architecture, physiology, and gene expression. Examples are drawn from both single-cell and multi-cellular organisms, including bacteria, fungi, algae, land plants, insects, worms, and mammals. Emphasis is on the primary literature, with directed discussion and some background introductory remarks for each class.

BIOL 3381 – Ecological Genetics *Vladimir Douhovnikoff* Covers the principles of population and quantitative genetics from an ecological perspective. Focuses on key concepts in the evolution of natural and managed populations, including subjects such as the heritability of ecologically important traits, inbreeding effects, and random genetic drift. Discusses various field and lab methods using genetic information in the study of ecology.

C

CHEM 1059 – Chemistry of Consumer Goods *Michael Sommer* Natural and synthetic “chemicals” make up virtually everything we purchase and consume from breakfast cereals to soaps, shampoo bottles, and over-the-counter medications. Examines the chemical components of food, drugs, soaps, plastics, and other consumer goods we encounter daily. Explores scientific resources that can be used to obtain information on product components, safety, and regulations. Also considers topics related to some of the current safety concerns raised by chemicals found in common household items through case studies and research projects. Assumes no background in science. Not open to students who have credit for a chemistry course numbered 1100 (100) or higher.

CHEM 1091 – Introductory Chemistry and Quantitative Reasoning I *Michael Danahy* The first course in a two-semester introductory college chemistry sequence covering the same content as Chemistry 1101/1102 with additional instruction focused on developing quantitative reasoning and problem-solving skills in the context of learning chemistry. Topics include the properties of matter, atomic and molecular structure, quantum and periodic trends, chemical bonding, intermolecular forces, stoichiometry, and aqueous solutions. Three hours of lecture, mandatory one-hour problem-solving session, and three hours of laboratory work per week. To ensure proper placement, students must take the chemistry placement examination prior to registration and must be recommended for placement in Chemistry 1091. Not open to students who have taken Chemistry 1101, 1102, or 1109. Students continuing in chemistry take Chemistry 1092 as their next chemistry course.

CHEM 1101 – Introductory Chemistry I *Jeff Nagle* The first course in a two-semester introductory college chemistry sequence. Introduction to the states of matter and their properties, stoichiometry and the mole unit, properties of gases, thermochemistry, atomic structure, and periodic properties of the elements. Lectures, review sessions, and four hours of laboratory work per week. To ensure proper placement, students must take the chemistry placement examination and must be recommended for placement in Chemistry 1101. Students continuing in chemistry take Chemistry 1102, not Chemistry 1109, as their next chemistry course.

CHEM 2250 – Organic Chemistry I *Michael Danahy* Introduction to the chemistry of the compounds of carbon. Describes bonding, conformations, and stereochemistry of small organic molecules. Reactions of hydrocarbons, alkyl halides, and alcohols are discussed. Kinetic and thermodynamic data are used to formulate reaction mechanisms. Lectures, review sessions, and four hours of laboratory work per week.

CHEM 2260 – Organic Chemistry II *Michael Danahy* Continuation of the study of the compounds of carbon. Highlights the reactions of aromatic, carbonyl-containing, and amine functional groups. Mechanistic reasoning provides a basis for understanding these reactions. Skills for designing logical synthetic approaches to complex organic molecules are developed. Lectures, review sessions, and four hours of laboratory work per week.

CHEM 2261 – Organic Chemistry with Research Laboratory *Ben Gorske* This laboratory section will differ from the others associated with this course by focusing on the conduct of actual research, in which students will design, construct, and test new enzyme mimics intended to facilitate the discovery of new medicines. As in the other laboratory sections, students will learn to generate experimental plans based on those found in the literature, execute experiments efficiently and safely, analyze and explain their data, and generate appropriate reports of their activities. The assessment and time expectations both in and outside of the laboratory are designed to be identical to those of the other laboratory sections, while giving the participants a perspective on modern chemistry research techniques and allowing them to contribute to advancing an important scientific field.

CHEM 2400 – Inorganic Chemistry *Jeff Nagle* An introduction to the chemistry of the elements with a focus on chemical bonding, periodic properties, and coordination compounds. Topics in solid state, bioinorganic, and environmental inorganic chemistry are also included. Provides a foundation for further work in chemistry and biochemistry. Lectures and four hours of laboratory work per week.

CLAS 2102 – Socrates and the Problem of History *Robert Sobak* Explores the figure of Socrates as he is represented in various texts and artifacts in order to introduce students to problems of historical

method. By closely reading authors such as Plato, Xenophon, Aristophanes, and Aristotle, students learn how to reconstruct a model of Socrates that is less idealized, but more historically accurate, than the Socrates we encounter in the historical imagination and popular culture. This course introduces students to methodological issues regarding evidence and argument that are directly relevant not only to ancient history and ancient philosophy, but to the epistemological contests currently taking place in our present moment.

CLAS 2241 – The Transformations of Ovid *Barbara Boyd* Transformation is both a translation of the title of Ovid's greatest work, the "Metamorphoses," the theme of which is mythical transformation, and a term that can be aptly applied as well to the life and work of Ovid, whose wildly successful social and literary career was radically transformed in 8 A.D. by Augustus's decree of exile, from which Ovid was never to return. The work transformation also captures the essence of Ovid's literary afterlife, during which his work has taken on new incarnations in the creative responses of novelists, poets, dramatists, artists, and composers. Begins with an overview of Ovid's poetry; culminates in a careful reading and discussion of the formal elements and central themes of the "Metamorphoses." Also examines Ovid's afterlife, with special attention paid to his inter-textual presence in the works of Shakespeare, Franz Kafka, Joseph Brodsky, Ted Hughes, Christoph Ransmayr, Antonio Tabucchi, David Malouf, and Mary Zimmerman. All readings in English.

CLAS 2757 – Tacitus: On How to Be a Good Man Under a Bad Emperor *Robert Sobak* Can one honorably serve, and even flourish under, a leader who is widely understood to be dishonest, incompetent, and corrupt? Before the Roman author Tacitus was a historian, he was a senator who advanced himself politically during the rule of Domitian, who was arguably the very worst of the Roman emperors. As a central focus, a careful reading of the works of Tacitus, with accompanying secondary scholarship, seeks to answer the question of how and when to collaborate with a deplorable regime and what such collaboration might cost. All readings in English. First-year students welcome.

CSCI 2500 – Computing, Ethics, and Society *Stacy Doore* Explores ethical and moral case studies associated with advances in computing, artificial intelligence, and emerging technologies. An examination of various codes of ethics for computing professional societies, and their limitations in addressing the complexity of evolving technologies, is a central focus. Students investigate current issues using an interdisciplinary approach. Course topics include but are not limited to: net neutrality, information privacy and data harvesting, algorithmic bias, autonomous vehicles, intellectual property, networked communications, cybersecurity, government and privacy, workforce disruptions, and professional conduct in a diverse tech workplace. Course materials integrate foundational literature in the field of computer ethics, as well as contemporary sources of public dialogue regarding the ethical conduct of computing and technology development.

CSCI 3725 – Computational Creativity *Sarah Harmon* Introduces theoretical foundations of modeling and evaluating creativity. Students learn techniques to assess creative systems and implement, analyze, and extend algorithms relevant to the latest state of the art. Special topics may include augmented creativity, hybrid systems, narrative intelligence, and algorithmic composition. Culminates in a final report that describes a novel creative technique or framework.

DCS 1200 – Data Driven Societies *Crystal Hall* What sorts of questions can and should be answered using digital and computational methods? How can such methods in conjunction with data reveal new insights and questions about the world? How do we construct models to help us better understand social phenomena? Covers topics such as data gathering, validation, analysis, and presentation, as well as statistics and programming. Provides substantive experience in digital and computational methods, and a critical lens for understanding and evaluating what computers can (and cannot) bring to the study of our world.

E

ECON 1050 – Introductory Microeconomics and Quantitative Reasoning *Ju Young Park* A quantitative reasoning supported introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. Covers the same content as Economics 1101 with added instruction in the quantitative skills used in modern microeconomics, providing a firm foundation for further coursework in economics. Students desiring a comprehensive introduction to economic reasoning should take both this course (or Economics 1101) and 1102 . To ensure proper placement, students must fill out economics department placement form and must be recommended for placement in Economics 1050. Not open to students have taken Economics 1101.

ECON 1101 – Principles of Microeconomics ***This professor taught this course three separate times in one year which is represented in the overall count.** * *Ju Young Par* An introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is developed and then applied to problems in antitrust policy, environmental quality, energy, education, health, the role of the corporation in society, income distribution, and poverty. Students desiring a comprehensive introduction to economic reasoning should take both Economics 1101 and 1102 . For proper placement students should fill out the economics placement request form and must be recommended for placement in Economics 1101. Not open to students who have taken Economics 1050.

ECON 1101 – Principles of Microeconomics *Dan Stone* An introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is developed and then applied to problems in antitrust policy, environmental quality, energy, education, health, the role of the corporation in society, income distribution, and poverty. Students desiring a comprehensive introduction to economic reasoning should take both Economics 1101 and 1102 . For proper placement students should fill out the economics placement request form and must be recommended for placement in Economics 1101. Not open to students who have taken Economics 1050.

ECON 1102 – Principles of Macroeconomics *Jon Goldstein* An introduction to economic analysis and institutions, with special emphasis on determinants of the level of national income, prices, and employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

ECON 1102 – Principles of Macroeconomics, *John Fitzgerald* An introduction to economic analysis and institutions, with special emphasis on determinants of the level of national income, prices, and

employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

ECON 1102 – Principles of Macroeconomics *Gonca Senel* An introduction to economic analysis and institutions, with special emphasis on determinants of the level of national income, prices, and employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

ECON 2201 – International Economics *Gonca Senel* Explores classical and modern theories of international trade and international finance and applies them to contemporary in the global marketplace. Considers policy implications of both trade and the regulation of trade on topics including financial gains from trade, balance of payments, international monetary regimes, and exchange rate policies.

ECON 2210 – Economics of the Public Sector *John Fitzgerald* Theoretical and applied evaluation of government activities and the role of government in the economy. Topics include public goods, public choice, income redistribution, benefit-cost analysis, health care, social security, and incidence and behavioral effects of taxation. Not open to students who have credit for Economics 3510.

ECON 2323 – The Economics of Information, Uncertainty, and Communication *Dan Stone* Many standard economic models assume perfect and complete information. This course explores how economic and social phenomena can be better understood by relaxing this assumption. Topics include Bayesian updating, decision-making under uncertainty, risk preferences, adverse selection, moral hazard, signaling, cheap talk, strategic disclosure, the efficient market hypothesis, advertising, media, and social learning. Develops and uses selected tools from probability theory and game theory.

ECON 2555 – Microeconomics *Erik Nelson****This professor taught this course two separate times in one year which is represented in the overall count.** * An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

ECON 2555 – Microeconomics *John Fitzgerald* An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

ECON 3509 – International Finance *Gonca Senel* Seminar. Surveys a number of topics in international finance and international macroeconomics, including balance of payments, exchange rate determination, the Mundell-Fleming model of output and exchange rate, exchange rate regimes, international capital flows, and international financial crises. Involves data analysis to empirically

evaluate the theoretical models. Also provides a special focus on Asia and Europe by discussing issues such as Asia's role in the global imbalances and the effect of Euro on the capital markets.

ECON 3519 – The Economics of Development *Deborah DeGraff* Seminar. Theoretical and empirical analysis of selected microeconomic issues within the context of developing countries. Has a dual focus on modeling household decisions and on the effects of government policy and intervention on household behavior and well-being. Topics include agricultural production, land use systems, technology and credit markets, household labor allocation and migration, investment in education and health, and income inequality.

ECON 3533 – Behavioral Economics *Dan Stone* Seminar. Standard economics (i.e., neoclassical economics) assumes that individuals are self-interested, rational actors, who optimize well-defined, stable objective functions. Behavioral economics is the study of systematic departures from these assumptions, and the implications for economic outcomes. Topics include errors in information-processing and belief formation, behavioral choice under uncertainty (loss aversion, reference dependence), time inconsistent behavior (self-control problems), and social preferences (altruism, fairness, and reciprocity).

ECON 3545 – Applied Macroeconomics for Policy and Finance *Leslie Lipschitz* Seminar. When is an economy heading for a crisis? How can we assess its debt dynamics--both government debt and aggregate external debt--and the robustness of its financial institutions? When is an economy set for more rapid growth? Analytic answers to questions like these--which are critical to the work of the IMF, major investors and fund managers, and economic commentators--are the essence of the macroeconomic diagnostics covered.

EDUC 1101 – Contemporary American Education *Lauren Saenz* What are the purposes of public education and what makes it public? Do schools serve an individual good or a collective good? Is Americas system of public education organized to serve these purposes? What is the public's responsibility towards public education? How do current school reforms affect various stakeholders? The primary objective is to examine the cultural, social, economic, and institutional dilemmas confronting public schooling in the United States today. By approaching these dilemmas as unsolved puzzles instead of systematic failures, important insights are gained into the challenges confronting a democratic society historically committed to the public provision of education. Considers which theories and purposes of education motivate current reform efforts. Likewise, examines who shapes public discourse about public education and by what strategies. Employs a mixed approach of reading, discussion, and class-based activities to explore important educational issues including school reform and finance, charter schools, busing, vouchers, unequal educational opportunities and outcomes; and accountability, standardization, and testing. * This course is listed two times because this course was taught two separate times in one year. *

EDUC 2203 – Educating All Students *Jacob Fay* An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. Focuses on the right of every student, including students with physical and/or learning differences, and those who have been identified as gifted, to an equitable education. Requires a minimum of twenty-four hours of observation in a local secondary school.

EDUC 2221 – Democracy’s Citadel: Education and Citizenship in America *Jacob Fay* Examines the relationship between education, citizenship, and democracy in America. Questions explored include: What does public mean and how necessary is a public to democracy? Is there something democratic about how Americans choose to govern their schools? What does citizenship mean? Is education a public good with a collective economic and civic benefit, a private good with benefits to individuals whose future earnings depend on the quality of their education, or some combination of the two? What type of curriculum is most important for civic education and how should it be taught? What policies are necessary to prevent economic inequality from undermining education’s role in fostering democratic citizenship? To what extent are the concepts of education for democracy and democratic education related?

EDUC 2249 – The Evolution of Testing and Data Use in Schools *Lauren Saenz* Traces the evolution of testing and data use in education, from the development of college entrance exams to the movement for merit-based teacher compensation. With an eye toward practical application, students will learn to analyze test and data use by applying the principles of validity and reliability that underlie educational measurement. The course addresses the diversity of ways that test data are used by teachers, students, researchers, and policymakers to inform education policy and everyday classroom practice. Topics of focus include high-stakes standardized testing, classroom assessment, data based decision-making, large scale assessment, and teacher accountability. Students will learn to manipulate data and analyze various types of measurement instruments, and conduct research projects on topics of their choice.

EDUC 2310 – Separate and Unequal: Education, Race, and Democracy in the United States *Jacob Fay* Examines the often-fraught connection between American educational ideals and the particularly American history of race and racism. Students will analyze this changing, contested, and pivotal connection through historical and philosophical perspectives. The course focuses on pivotal moments in the history of American education such as: the development and expansion of public schools in the nineteenth century, the progressive education era, and the desegregation of American public education. In each of these moments, students will explore the actions of people—Black, White, thinkers, theorists, activists, litigators, students, parents, educators, citizens—who struggled to shape American education, as well as the ways in which the ideals driving such moments were both shaped by and silent to ongoing struggles surrounding race and racism. The course will conclude by asking students to examine how race and racism continue to shape American education today.

EDUC 3333 – Contemporary Research in Education Studies *Lauren Saenz* Draws together different theoretical, policy, and practice perspectives in education in the United States around a specific topic of inquiry determined by the instructor. Examines methodological perspectives in the field, e.g., quantitative, qualitative, and humanistic research. Students read original, contemporary research and develop skills to communicate with various educational stakeholders.

ENGL 1015 – Dystopian Americas *Belinda Kong* Explores recent dystopian fiction by multicultural writers in English who imagine America’s near futures. While the dystopian genre has long been used to challenge prevailing power structures, we focus on works that further feature minority protagonists, combining examinations of race and ethnicity, gender, sexuality, and class in relation to contemporary themes of climate change, immigration, terrorism, globalization, and biotechnology. Authors include Margaret Atwood, Octavia Butler, Omar El Akkad, Chang-rae Lee, and Sabrina Vourvoulias. Also introduces the fundamentals of college-level writing, from a review of grammar and mechanics to

discussions of textual analysis, thesis development, organizational structure, evidence use, synthesis of critics, and research methods.

ENGL 1050 – Writing Studio *Meredith McCarroll* To be taken in conjunction with any first-year seminar. Offers sustained support for students to develop skills needed for the first-year seminar and beyond: close reading, preparing for class discussion, drafting and revising essays, information literacy and library skills, grammar, and presentation strategies. Students work independently, meeting regularly with the director of Writing and Rhetoric, the director of the Writing Project, and writing assistants. At semester's end, students submit a portfolio of all drafts with revisions and reflections. Supplements the instruction in the first-year seminar to offer directive instruction not often included in it, and to build strong habits in the first semester. One-half credit; grading is Credit/D/Fail.

ENGL 2014 – Romantic Sexualities *David Collings* Intermediate seminar. Investigates constructions of sexuality in English romantic writing, especially tales of seduction by supernatural or demonic figures; the sexualized world of the Gothic; the Byronic hero; lyrical depictions of incest; the yearning for an eroticized muse or goddess; and same-sex desire in travel writing, diaries, and realist fiction. Discusses the place of such writing in the history of normative and non-normative sexual identities, repression, the unconscious, and the sublime. Authors may include Burke, Lewis, Mary Shelley, Byron, Wollstonecraft, Lister, Austen, Coleridge, and Keats, with further readings in queer theory and the history of sexuality.

ENGL 2305 – Imagining London in Eighteenth-Century Literature *Ann Kibbie* Focuses on journals, plays, poems, and novels in which London itself plays a vital role, including James Boswell's "London Journal," Daniel Defoe's "Moll Flanders," John Gay's "Trivia"; or the "Art of Walking the Streets of London," and Frances Burney's "Evelina." In addition to engaging in critical analysis of these literary texts, students learn how to use digital mapping, spatial analysis, and image markup to imagine eighteenth-century London and work collaboratively to create maps charting the movements of real people (such as Boswell) and fictional characters (such as Moll Flanders) within the city. Theaters, coffeehouses, shops, prisons, hospitals, and parks are among the public spaces explored in order to contextualize, enrich, and question the literature.

ENGL 2350 – Radicals, Feminists, Poets, Monsters circa 1800 *David Collings* Examines the rise of and reactions to radical literature in the wake of the French Revolution. Focuses on such topics as extravagant lyricism, anarchism, non-violent revolution, and the critique of marriage, family, male privilege, and patriarchal religious belief, as well as the defense of tradition and the depiction of revolution as monstrosity. Discusses radical rewritings of classical myth, the uses of fiction for political critique, and the intersections between sharp historical change and the emergence of the Gothic. Authors may include Burke, Blake, Wollstonecraft, Godwin, Percy Shelley, and Mary Shelley.

ENGL 2550 – Modern and Contemporary American Literature *Morten Hansen* Survey of twentieth and early twenty-first-century American literature. Readings include novels, short stories, poems, and plays. Explores the relationship between literary form and the changes brought on by the epochal events of modernity. Pays special attention to how America is imagined and reimagined as a geographical space, a community, and a set of purposes. Topics include immigration, changing race relations, war, issues of gender and sexuality, and new technologies. Authors may include Willa Cather, Ernest Hemingway, Tennessee Williams, James Baldwin, and Claudia Rankine.

ENGL 2841 – Introduction to Literary and Cultural Theory *David Collings* Explores some of the most important and compelling aspects of literary and cultural theory from the past century. Situates critical movements such as Marxism, psychoanalysis, feminism, structuralism, deconstruction, queer theory, postcolonial theory, critical race theory, and cultural studies in their historical and intellectual context. Includes such authors as Marx, Freud, Benjamin, Barthes, Derrida, Foucault, Lacan, Sedgwick, Butler, and Žižek.

ENVS 2004 – Understanding Place: GIS and Remote Sensing *Eileen Johnson* Geographical information systems (GIS) organize and store spatial information for geographical presentation and analysis. They allow rapid development of high-quality maps, and enable powerful and sophisticated investigation of spatial patterns and interrelationships. Introduces concepts of cartography, database management, remote sensing, and spatial analysis. The productive use of GIS and Remote Sensing technology with an emphasis on the biophysical sciences and environmental management is investigated through a variety of applied exercises and problems culminating in a semester project that addresses a specific environmental application.

ENVS 2403 – Environment and Culture in North American History *Matthew Kingley* Explores relationships between ideas of nature, human transformations of the environment, and the effect of the physical environment upon humans through time in North America. Topics include the “Columbian exchange” and colonialism; links between ecological change and race, class, and gender relations; the role of science and technology; literary and artistic perspectives of “nature”; agriculture, industrialization, and urbanization; and the rise of modern environmentalism. Note: This course is part of the following field(s) of study: United States.

EOS 1105 – Investigating Earth *Emily Peterman* Dynamic processes, such as earthquakes and volcanoes, shape the earth. Class lectures and exercises examine these processes from the framework of plate tectonics. Weekly field laboratories explore rocks exposed along the Maine coast. During the course, students complete a research project on Maine geology.

EOS 1305 – Environmental Geology and Hydrology *Peter Lea* An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include lakes, watersheds and surface-water quality, groundwater contamination, coastal erosion, and/or landslides. Weekly labs and fieldwork examine local environmental problems affecting Maine’s rivers, lakes, and coast. Students complete a community-based research project.

EOS 2005 – Biogeochemistry: An Analysis of Global Change *Phil Camill* Understanding global change requires knowing how the biosphere, geosphere, oceans, ice, and atmosphere interact. An introduction to earth system science, emphasizing the critical interplay between the physical and living worlds. Key processes include energy flow and material cycles, soil development, primary production and decomposition, microbial ecology and nutrient transformations, and the evolution of life on geochemical cycles in deep time. Terrestrial, wetland, lake, river, estuary, and marine systems are analyzed comparatively. Applied issues are emphasized as case studies, including energy efficiency of food production, acid rain impacts on forests and aquatic systems, forest clearcutting, wetland delineation, eutrophication of coastal estuaries, ocean fertilization, and global carbon sinks. Lectures and three hours of laboratory or fieldwork per week.

EOS 2145- The Plate Tectonics Revolution *Emily Peterman* Although only about forty years old, the theory of plate tectonics forever changed the way we view our earth, from static to dynamic. Plate tectonics provides a global framework to understand such varied phenomena as earthquakes, volcanoes, ocean basins, and mountain systems both on continents (e.g., the Himalaya, the Andes) and beneath the seas (e.g., the Mid-Atlantic Ridge, the East Pacific Rise). In-depth analysis of plate boundaries, the driving forces of plate tectonics, global plate reconstructions, and the predictive power of plate tectonics. Lectures and three hours of laboratory or fieldwork per week.

EOS 2365 – Coastal Processes and Environments *Peter Lea* Coasts are among the most densely populated and dynamic components of the earth system, with forms that reflect the interplay among sediment delivery, reshaping by waves and coastal currents, changes in land subsidence and/or sea levels, and human interventions. Understanding these processes and how they may change is a first step toward reducing risk and developing resilient coastal communities. Examines coastal environments (e.g., deltas, barrier islands, beaches, salt marshes), the processes that shape them, and underlying controls. Considers impacts of climate change and sea-level rise on coastal erosion and flooding, and trade-offs involved in human responses to such problems.

EOS 2525 – Maine Biogeochemistry *Michele LaVigne* Oceanic cycles of carbon, oxygen, and nutrients play a key role in linking global climate change, marine primary productivity, and ocean acidification. Fundamental concepts of marine biogeochemistry used to assess potential consequences of future climate scenarios on chemical cycling in the ocean. Past climate transitions evaluated as potential analogs for future change using select case studies of published paleoceanographic proxy records derived from corals, ice cores, and deep-sea sediments. Weekly laboratory sections and student research projects focus on creating and interpreting new geochemical paleoclimate records from marine archives and predicting future impacts of climate change and ocean acidification on marine calcifiers.

EOS 2540 – Equatorial Oceanography *Michele LaVigne* The equatorial ocean is a region with virtually no seasonal variability, and yet undergoes the strongest interannual to decadal climate variations of any oceanographic province. This key region constitutes one of the most important yet highly variable natural sources of carbon dioxide (CO₂) to the atmosphere. Explores how circulation, upwelling, biological activity, biogeochemistry, and CO₂ flux in this key region vary in response to rapid changes in climate. Particular emphasis on past, present, and future dynamics of the El Niño Southern Oscillation. In-class discussions are focused on the primary scientific literature.

EOS 2550 – Satellite Remote Sensing of the Ocean *Collin Roesler* In the 1980s, NASA's satellite program turned some of its space-viewing sensors towards the earth to better understand its processes. Since that time, NASA's Earth Observatory mission has yielded a fleet of satellites bearing an array of sensors that provide a global view of the earth each day. Global-scale ocean properties, including bathymetry, temperature, salinity, wave height, currents, primary productivity, sea ice distribution, and sea level, are revealed through satellite-detection of ultraviolet, visible, infrared and microwave energy emanating from the ocean. These satellite data records currently exceed thirty years in length and therefore can be used to interpret climate-scale ocean responses from space. A semester-long research project, targeted on a student-selected oceanic region, focuses on building both quantitative skills through data analysis and writing skills through iterative writing assignments that focus on communicating data interpretation and synthesis.

EOS 3115 – Research in Mineral Science *Rachel Beane* Minerals are the earth's building blocks and an important human resource. The study of minerals provides information on processes that occur within the earth's core, mantle, crust, and at its surface. At the surface, minerals interact with the hydrosphere, atmosphere and biosphere, and are essential to understanding environmental issues. Minerals and mineral processes examined using hand-specimens, crystal structures, chemistry, and microscopy. Class projects emphasize mineral-based research.

EOS 3515 – Research in Oceanography *Michele LaVigne* The ocean plays a key role in regulating Earth's climate and serves as an archive of past climate conditions. The study of paleoceanography provides a baseline of natural oceanographic variability against which human-induced climate change must be assessed. Examination of the oceans' physical, biological, and biogeochemical responses to external and internal pressures of Earth's climate with focus on the Cenozoic Era (past 65.5 million years). Weekly labs and projects emphasize paleoceanographic reconstructions using deep-sea sediments, corals, and ice cores. Includes a laboratory and fulfills the 3000-level research experience course requirement for the EOS major.

F

FRS 1101 – Elementary French I *Jacques Gerard Keubeung* A study of the basic forms, structures, and vocabulary in the context of the French-speaking world. Emphasis on the four communicative skills: reading, writing, listening, and speaking. Three class hours per week and one weekly conversation session with teaching assistants, plus regular language laboratory assignments. Primarily open to first- and second-year students.

FRS 1102 – Elementary French II *Jacques Gerard Keubeung* A study of the basic forms, structures, and vocabulary in the context of the French-speaking world. Emphasis on the four communicative skills: reading, writing, listening, and speaking. Three class hours per week and one weekly conversation session with teaching assistants, plus regular language laboratory assignments. Primarily open to first- and second-year students.

FRS 2305 – Advanced French Through Film *Jacques Gerard Keubeung* An introduction to film analysis. Conversation and composition based on a variety of contemporary films from French-speaking regions. Grammar review and frequent short papers. Emphasis on student participation including a variety of oral activities. Three hours per week plus regular viewing sessions for films and a weekly conversation session with French teaching fellows.

FRS 2410 – Literature, Power, and Resistance *Hanetha Vete-Congolo* Examines questions of power and resistance as addressed in the literary production of the French-speaking world from the nineteenth through the twenty-first centuries. Examines how language and literature serve as tools for both oppression and liberation during periods of turmoil: political and social revolutions, colonization and decolonization, the first and second world wars. Authors may include Hugo, Sand, Sartre, Fanon, Senghor, Yacine, Beauvoir, Condé, Césaire, Djebbar, Camus, Modiano, Perec, and Piketty. Students gain familiarity with a range of genres and artistic movements and explore the myriad ways that literature and language reinforce boundaries and register dissent. Taught in French.

G

GER 1027 – From Flowers of Evil to Pretty Woman: Prostitutes in Modern Western Culture *Jill Smith*

Explores the myriad ways that prostitutes have been represented in modern Western culture from the middle of the nineteenth century to the present. By analyzing literary texts, visual artworks, and films from Europe and the United States, examines prostitution as a complex urban phenomenon and a vehicle through which artists and writers grapple with issues of labor, morality, sexuality, and gender roles. Introduces students to a variety of literary, artistic, musical, and filmic genres, as well as to different disciplinary approaches to the study of prostitution. Authors, artists, and film directors may include Baudelaire, Toulouse-Lautrec, Kirchner, Wedekind, Pabst, Marshall, Scorsese, Spielmann, and Sting.

GER 1152 – Berlin: Sin City, Divided City, City of the Future *Jill Smith* An examination of literary, artistic, and cinematic representations of the city of Berlin during three distinct time periods: the “Roaring 20s,” the Cold War, and the post-Wall period. Explores the dramatic cultural, political, and physical transformations that Berlin underwent during the twentieth century and thereby illustrates the central role that Berlin played, and continues to play, in European history and culture, as well as in the American cultural imagination. For each time period studied, compares Anglo-American representations of Berlin with those produced by German artists and writers, and investigates how, why, and to what extent Berlin has retained its status as one of the most quintessentially modern cities in the world. No knowledge of German is required. Note: Fulfills the non-US cinema requirement for cinema studies minors.

GER 2204 – Intermediate German II: German History Through Visual Culture *Jens Clenner* Continuation of German 2203. Equivalent of German 2203 is required.

GER 3310 – German Culture Studies: Made in Germany *Jens Clenner* An examination of the most influential “products” made in Germany. From technological developments to musical innovations, many things made in Germany have had an enduring, global impact. Explores the context in which these products were made or ideas were developed, the process of their worldwide dissemination, as well as the ways in which they shape the national and cultural imagination. Designed to be an introduction to methods of cultural analysis through an examination of diverse materials. Expands students’ knowledge of German culture, history, and language while also developing skills, including close reading, visual analysis, and contextualization. All materials and coursework in German.

GOV 1001 – Representation, Participation, and Power in American Politics *Janet Martin* An introductory seminar in American national politics. Readings, papers, and discussion explore the changing nature of power and participation in the American polity, with a focus on the interaction between individuals (non-voters, voters, party leaders, members of Congress, the president) and political institutions (parties, Congress, the executive branch, the judiciary).

GOV 1002 – Political Leadership *Andrew Rudalevige* We talk about political leadership all the time, mostly to complain about its absence. Leadership is surely one of the key elements of politics, but what does it mean? Do we know it when we see it? What kinds of leaders do we have, and what kinds do we want? How do modern democratic conceptions of governance mesh with older visions of authority? Of ethics? Looks both at real world case studies and the treatment of leadership in literature. Offers a wide variety of perspectives on leadership and the opportunities and dangers it presents—both for those who want to lead, and for those who are called upon to follow.

GOV 1011 – Fundamental Questions: Exercises in Political Theory *Michael Hawley* Explores the fundamental questions in political life: What is justice? What is happiness? Are human beings equal or unequal by nature? Do they even have a nature, or are they “socially constructed”? Are there ethical standards for political action that exist prior to law and, if so, where do they come from? Nature? God? History? Readings may include Plato, Aristotle, the Bible, Machiavelli, Locke, Rousseau, Shakespeare, the American Founders, Tocqueville, and Nietzsche.

GOV 1012 – Human Being and Citizen *Paul Franco* An introduction to the fundamental issues of political philosophy: human nature, the relationship between individual and political community, the nature of justice, the place of virtue, the idea of freedom, and the role of history. Readings span both ancient and modern philosophical literature. Authors may include Plato, Aristotle, Hobbes, Locke, Rousseau, the American Founders, Tocqueville, Mill, and Nietzsche.

GOV 1029 – Buried Treasure, Hidden Curse? Politics of Natural Resource Extraction in Africa *Ericka Albaugh* Oil, diamonds, gold. . . riches in the midst of poverty. How can Africa boast so many natural resources and yet remain the poorest continent on earth? What is the “resource curse?” Begins by putting Africa in the context of global resource extraction, oil in particular. Establishes Africa’s long pre-colonial experience with trade in iron, gold, salt, and slaves. The colonial period deepened the reliance of many territories on specific resources, a pattern that continues to the present. Uses Burkina Faso as a specific example of gold extraction, contrasting industrial and artisanal mining. Modern streams of prospectors throughout West Africa echo the California gold rush, but with important distinctions. An introduction to political science, the interplay between national and foreign governments, international and domestic firms, and local and migrant prospectors as they vie for access to valuable resources are highlighted.

GOV 1600 – Introduction to International Relations *Allen Springer* Provides a broad introduction to the study of international relations (IR). Designed to strike a balance between empirical and historical knowledge and the obligatory theoretical understanding and schools of thought in IR. Designed as an introductory course to familiarize students with no prior background in the subject, and recommended for first- and second-year students intending to take upper-level international relations courses.

GOV 2005 – The American Presidency *Janet Martin* An examination of the presidency in the American political system, including the “road to the White House” (party nomination process and role of the electoral college), advisory systems, the institutional presidency, relations with Congress and the courts, and decision-making in the White House. In addition, the instructors draw from their own research interests. For Professor Martin these include presidential-congressional relations, the unilateral action of the President, the role of women as advisors within the White House and in the executive branch, and the influence of outside groups on the White House’s consideration of issues. As part of their final class project, students will be expected to attend a film event--see comments for further information. For Professor Rudalevige these include presidents’ inter-branch relations, with a recent emphasis on presidential efforts to manage the wider executive branch through administrative and unilateral tactics.

GOV 2010 – United States Congress *Janet Martin* An examination of the United States Congress, with a focus on members, leaders, constituent relations, the congressional role in the policy-making process, congressional procedures and their impact on policy outcomes, the budget process, and executive-congressional relations.

GOV 2035 – Maine Politics *Chris Potholm* An analysis of politics in the state of Maine since World War II. Subjects covered include the dynamics of Republican and Democratic rivalries and the efficacy of the Independent voter, the rise of the Green and Reform parties, the growing importance of ballot measure initiatives, and the interaction of ethnicity and politics in the Pine Tree State. An analysis of key precincts and Maine voting paradigms is included, as well as a look at the efficacy of such phenomena as the north/south geographic split, the environmental movement, and the impact of such interest groups as SAM, the Tea Party, and the Roman Catholic Church. Students are expected to follow contemporary political events on a regular basis.

GOV 2200 – Classical Political Philosophy *Michael Hawley* A survey of classical political philosophy focusing on selected dialogues of Plato, the political writings of Aristotle, and St. Augustine's City of God. Examines ancient Greek and early Christian reflections on human nature, justice, the best regime, the relationship of the individual to the political community, the relationship of philosophy to politics, and the tension between reason and revelation.

GOV 2210 – Modern Political Philosophy *Paul Franco* A survey of modern political philosophy from Machiavelli to Mill. Examines the overthrow of the classical horizon, the movement of human will and freedom to the center of political thought, the idea of the social contract, the origin and meaning of rights, the relationship between freedom and equality, the role of democracy, and the replacement of nature by history as the source of human meaning. Authors may include Machiavelli, Hobbes, Locke, Hume, Rousseau, Kant, Hegel, and Mill.

GOV 2230 – American Political Thought *Michael Hawley* Examines the political thought of American statesmen and writers from the founding to the twentieth century, with special emphasis on three pivotal moments: the Founding, the Crisis of the House Divided, and the growth of the modern welfare state. Readings include the Federalist Papers, the Anti-federalists, Jefferson and Hamilton, Calhoun, Lincoln, William Graham Sumner, the Progressives, Franklin Delano Roosevelt, and contemporary thinkers on both the right and the left.

GOV 2270 – Religion and Politics *Paul Franco* Examines the relationship between religion and politics -- the so-called theological-political question -- primarily in modern Europe and America. Focuses first on the tension between and eventual separation of church and state in the early modern period; then considers the implications and complications of this historic separation, looking at recent Supreme Court cases, as well as contemporary discussion of the relationship between religion and politics. Comparisons with the treatment of this issue in the Islamic world are made. Authors include Machiavelli, Luther, Calvin, Spinoza, Locke, Jefferson, Madison, Tocqueville, as well as a variety of contemporary and Islamic writers.

GOV 2405 – British Politics and Society *Henry Laurence* Comprehensive overview of modern British politics in historical, social and cultural context. Considers the historical formation of the United Kingdom and the development of the modern democratic state but focuses on political developments after 1945. Analyzes party politics, the Welfare State, Thatcherism, and the contemporary political scene. Explores policy issues including healthcare, education, economic policy, and the role of the media.

GOV 2440 – Contemporary Chinese Politics *Christopher Heurlin* Examines the history and politics of China in the context of a prolonged revolution. Begins by examining the end of imperial rule, the

development of Modern China, socialist transformations and the establishment of the PRC. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. Topics include political participation and civil society, urban and rural China, gender in China, and the effects of post-Mao economic reform.

GOV 2480 – Comparative Constitutional Law *George Isaacson* A comparative examination of constitutional principles and constitutional processes in democratic and non-democratic countries. Explores the roles that constitutions play in shaping civil society and defining the relationship between governments and the people they govern. Compares American constitutional law with that of other nations to scrutinize alternative models of governance, and to gain new perspectives regarding the legal foundations for the protection of individual rights. Special attention given to the constitutions of Canada, India, Germany, South Africa, Israel, and the People's Republic of China, along with that of the United States. Structural issues include consideration of executive-legislative separation of powers, constitutional courts, federalism, and church-state relations. Discusses arguments in favor of and against a written Bill of Rights, as well as such specific issues as emergency powers, political dissent, hate speech, religious belief, reproductive choice, racial and gender discrimination, public welfare, privacy, and police investigative authority.

GOV 2573 – States of Languages and Languages of States *Ericka Albaugh* Examines the role of language in politics. Governments historically have tried to spread a single language within their populations through education and military conscription. What are the roots of this motivation? Does language standardization deepen the possibility for citizen participation and democracy? How have minority language groups responded? As the right to language has become a global norm, what effects will this have on the cohesiveness of existing states? Will globalization bring with it linguistic fragmentation or the worldwide spread of a few languages such as English, Arabic, and Chinese? Looks at the language question in the United States as well as in cases drawn from Europe, Asia, and Africa. Students choose a country in which to evaluate the historical and present state of languages and language(s) of state. Topics touched by language include democracy, state-building, colonization, violence, education, human rights, and globalization.

GOV 2600- International Law *Allen Springer* The modern state system, the role of law in its operation, the principles and practices that have developed, and the problems involved in their application.

GOV 2680 – International Security *Barbara Elias* National security is a principal interest for states, but what exactly does that mean in international political life, and for the security of ordinary people like us? What strategic options are available to decision makers tasked with protecting national security? How much do national security policies reflect coherent planning, and how much are policies the product of competing international, economic, and technological constraints, or domestic political interests? Analyzing the strategy and politics of diplomacy, alliances, threats, aid, and war, aims to provide an overview of security studies within the field of international relations.

GOV 2690 – Islam and Politics *Barbara Elias* Analyzing the intersection of politics and multiple expressions of Islam in both state governments and transnational movements, studies Islam as a social, ethical, and political force in the modern era. Offers a basic introduction to Muslim history and the Islamic religion, explores various Islamic social and political movements, analyzes contending

understandings of the interaction between politics and Islam, as well as investigating the tensions between the Islamic and western political traditions, including democracy and Islam. Relying on texts from influential revolutionaries such as Qutb and Khomeini as well as perspectives on political Islam from academic scholars, explores the heart of politics, society, and religion in the modern Muslim world.

GOV 3010 – Advanced Seminar in American Politics: Presidential-Congressional Relations *Janet Martin* Examines presidential-congressional relations through a number of perspectives, including use of historical, quantitative, and institutional analyses. Readings consider the relationship between the executive branch and Congress in both the domestic arena (including regulatory and budgetary policy) and in the area of foreign and defense policy.

GOV 3025 – The Politics of Policy Implementation *Andrew Rudalevige* What happens after a bill becomes a law? During implementation, the separated system of American governance comes into sharp relief across the branches of government and across three (or more) levels of government as well. Examines how the wide range of institutional players involved -- from legislators to regulators to chief executives to judges to front-line service providers -- act and interact. Case studies (e.g., entitlement reform, education policy, intelligence reorganization, health care) used to evaluate competing theoretical frameworks.

GOV 3410 – Capitalism and State Power in China *Christopher Heurlin* Seminar. Explores the paradoxes of contemporary China, a communist regime that boasts economic growth rates that are the envy of the world. While communism failed in Eastern Europe decades ago, the Chinese Communist Party has been surprisingly successful and leads one of the oldest dictatorships in the world. Explores how capitalism and state power actually work in China. Topics include ethnic conflict, patronage and corruption, elite politics, popular protest, elections, and civil society. Students develop and write a research paper on contemporary Chinese politics. Previous coursework in Chinese politics is not necessary.

GOV 3500 – Social Protest and Political Change *Laura Henry* Analyzes the role of social protest in generating political change on issues such as civil rights, environmentalism, women's rights, indigenous rights, and globalization. Begins by considering different theoretical approaches to understanding the emergence and effectiveness of social movements and non-governmental organizations. Then engages in comparative analysis of social protest in Europe, the United States, Latin America, and elsewhere, paying particular attention to the advantages and risks of the increasingly transnational nature of social activism.

GOV 3570 – Advanced Seminar in African Politics *Ericka Albaugh* The continent of Africa boasts some of the most rapidly growing economies in the world, but the proportion of people living in poverty remains higher than in any other region. Nearly all African states experimented with democratic reform in the last two decades, but many leaders have become adept at using political institutions to entrench their power. Most large-scale civil wars have ended, but violence remains. Explores the economic, political, and security challenges of this continent of contrasts. Topics include poverty and economic growth, the "resource curse," democratic institutions, civil society, ethnic relations, state failure, foreign assistance, and intervention.

GSWS 1101 – Introduction to Gender, Sexuality, and Women's Studies *Shenila Khola-Moolji* Introduces key concepts, questions, and methods that have developed within the interdisciplinary fields of gender, sexuality, and women's studies. Explores how gender norms differ across cultures and change over time.

Examines how gender and sexuality are inseparable from other forms of identification--race, class, ability, and nationality. And considers the role that gender, sexuality, and other identity knowledges play in resisting sexism, racism, homophobia, and transphobia.

GWS 2001 – Queer Theory *Jay Sosa* Queer theory began as an activist intellectual movement in the 1990s that examined the lives, art, and politics of non-heterosexual and non-gender conforming persons. With promiscuous origins in psychoanalysis, literary criticism, political philosophy, feminist inquiry and urban sociology, queer theorists used multiple methodologies to imagine alternative practices of community, desire, intimacy, and gender expression. Studies the questions that arise from the experiences of people whose bodies don't fit social norms (gay, lesbian, trans, various abled, polluted, racially stigmatized bodies). Potential topics include: how we communicate our sex lives or gender identity through the use of "public secrets"; the codes of romantic melodrama that frame contemporary dilemmas of civic life; and how activists have mourned slow catastrophes (e.g., AIDS, but also ecocide and colonialism).

GWS 2201 – Feminist Theory *Shenila Khola-Moolji* The history of women's studies and its transformation into gender studies and feminist theory has always included a tension between creating "woman," and political and theoretical challenges to that unity. Examines that tension in two dimensions: the development of critical perspectives on gender and power relations both within existing fields of knowledge, and within the continuous evolution of feminist discourse itself.

GWS 3301 – Doing Gender Studies: Gender Across Ethnography and Archive *Jay Sosa* Gender and sexuality are constituted in social relations and lived experience. You can't hold gender in your hand or point out sexuality in a crowd. Examines how scholars discover gender in their research materials, with special attention to ethnographic and archival research. Students consider how interviews, surveys, oral history, archival research, participant observation, and discourse analysis produce different kinds of evidence about gender. Moreover, addresses feminist research ethics around representation, power relations, social position, and intimacy with research subjects.

H

HISP 2204 – Intermediate Spanish II *Janice Jaffe* Three class hours per week and one weekly conversation session with assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

HISP 2305 – Advanced Spanish *Sebastian Urli* The study of topics in the political and cultural history of the Spanish-speaking world in the twentieth century, together with an advanced grammar review. Covers a variety of texts and media and is designed to increase written and oral proficiency, as well as appreciation of the intellectual and artistic traditions of Spain and Latin America. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant.

HISP 2305 – Advanced Spanish *Margaret Boyle* The study of topics in the political and cultural history of the Spanish-speaking world in the twentieth century, together with an advanced grammar review. Covers a variety of texts and media and is designed to increase written and oral proficiency, as well as appreciation of the intellectual and artistic traditions of Spain and Latin America. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant.

HISP 2305 – Advanced Spanish *Carolyn Niego* The study of topics in the political and cultural history of the Spanish-speaking world in the twentieth century, together with an advanced grammar review. Covers a variety of texts and media and is designed to increase written and oral proficiency, as well as appreciation of the intellectual and artistic traditions of Spain and Latin America. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant.

HISP 2409 – Introduction to Hispanic Studies: Poetry and Theater *Margaret Boyle* A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of poetry and theater. Examines major literary works and movements in their historical and cultural context. Conducted in Spanish.

HISP 3231 – Sor Juana and María de Zayas: Early Modern Feminisms *Margaret Boyle* Did feminism exist in the early modern period? Examines key women authors from the early Hispanic World, considering the representation of gender, sexuality, race, and identity in distinct political and social contexts. Focuses on Mexican author Sor Juana Inés de la Cruz (1651-1695) and Spanish author María de Zayas (1590-1661), alongside other prominent women writers from the period. Students read short stories, essays, poems, and personal letters. Conducted in Spanish.

HISP 3243 – Imaginary Cities/Real Cities in Latin America *Carolyn Niego* Examines the representation of urban spaces in Spanish American literature during the last six decades. While mid-twentieth-century fictional towns such as Macondo and Comala tended to emphasize exoticism, marginality, and remoteness, more recent narratives have abandoned the “magical” and tend to take place in metropolitan spaces that coincide with contemporary large cities such as Lima and Buenos Aires. The treatment of social class divisions and transgressions, territoriality, and the impact of the space on the individual experience are studied in novels, short stories, and film from the 1950s to the present. Authors include Rulfo, García Márquez, Onetti, Donoso, Vargas Llosa, Sábato, Reynoso, Ribeyro, Piñera, Gutiérrez, Bellatín, Caicedo, and Junot Díaz, among others.

HISP 3249 – The Southern Cone Revisited: Contemporary Challenges *Sebastian Urli* How do artists distinguish their contemporary moment from the past? What challenges does it pose to literature and film? Building on ideas by Agamben, Benjamin, and Didi-Huberman, explores these questions in the context of contemporary Argentinean, Chilean, and Uruguayan poetry, short stories, novels, and films. Topics include post-dictatorship societies, text/image dynamics, new forms of subjectivity, human/post-human interactions, and economic and bio-political violence, as seen in works by Sergio Chejfec, Cristina Peri Rossi, Nadia Prado, Gabriela Cabezón Cámara, Pedro Lemebel, Fernanda Trías, and others. Taught in Spanish.

HISP 3251 – Attesting to Violence: Aesthetics of War and Peace in Contemporary Colombia *Nadia Celis* The enduring armed conflict in Colombia has nurtured a culture of violence with effects in every sector of society. Among its better-known actors are the leftist guerrillas, the right-wing paramilitary forces, and the national army, all influenced by the rise of drug trafficking in the Americas, and by United States interventions. This course focuses on how contemporary Colombian writers and artists have responded to war, and how they resist the erasure of memory resulting from pervasive violence. In light of the most recent Peace process, the course also examines how artists, activists and civil society are using aesthetics, arts and performance to face challenges such as healing the wounds of conflict, and inventing peace in a society whose younger generations have no memory of life without violence.

Materials include articles in the social sciences, movies and TV series, along with literary works (Abad, García Márquez, Restrepo, and Vásquez among others).

HISP 3252 – The Battle of Chile: From Allende to Pinochet *Gustavo Patriau* In 1970, the Chilean Salvador Allende became one of the first Marxists in the world to be democratically elected president of a country. His attempted reforms led to years of social unrest. In 1973, a right-wing military coup led to what would be General Augusto Pinochet's seventeen years of brutal dictatorship. This course discusses that period of Chilean (and Latin American) history through locally produced sources both from the social sciences and the arts, with a focus on literature (Bolaño, Meruane, Lemebel, Neruda, Lihn) and cinema (Ruiz, Larraín), with the goal of understanding the ways in which Latin American nations deal with their historical past with regards to issues of memory, collective memory, post-dictatorial political negotiations, human rights, and social reconciliation.

HIST 2362 – Africa and the Atlantic World, 1400-1880 *David Gordon* A survey of historical developments before conquest by European powers, with a focus on west and central Africa. Explores the political, social, and cultural changes that accompanied the intensification of Atlantic Ocean trade and revolves around a controversy in the study of Africa and the Atlantic World: What influence did Africans have on the making of the Atlantic World, and in what ways did Africans participate in the slave trade? How were African identities shaped by the Atlantic World and by the slave plantations of the Americas? Ends by considering the contradictory effects of Abolition on Africa. Note: This course is part of the following field(s) of study: Africa and Atlantic Worlds. It also fulfills the pre-modern requirement for history majors

HIST 2364 – Conquest, Colonialism, and Independence: Africa Since 1880 *David Gordon* Focuses on conquest, colonialism, and its legacies in sub-Saharan Africa; the violent process of colonial pacification, examined from European and African perspectives; the different ways of consolidating colonial rule and African resistance to colonial rule, from Maji Maji to Mau Mau; and African nationalism and independence, as experienced by Africa's nationalist leaders, from Kwame Nkrumah to Jomo Kenyatta, and their critics. Concludes with the limits of independence, mass disenchantment, the rise of the predatory post-colonial state, genocide in the Great Lakes, and the wars of Central Africa. Note: This course is part of the following field(s) of study: Africa and Colonial Worlds.

HIST 2543 – History of the Body *Meghan Roberts* Seminar. Examines changing conceptions of the body from early Christianity through the twentieth century. Pays special attention to spiritual mortification; relics; sex, gender, and reproduction; and the body as an object of scientific study. Students will use print and visual sources to think about the body as socially and historically constructed, which will sharpen their historical thinking abilities and so will provide a solid foundation for other course offerings. Note: This course is part of the following field(s) of study: Europe. It also meets the pre-modern requirement.

HIST 2660 – The City as American History *Matthew Kingley* Seminar. America is an urban nation today, yet Americans have had deeply ambivalent feelings toward the city over time. Explores the historical origins of that ambivalence by tracing several overarching themes in American urban history from the seventeenth century to the present. Topics include race and class relations, labor, design and planning, gender and sexual identity, immigration, politics and policy, scientific and technological systems, violence and crime, religion and sectarian disputes, and environmental protection. Discussions revolve around these broad themes, as well as regional distinctions between American cities. Students are

required to write several short papers and one longer paper based upon primary and secondary sources. This course is part of the following field(s) of study: United States.

HIST 2821 – After Mandela: History, Memory, and Identity in Contemporary South Africa *David Gordon*

How do South Africans remember their past? Begins with the difficulties in developing a conciliatory version of the past during Nelson Mandela's presidency immediately after apartheid. Then explores the changing historiography and popular memory of diverse historical episodes, including European settlement, the Khoisan "Hottentot Venus" Sara Baartman, Shaka Zulu, the Great Trek, the Anglo-Boer War, the onset of apartheid, and resistance to it. Aims to understand the present-day social, economic, and cultural forces that shape the memories of South Africans and the academic historiography of South Africa. Note: This course is part of the following field(s) of study: Africa.

I

ITAL 1101 – Elementary Italian I *Anna Rein* Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. Emphasis is on listening comprehension and spoken Italian.

ITAL 1102 – Elementary Italian II *Anna Rein* Continuation of Italian 1101. Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. More attention is paid to reading and writing.

ITAL 1103 – Advanced Elementary Italian *Fulvia Sarnelli* Three class hours per week, plus one hour of weekly drill and conversation sessions with a teaching fellow. Covers in one semester what is covered in two semesters in the 1101-1102 sequence. Study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken Italian. For students with an advanced knowledge of a Romance language or by permission of instructor.

ITAL 2204 – Intermediate Italian II *Anna Rein* Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

ITAL 2305 – Advanced Italian I *Fulvia Sarnelli* Strengthens fluency in reading, writing, and speaking through an introduction to contemporary Italian society and culture. An advanced grammar review is paired with a variety of journalistic and literary texts, visual media, and a novel. Conducted in Italian.

ITAL 2408 – Introduction to Contemporary Italy: Dalla Marcia alla Vespa *Allison Cooper* In the recent past, Italy has experienced violent political, economic, and cultural changes. In short succession, it experienced fascist dictatorship, the Second World War, the Holocaust, and Civil War, a passage from monarchy to republic, a transformation from a peasant existence to an industrialized society, giving rise to a revolution in cinema, fashion, and transportation. How did all this happen? Who were the people behind these events? What effect did they have on everyday life? Answers these questions, exploring the history and the culture of Italy from fascism to contemporary Italy, passing through the economic boom, the Years of Lead, and the mafia. Students have the opportunity to relive the events of the twentieth century, assuming the identity of real-life men and women. Along with historical and cultural information, students read newspaper articles, letters, excerpts from novels and short stories from

authors such as Calvino, Levi, Ginzburg, and others, and see films by directors like Scola, Taviani, De Sica, and Giordana.

ITAL 2553 – Italy’s Cinema of Social Engagement *Allison Cooper* An introduction to Italian cinema with an emphasis on Neorealism and its relationship to other genres, including Comedy Italian Style, the Spaghetti Western, the horror film, the "mondo" (shock documentary), and mafia movies, among others. Readings and discussions situate films within their social and historical contexts, and explore contemporary critical debates about the place of radical politics in Italian cinema (a hallmark of Neorealism), the division between art films and popular cinema, and the relevance of the concept of an Italian national cinema in an increasingly globalized world. No prerequisite required. Taught in English (films screened in Italian with English subtitles). Note: Fulfills the non-US cinema requirement for cinema studies minors.

ITAL 3016 – Red, White, Green, and... Noir: Reading Italy Through Crime Fiction *Davida Gavioli* Examines the genre of the Italian Giallo and its importance in contemporary Italian fiction. Considers critical approaches to the genre and addresses specific theoretical and cultural issues in the context of modern Italy, with specific focus on the cultural/geographic context that so thoroughly informs the Giallo. Examines the style and the formal and thematic choices of authors such as Sciascia, Scerbanenco, Macchiavelli, Lucarelli, Carlotto, and Camilleri.

L

LAS 2171 – Race and Culture in Brazil: The Paradox of Progress *Marcio Siwi* Brazil is a country of paradoxes. Often hailed as an example of egalitarian race relations and a model for accepting difference, Brazil is also frequently cited for its economic inequality, incidence of violence, and uneven development—all of which cut along the lines of race and class. Explores the unique contradictions shaping Brazilian society, from the colonial period until the present. Discusses the visual representations of conquest, slavery, the creation of republican symbols, authoritarianism, race and racism, and social movements, as well as the construction of a national identity through music and other artistic expressions. Pays close attention to the ways in which Brazilian culture and society have been shaped by race, class, and other relations of power and exclusion. This course is part of the following field(s) of study: Latin America.

LAS 3142 – Cities and the Urban Experience in Latin America *Marcio Siwi* By looking at the history of key cities and the challenges of urban life in Latin America, this seminar examines how the city has served as a site of contestation and politics throughout the region. Topics discussed in the seminar will include top-down efforts to impose order and discipline on the city and the response of urban dwellers; planned and unplanned urban spaces; the rise of slums; marginality; informality; and the formation of urban identities. We will also analyze the role of cities in the construction of social and political rights and explore the city as a site of creativity. The course will focus primarily on 20th century cities but will also explore urban life in the 19th Century and the colonial period, to a lesser extent. Special attention will be paid to the following cities: Rio de Janeiro, Sao Paulo, Mexico City, Oaxaca, Buenos Aires, Santiago, Caracas, and Brasilia.

LATN 2210/3310 – Catullus *Barbara Boyd* The intimacy and immediacy of Catullan lyric and elegiac poetry have often been thought to transcend time and history; in his descriptions of a soul tormented by warring emotions, Catullus appears to speak to and for all who have felt love, desire, hatred, or

despair. But Catullus is a Roman poet -- indeed, the Roman poet par excellence, under whose guidance the poetic tools once wielded by the Greeks were once and for all appropriated in and adapted to the literary and social ferment of first century BCE Rome. Close reading of the entire Catullan corpus in Latin complemented by discussion and analysis of contemporary studies of Catullus's work, focusing on constructions of gender and sexuality in Roman poetry, the political contexts for Catullus's work, and Catullus in Roman intellectual and cultural history.

LATN 3302 – Ovid’s Metamorphoses *Barbara Boyd* Publius Ovidius Naso (Ovid, 43 B.C.E.–17 C.E.) is a sophisticated and rewarding writer of Latin poetry, whose work was greatly influential on the writers and artists of succeeding eras. His epic-style Metamorphoses, in fifteen books, gathers together several hundred episodes of classical myth, organized through an elaborate play with chronology, geography, history, philosophy, and politics; the resulting narrative is at once clever, romantic, bleak, and witty, and repeatedly draws attention to its own self-conscious poetics while carrying the reader along relentlessly. Focuses on a close reading of three books in Latin, against the background of the entire poem read in English, and considers at length the ideological contexts for and implications of Ovid’s work. Assignments include several projects intended to train students to conduct research in Classics; this seminar counts as a research seminar.

M

MATH 1040 – Educated Guessing *James Broda* A writing-intensive course that explores the many ways in which randomness affects everyday life. Introduces historical and computational aspects of mathematical logic, probability, and statistics. Addresses decision-making strategies as well as sources of flawed reasoning, including cognitive biases and logical fallacies. Topics include: games of chance, weather phenomena, financial markets, legal proceedings, and medical diagnostics. Students engage in all facets of the writing process: from invention, library research, drafting, and revision to final editing.

MATH 1050 – Quantitative Reasoning *Eric Gaze* Explores the ways and means by which we communicate with numbers; the everyday math we encounter on a regular basis. The fundamental quantitative skill set is covered in depth providing a firm foundation for further coursework in mathematics and the sciences. Topics include ratios, rates, percentages, units, descriptive statistics, linear and exponential modeling, correlation, logic, and probability. A project-based course using Microsoft Excel, emphasizing conceptual understanding and application. Reading of current newspaper articles and exercises involving personal finance are incorporated to place the mathematics in real-world context.

MATH 1300 – Biostatistics *Jack O’Brien* An introduction to the statistical methods used in the life sciences. Emphasizes conceptual understanding and includes topics from exploratory data analysis, the planning and design of experiments, probability, and statistical inference. One and two sample t-procedures and their non-parametric analogs, one-way ANOVA, simple linear regression, goodness of fit tests, and the chi-square test for independence are discussed. An average of four to five hours of class meetings and computer laboratory sessions per week. Not open to students who have credit for Mathematics 1200 or have credit or are concurrently enrolled in Mathematics 1400.

MUS 1292 – Issues in Hip-Hop I *Tracy McMullen* Traces the history of hip-hop culture (with a focus on rap music) from its beginnings in the Caribbean to its transformation into a global phenomenon by the early 1990s. Explores constructions of race, gender, class, and sexuality in hip-hop’s production,

promotion, and consumption, as well as the ways in which changing media technology and corporate consolidation influenced the music. Artists/bands investigated include Grandmaster Flash, Run-D.M.C., Public Enemy, De La Soul, Queen Latifah, N.W.A., MC Lyte, Snoop Doggy Dogg, and Dr. Dre.

MUS 2293 – Rebel Yell: Punk Music Inside and Outside the Mainstream *Tracy McMullen* Explores the significance of punk music from the 1970s to today. Addresses punk music in relation to transnational identity; the individual in late modernity; music vs. noise; sound and meaning; selling out; youth culture; subculture; genre trouble; music and fashion; rebellion and insurrection; the abject; constructions of the body and disease; and race, class, gender, and sexuality codes. Enables students to communicate about sound and music. Bands/artists discussed may include The Bags, The Germs, Nervous Gender, The Sex Pistols, The Bad Brains, Nirvana, The Runaways, Patti Smith, Television, X-Ray Spex, and The Clash.

MUS 2294 – Issues in Hip-Hop II *Tracy McMullen* Traces the history of hip-hop culture (with a focus on rap music) from the 1990s to the present day. Explores how ideas of race, gender, class, and sexuality are constructed and maintained in hip-hop's production, promotion, and consumption, and how these constructions have changed and/or coalesced over time. Investigates hip-hop as a global phenomenon and the strategies and practices of hip-hop artists outside of the United States. Artists investigated range from Iggy Azalea to Jay-Z, Miz Korona to Ibn Thabit.

MUS 2603 – Art of Singing *Robert Greenlee* A study of singing traditions, emphasizing American popular music, musical theater, and classical music. Topics comprise vocal color and production, the influence of language on singing, performing practices, improvisation, and aesthetic response. Projects include performances and analyses of recorded music.

MUS 2732 – Orchestra *George Lopez* An auditioned ensemble of about fifty student musicians playing woodwind, brass, percussion, and string instruments. Repertoire for the group varies widely from semester to semester and explores the vast body of orchestral literature from the past 250 years to today. Rehearsals are Sunday afternoons and Wednesday evenings.

MUS 2742 – Chamber Choir *Robert Greenlee* An auditioned group of about thirty student singers. The choir performs at least three times a semester, and sometimes at festivals and society meetings in the US. Recent tours abroad, which occur about every three years during spring break, have taken the ensemble to Portugal, Germany, Ireland, England, Chile, Hungary, and Slovakia. Repertoire in the fall is "Sky Music," including Whitacre's "Cloudburst," as well as music by Gjeilo, Elder, and Esenwalds; gospel and folk/pop music; and a song from the recent show Dear Evan Hanson. Rehearsals are Monday and Thursdays 4:30-5:40, plus a sectional on either Tuesday or Wednesday.

MUS 2746 – Chorus *Anthony Antolini* An auditioned ensemble of students, faculty, staff, and community singers. At least one of the semesters features a large-scale work for chorus and orchestra. Recent tours have included all the major cities of New England, Serbia, Bulgaria, and Greece. Rehearsals are Thursday and Sunday evenings. Sight reading ability is desired but not required.

MUS 3151 – Advanced Concepts in Music and Culture: African American Music *Tracy McMullen* Examines music as a cultural "actor" within the context of American history. Central concerns may include representations of racialized identity via music; interpretation and reception of musical genres; "freedom" and constraint in musical performance; and issues of appropriation, musical borrowing, essentialism, and tradition. Authors may include Ralph Ellison, Amiri Baraka, Eileen Southern, and Sylvia

Wynter. Artists and genres may include Kendrick Lamar, Nina Simone, John Coltrane, gospel, jazz, and hip hop. No music theory knowledge necessary.

P

PHIL 1042 – Crime and Punishment *Kristi Olson* Examines philosophical issues raised by the criminal law, including the moral justification of punishment, the proper subject matter of criminal law (that is, what should be a crime?), ethical issues in law enforcement, and the theoretical underpinnings of different criminal defenses.

PHIL 1351 - Utopias and Dystopias *Sarah Conly* Through analysis of different theories of political and social organization represented in classic political philosophy and fiction, examines notions of what contributes to one kind of society being perceived as “better” than another, the roles of private property and families, and the delineation between private and public. Authors may include Robert Heinlein, Ursula K. LeGuin, Alexei Panshin, and others.

PHIL 2425 – Philosophy of Science *Scott Sehon* Science is often thought of as the paradigm of rational inquiry, as a method that gives us an unparalleled ability to understand the nature of the world. Others have doubted this rosy picture, and have emphasized historical and sociological aspects of the practice of science. Investigates the nature of science and scientific thought by looking at a variety of topics, including the demarcation of science and non-science, relativism and objectivity, logical empiricism, scientific revolutions, and scientific realism.

PHYS 2410 – Accident Reconstruction: Physics, The Common Good, and Justice *Dale Syphers* Introduces the applications of physics pertinent to accident reconstruction and analyzes three complex cases that were criminal prosecutions. Instructor analyzes the first case to show how the physics is applied, the second is done in tandem with students, and the third is mostly analyzed by the students, using what they have learned. The report on this third case serves as the final project for the course. While Physics 1130 is the only prerequisite for the course, familiarity with vectors and matrices, or a desire to learn how to use them, is necessary.

PSYC 1101 – Introduction to Psychology *Suzanne Lovett* A general introduction to the major concerns of contemporary psychology, including physiological psychology, perception, learning, cognition, language, development, personality, intelligence, and abnormal and social behavior. Recommended for first- and second-year students. Juniors and seniors should enroll in the spring semester.

PSYC 2010 – Infant and Child Development *Suzanne Lovett* A survey of major changes in psychological functioning from conception through childhood. Several theoretical perspectives are used to consider how physical, personality, social, and cognitive changes jointly influence the developing child’s interactions with the environment.

PSYC 3011 – Cognitive Development *Suzanne Lovett* Examines the development of cognitive understanding and cognitive processes from infancy through adolescence. Emphasis on empirical research and related theories of cognitive development. Topics include infant perception and cognition, concept formation, language development, theory of mind, memory, problem solving, and scientific thinking.

R

REL 1013 – God and Money *Elizabeth Pritchard* Money is frequently assumed to be antithetical to religion even as the two are utterly inseparable. This is what makes it a particularly useful category for exploring what counts as religion—concerns that are integral to the discipline of religious studies and central to humanistic inquiry more broadly. Considers money as a measure of time, as a way human communities construct relationships, as well as how it interacts with moral categories such as value, guilt, and obligation, and theological understandings of sin, debt, poverty, charity, and prosperity. Course readings and visual media consist of predominantly Christian sources with some comparison to other traditions and focus on the significance of money in modern life.

REL 1150 – Introduction to Religions of the Middle East *Jessica Mutter* Begins by showing how Judaism, Christianity, and Islam in the modern Middle East are intertwined closely with politics and with their local contexts. Case studies include modern Iran, Israel, and Lebanon. Investigates how the foundational texts of Judaism, Christianity, and Islam were politically and socially constructed. Considers throughout the influence of other Middle Eastern religions.

REL 2251 – Christianity *Elizabeth Pritchard* An introduction to the diversity and contentiousness of Christian thought and practice. Explores this diversity through analyses of the conceptions, rituals, and aesthetic media that serve to interpret and embody understandings of Jesus, authority, body, family, and church. Historical and contemporary materials highlight not only conflicting interpretations of Christianity, but also the larger social conflicts that these interpretations reflect, reinforce, or seek to resolve.

REL 2252 – Marxism and Religion *Elizabeth Pritchard* Despite Karl Marx's famous denunciation of religion as the opiate of the masses, Marxism and religion have become companionable in the last several decades. Examines this development through the works of thinkers and activists from diverse religious frameworks, including Catholicism and Judaism, which combine Marxist convictions and analyses with religious commitments in order to further their programs for social emancipation. Included are works by liberation theologians Hugo Assmann, Leonardo Boff, and José Miguez Bonino, and philosophers Theodor Adorno, Walter Benjamin, Herbert Marcuse, and Cornel West.

RUS 2310 – Modernity and Barbarism *Nicholas Kupensky* All forms of modernity are acts of violence. The creation of the new entails the destruction of the old. But in Russia, whose cultural development has proceeded in fits and starts, the tension between dreams of the future and the weight of the past is especially pronounced. This course explores artistic and literary reactions to the paradoxes of modern life, from the building of St. Petersburg to Putin's Russia, in four units: Making Russia Modern (the everyman in the imperial capital, emancipation of the serfs, and early stages of capitalism), Modernism and the Avant Garde (the metropolis, machines, and the mass destruction of war and revolution), Modernization and the Five-Year Plan (the industrial revolution, utopian town planning, and class war), and Modernity Now (art and cinema of post-Soviet Russia). Works by Chekhov, Dostoevsky, Eisenstein, Gogol, Malevich, Marx, Mayakovsky, Popova, Pushkin, Rodchenko, Stepanova, Tolstoy.

RUS 2410 – Post Soviet Cinema *Alyssa Gillespie* Newly freed from censorship, Russian filmmakers in the quarter-century between 1990 and 2015 created compelling portraits of a society in transition. Their films reassess traumatic periods in Soviet history; grapple with formerly taboo social problems such as alcoholism, anti-Semitism, and sexual violence; explore the breakdown of the Soviet system; and critique the darker aspects of today's Russia, often through the lens of gender or sexuality—specifically addressing subjects such as machismo, absent fathers, rape, cross-dressing, and birthing. Central are the

rapid evolution of post-Soviet Russian society, the emergence of new types of social differences and disparities and the reinvention of old ones, and the changing nature of social roles within the post-Soviet social fabric. Taught in English.

S

SOC 1101 – Introduction to Sociology *Shruti Devgan* The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Durkheim, Marx, Merton, Weber, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

SOC 1101 – Introduction to Sociology *Ingrid Nelson* The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Durkheim, Marx, Merton, Weber, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

SOC 1101 – Introduction to Sociology *Oyman Basaran* The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Durkheim, Marx, Merton, Weber, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

SOC 2010 – Introduction to Social Research *Nancy Riley* Provides firsthand experience with the specific procedures through which social science knowledge is developed. Emphasizes the interaction between theory and research and examines the ethics of social research and the uses and abuses of research in policy making. Reading and methodological analysis of a variety of case studies from the sociological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, statistical archives, computerized data banks, cultural artifacts), sampling, coding, use of computer, elementary data analysis, and interpretation. Lectures, laboratory sessions, and small-group conferences.

SOC 2020 – Quantitative Analysis in Sociology *Ingrid Nelson* Introduces the uses of quantitative methods in the study of our social world, with emphasis on descriptive and inferential statistics. Applies quantitative methods to answer sociological questions, focusing on secondary analysis of national survey data. Employs statistical computing software as a research tool.

SOC 2460 – Sociology of Medicine *Oyman Basaran* Examines the main sociological perspectives (functionalism, the political economy approach, and social constructionism) on medicine, health, and illness. Covers such topics as the social production and distribution of illness; medicalization and social control; political economy of health care; the role of medicine in regulating our racial, sexualized, and gendered bodies; and power relationships between health care actors (doctors, nurses, insurance companies, hospitals, and patients).

SOC 2260 – Capitalism, Modernity, and Religion in Turkey *Oyman Basaran* Investigates classical and contemporary sociological accounts of secularism, modernity, and capitalism by examining the social and political history of Turkey. Analyzes the emergence of modern Turkey, a successor state of the Ottoman Empire, which spanned three continents and was dismantled at the end of World War I. Maps out Turkey's social, political, and economic landscape from the late nineteenth century until the present. Covers themes such as state violence, religion, hegemony, gender and sexuality, nationalism, and neoliberalism.

SOC 2225 – Global Politics of Work *Marcos Lopez* Globally, a large portion of life is devoted to work. The type of work that people perform reflects global inequalities. Introduces the history of wage-labor and theoretical concepts used to understand the shifting dimensions of work and its implication for the global workforce. Particular focus on labor in the United States, Latin America, and Asia; manufacturing and service work; migration and labor trafficking; the body as the site for transforming labor into wage-labor; and forms of labor resistance.

SOC 2370 – Immigration and the Politics of Exclusion *Marcos Lopez* Looks at comparative lessons in global immigration to understand the political, economic, and social causes of migration--the politics of immigrant inclusion/exclusion--and the making of diaspora communities. Specific topics will include: the politics of citizenship and the condition of illegality; the global migrant workforce; and how class, gender, race, and sexuality influence the migrant experience.

SOC 3010 – Advanced Seminar: Current Controversies in Sociology *Marcos Lopez* Draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

SOC 3010 – Advanced Seminar: Current Controversies in Sociology *Oyman Basaran* Draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

SOC 2268 – Asian American Experience *Nancy Riley* Explores the experience of Asian Americans in contemporary U.S. society. Focusing on the present, but drawing from historical experience, we look at important elements and issues for Asian Americans today: the role of immigration and immigration policy; the advantages and disadvantages of the promotion of a pan-Asian culture; the particular experiences of different Asian cultures in the U.S.; the “myth of the model minority;” and the role of gender in these experiences. We also discuss what an understanding of Asian American experience adds to our understanding of race and ethnicity in the US today.

T

THTR 1201 – Acting I *Abigail Killeen* Introduces the intellectual, vocal, physical, and emotional challenge of the acting process. Students examine theatrical texts and practice the art of translating intellectual analysis into embodied performance. Fundamentals of text analysis are learned and practiced, preparing students for the more complex performance work required in all sections of Acting II.

THTR 1302 – Principles of Design *Judy Gailen* An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer’s perspective.

Through projects, readings, discussion, and critiques, explores the fundamental principles of visual design as they apply to set, lighting, and costume design, as well as text analysis for the designer and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills.

THTR 1700 – Performance in Production *Abigail Killeen* The collaborative performance of a full-length work with a professional director either on faculty or visiting as a guest artist. The production is produced by the Department and performed for the public. Areas of concentration include rehearsal and performance of roles as part of a fully-produced production with a creative team over approximately 120 concentrated hours through the Fall or Spring semesters. Students gain admission to Theater 1700 through audition. Rehearsals may fall outside of traditional class hours. Grading is Credit/D/Fail. One-half credit. May be repeated a maximum of four times for credit, earning a maximum of two credits.

THTR 1700 – Performance in Production *Davis Robinson* The collaborative performance of a full-length work with a professional director either on faculty or visiting as a guest artist. The production is produced by the Department and performed for the public. Areas of concentration include rehearsal and performance of roles as part of a fully-produced production with a creative team over approximately 120 concentrated hours through the Fall or Spring semesters. Students gain admission to Theater 1700 through audition. Rehearsals may fall outside of traditional class hours. Grading is Credit/D/Fail. One-half credit. May be repeated a maximum of four times for credit, earning a maximum of two credits.

THTR 1750 – Technical Production *Abigail Killeen* Exposes performance arts students to the technical production process for theater and dance performance and serves as a complementary course to Theater 1700: Performance in Production (.5 credit). Students observe and engage with several areas of production through supervised participation in one departmental production, either theater or dance. Students are introduced to all dimensions of technical production, including lighting, set, sound, media, costume design and creation, stage management, and technical direction, among others. Following this overview, students serve as production assistants for a specific production. They attend regular rehearsals and participate in the collaborative creation process. Tasks may also include dramaturgical research, assistant directing, and other support as determined to best benefit the student and their specific goals. Students are very much a part of the production team and are expected to follow professional codes of conduct within the production. The course may be taken on any show, but students in 1750 may not perform in the show associated with the course. This course requirement may be waived by students who are either already engaged in work study in the department, or the requirement can be met by students through an approved and supervised independent study (Theater or Dance 2970/4000) in an area of technical production or design. Because of the limited resources available, this course is available to majors only.

THTR 2201 – Acting II: Extreme Acting – Heightened Moments *Abigail Killeen* An intermediate acting course focused on the physical discipline, collaborative trust, and intellectual challenge of pursuing theatrical objectives within heightened emotional circumstances onstage. Students practice rigorous text analysis in charged classical and contemporary theatrical texts. They then translate their critical conclusions to effective rehearsal by learning and practicing new skills presented to a) free and connect the body and voice using traditional and experimental vocal training techniques, and b) establish and build trust through personal boundary-setting, a collaborative process made up of ensemble-focused

theatrical training techniques, and dynamic rehearsal. Students then investigate character development through large, connected vocal and physical choices and practice performing charged emotional scenes without sacrificing personal integrity, artistic truth, or the theatrical text's creative mission.

THTR 2203 – Directing *Davis Robinson* Introduces students to the major principles of play direction, including conceiving a production, script analysis, staging, casting, and rehearsing with actors. Students actively engage directing theories and techniques through collaborative class projects and complete the course by conceiving, casting, rehearsing, and presenting short plays of their choosing. A final research and rehearsal portfolio is required.

V

VART 1201 – Printmaking I *Carrie Scanga* How do we design images that visually express what we want to communicate? This question is at the heart of the printmaking discipline, which originated in the book and news printing industries and was later adopted as a tool by visual artists. Offers an exploration of image making through traditional and digital craft. Basic printmaking strategies and materials are introduced, such as ink, pressure, stencils, and multiples. Practices fine art print processes (digital, relief, and intaglio) using contemporary formats such as zines, stenciling, found objects, and collaboration. Exposure to historical and contemporary examples of printmaking through library special collections and museum visits, trips to local print shops and artists' studios, demonstrations, visiting artist projects, and critiques supplement learning in the printmaking studio. Prior experience with other methods of image making, such as drawing or photography, is not required.