

DESCRIPTIONS OF NEW, EXPERIMENTAL, REVISED AND SLOT COURSES TO BE OFFERED - SPRING 2002

ARTH 288 **Exp: Practical Aspects-Gallery Management** – This course aims to build upon the historical and theoretical foundations of Museum Studies I by introducing students to many of the practical issues facing curators and other museum/gallery professionals. The course will meet in the McClellan House, where students will have opportunities to participate in all stages of exhibition planning and collection management. Additionally students will write polished papers analyzing a series of readings on issues relevant to larger museums, such as the changing role of the curator, the rise of the “blockbuster” exhibition, and the commercialization of permanent collections. 3(3-0)

BIOL 288 **Exp: Human Physiology** – This course will examine the fundamental principles and facts of Human Physiology with a focus on the methods of biological control present in the main organ systems of the human. This will be coupled to an understanding of the major concepts of physiology. A lab that will meet once a week for a 3-hour session will accompany the course. Evaluations will be based on two midterm exams, a final exam, class participation, and both in and out of class short assignments. The laboratory grade will be averaged in with the class grade and evaluation will consist of participation and group lab reports and worksheets. Prerequisites: Biol 117 and Biol 119. 4(4-0)

BIOL 288 **Exp: Biological Issues** – This course will look at the bases of contemporary issues from the perspective of developing biologists. Both students and the instructor will choose topics that are of contemporary interest in the popular print and electronic media, and then delve more into the biology behind the issues, integrating it with other related aspects of biology. Potential issues include AIDS and possible AIDS treatments, biological warfare and terrorism, bioengineered organisms, global warming, etc. Prerequisite: One college level course in Biology or AP Credit. 3(3-0)

BIOL 388 **Exp: Advanced Genetics** – The course considers topics beyond those covered in the introductory course Biol 222, Genetics. The goal is to provide an introduction to topics such as quantitative genetics, population genetics, evolutionary theory, comparative genomics and genomic organization, epigenetics, developmental genetics, immunogenetics and cytogenetics that are generally not included in Biol 222. May be used for elective credit for Biology degree. Prerequisite: Biol 222. 3(3-0)

CDSC 436 **Communicative Disorders Research** – Students complete the NIH Human Participant Protection Education for Research Teams online course and then participate in the design, execution, and analysis of an empirical research project in communicative disorders under faculty supervision in the departmental laboratory or clinic. This course is intended to help prepare students to practice in an effective, ethical, legal, and safe manner. Prerequisites: CDSC 435 or permission of the instructor. 3(1-4)

CHEM 388 **Bioorganic Chemistry** – This course will survey natural products and their biosyntheses. Special attention will be paid to mechanistic aspects of biosynthesis. Total syntheses will be presented for representative members of each class of compound. The social and historical uses of natural products will also be considered. Prerequisites: Chem 213, Chem 214 and either Chem 300 or 302. 3(3-0)

DANC 340 **Studies in Dance: Dance Videography** – An intermediate study of the aesthetic, historical and practical aspects of dance videography. This course includes viewing principal artists’ work, research in the field, developing a movement aesthetic for camera, and practical aspects of production including camera basics, executing a video shoot, and simple video editing. Students will collaborate on short digital video projects. Prerequisites: 4 credits from Danc 201-204, 250, or 302-304; Danc 222; or permission of instructor. 3(3-0)

ENGL 237 **American Voices: Infrequently Read American Literature** – The course will focus on authors who are largely ignored, overlooked, or given short shrift. One of our concerns will be the criteria used to determine when a text is considered academically suitable. The writers from the United States to be discussed may include such figures as Edward Bellamy, Henry Longfellow, Helen Hunt Jackson, Thomas Wolfe, Marcia Davenport, and Sherwood Anderson. 3(3-0)

ENGL 237 **American Voices: Films on the West** – The course looks at film and occasional television versions of the American West. Films include both those which make the myths about the West (John Ford’s *Stagecoach*) and those using the West as canvas for statements on politics, race, and women. (*Thelma and Louise*, *Sopranos*). 3(3-0)

ENGL 237 **American Voices: African American Migration Narrative** – Students in this course will explore various stories about geographical, spiritual, and political migration. The course's final project will be for each student to explore through any means (visual, aural, written) the relationship between their own family's migrations ("family," in this case, has a very flexible definition) and African American migration narratives. Works include Jean Toomer's *Can*, Harriet Jacob's *Incidents in the Life of a Slave Girl*, Jacob Lawrence's series of migration paintings, Toni Morrison's *Song of Solomon*. 3(3-0)



- ENGL 250 Literature, Race and Science Fiction** – Students in this course will explore several ways in which science fiction/speculative writing creates a future in which to explore, disavow, or dismantle present conversations about "race." Possible works may include Octavia Butler's *Dawn*, various *Star Trek* episodes, *The Matrix*, and *Terminator 2*, and George Schuyler's *Black No More*. 3(3-0)
- ENGL 324 The British Novel: The Rise of the Novel** – This course looks at the development of the British novel from the eighteenth through the twentieth century through the reading of approximately seven novels. Students will write responses to the readings as well as formal essays and a final exam. 3(3-0)
- ENGL 358 Momaday and Silko** – This course focuses upon contemporary authors N. Scott Momaday and Leslie Marmon Silko, two important figures of the native American literary "renaissance." We will read extensively from their canon of literature, exploring emergent forms and themes that challenge our understanding of language, literature, identity, community, and American history and politics. 3(3-0)
- ENGL 358 Virginia Woolf** – This course focuses upon British author Virginia Woolf, an important figure in 20th century British Modernism. We will read extensively from her canon of literature, exploring her contributions to literary history. 3(3-0)
- ENGL 360 Post Colonial Literature: Literature of the Caribbean** – This course will explore commonalities and differences in texts and films by anglophone, francophone, and spanish-speaking Caribbean authors, underscoring the Pan-Caribbean scope of their defining experiences -- a shared history of foreign domination, slavery, colonialism, and imperialism, as well as a heritage of revolt, resistance and struggle to assert cultural and intellectual freedom. 3(3-0)
- ENGL 394 Senior Seminar: Medieval Mysticism** – This version of the senior seminar will study some of the great mystical writers of the Middle Ages. It will include a brief historical survey of the Christian Mystical Tradition (with some attention to Jewish and Islamic mysticism), but the major emphasis will be a reading and analysis of major texts in the tradition in the high Middle Ages, including the Cistercian Tradition, Bonaventure and the Franciscan mystical tradition, and the great women mystics of the Middle Ages. As a seminar, we will stress communal reports and guided research projects on selected texts and topics. 3(3-0)
- GEOG 388 The Geography of Islam** – The scale and diversity of the Islamic world are at odds with common perceptions which view Islam as quintessentially Middle Eastern or Arab. It is neither. This course surveys peoples in settings as wide-ranging as west and north Africa, southeastern Europe, central Asia and the Caucasus, south and southeast Asia (home to the majority of the world's Moslems), and—through migration and conversion—much of the industrialized world. The historical-geographical spread of Islam is examined, and the varied circumstances of Moslems are assessed in a regional framework. Prospects of socio-economic development, secularization, political representation and stability are considered in countervailing contexts of fundamentalism, anti-Western sentiment, fragile statehood, militarism, repression, and the geopolitics of oil. Key precedents for significant positive change, such as Turkey, will be explored in detail. 3(3-0)
- GSCI 388 Geologic Applications** – The course will enable students to: 1)collect field data with GPS instruments, 2)create sophisticated maps by combining raster contour map quadrangles with aerial photography, 3)construct georegistered geologic maps, and 4)input geologic field data directly into combined image-topographic raster maps on PC's. Prerequisites: GSCI 220 and permission of instructor. 3(3-0)
- HIST 220 Interp. in History: American Slavery** – This course examines how historical interpretations of slavery in the U.S. have changed over the last half century. Prior to WWII, historians generally viewed slavery as a relatively benign institution, believing that the overthrow of slavery did more damage to American society than the institution itself. Influenced by WWII, the Civil Rights Movement, the feminist movement, and other transformations in American society, historians began to explore slavery from the slave's perspective. Using class, gender, and race as categories of analysis, historians have revolutionized the study of slavery. Students will examine the historiography of slavery and the debates that drive the field. 4(4-0)
- HIST 221 Native American History** – The purpose of this course is to help you develop your skills as a writer. It will provide you with an introduction to the process of historical research and writing in a seminar setting. You will become acquainted with a variety of research methods, learn to interpret primary sources, and with the help of your instructor, learn to conceptualize, research, draft, edit and produce a high-quality study. You will also develop your critical skills, and learn how to construct and defend a meaningful argument, supported well by documentary evidence. The course will take as its subject Native American history and ethnohistory in Eastern North America between 1524 and 1838. 4(4-0)



HIST 221 Research in History: English Reformation – This course will cover England from the 1530s through the 1640s, a time period that saw Henry VIII's alteration of English religion, the turbulent reigns of "Bloody" Mary and Elizabeth, the rise of Puritanism, and the English civil wars. We will begin with an introduction to the basic issues and debates in 16th and early 17th century English history. Much of our work will concentrate on reading and critiquing primary source materials written by the men and women who lived through this era of change. Students will be expected to write at least five 5-page critical response papers dealing with matters of historical interpretation and source criticism, and will submit a 20-25 page research paper on a topic of their choice relating to England in the 16th and 17th centuries. 4(4-0)

HIST 288 Exp: European Expansion, 1400-1750 – This course will cover selected episodes in European encounters with non-European peoples during the period 1400-1750. Described by historians as an era of "Swarming" by Europeans, we will explore the consequences and legacies of early contact, conflict, and conquest. Using both "European" and "native" accounts of contact episodes, we will cover: early European exploration, the Spanish conquest of the Aztecs, the Atlantic slave trade, European settlements in North America, trade systems in Asia, and the exploration of the South Pacific. This is a reading intensive course and will require regular student participation in discussions. Required coursework will include: two exams, the submission of a 15 page research paper at the end of the semester, and extensive class participation. 3(3-0)

HIST 388/WMST 301 Exp: Women & Social Movements – This course will serve as the Women's Studies capstone and upper level history course. The class will include a general discussion of Women's Studies concepts and issues based on core readings; an in-depth case study of women in the Civil Rights Movement; an overview of women in other social movements; and substantial individual student projects related to the topic "Women and Social Movements." [Students taking for History credit must do a history project. Students taking for Women's Studies project can do more interdisciplinary projects.] 3(3-0)

HIST 391 Senior Seminar: U.S. Women's History – This course offers a general overview of women's history in the United States, from the colonial period to the present. Exploring major themes, course readings will also introduce students to potential research topics. In consultation with the professor, students will choose a topic, research primary and secondary sources, and complete a senior essay on women in American history. 3(3-0)

H&PE 188 Exp: Lifetime Fitness – The purpose of this course is to provide each student with an awareness of wellness and the benefits of physical fitness. The class will also present modifications in lifestyles and behaviors that will enhance quality of life. This course also stresses the importance of exercise for lifetime fitness. 1(1-0)

INTD 101 Stay Tuned: A History of Radio and Broadcast Controversy – This course is an episodic look at major issues and controversies in the history of American broadcast radio. After a brief overview of the founding of broadcast radio, we will examine such issues as: The Newspaper – Radio Wars of the 1920s; When Martians Landed on NBC – the War of the Worlds Broadcast; Windfall Prophets: How Commentary Became Journalism; 'Mind If I Look Around?': How Everyone Became a Public Figure; Covering a Story: Edward R. Murrow and Adolf Hitler reinvent journalism; Race to the Finish: Black Music and White Music; God, Television, Bribes, and Elvis: Rock and Roll; Narrowcasting and Formatting. 1(1-0)

INTD 101 Paris to the Moon: The World's Great Cities and Beyond – Based on the book *Paris to the Moon* by Alan Gopnik, a writer for the *New Yorker*, this course will explore what makes somewhere a great place to live. Discussion of cultural differences, utopias, and even the possibility of life on other planets will engage students in reflection upon their own identity in a diverse world. 1(1-0)

INTD 101 Why People Believe Weird Things – People believe weird things. In this class, we will discuss both the weird things people believe (e.g., the paranormal, aliens, cults, creationism, urban legends, and pseudoscience) and why people believe these things. The course also will address the foundations of science and skepticism. We will use a book with the same title as this course which was written by Michael Shermer, a professor at Occidental College and publisher of "Skeptic" magazine. Students will write three short papers and give two five-minute oral presentations. 1(1-0)

INTD 101 Are You A Rebel With or Without a Cause? – Throughout the history of the United States, "rebels" and "radicals" have challenged tradition and authority, been catalysts for real change, and been considered both heroes and villains. Do rebels need a cause? What does it mean to be a "rebel" or a "radical" in the U.S.? Is it a good thing or a bad thing? Are radicals good citizens? Are there rules? When should one become a rebel? What would life in the U.S. be like without rebels? Through text, music, and film, students will pursue the answers to these questions and others regarding radicalism in American culture, as well as examine their own place and responsibilities as citizens in a free society. 1(1-0)



- INTD 101 Global Issues Roundtable** – This course digs into some of the major political issues at stake in international relations. We will explore and discuss issues such as: how to respond to terrorism; should we build a national missile defense; prosecuting war crimes; problems of free trade; and confronting sweatshops and child-labor, just to name a few. It is discussion-intensive and requires no previous knowledge of politics. 1(1-0)
- INTD 101 Theories and Practice of Leadership & Teambuilding** – Theories and Practice of Leadership and Teambuilding is a high-energy seminar with a lot of hands on experience. This course is designed to introduce students to leadership and teambuilding theories and practice. Students will gain an understanding of the history and various theories of leadership and teambuilding. Students will review and critique leadership styles. Students will be given the opportunity to learn through a variety of readings, case study sessions, seminar style discussions, and outdoor and experiential activities. 1(1-0)
- MATH 288 Exp: Calculus II for Biologists** – A continuation of first semester calculus, with an emphasis on applications to the biological sciences. Topics to be covered include exponential and logarithmic functions, differential equations, matrices, systems of differential equations, and an introduction to probability and statistics. Prerequisite: Math 221. 4(4-0)
- MATH 388 Exp: Applied Error-Correcting Codes** – A code is a representation of information. A great deal of research has been devoted to finding efficient schemes by which information can be coded for reliable transmission, storage and/or retrieval. Error-correcting codes are used to correct errors that can occur when a message is transmitted through a noisy channel. The channel can be a satellite, radio link, computer or even a chemical reaction. The principle idea of coding theory is to encode a message by adding some redundancy to it, so that the original message can be recovered even if errors occur in its transmission. The main problem of coding theory is to develop coding schemes that tend to minimize the amount of redundancy needed to encode and the amount of time to decode. We use a blend of algebra, combinatorics, and geometry to study the mathematical modeling and applications of codes. Prerequisites: Math 233 or Math 237 or permission of instructor. 2(2-0)
- PHIL 397 Seminar: Realism** – The focus of this course will be the question whether reality is mind-independent or mind-dependent. The views of Plato, George Berkeley, Immanuel Kant, W.V.O. Quine, Gustav Bergmann, Panayot Butchvarov, Richard Rorty, Michael Dummett, Hilary Putnam, Ernest Sosa, and Michael Devitt will be considered, among others. 3(3-0)
- PLSC 388 Exp: Terrorism** – The tragic events of September 11, 2001 forced many to suddenly and profoundly confront a phenomenon that is neither modern nor localized terrorism. This course will introduce students to the concepts, theories, cases, and controversies surrounding terrorism by examining the following: defining terrorism; tactics and targets; motivations; innovation; and counter-terrorism. Cross-regional case studies will include domestic terrorism in the United States (and Canada), as well as “international terrorism” in Latin America (FARC, Shining Path), Europe (ETA, IRA), South Africa (Al-Qibla), the Middle East and North Africa (Hizbollah, HAMAS, Al-Jihad, Gama’at al-Islamiyya), Central and South Asia (Al-Qaeda, Al-Fuqra, HUM), and East Asia (Abu Sayyaf, Aum Shinrikyo). Amongst the controversies considered will be distinguishing between guerilla and/or revolutionary movements and terrorism, the role of states in terrorism, organized crime and terrorism, counter-terrorism options, and preventing terrorism. 3(3-0)
- PLSC 388 Exp: Sel Iss-US Foreign Policy** – This course will focus on selected problems in U.S. foreign policy since the end of World War II. Among the topics that will be considered for study are the origins of the Cold War, U.S. military and political intervention (covert and overt) in foreign countries, the embargo against Cuba, deterrence theory and practice, the war against terrorism, NAFTA, non-participation in international treaties and agreements like the Kyoto Protocol, the International Criminal Court, and the International Campaign to Ban Land Mines, regional policies, National Missile Defense, and President Bush’s new national security doctrine. Classes will be run as a seminar, with each student doing major research on a topic of his or her choice. Prerequisite: Plsc 246 or permission of the instructor. 3(3-0)
- PSYC 352 Threat & Prejudice** – This course is designed to be an advanced-level study of psychological research methodology and statistics. This particular section will examine research on the relationship between threat and prejudice. Recent research indicates that both personal threat and group-level threat predict derogation of traditionally stereotyped groups in unique ways. Students will read primary source literature on threat and prejudice as well as design and conduct several studies based on previously published research. In addition, students will have the opportunity to develop their professional writing skills by writing several APA-style papers throughout the semester. 3(3-0)



PSYC 352 Psychology of Happiness – We will examine known and potential correlates of happiness. Of interest in this area is the extent to which various demographic, personality and life-situation factors can predict happiness independently of each other. Interestingly, some of the factors that are often thought to be highly predictive of happiness, such as income level, actually predict happiness only weakly, or not at all. 3(3-0)

SOCL 381 Selected Topics: Sociology of Mass Media and Popular Culture – The course will examine the role of mass media and popular culture in the production and reproduction of inequality. Students will become familiar with sociological understandings of the factors that shape audience reception of media and popular culture. We will also examine the effects of cultural globalization – the transnational movements of media around the world. Special attention will be given to mass media in India. Each student will write a term paper based on his or her own content analysis of popular-culture products, interviews with consumers of popular culture, or participant observation of mass-media consumption. 3(3-0)

WMST 288 Murder Mysteries – We will examine the topic of gender, violence, and convention by looking at pairs of murder mysteries from series featuring the same main character. The questions we will pose is “How much violence does society find acceptable from women, even women who solve crimes? Can we become comfortable with violent women, even when they’re using that violence for good?” Society is well-conditioned to men using violence to solve crimes; similarly, violence against women is conventional, if not overtly acceptable. Using novels by both men and women we will question the traditional role of the hero who saves the victim. The paper will allow students to incorporate examples from television and/or film. 3(3-0)