Course Catalog
Middlebury College
Fall 2010, Winter 2011, Spring 2011
# Table of Contents

African American Studies Minor ......................................................................................................................1

African Studies Minor ........................................................................................................................................2

American Studies ................................................................................................................................................5

Arabic .................................................................................................................................................................15

Biology ................................................................................................................................................................18

Chemistry & Biochemistry ...............................................................................................................................26

Chinese ...............................................................................................................................................................34

Classics & Classical Studies .............................................................................................................................41

Computer Science .............................................................................................................................................47

Dance ..................................................................................................................................................................51

Economics ..........................................................................................................................................................55

Education Studies ..............................................................................................................................................67

English & American Literatures .....................................................................................................................74

Environmental Studies ....................................................................................................................................88

Film & Media Culture .........................................................................................................................................96

First Year Seminars ........................................................................................................................................104

French ..............................................................................................................................................................117

Geography .......................................................................................................................................................123

Geology ............................................................................................................................................................128

German ............................................................................................................................................................132

History ...............................................................................................................................................................136

History of Art & Architecture .........................................................................................................................149

Interdepartmental Courses ..............................................................................................................................160
# Table of Contents

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Politics &amp; Economics</td>
<td>167</td>
</tr>
<tr>
<td>International Studies</td>
<td>169</td>
</tr>
<tr>
<td>Italian</td>
<td>178</td>
</tr>
<tr>
<td>Japanese</td>
<td>183</td>
</tr>
<tr>
<td>Linguistics</td>
<td>189</td>
</tr>
<tr>
<td>Jewish Studies Minor</td>
<td>192</td>
</tr>
<tr>
<td>Literary Studies</td>
<td>195</td>
</tr>
<tr>
<td>Literature Program</td>
<td>200</td>
</tr>
<tr>
<td>Mathematics</td>
<td>202</td>
</tr>
<tr>
<td>Molecular Biology &amp; Biochemistry</td>
<td>208</td>
</tr>
<tr>
<td>Music</td>
<td>212</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>219</td>
</tr>
<tr>
<td>Philosophy</td>
<td>222</td>
</tr>
<tr>
<td>Physics</td>
<td>229</td>
</tr>
<tr>
<td>Political Science</td>
<td>235</td>
</tr>
<tr>
<td>Psychology</td>
<td>250</td>
</tr>
<tr>
<td>Religion</td>
<td>259</td>
</tr>
<tr>
<td>Russian</td>
<td>269</td>
</tr>
<tr>
<td>Sociology &amp; Anthropology</td>
<td>273</td>
</tr>
<tr>
<td>South Asian Studies Minor</td>
<td>284</td>
</tr>
<tr>
<td>Spanish &amp; Portuguese</td>
<td>285</td>
</tr>
<tr>
<td>Studio Art</td>
<td>295</td>
</tr>
<tr>
<td>Theatre</td>
<td>299</td>
</tr>
</tbody>
</table>
Table of Contents

Women's and Gender Studies ........................................................................................................................306

Writing Program .............................................................................................................................................314

Other Courses ..................................................................................................................................................316
African American Studies Minor

Professors: William Nash (program director, American studies and English and American literature) Ellen Oxfeld (sociology/anthropology), James Ralph (history); Associate Professors: William Hart (history); Program Coordinator: Rene Brown

This program offers a minor in African American studies to students who complete the following requirements:

(1) The following core courses, designed to offer theoretical perspectives and broad background:

* HIST 0371 African American History
* AMST/SOAN 0224 Race and Ethnicity in the US

(2) Two of the following courses, which are more focused explorations of a part of the African American experience:

* AMST 0330 Black Chicago
* ENAM/AMST 0252 African American Literature
* HIST 0372 The Civil Rights Revolution

(3) One advanced, relevant 0400 level course or an independent 0500-level project.

Other appropriate courses offered during the fall and spring semesters, or during the winter term, may be substituted for courses in category 2 at the discretion of the program director. The director or minor advisor will also approve courses to count in category 3.
African Studies Minor

Associate Professor: Armelle Crouzieres-Ingentron (French) (program director), Michael Sheridan (sociology/anthropology), Jacob Tropp (history). Assistant Professor: Claudia Cooper (education studies); Nadia Horning (political science), Program Coordinator: Carolann Davis

This program offers a minor in African Studies to students who complete the following requirements:

(1) Two of the following courses which focus primarily on Africa:

- ECON 0327 Economic Development in Africa
- FREN 0395 Women's Voices from the Francophone World
- FREN 0396 (Re)Constructing Identities in Francophone Colonial and Postcolonial Fiction
- FREN 0398 Children and Civil War in Francophone African Literature
- FREN 0492 Denunciation and Literature: The Awakening of the Maghreb
- FYSE 1071 Everyday Life in South Africa
- FYSE 1290 Images of Africa
- FYSE 1332 Reading Africa
- HIST 0225 History of Africa to 1800
- HIST 0419 Readings in African History
- HIST 0420 Popular Culture in African History
- HIST/WAGS 0421 Women and Gender in African History
- HIST 0226 Modern Africa
- PSCI 0202 African Politics
- PSCI 0431 Seminar on African Government
- SOAN 0332 Africa Continuity and Change
- SOAN 0333 Africa: Environment and Society

(2) Two additional courses, either chosen from group (1) above or from the following courses, which include significant materials on Africa and/or the African Diaspora. When given the option to pursue independent research projects in these courses, students are expected to choose Africa-related topics to contribute to their minor:

- DANC 0163 From Africa to America: Moving from Our Core
ECON 0425 Seminar on Economic Development
ECON 0465 Special Topics in Environmental Economics
FREN 0394 Black and Beur Expression
GEOG 0210 Geographical Perspectives on International Development
HIST 0105 The Atlantic World: 1492-1900
HIST 0109 History of Islam and the Middle East, Since 1453
HIST 0263 Religion and Politics in Islamic History
HIST 0371 African American History
HIST 0413 Diaspora and Exile
HIST/WAGS 0416 Readings in Middle Eastern History: Women and Islam
MUSC 1066 The History of the American Negro Spiritual
PSCI 0209 Local Green Politics
PSCI 0217 Politics of the Middle East and North Africa
PSCI 0258 The Politics of International Humanitarian Action
PSCI 0330 Comparative Development Strategies
PSCI 0378 Civil Conflict in Africa and the Middle East
PSCI 0438 Political Islam
RELI 0150 The Islamic Tradition
RELI 0272 African American Religious History
RELI 0330 Seminar in Christian Studies: Justice, Forgiveness, and Political Virtue
RELI 0359 Issues in Islamic Law and Ethics: Questions of Life and Death
SOAN 0211 Human Ecology
SOAN 0267 Global Health
SOAN 0468 Success and Failure in Global Health and Development Projects
SOAN 0340 The Anthropology of Human Rights
SOAN/RELI 0353 Islam in Practice: Anthropology of Muslim Cultures

African Studies Minor
*Courses offered during the winter term may apply to the minor.

(3) One advanced seminar course (0300- or 0400-level, depending on the department), or a relevant, independent 0500-level project (at the discretion of the program director).

Other courses offered during the fall, winter, or spring terms, or at affiliated institutions abroad, may be substituted for the above listed courses at the discretion of the program director. As a general rule, no more than one course from a study abroad program will be counted towards the fulfillment of the minor.
American Studies

Requirements: A minimum of twelve courses including introductory courses, electives, upper-level seminars, and a four-course concentration designed in consultation with a faculty advisor. Students must also complete a one-semester independent senior essay or a two-semester honors thesis.

Introductory Courses: (at least two should be taken before the junior year; all are required for completion of the major):
1) AMST 0209 American Literature and Culture, Origins-1830
2) AMST 0210 Formation of Modern American Culture I, 1830-1919
3) AMST 0211 Formation of Modern American Culture II, 1920-2001

Electives: Three AMST electives, two of which must be numbered 0200 or higher. These courses may be cross-listed with other departments. Courses may not count toward both the elective and concentration requirements.

Seminars: 1) AMST 0400 Junior Seminar in American Studies: Theories, Methods, and Practice; and 2) AMST 0704 Senior Seminar: American Culture in a Comparative Context

Independent Senior Research: Seniors must complete a one-credit research project and essay of approximately 30 pages, or, if otherwise qualified, a two-credit honors thesis of approximately 70 pages. Equivalent work in other media is also possible. To qualify for the writing of the two-credit honors thesis, a student must have a 3.5 or better GPA in courses taken toward completion of the major. All essay and thesis topics require approval of the faculty in the program.

Concentrations: Concentrations must bring together coherent clusters of four courses that address particular themes, periods, movements, or modes of thought and expression. In consultation with an advisor and with approval of the program, students will develop an interdisciplinary concentration in one of these areas:

Popular Culture: Students will study popular cultural forms, their reception, and the history of their production in the United States. Courses will especially focus on the conflicts between popular culture as a site of creativity and democratic empowerment on the one hand, and as a product of dominant commercialized cultural industries on the other.

Race and Ethnicity: Students will examine specific groups in depth and in comparison, exploring racial and ethnic history, political struggles, creative and cultural practices, and individual and collective modes of identity formation. By studying how and why racial and ethnic identities have evolved in the United States, students will understand their central place in the formation of the American nation.

Artistic and Intellectual Traditions: Students will focus on literary, religious, philosophical, and social thought and its expression in the United States. They will be encouraged to examine particular currents of thought (e.g., evangelicalism, liberalism, romanticism, modernism, progressivism) or modes of expression (e.g., literature, visual art, or film) that have been important to American culture.

Space and Place: Students will explore the importance of landscape and place in American culture. Course work may include the study of American regional geography, the historical and aesthetic dimensions of the built environment, the impacts of urban growth, suburbanization, or the imagining of utopian spaces.

Cultural Politics: Students will explore the relationship between culture, ideology, and the political system. People create meaning about their personal and public lives through cultural practices, but those practices take place within institutional and ideological structures. Relevant courses might explore ethics and religion; political parties and social movements; feminism and gender studies; and representation and visual culture.

Self-Designed Concentration: Self-designed concentrations must be built in close consultation with a faculty advisor and should focus on a cultural theme or interdisciplinary area of inquiry. Potential topics might include: Gender & American Culture; American Environmentalism; Visual Culture; Industrialization of America; and Immigration and Cultural Exchanges.

Joint Major Requirements: Students may major in AMST jointly with another discipline or program.
Students must discuss their rationale for doing so with their advisor in AMST and joint majors must be approved by the faculty in AMST. Required courses for a joint major in AMST are: AMST 0209, AMST 0210, AMST 0211, AMST 0400, AMST 0704, and 2 AMST electives.

**Minor Requirements:** Students may complete a minor in American Studies by taking the following courses: AMST 0210, either AMST 0209 or AMST 0211, AMST 0400, three AMST electives.

**Study Abroad for American Studies Majors:** The faculty members of the Program in American Studies recognize the benefits of cross-cultural learning and encourage majors to take advantage of study abroad opportunities. Often students returning from study abroad undertake senior work (theses, senior essays) that responds to their cultural learning while abroad. We encourage students to take courses in their study abroad program that focus on the host culture and thereby allow the best opportunity for cultural comparison.

Majors in the American studies program have a required seminar in the fall of the junior year (AMST 0400) that precludes study abroad in that semester. Students should plan their study abroad programs carefully to ensure they are taking required courses in the major in an appropriate sequence. The American studies program enjoys being host to exchange students from the American studies programs at the Universities of East Anglia and Nottingham in Great Britain.

**AMST 0101 Introduction to American Studies: The Imagination of Disaster (Spring 2011)**

In this course we will offer an introduction to the interdisciplinary study of American culture and identity. Integrating a range of sources and methods, we will examine myths, symbols, values, and social changes that have been used to create and contest ideas of "Americanness." Sources for the course will include movies, fiction, political and religious tracts, advertising, TV shows, music, biography, and architecture. This year, we will focus on the meaning and narration of disaster in American culture, stretching from Puritan fears of God's wrath to contemporary responses to 9/11 and the devastation of Hurricane Katrina. Specific texts will include Margaret Atwood, *The Handmaid's Tale*; Susan Sontag, *The Imagination of Disaster*; Cormac McCarthy, *The Road*; and films such as Irwin Allen's *The Towering Inferno* and Roland Emmerich's *The Day After Tomorrow*. 3 hrs. lect./disc. NOR

**AMST 0104 Television & American Culture (Fall 2010)**

This course explores American life in the last six decades through an analysis of our central medium: television. Spanning a history of television from its origins in radio to its future in digital convergence, we will consider television's role in both reflecting and constituting American society through a variety of approaches. Our topical exploration will consider the economics of the television industry, television's role within American democracy, the formal attributes of a variety of television genres, television as a site of gender and racial identity formation, television's role in everyday life, and the medium's technological and social impacts. (Formerly FMMC 0236) 2 hrs. lect./3 hrs. screen./1 hr. disc. NOR, SOC

**AMST 0105 Introduction to Disability Studies (Fall 2010)**

In this course we will explore the varied and evolving meanings of disability-as condition, lived experience, and analytical framework. Dominant issues - including representation, education, employment, bioethics, institutions, community, and policies and rights will serve as touchstones for research, analysis, and learning. Rigorous attention to the links between disability and other significant social categories, such as race, ethnicity, socioeconomic class, sexual orientation and identification, gender, and age define disability studies and this course. Films, on-line exhibits, music, advertising, popular media, and the material world reflect the wide range of sources on which this course draws. While the United States is highlighted in this class,
transnational and global components figure significantly as well. 3 hrs. sem. CW, NOR, SOC

**AMST 0170 Religion in America (Fall 2010)**

America often has been defined paradoxically as both the "most religious" and "least religious" of nations. This course, a historical survey of American religious life, will trace the unique story of American religion from colonial times to the present. Guiding our exploration will be the ideas of "contact," "conflict," and "combination." Along the way, we will examine the varieties of religious experiences and traditions that have shaped and been shaped by American culture such as, Native American traditions, Puritan life and thought, evangelicalism, immigration, African-American religious experience, women's movements, and the on-going challenges of religious diversity. Readings include sermons, essays, diaries and fiction, as well as secondary source material. 2 hrs. lect. 1 hr. disc. (formerly RELI/HIST/AMCV 0170) HIS, NOR, PHL

**AMST 0202 The American Mind (Fall 2010)**

This course will provide an introduction to the history of influential ideas in and of America, with particular regard to their changing cultural contexts, and their origin in writers' personal experiences. A continuing concern will be the extent and validity of American claims to be an exceptional nation, somehow exempt from world history. Writings will include Franklin, Jefferson, Tocqueville, William James, Henry Adams, Walter Lippmann, Reinhold Niebuhr, Betty Friedan, Frederic Jameson, and Neil Postman. 3 hrs. sem. (Previously taught as HIST/AMST 0426). HIS, NOR

**AMST 0203 Media, Sports, & Identity (Winter 2011)**

In this course we will examine the relationship between media, sports, and the formulation of one's identity. We will examine issues pertaining to gender identification, violence, and hero worship. Reading critical essays on the subject, studying media coverage of sporting events, and writing short analytical essays will enable us to determine key elements concerning how sports are contextualized in American culture. Student essays will form the basis of a more in-depth inquiry that each student will then present, using media, at the end of the course. (Not open to students who have taken WRPR 1002) CW, NOR, SOC

**AMST 0206 Nineteenth-Century American Literature (Fall 2010, Spring 2011)**

This course will examine major developments in the literary world of 19th century America. Specific topics to be addressed might include the transition from Romanticism to Regionalism and Realism, the origins and evolution of the novel in the United States, and the tensions arising from the emergence of a commercial marketplace for literature. Attention will also be paid to the rise of women as literary professionals in America and the persistent problematizing of race and slavery. Among others, authors may include J. F. Cooper, Emerson, Melville, Douglass, Chopin, Whitman, Dickinson, Twain, Hawthorne, Stowe, Alcott, Wharton, and James. 3 hrs. lect. LIT, NOR

**AMST 0209 American Literature and Culture: Origins-1830 (Pre-1800) (Fall 2010)**

A study of literary and other cultural forms in early America, including gravestones, architecture, furniture and visual art. We will consider how writing and these other forms gave life to ideas about religion, diversity,
civic obligation and individual rights that dominated not only colonial life but that continue to influence notions of "Americanness" into the present day. (Formerly AMCV/AMLT 0201) 3 hrs. lect./disc. LIT, NOR

AMST 0210 Formation of Modern American Culture I: 1830-1919 (Fall 2010)

An introduction to the study of American culture from 1830 through World War I with an emphasis on the changing shape of popular, mass, and elite cultural forms. We will explore a widely-accepted scholarly notion that a new, distinctively national and modern culture emerged during this period and that particular ideas of social formation (race, class, gender, sexuality, etc.) came with it. We will practice the interdisciplinary interpretation of American culture by exploring a wide range of subjects and media: economic change, social class, biography and autobiography, politics, photo-journalism, novels, architecture, painting, and photography. Required of all American studies majors. (Formerly AMCV 0210) 3 hrs. lect./disc. HIS, NOR

AMST 0211 Formation of Modern American Culture II: 1920-2001 (Spring 2011)

A continuation of the themes addressed in AMST 0210, tracing the development of a distinctive national and international American culture between 1920 and 2001. The class will highlight the rise of modern mass culture, focusing on the emergence of new cultural forms and media, the increasingly public role played by women and racial minorities, the changing nature of the built environment, and the importance of American popular culture on the world stage. Less a survey of cultural history than an interdisciplinary examination of key issues and conflicts, the course will be organized around a variety of written, visual, and aural texts. Required of all American studies majors. (Formerly AMCV 0211) 3 hrs. lect./disc. HIS, NOR

AMST 0212 American Literature Since 1945 (Spring 2011)

In this course we will trace the development of the postmodern sensibility in American literature since the Second World War. We will read works in four genres: short fiction, novels, non-fiction (the "new journalism"), and poetry. Authors will include Saul Bellow, Joseph Heller, Ralph Ellison, Flannery O'Connor, Jack Kerouac, Vladimir Nabokov, Tom Wolfe, Joan Didion, Toni Morrison, and Don DeLillo. 3 hrs. lect. LIT, NOR

AMST 0218 Cultural Geography (Spring 2011)

What do landscapes mean? How are places created and invested with significance? Why do people struggle to control public and private space? This course examines these and similar questions. Its main goals are to open students' eyes to the wealth of meanings embodied in the built environment and our metaphorical understandings of landscape, place, space, and geographical identity, and to teach skills for interpreting and representing those meanings. Lectures, course readings, and small-group projects will draw on social theory and empirical approaches, with a regional emphasis on North America. 3 hrs. lect. NOR, SOC

AMST 0219 Historical Geography of North America (Fall 2010)

North American society and landscape have been shaped by powerful forces over the last 500 years: conquest,
disease, war, migration, the railroad and the farmer's plow, urban growth, and industrial transformation. In the process, new regional cultures formed while older societies were profoundly changed. In this course we will examine the geography of historical change in the United States and Canada, focusing on the themes of territorial control, human settlement, the inscribing of cultural and economic systems on the land, and North Americans' attitudes toward the places they inhabit. Limited spaces available to fulfill college writing requirement 3 hrs. lect. CW, HIS, NOR, SOC

**AMST 0221 Segregation in America: Baseball's Negro Leagues (Fall 2010)**

Like many aspects of American life, organized baseball was segregated, black and white, from the end of the 19th century to the mid 20th century. In this course we will examine the absorbing chronicle of baseball's "Negro leagues." We will learn about the great players and teams, and consider how this sporting phenomenon reflects American values and represents this period in our history. We will address important questions about sports and their cultural significance. What do sports tell us about ourselves and our past? Can we understand our cultural heritage by looking through the lens of sports, black baseball in this case? We will also consider how art is created from these historical roots. (Student who have taken FYSE 1004 or AMST 0223 are not eligible to register for this course.) 3 hrs. lect./disc. CMP, NOR

**AMST 0224 Formations of Race and Ethnicity in the U.S. (Fall 2010)**

Historical memories, everyday experiences, and possible futures are powerfully shaped by racial and ethnic differences. Categories of race and ethnicity structure social relationships and cultural meanings in the United States and beyond. In this course we will track the theoretical and historical bases of ideas of race and ethnicity in modern America. We will investigate how race and ethnicity intersect at particular historical moments with other forms of difference including gender, sexuality, nation, and class. The course offers an approach informed by critical studies of race including texts in history, political theory, cultural studies, and anthropology. 3 hrs. lect. NOR, SOC

**AMST 0225 Gothic and Horror (Spring 2011)**

This course examines the forms and meanings of the Gothic and horror over the last 250 years in the West. How have effects of fright, terror, or awe been achieved over this span and why do audiences find such effects attractive? Our purpose will be to understand the generic structures of horror and their evolution in tandem with broader cultural changes. Course materials will include fiction, film, readings in the theory of horror, architecture, visual arts, and electronic media. 3 hrs. lect./disc. (Students who have taken AMCV 0330 Topics in Am. Civ.: Gothic and Horror are not eligible to register for this course.) 3 hrs lect. HIS, NOR

**AMST 0227 Asian Americas (Fall 2010)**

In this course we will investigate cultural transformations, cultural politics, and the cultural productions of and about Asian Americans. The themes of immigration, nation, and citizenship are central to the construction of the U.S. racial category of Asian. Those addressed within the category are highly diverse and differentiated along class, gender, and generational lines, yet the racial category structures particular kinds of experiences and possibilities for subjects. Historical transformations and contemporary issues in a variety of Asian American contexts will be investigated through a variety of texts including historical accounts, cultural
AMST 0245 American Landscape: 1825-1865 (Spring 2011)

This course will explore American landscape painting through an interdisciplinary approach, employing art, literature, religion, and history. In studying the landscape paintings of Thomas Cole, Asher B. Durand, and Frederic Church, we will also consider the commercial growth of New York City; the myths and legends of the Catskill Mountains; the writings of James Fenimore Cooper, Washington Irving, and Henry David Thoreau; the opening of the Erie Canal; and the design and construction of Central Park. (Formerly AMCV 0245) 3 hrs. lect./disc. ART, HIS, NOR

AMST 0250 How El Norte Became the Southwest (Spring 2011)

In this course we will study the political and cultural transformation of Northern Mexican/ Southwestern borderlands. Themes and issues will include: Mexican conceptions of frontier, constructions of identity by Tejanos, Californios, and Hispanics, the history of the Mexican American War, demographic transformation, and the role of dispossession and Americanization in cultural change. We will focus on close readings of texts such as: Maria Ruiz de Burton's *The Squatter and the Don*, *The Life and Times of Juaquin Murrieta*, Willa Cather's *Death Comes for the Archbishop*, Helen Hunt Jackson's *Ramona*, and the screenplay of the movie *Lone Star*. (Formerly INTL/AMST 0477). 3 hrs. lect/disc. CMP, HIS, NOR, SOC

AMST 0252 African American Literature (Spring 2011)

This course surveys developments in African American fiction, drama, poetry, and essays during the 20th century. Reading texts in their social, historical, and cultural contexts and often in conjunction with other African American art forms like music and visual art, we will explore the evolution and deployment of various visions of black being and black artistry, from the Harlem Renaissance through social realism and the Black Arts Movement, to the contemporary post-soul aesthetic. Authors may include Langston Hughes, Zora Neale Hurston, Gwendolyn Brooks, Ralph Ellison, Lorraine Hansberry, Amiri Baraka, Ishmael Reed, Toni Morrison, Charles Johnson, and Octavia Butler. 3 hrs lect/disc. LIT, NOR

AMST 0254 Millennial Media: Youth Audiences and Commercial Culture (Spring 2011)

Coming of age narratives speak to both youth audiences and adult viewers, and thus have a pervasive impact on popular culture. In this course, we will explore the commercial construct of the "millennial generation," a generation imagined to span those born from the late 1970s through 2000. We will consider how representations of adolescents circulate in American film, television, and digital media texts such as *Harry Potter* and *Glee*, examining their industrial contexts and their audience response. We will interrogate trade and popular publications seeking to define millennials, and consider the social significance of generational discourse more broadly. (FMMC 0104 or AMST 0211) 3 hrs. lect./3 hrs. screen. ART, NOR

AMST 0283 From George Washington to John Travolta: Social Dance in Popular Culture (Fall 2010)
In this course we will examine religion, gender, morality, etiquette, politics, and other cultural and societal issues in American history as they intersect in the public sphere through the activity of social dance. Coursework will involve the investigation of primary source materials including contemporary letters and diaries, dance manuals, newspaper and journal reports, and accounts of social dance in American literature. Students will read texts on dance and cultural history, view images of dance in American art and popular film, and listen to four centuries of American dance music. 3 hrs. lect./2 hrs. screening ART, HIS, NOR

**AMST 0301 Madness in America (Spring 2011)**

It's a mad, mad course. In this course we will focus on representations of madness from colonial to late 20th century America, emphasizing the links between popular and material culture, science, medicine, and institutions. We will consider how ideas about madness (and normalcy) reflect broader (and shifting) notions of identity. Thus, issues of race, ethnicity, gender and sexual orientation, community, class, and region will play significant roles in our discussions and critiques. To complement foundational readings, this course will draw on American literature, documentary and entertainment films, music, and materials from the college's special collections. NOR, SOC

**AMST 0342 Southern American Literature (Fall 2010)**

In William Faulkner's *Absolom, Absolom!* Canadian Shreve McCannon commands his roommate, Mississippian Quentin Compson, "Tell about the South. What's it like there. What do they do there. Why do they live there. Why do they live at all?" Our course will take on writers who want to "tell about the South" in the post-Civil War era and beyond, as they seek to help re-define and revitalize their region. We will focus our regional exploration on the "Southern Renascence," when writers and theorists like the Agrarians re-examined Southern history and reconsidered their role in relation to their regional community. Authors including William Faulkner, Zora Neale Hurston, Robert Penn Warren, Eudora Welty, and Tennessee Williams developed a new awareness of the restrictions of racial and gender roles, an interest in literary experimentation, and an increasingly realistic presentation of social conditions in the south. We will consider the legacy of these writers in later 20th century texts by authors such as Flannery O'Connor, Walker Percy, Alice Walker, Cormac McCarthy, Ernest Gaines, Randall Kenan and even relative newcomers such as Jackson Tippett McCrea. 3 hrs. lect./disc. LIT, NOR

**AMST 0355 Theories of Popular Culture (Spring 2011)**

This course introduces a range of theoretical approaches to study popular culture, exploring the intersection between everyday life, mass media, and broader political and historical contexts within the United States. We will consider key theoretical readings and approaches to studying culture, including ideology and hegemony theory, political economy, audience studies, subcultural analysis, the politics of taste, and cultural representations of identity. Using these theoretical tools, we will examine a range of popular media and sites of cultural expression, from television to toys, technology to music, to understand popular culture as a site of ongoing political and social struggle. (Formerly AMST/FMMC 0275) (FMMC 0102 or FMMC 0104 or FMMC 0236 or AMST 0211) 3 hrs. lect./disc./3 hrs. screen. SOC

**AMST 0356 Chicago Stories (Spring 2011)**

This course offers a survey of literature about Chicago, starting in the 1890s, when America's "shock city" first began to imagine itself in fiction and continue up through the present day and contemporary imaginings of the post-industrial city. Readings will include works by Theodore Dreiser, Sherwood Anderson, Carl Sandburg, Willa Cather, Richard Wright, Saul Bellow, Gwendolyn Brooks, Sandra Cisneros, and Stuart
Dybek. In addition to landmark examples of Chicago literature, we will consider non-fictional representations of the city's history and culture (e.g. sociology, urban reform writing) as well as critical analyses that illuminate the Chicago literary tradition and urban literature in general. 3 hrs. lect. LIT, NOR

**AMST 0365 The Art and Language of the Civil War (Fall 2010)**

The course will begin with a review of the major historical events of the Civil War. We will then study the conflict through the paintings of Winslow Homer and Frederic Church, the poetry and prose of Walt Whitman, the photographs of Matthew Brady, and the political writings of Abraham Lincoln. Particular emphasis will be placed upon the thoughts and attitudes of the common soldier as reflected in his diaries and journals. (Formerly AMCV 0365) 3 hrs. lect./disc. ART, HIS, NOR

**AMST 0370 Seminar in American Religion (Fall 2010)**

*Seminar in American Religion: Race, Religion, and Gender in African-American Women's Experience*

African American women have stood at a unique intersection of race and gender in America. This course examines how African American women in the Christian tradition have negotiated this intersection and dealt with the multiple forms of oppression that grew out of the various socially constructed hierarchies related to race and gender. Through a combination of secondary, primary and biographical sources, the course explores the lives of African American women from the opening of the 20th century through the Civil Rights Movement with the aim of gaining insight into how religious experiences aided them in overcoming oppression and creating new opportunities. Drawing on insights drawn from these sources, the course will also ask how the past informs our understanding of women and race in contemporary American society. 3 hrs. sem.

**AMST 0371 African American History (Fall 2010)**

This course will explore the history of the African American people from the slave trade to the present. It will examine the process of enslavement, the nature of American slavery, the meaning of emancipation, the response to the rise of legalized segregation, and the modern struggle for equality. Special attention will be given to placing the African American story within the context of the developing American nation, its institutions, and its culture. 2 hrs. lect., 1 hr. disc. HIS, NOR

**AMST 0373 History of American Women: 1869-1999 (Fall 2010)**

This course will examine women's social, political, cultural, and economic position in American society from 1869 through the late 20th century. We will explore the shifting ideological basis for gender roles, as well as the effects of race, class, ethnicity, and region on women's lives. Topics covered will include: women's political identity, women's work, sexuality, access to education, the limits of "sisterhood" across racial and economic boundaries, and the opportunities women used to expand their sphere of influence. 3 hrs lect./disc. CMP, HIS, NOR
AMST 0400 Theory and Method (Fall 2010)

Theory and Method in American Studies (Junior Year)
A reading of influential secondary texts that have defined the field of American Studies during the past fifty years. Particular attention will be paid to the methodologies adopted by American Studies scholars, and the relevance these approaches have for the writing of senior essays and theses. (Open to junior American studies majors only.) (Formerly AMCV 0400) 3 hrs. lect./disc.

AMST 0408 American Art in Context: Art and Life of Winslow Homer (Fall 2010)

Although generally regarded as a popular painter of American life, Winslow Homer often provides a penetrating and sometimes disturbing view of post-Civil War America. Among the topics to be considered: Homer's paintings of the Civil War; his illustrations of leisure and recreation; and his depictions of women and children in the Gilded Age. During the second half of the course, we will turn our attention to Homer's landscape paintings of the Adirondacks, the Caribbean and the Maine coast, as well as his seascapes of the Gulf Stream and the North Atlantic. (Formerly AMCV/HARC 0408) 3 hrs. lect./disc. ART, HIS, NOR

AMST 0478 Global Cities of the United States (Spring 2011)

In this seminar we will engage the study of New York, Chicago, and Los Angeles as "global cities." We will explore each as a site of networks that link populations in the United States to people, things, media, money, and ideas beyond the borders of the nation-state. The principal themes and issues covered during the semester will include the formation of transnational communities, flows of labor and capital, cultural production, and religious responses to diaspora. Our interdisciplinary approach to these topics will require students to use methods and theories from both the social sciences and the humanities. 3 hrs. sem. CMP, SOC

AMST 0500 Independent Study (Fall 2010, Winter 2011, Spring 2011)

Select project advisor prior to registration. (Formerly AMCV 0500)

AMST 0700 Senior Essay (Fall 2010, Spring 2011)

For students who have completed AMST 0400 and are not pursuing an honors thesis. Under the guidance of one or more faculty members, each student will complete research leading toward a one-term, one-credit interdisciplinary senior essay on some aspect of American culture. The essay is to be submitted no later than the last Thursday of the fall semester. (Select project advisor prior to registration) (Formerly AMCV 0700)

AMST 0704 Senior Seminar: (Spring 2011)

Topic is determined by the instructor - refer to section for the course description.
AMST 0710 Honors Thesis (Fall 2010, Winter 2011, Spring 2011)

For students who have completed AMST 0400, are eligible for honors and choose to write a two-term, two-credit interdisciplinary honors thesis on some aspect of American culture. The thesis may be completed on a fall/winter schedule or a fall/spring schedule. (Select a thesis advisor prior to registration) (Formerly AMCV 0710)

AMST 1004 American Representations of Crime and Violence (Winter 2011)

In this course we will study American portrayals of crime and violence through a variety of media and in a number of historical contexts. We will assess cultural artifacts (fictional and non-fictional texts, music, movies, magazines, art, television shows, video games, and material objects) that provide us with a larger sense of how these representations function in the formation of categories of gender and sexuality, race and ethnicity, ethics and religion, as well as socio-economic class. Texts and films will range from detective fiction to Pulp Fiction and from the street photography of Weegee to pictures of prisoners at Abu Ghraib. NOR, SOC, WTR

AMST 1005 A Cultural History of Everyday Objects (Winter 2011)

In this course, we will examine the relationship between everyday objects, on the one hand, and cultural values and ideas, on the other. We will explore theories and methods of material culture studies in the United States. Students will also work individually and in groups to collect, interpret, and exhibit an original group of artifacts. Throughout the term, students will acquire web skills appropriate to the online exhibition of their artifact collections. NOR, SOC, WTR

AMST 1006 Innocents Abroad: American Travel Writing, 1818-1918 (Winter 2011)

In this course we will examine 100 years of travel writing of Americans abroad through selected published works and unpublished primary source materials. Selected readings from Mark Twain's Innocents Abroad, the most popular travel book of the 19th century, will initiate our discussion of essential aspects of travel writing genres including tourist (the Grand Tour) vs. traveler, diplomatic envoys, exploration and scientific expeditions, missionary journals, maritime voyages and shipwrecks, and letters and journals of American soldiers in foreign combat. These works will serve to illuminate cultural constructs including colonialism, nationalism, racism, eroticism, and gender formation. (Approval required) SOC, WTR
Arabic

The Arabic major requires four years of language study or its equivalent. Majors must also choose one of two disciplinary tracks: literature or linguistics. Each disciplinary track requires the completion of four content courses, including one introductory course specific to the discipline. Majors have the option of preparing a senior project or a senior thesis for honors.

**Major in Arabic:** *(Minimum number of courses - 13)*

Students majoring in Arabic must take:

1) Arabic language through ARBC 0302 or the equivalent: ARBC 0101, ARBC 0102, ARBC 0103, ARBC 0201, ARBC 0202, ARBC 0301, ARBC 0302;

2) Two courses in Arabic at the 0400-level;

3) Students must spend at least one semester in an Arabic-program abroad. The program strongly recommends that students spend a full year abroad.

4) Either

   a. ENAM 0205, LITS 0205 or LITS 0360, plus three additional courses in Arabic literature (for students pursuing senior work in literature)

   or

   b. LNGT 0101, LNGT 0102 or ARBC 0111, plus two additional courses in Arabic linguistics and one in Arabic literature (for students pursuing senior work in linguistics);

(Only one course per semester at a Middlebury College study abroad site may fulfill the 3a or 3b course requirement.)

Content courses for 3a and 3b taken in schools abroad require Departmental approval of the syllabus and a dossier of all written work (consisting of at least two exams and 8 typed pages of Arabic). Direct-enrolled courses at a school abroad will be counted at the 400-level, with Departmental approval of the syllabus and a dossier of all written work (consisting of at least 12 typed pages of Arabic).

**Senior Work:** Majors with a B+ average in their Arabic coursework may elect to prepare a one-term senior project (ARBC 0600, taken in the Spring) or a thesis (ARBC 0700/0701, taken in Fall and Winter or Winter and Spring). Senior projects and theses are usually written in English, but must demonstrate significant use of Arabic sources. Senior theses will include a 2000 word summary in Arabic.

Departmental honors are determined by a combination of thesis grade and grade point average in courses taken in the Arabic Program at Middlebury College and at Middlebury Colleges study abroad sites in Alexandria or Amman.

**Joint Major:** Joint majors with other departments must include: 1) studying Arabic language through ARBC 0302 or the equivalent, 2) two courses related to Arab literature or linguistics, and 3) a senior project that explicitly engages both departments. (See above for guidelines regarding courses taken at schools abroad and at the Summer Language Program.)
Minor in Arabic: Students may minor in Arabic by 1) studying Arabic language through ARBC 0302 or the equivalent; and 2) taking two other courses related to the Arab world, at least one of which is a course on Arabic literature or linguistics. (See above for guidelines regarding courses taken at schools abroad and at the Summer Language Program.)

ARBC 0101 Beginning Arabic I (Fall 2010)

The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills in Arabic. This course stresses written and oral communication, using both formal Arabic and some Egyptian dialect. Emphasis is also placed on reading authentic texts from Arabic media sources, listening to and watching audio and video materials, and developing students' understanding of Arab culture. 6 hrs lect/disc.

ARBC 0102 Beginning Arabic II (Winter 2011)

This course is an intensive continuation of ARBC 0101. In addition to the goals stated for that course, there will be extra emphasis on cultural skills during the winter term. 8 hours. (ARBC 0101 or equivalent)

ARBC 0103 Beginning Arabic III (Spring 2011)

This course is a continuation of ARBC 0102. 6 hrs. lect/disc (ARBC 0102 or equivalent)

ARBC 0201 Intermediate Arabic I (Fall 2010)

This course is a continuation of ARBC 0103. Emphasis is placed on reading authentic materials from Arabic media, expanding students' vocabulary, listening to and watching audio and video materials, and developing students' understanding of Arab culture and communicative competence. (ARBC 0103 or equivalent) 6 hrs. lect/disc

ARBC 0202 Intermediate Arabic II (Spring 2011)

This course is a continuation of Arabic 0201. Fifth in a series of courses that develop reading, speaking, listening, writing, and cultural skills in Arabic. This course stresses communication in formal and spoken Arabic. (ARBC 0201 or equivalent). LNG 6 hrs. lect/disc

ARBC 0212 The Arabic Novel in Translation (Fall 2010)

In this course we will discuss various forms of Arabic literary prose from the end of the 19th century to the present. The course traces the rise of prose forms such as memoirs and travel journals that later developed into the novel form with prominent writers such as Yahya Haqqi, Naguib Mahfouz, and Tayyib Salih. The focus will be to study the manner in which the novel reflects major changes and transitions in Arab culture and society. AAL, LIT
ARBC 0221 Modern Arabic Literature (Spring 2011)

This course is a survey of the most important moments in the development of Modern Arabic Literature from the end of 19th century to the present. We will map the developments, achievements, and innovations by Arab writers against a double background of rising nationalism, decolonization, and wars on the one hand and the idea and experiences of modernity and the west on the other. We will examine works of fiction by both male and female writers including novels, short stories, and drama, as well as poetry representing several different Arab countries. Students are encouraged to read in advance Albert Hourani’s A History of the Arab People. (Open to all, no previous knowledge of Arabic is required). 3 hrs. Sem AAL, LIT

ARBC 0301 Advanced Arabic 1 (Fall 2010)

A continuation of Arabic 0202. This course aims to help students reach an intermediate-high level of proficiency in reading, speaking, writing, listening, and culture. Readings include articles on cultural, social, historical, political and literary topics. (ARBC 0202 or equivalent) 3 hrs. lect/disc LNG

ARBC 0302 Advanced Arabic II (Spring 2011)

This course is a continuation of Arabic 0301. It aims to help students reach an advanced level of proficiency in reading, speaking, and writing Arabic, as well as to develop further an understanding of Arab culture. Readings include articles on cultural, social, historical, political, and literary topics. Course will be conducted entirely in Arabic. (ARBC 0301 or equivalent) 3 hrs. lect/disc LNG

ARBC 0401 Advanced Topics in Arabic Literature (Fall 2010)

This course is a general survey of modern Arabic poetry spanning the beginning of the 20th century to the present. Students will be exposed to distinctive movements and trends from different parts of the Arab world. We will focus on how poetry reflects major events that shaped the idea of Arab identity in the 20th century through a close study of key samples which trace major social and political developments in Arab society. The class will focus primarily on the basics of academic writing and research in Arabic. Grammar covered in past years will be revised and reinforced. 3 hrs. lect./disc. AAL, LNG

ARBC 0402 Advanced Arabic IV (Spring 2011)

This course is a continuation of ARBC 0401. 3 hrs. lect./disc. LNG

ARBC 0500 Arabic Independent Project (Fall 2010, Winter 2011, Spring 2011)

( Approval Required)
Biology

Requirements for the Biology Major: Requirements for the biology major encourage both breadth across the subdisciplines of biology as well as depth in at least one subdiscipline. The introductory sequence includes two courses, BIOL 0140 Ecology and Evolution and BIOL 0145 Cell Biology and Genetics, both of which are designed for students in their first year at the college who are considering a major in the life sciences, or for whom an in-depth coverage of the life sciences is of interest.

Requirements for the twelve course biology major are as follows:
1. BIOL 0140 Ecology and Evolution
2. BIOL 0145 Cell Biology and Genetics
3. Two organismal courses from among BIOL 0201 Invertebrate Biology, BIOL 0202 Comparative Vertebrate Biology, BIOL 0203 Biology of Plants, and BIOL 0310 Microbiology.
4. One course in experimental design and analysis from among BIOL 0211 (offered each winter term), MATH 0116 or PSYC 0201.
5. A college-level chemistry course with laboratory [NOTE: AP credit in chemistry or a bypass examination cannot be used to satisfy this requirement].
6. Six biology electives from the 0200-0500 level, with the following restrictions: (a) at least two of which must include a laboratory section; and (b) no more than one semester of BIOL 0500 may count as elective credit toward the major.

Guidelines and Restrictions Relevant to the Selection of Courses for the Major:
* It is expected that the core courses (BIOL 0140 and BIOL 0145) will be completed by the end of the third semester.
* Students with strong high school preparation may take the BIOL 0140 or BIOL 0145 placement exam and if successful will be permitted to take 0200 and 0300-level courses.
* Except for transfer students, BIOL 0140 and BIOL 0145 must be taken at Middlebury College.
* Departmental courses offered with laboratories must be taken with the laboratory to satisfy major or joint major requirements.
* Electives may include only one semester of BIOL 0500 Independent Study, and two winter term courses designated for major credit (not including BIOL 0211).
* A maximum of three courses taken off campus may be credited toward completion of the major (three toward completion of a joint major). This includes courses taken at the Marine Biological Laboratory at Woods Hole. No BIOL 0500 credit will be granted.
* Except for transfer students, off-campus biology courses must be beyond the introductory level.
* When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites.

Requirements for a Minor in Biology: BIOL 0140 and BIOL 0145, and three elective courses from 0200-, 0300-, and 0400-level courses in the department, one of which must be an organismal course (BIOL 0201, 0202, 0203, or 0310), AND one of which must be at the 0300 or 0400 level.

Guidelines and Restrictions for the Minor:
* Except for transfer students, BIOL 0140 and BIOL 0145 must be taken at Middlebury College.
* The three electives need to be related thematically.
* When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites.
* Transfer credit for a course will be given only after the department chair reviews the course material upon a student's return to campus. (See guidelines for transfer credit.)

Joint Major: The Department of Biology does not offer a joint major other than the joint major in Biology and Environmental Studies described below.

Requirements for the Molecular Biology and Biochemistry Major: See the listing for the Program in Molecular Biology and Biochemistry for a description of this major.
**Requirements for the Neuroscience Major:** See the listing for the Program in Neuroscience for a description of this major.

**Requirements for the Joint Major with Environmental Studies:** See the listing for the conservation biology focus under the Program in Environmental Studies.

**Graduate or Professional Training:** Students considering graduate or professional school in the life sciences should note that many programs require a year of inorganic chemistry (CHEM 0103, 0104), a year of organic chemistry (CHEM 0241, 0242), a year of physics (PHYS 0109, 0110), and a year of calculus (MATH 0121, 0122) for admission. Students are therefore strongly encouraged to meet with their faculty advisors early in their undergraduate career so the advantages of taking additional courses in the natural sciences can be discussed.

**Departmental Honors:** Students with an average of 3.3 or higher in departmental courses other than BIOL 0500 and BIOL 0700 are eligible for departmental honors, for which a 2-semester thesis project is also required. Normally, research for thesis projects begins during the first term of a student's senior year (or during the preceding summer). Students interested in field research should talk with a faculty member by winter term of their junior year. All other prospective thesis students should consult with prospective advisors concerning possible honors projects by spring term of their junior year. Thesis projects must be of at least two terms' duration (one term of BIOL 0500 and one of BIOL 0700) and result in the production of a written thesis, a public presentation of the thesis research, and an oral defense of the thesis before a committee of at least three faculty members. A recommendation of high honors may then be made by the committee, and subsequently approved by the department. A necessary, but not sufficient, condition for the awarding of high honors is a grade on the thesis project of at least B+.

**Advanced Placement Credit:** Middlebury College grants one college credit for a score of 5 on the biology advanced placement exam. However, because the biology department does not offer any introductory course that is the equivalent of an AP biology course, advanced placement credit does not exempt a student from any of the published requirements for the major, minor, or joint majors, nor can it satisfy the college's distribution requirement. Placement exams for BIOL 0140 and 0145 are offered before each semester. Passing these placement exams allows students to enroll in classes for which BIOL 0140 or 0145 is a prerequisite.

**International Baccalaureate (IB):** Students who have or anticipate applying IB credit to completion of the Middlebury College degree and who plan to enroll in Biology courses during their undergraduate career must first take the Biology Department bypass exams (for BIOL 0140 and BIOL 0145) in order to determine proper placement. (NOTE: Students may only take a bypass exam once.)

**Off-Campus Study:** Students interested in taking biology courses off campus are strongly encouraged to discuss their plans with their advisor early in their college careers. Students should see the "Guidelines and Restrictions" section under the requirements heading for the biology major to learn more about obtaining transfer credit. Students seeking approval for biology courses taken off campus should be prepared, upon their return, to document course content with syllabi and class notes.

**BIOL 0140 Ecology and Evolution (Fall 2010, Spring 2011)**

In this introduction to ecology and evolutionary biology we will cover the topics of interspecific interactions (competition, predation, mutualism), demography and life-history patterns, succession and disturbance in natural communities, species diversity, stability and complexity, causes of evolutionary change, speciation, phylogenetic reconstruction, and population genetics. The laboratory component will examine lecture topics in detail (such as measuring the evolutionary response of bacteria, adaptations of stream invertebrates to life in moving water, invasive species and their patterns of spread). We will emphasize experimental design, data collection in the field and in the laboratory, data analysis, and writing skills. 3 hrs. lect./disc./3 hrs. lab **DED, SCI**
BIOL 0145 Cell Biology and Genetics (Fall 2010, Spring 2011)

In this introduction to modern cellular, genetic, and molecular biology we will explore life science concepts with an emphasis on their integral nature and evolutionary relationships. Topics covered will include cell membrane structure and function, metabolism, cell motility and division, genome structure and replication, the regulation of gene expression and protein production, genotype to phenotype relationship, and basic principles of inheritance. Major concepts will be illustrated using a broad range of examples from plants, animals, and microorganisms. Current topics in biology will be integrated into the course as they arise. 3 hrs. lect./disc./3 hrs. lab DED, SCI

BIOL 0202 Comparative Vertebrate Biology (Spring 2011)

This course will explore the evolution of the vertebrate classes and the adaptations that allow them to live in almost every habitat on Earth. We will study the phylogeny, anatomy, physiology, and ecology of the major extinct and extant taxa of vertebrates and discuss how each group solves the problems of finding food, finding mates, and avoiding predators. Laboratory exercises will focus on the comparative anatomy of a cartilaginous fish (the dogfish shark) and a mammal (the cat). Students will learn to identify the anatomical structures of the vertebrate body and observe the evolutionary homologies. Occasional field trips will introduce the local vertebrate fauna in their natural habitat. (BIOL 0140 or BIOL 0145) 3 hrs. lect./3 hrs. lab SCI

BIOL 0203 Biology of Plants (Fall 2010)

An introduction to plants, their life cycles, and their relationships to each other, as well as to the animals that pollinate them, disperse their fruits, and eat them. We will discuss morphology, physiology, evolution, and natural history of plants (mosses, ferns, gymnosperms, angiosperms). The laboratory will emphasize plant identification, various aspects of plant ecology and physiology, plant morphology, and plant use by humans. Students will complete a Community Service component, such as completing a forest inventory for a local forest, assisting with the campus tree map, or help with seed-saving measures at the College Organic Garden. Field trips will be the norm early in the semester. (BIOL 0140 and BIOL 0145) 3 hrs. lect./3 hrs. lab SCI

BIOL 0211 Experimental Design and Data Analysis (Winter 2011)

Experimental design is one of the most important parts of doing science, but it is difficult to do well. How do you randomize mice? How many replicate petri plates should be inoculated? If I am measuring temperature in a forest, where do I put the thermometer? In this course students will design experiments across the sub-areas of biology. We will run student designed experiments, and then learn ways to analyze the data, and communicate the results. Students planning to do independent research are encouraged to take this course. (This course is not open to students who have taken MATH 0116 or PSYC 0201) DED, WTR

BIOL 0216 Animal Behavior (Spring 2011)

The behavior of animals primarily from an ethological perspective, with respect to genetics, physiology, evolution, and other biological factors. The course follows the history and methods of studying individual and social behaviors like feeding, courtship, mating, parental care, defense, predation, and migration. We examine live animals in the field and lab to illustrate such processes as instinct, learning, and communication.
Discussion topics include behaviorism, intelligence, and sociobiology, analytical methods from tracking animals in the field to computerized motion analysis in the lab are utilized, and students design their own research projects. Oral, written, and independent projects are required. (BIOL 0140 or BIOL 0145) 2.5 hrs. lect./1 hr. video screen./3 hrs lab SCI

**BIOL 0222 Human Nutrition from an Evolutionary Perspective (Winter 2011)**

Should we eat like our ancestors? What did they eat? What nutritional problems may have accompanied the dietary shift from a hunting and gathering to agricultural and modern sedentary modes of existence. We will discuss possible answers to these and other questions and approach human nutrition from an evolutionary perspective, derived in part from Wrangham’s *How Cooking Made Us Human*, Diamond’s *Guns, Germs, and Steel*, and the fossil and archeological records. We will also examine the diets of modern primitive societies and of our primate relatives. Using these perspectives and our current understanding of nutrition and human biology, we will critically examine the ways we eat, how we possibly ought to eat, and why different diets seem to work (or not). We will also discuss the effect of exercise on gene activity and, possibly, such topics as the dietary origins of vitamin B12, the role of fats and lipoproteins in heart disease, and the genetic origin of various human populations. Emphasis will be placed on a critical approach to both written and virtual forms of scientific and popular resource material. Students will write several short papers, a term paper, and will make oral presentations of nutritional topics. This course satisfies the Biology elective credit. Students who have taken FYSE 1095 are not eligible to register for this course. (BIOL 0140 and 0145; or by approval). SCI, WTR

**BIOL 0225 Human Genetics (Spring 2011)**

This course incorporates both classical, molecular, and bioinformatics based approaches to study the structure of the human genome, gene function, the effects of mutation, and analysis of the genetic structure of pedigrees and populations. We will examine a collection of human genetic diseases with a focus on their molecular and biochemical basis and medical implications. Further, emphasis is placed on the study of the origin of Homo sapiens, modern genetic diversity in humans, and the molecular evolutionary changes that define humans relative to other primates and animals. (BIOL 0140 and 0145 or waiver) 3 hrs. lect. DED, SCI

**BIOL 0302 Vertebrate Natural History (Fall 2010)**

This course deals with the natural history of vertebrates in the context of the forests, fields, wetlands, and rivers of western Vermont. We will explore in depth the taxonomy of the local vertebrate fauna; techniques for capturing and handling live animals, particularly birds, mammals, and fish; and address experimentally specific questions about the distribution and abundance of vertebrates in a range of natural plant communities. Topics considered will include conservation biology, population and community ecology, and behavior. Field work will involve several early morning and weekend trips. (BIOL 0140) 6+ hrs. lab/field. SCI

**BIOL 0304 Aquatic Ecology (Fall 2010)**

This field course will introduce students to the freshwater aquatic ecosystems of the northeastern U.S., including lakes, streams, rivers, and wetlands. We will explore the ecological processes that dominate these systems, the organisms that inhabit them, and the ecological techniques central to their study. Field exercises will include trips to many aquatic ecosystems in the region; experience with sampling techniques for measurement of physical, chemical, and biological features; and experimental design for answering questions.
about the relationships among species and between species and their environment. (BIOL 0140) 3 hrs. lect./3 hrs. lab. CW, SCI

**BIOL 0305 Developmental Biology (Fall 2010)**

Have you ever wondered how an embryo develops from a simple fertilized egg to a complex adult? This course explores this question, examining the preparation and initiation of development (gametogenesis, fertilization, cleavages, and gastrulation), the formation of embryonic structure (morphogenesis), the creation of embryonic pattern (pattern formation), and the control of gene expression during embryogenesis. In lab, students will design and carry out experiments at the cutting edge of developmental biology, incorporating modern cellular, molecular, and genetic techniques with classical embryological approaches. Fundamental mysteries of development will be investigated in model organisms that best illustrate each process. (BIOL 0140 and BIOL 0145) 3 hrs. lect./4 hrs. lab SCI

**BIOL 0310 Microbiology (Fall 2010)**

The microbiological principles emphasized in this class will provide students with a foundation for advanced study in many areas of contemporary biology. The course will integrate basic and applied aspects of microbiology into a study of the prokaryotic microorganisms. General principles of bacterial cell structure, function, and the role of microorganisms in industry, agriculture, biotechnology, and disease will be discussed. An independent laboratory project will stress basic microbiological techniques as applied to the isolation, characterization, and identification of microorganisms from the natural environment. (BIOL 0145 and BIOL 0140 and CHEM 0103) 3 hrs. lect./4 hrs. lab./1 hr. prelab. SCI

**BIOL 0314 Molecular Genetics (Spring 2011)**

This course will focus on the structure and function of nucleic acids in both prokaryotes and eukaryotes. Lectures will center on molecular mechanisms of mutation, transposition, and recombination, the regulation of gene expression, and gene control in development, immune diversity and carcinogenesis. Readings from the primary literature will complement the textbook and classroom discussions. The laboratory will provide training in both classic and contemporary molecular-genetic techniques including nucleic acid isolation and purification, cloning, electroporation, nick-translation, Southern/Northern blotting, DNA sequencing, PCR and RT-PCR. (BIOL 0140 and BIOL 0145 or waiver) 3 hrs. lect./4 hrs. lab./1 hr. prelab. SCI

**BIOL 0323 Plant Community Ecology (Spring 2011)**

This course will explore the structure and dynamics of plant communities, with a particular emphasis on temperate forest communities. We will investigate patterns in community diversity and structure, explore how plant populations and plant communities respond to environmental disturbances, and investigate the effects of anthropogenic influences (climate change, introduced species, habitat conversion) on plant communities. Labs will emphasize fieldwork at local research sites, and will provide exposure to techniques of experimental design in plant ecology and basic approaches to describing plant community structure and dynamics. (BIOL 0140) 3 hrs. lect./3 hrs. lab. SCI

**BIOL 0331 The Genetics of Cancer (Winter 2011)**

In this course we will examine the molecular and cellular mechanisms that serve to regulate normal cell proliferation, survival, and senescence in order to understand how alterations in these mechanisms can lead to
cancer. Students will develop and propose research projects based on their own specific interests. Topics
covered may include: classification of cancers, animal models, oncogenes and tumor suppressors, mitogenic
signals, genetic and epigenetic alterations, external causes of cancer, and current treatment protocols. We will
also examine cancer’s far-reaching influence outside the confines of molecular and cell biology. (Approval
Required; BIOL 0140 and BIOL 0145; BIOL 0314 is recommended) 10-15 hrs/ week DED, SCI

**BIOL 0370 Animal Physiology (Fall 2010)**

This course examines the body functions of animals and humans using general physiological principles and a
comparative approach. Lectures will cover the function of each of the major physiological systems (nervous,
endocrine, muscular, etc.) and will describe how animal physiology has been shaped by evolution to allow
animals to survive in a wide range of environmental conditions. Lectures will focus mainly on physiological
processes occurring at the molecular, cellular, and organismal levels. Occasional journal article discussions
will provide case studies of current topics in animal physiology. Laboratory exercises, reports and oral
presentations emphasize experimental design, analysis and independent study using various methodological
approaches including electrophysiology, neurotransmitter manipulations, nutritional analysis, and exercise
physiology. (BIOL 0145 and BIOL 0216 or BIOL 0140). 3 hrs. lect/3 hrs. lab. SCI

**BIOL 0392 Conservation Biology (Winter 2011)**

This course will focus on advanced topics in applied ecology and population genetics as they relate to the
protection and restoration of biological integrity in the natural world. Emphasis will be placed on in-depth
exploration of current issues, such as the design of nature reserves, genetic and demographic factors
associated with population decline, metapopulation analysis, connectivity, and large-scale ecological
processes. This course will involve reading from the primary literature, discussion, computer modeling, and
writing assignments, and will build upon the information presented in the prerequisite courses. (BIOL 0140).
SCI

**BIOL 0395 Advanced Evolution (Spring 2011)**

This course will examine in depth many special topics in evolutionary biology: genetic variation in natural
populations, field and laboratory investigations of natural selection, special problems of small populations,
evolution at the molecular level, sexual selection, evolution of senescence, and population genetics. Current
theories will be explored through readings of primary literature and the textbook. Each student will conduct an
independent research project on a topic of their choosing. (BIOL 0140 and BIOL 0145) 3 hrs. lect./disc. SCI

**BIOL 0450 Topics in Reproductive Medicine (Fall 2010)**

In this course we will examine the fundamentals of human reproduction and modern reproductive intervention
strategies. Rapid discoveries in medical technologies have allowed us to push the limits of the human body,
and we will explore the scientific and medical challenges that surround the control of fertility and infertility,
fetal life, birth, and the neonatal period. Through critical review of the primary literature, writing, and
informed dialogues, students will gain an understanding of key topics in reproductive medicine. (BIOL 0145
and one other 0200 or 0300-level biology course, or by waiver) 3 hrs sem. SCI

**BIOL 0460 Plant-Animal Interactions (Fall 2010)**

Biology 23
The mutualisms and antagonisms between plants and animals will form the focus of this seminar. We will discuss pollination, seed dispersal, insect defense of plants, and herbivory from both perspectives (the plant's and the animal's) and the evolutionary responses of these intense co-evolving entities. The format for the course will be both classroom and field based. Students will lead discussions of papers from the primary literature, perform individual or group research projects, and present results in both oral and written form. (BIOL 0140 and one other 0200- or 0300-level biology course). 3 hrs seminar/lab

**BIOL 0470 Neural Disorders (Winter 2011)**

Neuroscience is one of the most rapidly progressing sciences, and recent scientific and clinical studies alter how we view both the brain and ourselves. In this lecture/seminar course we will examine the human nervous system and problems that arise when the nervous system goes awry. Readings and discussions will include popular writings as well as primary literature to focus on disorders such as multiple sclerosis, autism, Alzheimer's disease, depression, and Parkinsonism. Students read for each meeting from the current literature, and prepare in-depth class presentations on topics of their choosing. (BIOL 0370 or PYSC 0301) 3 hrs. sem.

**BIOL 0480 Neurobiology (Fall 2010)**

Only recently has it become possible to study brain function and behavior at the level of cells and neural circuits. We study neurophysiology by examining how neurons, their connections, circuits, brain pathways and regulatory centers help form behaviors. By focusing primarily upon recent research on simple animals or simpler human brain circuits, we learn about neural controls and extrapolate to human behavior. Topics include genetic, developmental and molecular neurobiology, sensation, learning and the control of motion, feeding, and escape. Students present topics on current neurobiological literature and learn techniques from the literature. (BIOL 0145 and BIOL 0216 or PSYC 0301) 3 hrs.sem/ 3 hrs lab.

**BIOL 0490 Seminar in Plant Ecology (Spring 2011)**

Seminar in Plant Ecology
In this course, we will explore the forces that have shaped Vermont's forest ecosystems, with particular attention to the influence of humans past, present, and future. We will learn techniques for reconstructing trajectories of past ecological change from tree-ring data, and will use those data as the basis for examining how forests, and the ecosystem services they provide, may change in coming decades. The course will be discussion-based and will involve an intensive collaborative field project. (BIOL 0140 and one additional 0200 or 0300-level biology course) 3 hrs sem., 3 hrs lab

**BIOL 0500 Independent Study (Fall 2010, Winter 2011, Spring 2011)**

Individual projects involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty advisor. For biology majors, joint majors, and molecular biology and biochemistry majors. (Prior to registering for BIOL 0500, a student must have discussed and agreed upon a project topic with a member of the biology department faculty.) 3 hrs. disc. (Approval required)
BIOL 0700 Senior Thesis (Fall 2010, Winter 2011, Spring 2011)

Seniors majoring in Biology who have completed one or more semesters of BIOL 0500 independent research and who plan to complete a thesis should register for BIOL 0700. In this course students will produce a written thesis, deliver a public presentation of the research on which it is based, and present an oral defense of the thesis before a committee of at least three faculty members by the published deadlines. Additional requirements include participation in weekly subgroup meetings and attending regular departmental seminars. (BIOL 0500, Approval required) 3 hrs. disc.
Chemistry & Biochemistry

Required for the major: Students elect to specialize in chemistry or in biochemistry and will, on that basis, choose appropriate upper-level courses that focus on the theory and methodology essential to modern chemistry or biochemistry. Required courses and electives for these two specialties are as follows:

Core Courses: CHEM 0103*, CHEM 0104 (or CHEM 0107), CHEM 0241, CHEM 0242, MATH 0121*, MATH 0122*, PHYS 0109*, PHYS 0110*. These courses are required for all chemistry and biochemistry majors.

*Students may receive credit for courses indicated by asterisk with satisfactory scores on the advanced placement examination for that subject. Students who have scored a 4 or 5 on the advanced placement examination in chemistry are awarded a course credit for CHEM 0103. They may elect CHEM 0104 but are strongly encouraged to enroll in CHEM 0107. Students who do not have an AP score of 4 or 5, but have a strong background in chemistry are encouraged to take the departmental placement examination to determine if they are qualified to take CHEM 0104 or CHEM 0107. Those students who achieve a satisfactory score on the placement examination will be encouraged to register for CHEM 0104, but will not receive credit for CHEM 0103. The department's placement examination is administered at the beginning of each fall and spring term.

Chemistry Specialization Core Courses: CHEM 0311; CHEM 0351 or CHEM 0352 or CHEM 0353; and two 0200-, 0300- or 0400-level electives chosen from the Department of Chemistry and Biochemistry with an advisor's approval. Independent study courses (CHEM 0400, CHEM 0500, CHEM 0700) cannot count as electives.

Biochemistry Specialization Core Courses: CHEM 0313, CHEM 0322, and two electives chosen with an advisor's approval. The two electives can be chosen from 0200-, 0300- or 0400-level courses from the Department of Chemistry and Biochemistry, and from the Biology Department, BIOL 0314. Independent study courses (CHEM 0400, CHEM 0500, CHEM 0700) cannot count as electives.

There is no minor in chemistry or biochemistry.
See also major in molecular biology and biochemistry.
See also joint major in environmental studies with chemistry focus.

Recommended programs of study for those considering chemistry or biochemistry as a major are shown below. Though students may deviate from these guides, it is highly recommended that all prospective majors complete CHEM 0104 or CHEM 0107 by the end of their first year.

Chemistry
First Year:
Fall: CHEM 0103, MATH 0121
Spring: CHEM 0104, MATH 0122
OR
Fall: CHEM 0104 or CHEM 0107, MATH 0121
Spring: MATH 0122

Sophomore Year:
Fall: CHEM 0241, PHYS 0109
Spring: CHEM 0242, PHYS 0110

Junior Year:
Fall: CHEM 0311, CHEM 0351*
Spring: *(OR CHEM 0352 OR CHEM 0353)
Senior Year:
Fall: elective
Spring: elective

Biochemistry
First Year:
Fall: CHEM 0103, MATH 0121
Spring: CHEM 0104, MATH 0122
OR
Fall: CHEM 0104 or CHEM 0107, MATH 0121
Spring: MATH 0122

Sophomore Year:
Fall: CHEM 0241, PHYS 0109
Spring: CHEM 0242, PHYS 0110

Junior Year:
Fall: CHEM 0322
Spring: CHEM 0313

Senior Year:
Fall: elective
Spring: elective

An important feature of the program in chemistry and biochemistry is the opportunity for qualified students to do independent research. Students may take several units of independent study (CHEM 0400, CHEM 0500, and CHEM 0700). Independent research provides students with the opportunity to interact with a faculty member on a one-to-one basis as they learn to frame and answer questions about a particular experimental system. There is an exciting range of possibilities for student research in biochemistry, and synthetic organic, inorganic, physical and biophysical, bioinorganic and environmental chemistry. These fields represent the diverse interests of the faculty in the department. Research experience adds an important dimension to the undergraduate experience. Student research papers are frequently accepted for publication in professional journals. Many students have developed their research projects to the point of making a significant contribution to the scientific literature. Since 1995, 92 Middlebury College undergraduates have been co-authors with faculty on research papers published in peer-reviewed journals.

Students who are planning careers as scientists or pursuing graduate studies in chemistry or biochemistry will need to take more CHEM courses and are strongly encouraged to complete the major with honors. Recommended programs of study for the majors with honors are shown below.

For graduation honors in chemistry, the student must take CHEM 0311, CHEM 0312, CHEM 0351, CHEM 0352, CHEM 0400, CHEM 0431, and CHEM 0700, write an honors thesis, give a public presentation of their research project, and defend their thesis before a committee of at least three faculty members. Honors or high honors is determined by the student's grade point average in all departmental courses, excluding independent study courses (CHEM 0400, CHEM 0500, and CHEM 0700). To be eligible for honors a student must have at least a 3.20 average in departmental courses; to be eligible for high honors a student must have at least a 3.60 average in departmental courses. The actual degree of honors awarded is determined by the department and depends on the student's overall performance in the thesis program.

For graduation honors in biochemistry, the student must take CHEM 0311, CHEM 0313, CHEM 0322, CHEM 0353, CHEM 0400, CHEM 0425, and CHEM 0700, write an honors thesis, give a public presentation
of their research project, and defend their thesis before a committee of at least three faculty members. Honors or high honors is determined by the student's grade point average in all departmental courses, excluding independent study courses (CHEM 0400, CHEM 0500, and CHEM 0700). To be eligible for honors a student must have at least a 3.20 average in departmental courses; to be eligible for high honors a student must have at least a 3.60 average in departmental courses. The actual degree of honors awarded is determined by the department and depends on the student's overall performance in the thesis program.

The Department of Chemistry and Biochemistry is accredited by the American Chemical Society (ACS). Chemistry majors satisfying course requirements for the honors major who also take CHEM 0322 can receive ACS certified degrees upon graduation. Biochemistry majors satisfying course requirements for the honors major who also take CHEM 0312, CHEM 0351, and CHEM 0431 can receive ACS certified degrees upon graduation.

**Chemistry with honors**

**First Year:**
- Fall: CHEM 0103, MATH 0121
- Spring: CHEM 0104, MATH 0122

**OR**
- Fall: CHEM 0104 or CHEM 0107, MATH 0121
- Spring: MATH 0122

**Sophomore Year:**
- Fall: CHEM 0241, PHYS 0109
- Spring: CHEM 0242, PHYS 0110

**Junior Year:**
- Fall: CHEM 0311, CHEM 0351
- Spring: CHEM 0312, CHEM 0352

**Senior Year:**
- Fall: CHEM 0400, CHEM 0431
- Spring: CHEM 0431

**Biochemistry with honors**

**First Year:**
- Fall: CHEM 0103, MATH 0121
- Spring: CHEM 0104, MATH 0122

**OR**
- Fall: CHEM 0104 or CHEM 0107, MATH 0121
- Spring: MATH 0122

**Sophomore Year:**
- Fall: CHEM 0241, PHYS 0109
- Spring: CHEM 0242, PHYS 0110

**Junior Year:**
- Fall: CHEM 0311, CHEM 0322
- Spring: CHEM 0313, CHEM 0353

**Senior Year:**
- Fall: CHEM 0400, CHEM 0425
CHEM 0101 World of Chemistry (Spring 2011)

In this course we will explore the role of chemistry in art, food, forensics, medicine, energy, and the environment. Topics will include the origin of color, art conservation techniques, forgery detection, body art, chemistry of taste and flavor, toxic elements and molecules, anticancer drugs, solar energy, ozone depletion, and global warming. Students will be encouraged to raise questions about how chemistry impacts their lives in common and extraordinary ways. We will perform occasional hands-on activities. 3 hr lect. SCI

CHEM 0103 General Chemistry I (Fall 2010, Spring 2011)

Major topics will include atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics. States of matter; solutions and nuclear chemistry. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chair for permission to elect CHEM 0104 or CHEM 0107 in place of this course. CHEM 0103 is also an appropriate course for a student with little or no prior preparation in chemistry who would like to learn about basic chemical principles while fulfilling the SCI or DED distribution requirement. 3 hrs. lect., 3 hrs. lab, 1 hr. disc. DED, SCI

CHEM 0104 General Chemistry II (Fall 2010, Spring 2011)

Major topics include chemical kinetics, chemical equilibrium, acid-base equilibria, chemical thermodynamics, electrochemistry, descriptive inorganic chemistry, and coordination chemistry. Lab work includes inorganic synthesis, qualitative analysis, and quantitative analysis in kinetics, acid-base and redox chemistry. (CHEM 0103 or by waiver) 3 hrs. lect., 3 hrs. lab, 1 hr. disc. DED, SCI

CHEM 0107 Advanced General Chemistry (Fall 2010)

This course is a one-semester alternative to one year of general chemistry (CHEM 0103 and CHEM 0104). It is open to all students who have received a 4 or 5 on the Advanced Placement test in Chemistry. Students who have two or more years of high school chemistry without AP credit may enroll with permission of the instructor. Topics will be drawn from the traditional general chemistry curriculum, but discussed in greater detail with a more thorough mathematical treatment. Special emphasis will be placed on chemical bonding, coordination chemistry, and real world research in chemistry. (AP Chemistry or equivalent.) 3 hrs. lect., 3 hrs. lab, 1 hr dis. (Approval required) DED, SCI

CHEM 0241 Organic Chemistry I (Fall 2010, Winter 2011)

Fall 2010

Organic Chemistry I
This course is an introduction to the structure and reactivity of organic molecules. Topics covered include chemical nomenclature, bonding, structure, acid-base relationships, mechanistically simple reactions, and theoretical aspects of structure determination. Laboratory exercises include hands-on introductions to techniques such as distillation, crystallization, chromatography, polarimetry, and modern spectroscopic techniques such as NMR and IR. 9 hrs. lect., 12 hrs. lab, 3 hrs prelab. SCI
CHEM 0242 Organic Chemistry II (Spring 2011)

A continuation of Organic Chemistry I. Topics covered include mechanistically complex reactions, organic synthesis, and application of molecular orbital theory to reactions. Laboratory exercises focus on synthetic techniques and structure elucidation of complex unknowns. (CHEM 0241) 3 hrs. lect., 4 hrs. lab, 1 hr. disc.

SCI

CHEM 0270 Environmental Chemistry (Spring 2011)

In this course we will investigate fundamental physical and chemical processes within soils, natural waters, and the atmosphere that affect the fate and transport of contaminants. Processes to be studied include dissolution, volatilization, sorption, and transformation reactions. Laboratory experiments will explore laboratory, field, and computational methods for pollution monitoring, contaminant characterization, and prediction of pollution fate and transport. (CHEM 0104 or CHEM 0107) 3 hrs. lect., 3 hrs lab

SCI

CHEM 0311 Instrumental Analysis (Fall 2010)

An introduction to analytical and experimental chemistry with an emphasis on practice and application of modern instrumental methods. Lecture topics will include quantitative analysis, statistics and error analysis, experimental design, and the theory and operation of chemical instrumentation. Laboratory projects will involve use of volumetric glassware, atomic absorption spectrometry, UV/Vis spectrometry, high pressure liquid chromatography, gas chromatography and gas chromatography/mass spectrometry. (CHEM 0242) 3 hr. lect., 6 hrs. lab.

CHEM 0312 Inorganic and Physical Chemistry Laboratory (Spring 2011)

In this course students will carry out experiments in the field of inorganic and physical chemistry and write journal-style reports on basis of their results. In the first half of the semester students will conduct a multi-step synthesis and characterization of a Mo-Mo complex with a quadruple bond. Students will use a glove box for the synthesis under inert atmosphere. The synthesized Mo-Mo complex will be identified and characterized by spectroscopy (UV-vis, IR, 1H and 31P NMR) and electrochemistry (cyclic voltammetry). In the second half of the semester students will conduct two physical chemistry experiments. First students will obtain the high-resolution IR spectra of acetylene and deuterated acetylene and analyze the rotation-vibration spectra using statistical and quantum mechanics to obtain structural data. Finally, students will carry out a kinetic study of the isomerization of the Mo-Mo Mo (alpha to beta or beta to alpha) complex by UV-vis spectroscopy. (CHEM 0311 and CHEM 0351 and CHEM 0352; CHEM 0352 can be taken concurrently.) 6 hrs. lab

CHEM 0313 Biochemistry Laboratory (Spring 2011)

Experimental biochemistry emphasizing the isolation, purification and characterization of enzymes and the cloning of genes and expression of recombinant protein. Traditional biochemical techniques such as UV-VIS spectroscopy, gel filtration, ion exchange and affinity chromatography, electrophoresis, and immunoblotting will be used in the investigation of several enzymes. Specific experiments will emphasize enzyme purification, enzyme kinetics, and enzyme characterization by biochemical and immunochemical methods. An experiment utilizing intrinsic radiolabeling and radioimmunoprecipitation is used to ask specific questions
about bacterial metabolism and protein synthesis. Major techniques in molecular biology will be introduced through an extended experiment that will include DNA purification, polymerase chain reaction, bacterial transformation, DNA sequencing, and the expression, purification, and characterization of the recombinant protein. Class discussions emphasize the underlying principles of the biochemical and molecular techniques employed in the course, and how these experimental tools are improved for particular applications. Laboratory reports stress experimental design, data presentation, and interpretation of results. (CHEM 0322) 2 hr. lect., 6 hrs. lab.

**CHEM 0322 Biochemistry of Macromolecules (Fall 2010)**

An introduction to biochemistry that begins with the study of the basic chemical components of a cell, including sugars, fatty acids, amino acids, and nucleic acids. The physical and chemical properties of proteins and nucleic acids are emphasized, providing a foundation for the discussion of current topics in molecular biology. Molecular biology is approached first in terms of process (transcription, translation, post-translation, granule formation) and then structures (DNA and gene structure, mRNA, translation product, mature and secreted protein). Understanding of techniques in biochemistry and molecular biology will be emphasized. (CHEM 0242) 3 hrs. lect., 1 hr. disc.

**CHEM 0351 Quantum Chemistry and Spectroscopy (Fall 2010)**

Quantum theory is developed and applied to atomic structure and molecular bonding. Spectroscopy is examined as an application of quantum theory. (CHEM 0241 co-requisite, MATH 0122 and PHYS 0110, or by waiver) 3 hrs. lect., 1 hr. disc.

**CHEM 0352 Thermodynamics and Kinetics (Spring 2011)**

Statistical mechanics is developed and applied to thermodynamics. Solutions and equilibrium are explained in terms of thermodynamics. Chemical kinetics is introduced. (CHEM 0351 or by waiver) 3 hrs. lect., 1 hr. disc.

**CHEM 0353 Physical Biochemistry (Spring 2011)**

This is a basic course in physical biochemistry intended for majors in chemistry and the life sciences. The course presents an introductory development of thermodynamics and kinetics as applied to the structure and function of biochemical systems. Special emphasis is given to biological energetics, the forces that stabilize the conformation of biological macromolecules, enzyme kinetics, and membrane transport, as well as physical methods used to isolate and characterize proteins and nucleic acids. (PHYS 0109, MATH 0122, CHEM 0242) 3 hrs lect., 1 hr. disc.

**CHEM 0400 Seminar in Chemical Research (Fall 2010)**

This seminar provides students with experiences to support the preparation of a senior thesis. As the course involves participation in a mentored laboratory project and the intent to complete a senior thesis, students must make arrangements to work with a faculty advisor prior to gaining approval for course registration. The classroom portion of this seminar focuses on reading the scientific literature, giving effective oral presentations, and writing the thesis introduction. Particular emphasis will be given to computer and technology issues related to oral and written presentations. Participation will normally be followed by
CHEM 0425 Biochemistry of Metabolism (Fall 2010)

A living organism requires thousands of coordinated individual chemical reactions for life. In this course we will survey the major integrated metabolic pathways of living cells and whole organisms, with particular attention to enzyme mechanisms, as well as the regulation, and integration of metabolism from the molecular to the whole organism level. The synthesis and degradation of carbohydrates, amino acids, lipids, and nucleotides are investigated, along with the mechanisms of energy flow and cell-to-cell communication. While common metabolic processes are emphasized, unique aspects of metabolism that permit cells to function in unusual niches will also be considered. Mechanistic and regulatory aspects of metabolic processes will be reinforced through an investigation of inborn errors and organic defects that lead to disease. (CHEM 0322) 3 hrs. lect., 1 hr. disc.

CHEM 0431 Advanced Inorganic Chemistry (Fall 2010)

Atomic structure, bonding theories, and properties applicable to inorganic and organometallic compounds will be developed in depth. Specific topics will include valence bond theory, molecular orbital theory, ligand field theory, applications of group theory, and reaction mechanisms. (CHEM 0351) 3 hrs. lect.

CHEM 0442 Advanced Organic Chemistry (Spring 2011)

An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include conformational analysis, kinetics, orbital symmetry, bonding theory, reaction mechanisms, selected rearrangement reactions, and advanced special topics. (CHEM 0242; CHEM 0351 or CHEM 0352 or CHEM 0353 or by waiver) 3 hrs. lect.

CHEM 0500 Independent Study Project (Fall 2010, Winter 2011, Spring 2011)

Individual study for qualified students. (Approval required)

CHEM 0700 Senior Thesis (Fall 2010, Winter 2011, Spring 2011)

Senior candidates must register for CHEM 0700 for one semester while completing research projects initiated in CHEM 0400. The classroom portion of this course focuses on stylistic and technical aspects of scientific writing with particular emphasis on results and data, discussion and interpretation, and experimental procedures. The writing, oral presentation, and defense of a thesis is required for completion of CHEM 0700. (CHEM 0400) 2 hrs. sem., 12 hrs. lab. (Approval required)

CHEM 1003 Caveman Chemistry (Winter 2011)

Long before the Industrial Revolution, humans routinely transformed mundane natural materials into incredibly useful goods. Stone into bronze tools! Plants into colorful dyes and fat into soap! Using Caveman
Chemistry as our guide, we will create a sampling of our own primitive goods using low-tech methods and explore the chemistry behind these seemingly magical transformations. Complementing our chemical glimpse into the past, we will explore current-day motivations for creating from scratch and making use of more primitive technologies by reading current works, including *Better Off: Flipping the Switch on Technology* and meeting with local artisans. WTR
Chinese

Full Major:

I. Required Courses:

- CHNS 0101 through CHNS 0302 (or equivalent)
- Four additional courses from among: CHNS 0218, CHNS 0219, CHNS 0220, CHNS/HARC 0206, CHNS/FMMC 0250, CHNS 0270, CHNS 0325, CHNS 0326, CHNS 0330, CHNS 0340, CHNS 0370, CHNS/LITS 0360 (At least one of the four must be in pre-modern literature and at least one must be in modern literature or culture. At least one of the four must be a 0300 level course in literature in translation, which ideally should be done before the thesis is completed)
- One Chinese literature or culture course taught in Chinese taken during study abroad (this course must be approved by the Chinese department; at present we approve the courses in literature, film and Hangzhou Studies taught at the Middlebury School in Hangzhou: the Literature, Film and Beijing in transformation courses in Beijing; and the Film & Literature and Kunming Studies courses in Kunming
- CHNS 0411 (the equivalent may be taken in the summer at the Middlebury Chinese School or during study abroad)
- CHNS 0425 or CHNS 0412 (the equivalent to CHNS 0412 may be taken at the Middlebury Chinese School, or during study abroad)
- CHNS 0475
- Either CHNS 0500 or CHNS 0700

II. Senior Work:

Full majors in Chinese are required to complete either CHNS 0700 (Senior Honors Thesis) or CHNS 0500 (Senior Essay or Translation Project). CHNS 0700 is a one-semester plus J-term course that should normally be taken during the fall and J-term. CHNS 0500 is a one-semester course that may be taken during the fall or winter. The Chinese department discourages students from postponing completion of senior work until the final semester of full-time study.

Joint majors in Chinese are encouraged but not required to do a senior thesis (CHNS 0700) or project (CHNS 0500). A joint thesis or project should, when feasible, combine the two fields of study of the joint major. All senior work, whether CHNS 0700 or CHNS 0500, must include a major focus on work with primary sources in Chinese. All senior work should focus on Chinese literature; qualified students may petition the Chair for permission to do senior work on other aspects of Chinese culture (e.g., film or linguistics).

Senior Honors Thesis: To be eligible for the CHNS 0700 Senior Honors Thesis, students majoring in Chinese (full, double or joint) must have completed language study through at least CHNS 0302 (or equivalent), taken at least two Chinese literature/culture courses, and maintained an average of B+ or better in Chinese department courses. Complete guidelines for the completion of the CHNS 0700 thesis (and the CHNS 0500 project) are available from the Chinese department.

Departmental Honors: Both full and joint majors may qualify for honors. Eligibility for departmental honors in Chinese requires completion of a senior honors thesis graded B+ or better and a grade point average of B+ (3.35) or higher in all courses taken that satisfy or could potentially satisfy the requirements for the major as listed above (full) and below (joint), including courses taken in the summer in the Chinese School and/or during study abroad. Only courses that satisfy or could potentially satisfy major requirements count toward honors (i.e., courses taken abroad that do not fall into this category do not count) and all such courses count (e.g., if more than four courses toward major requirement (b) are taken, all count). The department may award honors for completion of an exceptionally impressive senior essay or translation project that is graded
A if the student has an average of B+ or higher in all qualifying courses (as defined above). High honors will be awarded for a grade point average of 3.5 or higher in all qualifying courses (as defined above) and a senior thesis of A- or better. Highest honors are reserved for students who earn a grade of A on the senior thesis and who have an average of 3.75 or higher in all qualifying courses (as defined above).

**Joint Major:**

I. **Required Courses**:

- CHNS 0101 through CHNS 0302 (or equivalent);
- Either CHNS 0411 (the equivalent may be taken in the summer at the Middlebury Chinese School or, with prior approval, during study abroad) or CHNS 0425;
- One Chinese literature or culture course taught in Chinese taken during study abroad (must be approved by Chinese department);
- Four additional courses from among: CHNS 0218, CHNS 0219, CHNS 0220, CHNS/HARC 0206, CHNS/FMMC 0250, CHNS 0270, CHNS 0325, CHNS 0326, CHNS 0330, CHNS 0340, CHNS 0370, CHNS/LITS 0360, CHNS 0412, CHNS 0426, CHNS 0475, at least one of which must be at the 0300 or 0400 level. If you choose to write a Chinese department thesis in literature, you must take at least three Chinese literature courses taught by Chinese department faculty.

**Minor:**

I. **Required Courses**:

- CHNS 0101 through CHNS 0302 (or equivalent);
- Three additional courses from among: CHNS 0218, CHNS 0219, CHNS 0220, CHNS/HARC 0206, CHNS/FMMC 0250, CHNS 0270, CHNS 0325, CHNS 0326, CHNS 0330, CHNS 0340, CHNS 0370, CHNS/LITS 0360, CHNS 0411, CHNS 0412, CHNS 0425, CHNS 0426, CHNS 0475 (one literature or culture course taken abroad may be counted toward this requirement - must be approved by Chinese Department Chair).

**CHNS 0101 Beginning Chinese (Fall 2010)**

This course is an introduction to Mandarin (guoyu or putonghua). The course begins with simple words and phrases, the pronunciation and cadences of Mandarin, romanization, Chinese characters, and simple vocabulary items, all taught in the context of practical communication. Sentence patterns and other fundamentals of speaking, reading, and writing will be taught, including both traditional characters (used everywhere before the 1950s and still used in Taiwan and Hong Kong) and simplified characters (used in China). Students should have achieved active command of more than 600 Chinese characters and more than 800 compounds by the end of the sequence CHNS 0101, CHNS 0102, CHNS 0103. 5 hrs. lect., 2 hrs. drill LNG

**CHNS 0102 Beginning Chinese (Winter 2011)**

This course is a more intensive continuation of CHNS 0101. (CHNS 0101 or equivalent) 2.5 hrs. daily LNG, WTR
CHNS 0103 Beginning Chinese (Spring 2011)

This course is a continuation of the fall and winter terms with accelerated introduction of vocabulary, grammar, and sentence patterns designed to facilitate speaking and reading. Toward the end of this semester students will read Huarshang de meiren (Lady in the Painting), a short book written entirely in Chinese. (CHNS 0102 or equivalent) 5 hrs. lect., 2 hrs. drill LNG

CHNS 0201 Intermediate Chinese (Fall 2010)

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both traditional and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese. Familiarity with the vocabulary and grammar introduced in CHNS 0101, CHNS 0102, and CHNS 0103 is assumed. Grammatical explanations, written exercises, dictation quizzes, sentence patterns, oral drill, and CD's will accompany assignments. By the completion of CHNS 0202, which follows CHNS 0201 directly, students should be able to read and write approximately 1,200 characters. (CHNS 0103 or equivalent) 5 hrs. lect., 1 hr. drill LNG

CHNS 0202 Intermediate Chinese (Spring 2011)

This course is a continuation of the first term's work, with the class conducted primarily in Chinese. (CHNS 0201) 5 hrs. lect., 1 hr. drill LNG

CHNS 0218 Writing Lives in China (Spring 2011)

How are human lives conveyed in words? Whose lives are deemed worthy of being recorded, for whom, and to what ends? Do life narratives focus on outstanding individuals and heroic feats, or on people with ordinary cares? How do the conventions of autobiography both resemble and differ from those of biography? Approaching these questions in the Chinese literary tradition, we will explore themes of friendship, love, education, death, mourning, and commemoration in prose genres ranging from official biographies to personal letters and diaries. We will read texts by Sima Qian, Li Qingzhao, Liu Zongyuan, Shen Fu, Yang Jiang, and others. This course will be taught in English. AAL, LIT

CHNS 0219 The Chinese Literary Tradition (in translation) (Fall 2010)

This course, an introduction to the works of literature that formed the basis of traditional Chinese culture, is a discussion-based seminar. It focuses first on texts written in classical Chinese from the earliest times up through the Song dynasty, including selections from early poetry and history, Daoist classics, stories of the strange, and Tang Dynasty poetry by Wang Wei, Li Bai and Du Fu. These texts shaped the traditional Chinese understanding of the world, and provided models of what was perceived to be powerful, beautiful language. In the second part of the course we will explore narratives written in the vernacular language, focusing on the literary significance and aesthetic value of drama, stories and novels long treasured by the Chinese. Students will gain a better understanding of traditional Chinese literary values, as well as Chinese society and worldviews. This class is not intended for native Chinese students who have studied Chinese literature in high school classes in China. (No background in Chinese culture or language needed.) 3 hrs. lect./disc. AAL, LIT
CHNS 0220 Modern China through Literature (in translation) (Fall 2010)

This course, taught in English, is a discussion-based seminar on some of the most significant works of short fiction, novellas, and novels that tell the story of China and the Chinese from the end of the Qing dynasty to the present. Students will gain a better understanding of the history of modern China by studying the works of literature that inspired readers and provoked debate during one hundred years of social reform, revolution, war, civil war, reconstruction, cultural revolution, cultural revival, and economic growth. Our reading will include work by authors such as Lu Xun (Diary of a Madman, 1918), Zhang Ailing (Love in a Fallen City, 1944), Ah Cheng (The Chess King, 1984), Yu Hua (To Live, 1993), and, from Taiwan, Zhu Tianwen (Notes of a Desolate Man, 1999). We will consider the mainstream (socially engaged realism), the avant-garde (varieties of modernism), and popular genres (romance and martial arts), and we will look for answers to the following questions: what has been the place of fiction in China in the modern era and what vision of modern China do we find in its fiction? (No prerequisites) 3 hrs. lect./disc. AAL, LIT

CHNS 0270 Chinese Sociolinguistics (taught in English) (Spring 2011)

Sociolinguistics is mainly concerned with the interaction of language and society. The language situation in China is unique both in the modern world and in human history. We will gain a good understanding of sociolinguistics as a scientific field of inquiry through exploring the Chinese situation in this course. Some of the questions we will ask are: What is Mandarin (Modern Standard) Chinese? Who are "native speakers" of Mandarin? Are most Chinese people monolingual (speaking only one language) or bilingual (speaking two languages) or even multilingual? How many "dialects" are there in China? What is the difference between a "language" and a "dialect"? Are Chinese characters "ideographs", i.e., "pictures" that directly represent meaning and have nothing to do with sound? Why has the pinyin romanization system officially adopted in the 1950s never supplanted the Chinese characters? Why are there traditional and simplified characters? We will also explore topics such as power, register, verbal courtesy, gender and language use. Students are encouraged to compare the Chinese situation with societies that they are familiar with. (One semester of Chinese language study or by waiver) AAL

CHNS 0301 Advanced Chinese (Modern Chinese) (Fall 2010)

This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of subjects and styles. Classes will be conducted entirely in Chinese except for occasional recourse to English by the instructor to provide a quick solution to problems of definition. The main text will be All Things Considered with supplementary readings selected to help students both continue to work toward competence in conversational Chinese and also begin to master a more sophisticated register of language. (CHNS 0202 or equivalent) 4 hrs. lect.

CHNS 0302 Advanced Chinese (Modern Chinese) (Spring 2011)

This course is a continuation of CHNS 0301 with continued practice in conversational Chinese and a greater emphasis on reading works of a literary nature. (CHNS 0301 or equivalent) 4 hrs. lect.
CHNS 0326 Reading and Translating Tang and Song Poetry (Spring 2011)

In this seminar we will study shi poetry of the Tang dynasty and ci lyrics of the Song dynasty. Students will learn to analyze these two important poetic genres in the Chinese literary tradition and will become familiar with major reference works for conducting annotated translation of classical Chinese poetry. Class activities and assignments will include close reading of poetry in Chinese, comparison and analysis of existing translations of Chinese poems in English, background readings and discussion in English, and students' own annotated translation of selected poems. AAL, LIT

CHNS 0340 Literature and Culture in the People's Republic of China (in translation) (Fall 2010)

The final focus of this course is what is happening in Chinese culture right now, but to understand now we must understand then, and so we will begin in the 1950s. In China from 1949 through the 1980s cultural activity was regarded as exerting, in Mao's words, an "enormous influence" on politics and was therefore placed under prescriptive guidelines. Writers and artists agreed that their work was important but chafed at restrictions. Since the 1990s constraints on cultural life have eased, but because Chinese literature and culture now answer to the market rather than ideology some ask if it still matters. We will try to answer this question as we trace fifty years of developments in Chinese culture in their surprising complexity. We will look at developments in fiction, nonfiction, poetry, feature and documentary film, stage drama, television, popular music, visual art, and internet fiction. Students will undertake research projects, and we will discuss research methodology. (One Chinese course in literature or culture, or by waiver) 3 hrs. sem. AAL, LIT

CHNS 0360 Introduction to Literary Theory and Criticism (Fall 2010)

An overview of various literary theories and critical approaches to the reception and analysis of literary texts, this discussion-based seminar will introduce concerns central to Western literary theories while familiarizing students with contemporary critical terminology. From Aristotle's Poetics to postmodernism, from issues of "literariness," authorial intention, hermeneutics, and narrative angle to the premises and practices of Russian formalist, "new critical," structuralist, Freudian, Marxist, feminist approaches, etc., we will study short theoretical and critical essays in conjunction with literary works by Coleridge, Lu Xun, Dickens, Natsume Soseki, Henry James, Hwang Chunming, Borges, Kafka, and others. Narrative prose fiction is the main focus. Discussion-based, senior-junior seminar. (Minimum of three college-level literature courses required; priority enrollment given to seniors and juniors majoring in Chinese and Literary Studies, or by waiver) 3 hrs. sem.

CHNS 0411 Classical Chinese I (in Chinese) (Fall 2010)

This course is an introduction to wenyan, the written language of traditional China. In this course we will emphasize comprehension of the literal and metaphorical meanings of short wenyan texts. Our approach will include grammatical analysis and baihua translation (i.e., from the Classical Chinese into modern Chinese); discussion will be conducted entirely in baihua. This course begins the two-semester sequence of Classical Chinese, which not only introduces students to wenyan but also provides a vital learning experience for any student seeking to attain a high level of linguistic and cultural proficiency in Chinese, including modern written discourse. (CHNS 0302 or the equivalent) 3 hrs. lect.
CHNS 0412 Classical Chinese II (in Chinese) (Spring 2011)

A continuation of CHNS 0411. In this course students will read a wide selection of wenyan texts that sample the classics of ancient Chinese thought, including Confucius' Analects, the Daoist texts Laozi and Zhuangzi, Mohist arguments against war, Sunzi's The Art of War, and Legalist writings on law. Students will also learn to punctuate wenyan texts (which were originally unpunctuated) and compose sentences or short paragraphs in wenyan. All class discussion will be conducted in modern Chinese. (CHNS 0411 or the equivalent) 3 hrs. lect.


A survey of materials written in modern expository Chinese (academic, journalistic and polemical) that focus on the cultural, political, economic, and social issues of contemporary China. This advanced readings course is designed primarily for seniors who have already spent a semester or more studying and living in China or Taiwan. Emphasis will be given to further developing students' ability to read, analyze, and discuss complex issues in Mandarin while also advancing proficiency in writing and in oral comprehension. Oral reports and written compositions will be integral to the course's requirements. (Approval Required) 3 hrs. lect. AAL


The capstone course for those students who have attained a high level of Chinese language proficiency. The goal of this course is to help students improve their ability to read, write, and talk about politics and business in China. Most of this course will focus on recent and current debate and discussion in China over domestic political programs and policies, international relations, and business trends. Discussion will also touch upon the political and economic history of the People's Republic of China and Taiwan. We will read articles intended for popular audiences in the Chinese-speaking world. 3 hrs. lect. (CHNS 0425 or CHNS 0411 or study abroad in China) AAL

CHNS 0475 Senior Seminar on Modern Chinese Literature (in Chinese) (Spring 2011)

A capstone course for all Chinese majors and for others who have attained a high level of Chinese language proficiency. Students will read and critique works by major Chinese fiction writers (and sometimes playwrights) and also see and discuss films from mainland China, Hong Kong, and/or Taiwan. All reading, discussion, and critical writing will be in Chinese. (CHNS 0412 or CHNS 0425) 3 hrs. lect.

CHNS 0500 Senior Essay (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)
CHNS 0700 Senior Thesis (Fall 2010, Winter 2011, Spring 2011)

(Approval required)
Classics & Classical Studies

Required for the major in Classics:
A. Ten courses in two languages: Greek, Latin, or Hebrew (normally six in one language and four in another) including one senior seminar (CLAS 0420). Students choosing Hebrew as one of the two languages must take four courses in Hebrew and six in either Latin or Greek and, in place of CLAS 0420, either RELI 0280 Studies in Hebrew Bible/Old Testament, or RELI 0180 Introduction to Bible.
B. CLAS 0150 Ancient Epic Poetry
C. Two additional courses in classics in translation, one from each of the following categories:
   1. CLAS/HIST 0131 Archaic and Classical Greece or CLAS 0151 Introduction to Ancient Greek Literature or CLAS 0152 Greek Tragedy or CLAS 0190 Greek and Roman Comedy (formerly CLAS 0160) or CLAS/PHIL 0175 Greek Philosophy: The Problem of Socrates
   2. CLAS/HIST 0132 History of Rome or CLAS 0140 Augustus and the World of Rome or CLAS 0143 The Rise and Fall of the Roman Republic or CLAS 0144 Literature of the Roman Empire or CLAS 0190 Greek and Roman Comedy (formerly CLAS 0160) or CLAS/PHIL 0276 Roman Philosophy
D. CLAS 0701 History of Classical Literature: General Examination for Classics/Classical Studies Majors

Optional: CLAS 0700 Senior Essay (fall/winter or winter/spring), CLAS 0505 Independent Senior Project (fall or spring). (Note: Students who wish to do an optional senior essay or independent senior project must secure the sponsorship of a member of the classics department in the semester before the essay or project is to be undertaken.)

Honors: B average or better in courses taken for the major. B+ or better in the Senior Seminar (CLAS 0420) and in General Examination. (Note: A student who does an optional senior essay or independent senior project may, by arrangement with the chair in the semester prior to undertaking the project, offer that grade in lieu of the grade for CLAS 0420 for the calculation of departmental honors.)

Required for the Minor in Classics:
The minor in classics may be configured in one of the following five ways:
1. Latin CLLA: Five courses in Latin
2. Greek CLGR: Five courses in Greek
3. Hebrew Studies CLHS: (I) Four semesters of Hebrew; plus (II) either RELI 0160 The Jewish Tradition, or CLAS/RELI 0262 The Formation of Judaism in Antiquity, or RELI 0280 Studies in Hebrew Bible/Old Testament, or a fifth semester of Hebrew (HEBR 0301)
4. Classical Civilization CLCC: Five courses, as follows: three or more courses chosen from CLAS/HIST 0131, CLAS/HIST 0132, CLAS 0140, CLAS 0143, CLAS 0144, CLAS 0149, CLAS0150, CLAS 0151, CLAS 0152, CLAS 0190, CLAS/PHIL 0175, CLAS/LITP 0230, INTD 0250, CLAS/RELI 0262, CLAS/PHIL 0276, CLAS/HIST 0331, CLAS/HIST 0332, or CLAS/HIST 0337; and CLAS 0420 or CLAS 0450 (or both)
5. Classical Language and Civilization CLCL: Five courses, as follows: two or more courses in Latin or Greek; one or more courses chosen from CLAS/HIST 0131, CLAS/HIST 0132, CLAS 0140, CLAS 0143, CLAS 0144, CLAS 0149, CLAS 0150, CLAS 0151, CLAS 0152, CLAS/PHIL 0175, CLAS 0190, CLAS/LITP 0230, CLAS/RELI 0262, INTD 0250, or CLAS 0276; and one or more courses chosen from CLAS/HIST 0331, CLAS/HIST 0332, CLAS/HIST 0337, CLAS 0420, or CLAS 0450

AP credit policy: One course credit toward graduation, not toward the major or minor, will be granted for one AP exam in Latin under the following conditions: a) The student has received a grade of 4 or 5 on the AP exam, and b) The student has completed an advanced course (CLAS 0201 or above) in Latin at Middlebury with a grade of B or above. (Note: No more than one course credit will be granted, whether the student presents one or two AP exams.)

Study Abroad Guidelines: Study abroad in the Mediterranean can enrich our majors’ experience of the ancient world, because it affords them the opportunity to see the places that they have been learning about in the classroom. Students also find it stimulating to be surrounded by people with similar interests from other institutions. Thus, while our curriculum does not in any way necessitate study abroad, the faculty is happy to work with students who wish to pursue it as part of their Middlebury degree in classics or classical studies.
For those students who want to go abroad, we strongly recommend a semester rather than a year. The three programs we endorse are the ICCS (the Inter-Collegiate Consortium for Classical Studies in Rome), CYA (College Year in Athens), and Arcadia (also in Athens), all of which offer semester-long programs. Admission to the ICCS in particular, however, is highly competitive, and students may have a compelling academic rationale for studying elsewhere. Accordingly, we have also approved students who wished to study for a semester at foreign universities with strong classics departments. These have included Trinity College Dublin, the University of Edinburgh, and the University of Vienna. For some students, a rewarding alternative to study abroad during the academic year has been participation in a summertime archaeological excavation. We discourage students from going abroad before they have had at least three semesters of whichever ancient language(s) they are learning. As part of their program of study abroad, students normally take at least one course in each ancient language of study, and select additional courses that are appropriate substitutes for courses in the major. In order to be fully prepared for senior work, however, students will need to have completed a significant portion of the courses required for the major, in particular CLAS 0150, before going abroad.

Generally speaking, we are as flexible as we can be in helping majors to identify courses in programs abroad that allow them to stay in step with their cohort in Middlebury and to be prepared for senior work. Unless we are familiar with the institution, the instruction, and the content of the courses, we rarely grant credit to non-majors for classics courses taken away from Middlebury. In all cases (majors, non-majors, potential majors, and minors), students must consult with a member of the classics department before leaving Middlebury to plan and receive approval for work done at other institutions.

**CLAS 0131 Archaic and Classical Greece (Fall 2010)**

A survey of Greek history from Homer to the Hellenistic period, based primarily on a close reading of ancient sources in translation. The course covers the emergence of the polis in the Dark Age, colonization and tyranny, the birth of democracy, the Persian Wars, the interdependence of democracy and Athenian imperialism, the Peloponnesian War, and the rise of Macedon. Authors read include Herodotus, Thucydides, Aristophanes, Plutarch, Xenophon, and the Greek orators. 2 hrs. lect., 1 hr. disc.

EUR, HIS, LIT

**CLAS 0140 Augustus and the World of Rome (Spring 2011)**

In 44 B.C., Julius Caesar was assassinated. Within two months his adoptive son, Augustus, still in his teens, traveled to Rome, soon extorted the highest office of the Roman Republic, and after 13 years of civil war became the state's first emperor. The resulting "Augustan Age" (31 B.C. to A.D. 14) produced a period of political change and cultural achievement unparalleled in Rome's long history. In this course we will examine the literature, art, history, and politics of this era, evaluate the nature of Augustus's accomplishments, and explore the Roman world. Readings include: Augustus, Vergil, Suetonius, and I, Claudius. 2 hrs. lect., 1 hr. disc.

EUR, HIS, LIT

**CLAS 0150 Greek and Roman Epic Poetry (Fall 2010)**

Would Achilles and Hector have risked their lives and sacred honor had they understood human life and the Olympian gods as Homer portrays them in the *Iliad*? Why do those gods decide to withdraw from men altogether following the Trojan War, and why is Odysseus the man Athena chooses to help her carry out that project? And why, according to the Roman poet Vergil, do these gods command Aeneas, a defeated Trojan, to found an Italian town that will ultimately conquer the Greek cities that conquered Troy, replacing the Greek polis with a universal empire that will end all wars of human freedom? Through close study of Homer's *Iliad* and *Odyssey*, and Vergil's *Aeneid*, we explore how the epic tradition helped shape Greece and Rome, and define their contributions to European civilization. 3 hrs. lect., 1 hr. disc.

EUR, LIT, PHI
CLAS 0230 Myth and Contemporary Experience: Modern Poems on Classical Myths (Fall 2010)

Greek mythology, an enduring presence in Western thought, has provided, according to Carl Jung, the foundation of one half of our spiritual tradition. In this course we shall study how this rich mythical material has shaped modern poetry. Through close readings of modern poems and their ancient models, we will trace the way 20th-century poets appropriate and transform the classical past in order to reflect on their historical present. While viewing this function of myth as an element of modernity, we shall also explore how these poets build connections between the archetypal meaning of the ancient stories, the questions of existence, and our own contemporary lives. Readings will include Rilke, Eliot, Pound, Cavafy, Montale, Akhmatova, Borges, as well as Sylvia Plath, Joseph Brodsky, Derek Walcott, Louise Gluck, and Seamus Heaney. 3 hrs. lect., 1 hr. disc. CMP, LIT, PHL

CLAS 0234 Ancient Roman City: Pompeii and Beyond (Fall 2010)

The ancient Classical city reached its highest expression during the Roman Empire, when monumental public and private buildings created an elaborate stage for the enactment of civic life. In this course we will study the layout and architecture of Roman cities, 200 BCE - 500 CE, including the form and function of numerous building types. We will discuss political, religious, commercial, and private institutions, and analyze their influence on the built environment. We will focus on influential emperors such as Augustus, Hadrian, and Constantine, and on links between ancient and modern urbanism. Sites of study will include Pompeii, Rome, Ostia, Leptis Magna, Antioch, and Constantinople. 3 hrs. lect. ART, EUR, HIS

CLAS 0250 Greek Drama in Performance (Spring 2011)

In this course we will study selected Greek tragedies and comedies with special attention to the dimension of performance. In addition to viewing the plays staged in their original setting, the theater of Dionysus in 5th century BCE Athens, we will also consider stagings of these tragic and comic dramas for modern audiences all over the world. The course will combine lecture, discussions, screenings, writing assignments, and performance work. Texts will include Aeschylus' Oresteia, Sophocles' Ajax, Euripides' Hecuba and Helen, and Aristophanes' Birds and Frogs. (Not open to students who have taken INTD 0250) 3 hrs. lect., 1 hr. disc. ART, EUR, LIT

CLAS 0337 From Alexander to Rome (Spring 2011)

At the age of 19, Alexander the Great set out to conquer the world. His successful domination of the eastern Mediterranean led to a new world order known as the Hellenistic Age. Under Alexander's successors, literature, art, and philosophy flourished, but a little more than a century later the Hellenistic Greeks found themselves on a collision course with Rome's expanding republic. This course will investigate the political and cultural history of the Greeks and Romans in this period and consider the forces that created the Graeco-Roman world. Readings include Arrian, the Alexandrian poets, Polybius, Livy, and Plutarch. (This course replaces CLAS/HIST 0338: The Hellenistic World and the Foundations of Graeco-Roman Culture.) EUR, HIS, LIT
CLAS 0420 Seminar in Classical Literature: (Spring 2011)

**Senior Seminar: Medea: 2,500 Years of a Tragic Heroine**
From Euripides to the contemporary films of Pier Paolo Pasolini and Lars von Trier, Medea’s story has been retold for two and a half millennia. In this course we will investigate some of the avatars of Medea, from drama (Euripides and Seneca), to epic (Apollonius and Ovid), to philosophical discussions of her plight (Epictetus). We will also consider her role in early modern drama (Macbeth) and modern film. What does Medea represent? The overwhelming power of love and madness? The triumph of barbarism over civilization? The fragility of culture when confronted with the Other? How can we explain her continued presence through the centuries? All readings will be in English, but students with Greek or Latin will read selections from the original texts.

CLAS 0450 History of Classical Literature (Fall 2010)

A comprehensive overview of the major literary, historical, and philosophical works of Greece and Rome. Greek authors studied include Homer, Aeschylus, Sophocles, Herodotus, Aristophanes, Thucydides, Plato, and Aristotle. Roman authors include Lucretius, Cicero, Livy, Vergil, Petronius, and Tacitus. Required of senior majors in Classics/Classical Studies (see CLAS 0701 below) and open to all interested students with some background in Greek and Roman literature, history, or philosophy. 3 hrs. lect.

CLAS 0500 Independent Study (Fall 2010, Winter 2011, Spring 2011)

(Approval required)

CLAS 0505 Ind Senior Project (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)

CLAS 0700 Senior Essay for Classics/Classical Studies Majors (Fall 2010, Winter 2011, Spring 2011)

(Approval required)

CLAS 0701 History of Classical Literature (Fall 2010)

A comprehensive overview of the major literary, historical, and philosophical works of Greece and Rome. Greek authors studied include Homer, Aeschylus, Sophocles, Herodotus, Aristophanes, Thucydides, Plato, and Aristotle. Roman authors include Lucretius, Cicero, Livy, Vergil, Petronius, and Tacitus. Required of senior majors in Classics/Classical Studies (see CLAS 0701 below) and open to all interested students with some background in Greek and Roman literature, history, or philosophy. 3 hrs. lect.
**GREK 0201 Intermediate Greek: Prose (Fall 2010)**
Readings in major authors. (formerly CLAS 0203) 3 hrs. lect. EUR, LNG

**GREK 0202 Intermediate Greek: Poetry (Spring 2011)**
Readings in majors authors. (formerly CLAS 0204) 3 hrs. lect. EUR, LNG

**GREK 0401 Advanced Readings in Greek Literature (Fall 2010)**
Readings in major authors. (formerly CLAS 0403) 3 hrs. lect.

**LATN 0101 Beginning Latin I (Winter 2011)**
The course offers an intensive introduction to the Latin language that prepares students to read the major authors of ancient Roman literature. In addition to their systematic study of grammar and syntax, students translate excerpts from Vergil, Seneca and the Vulgate Bible. This course is designed for students who have had no previous experience with Latin, as well as those who have had some Latin but want to review the fundamentals of grammar. 5 hrs. lect. LNG

**LATN 0102 Beginning Latin II (Spring 2011)**
This course is a continuation of the introductory winter term course (CLAS 0101). After completing the fundamentals of Latin grammar, students translate selections from authors such as Cicero and Ovid. 6 hrs. lect. LNG

**LATN 0301 Readings in Latin Literature I (Fall 2010)**
Readings in major authors. 3 hrs. lect. LIT, LNG

**LATN 0302 Readings in Latin Literature II (Spring 2011)**
Readings in major authors. 3 hrs. lect.

**LATN 0401 Advanced Readings in Latin I (Fall 2010)**
Readings in major authors. 3 hrs. lect.

**LATN 0402 Advanced Readings in Latin II (Spring 2011)**
Readings in major authors. 3 hrs. lect.
LATN 0501 Advanced Readings in Latin III (Fall 2010)
Readings in major authors. 3 hrs lect.

LATN 0502 Advanced Readings in Latin IV (Spring 2011)
Readings in major authors. 3 hrs lect.
Computer Science

Computer Science is a rich and dynamic discipline that seeks to understand and use effectively the great potential of computing. The Department of Computer Science offers a wide variety of courses that integrate computer science into the liberal arts curriculum. The major can be completed through either of two tracks. The traditional track provides students with a solid background in algorithmic reasoning, problem solving, design and organization of modern computers and programming languages, and the ability to apply computational thinking to different applications and problem domains. The spatial and geometric computation track teaches students to apply computational and algorithmic approaches to spatial, geometric, and geographic problems. Students completing the major through this track will receive a solid background in computer science including algorithms and data structures, and will then practice applying this knowledge to spatial and geometric problem domains.

**Required for the Major in Computer Science, traditional track (11 courses):** One CSCI course at the 0100-level; CSCI 0200, CSCI 0201, CSCI 0202, CSCI 0301, CSCI 0302; two courses from among CSCI 0311, CSCI 0312, CSCI 0313, CSCI 0314; the senior seminar CSCI 0702; and two additional CSCI electives at the 0300-level or above. One elective can be substituted with MATH 0200 or PHYS 0221.

**Required for the Major in Computer Science, Spatial and Geometric Computation track (11 courses):** One CSCI course at the 0100-level (CSCI 0190 is recommended); CSCI 0200, CSCI 0201, CSCI 0302, the senior seminar CSCI 0702 (with a topic pertaining to spatial computation); one elective among CSCI 0425, CSCI 0453, CSCI 0461; two additional CSCI electives numbered 0202 or above; and three additional electives. At least two electives must come from the following list and from the same discipline: MATH 0200, MATH 0335, GEOG 0100, GEOG 0231, GEOG 0310, GEOG 0320, GEOG 0339, HARC 0130, HARC 0231. The third elective may be taken from the preceding list or from any CSCI courses numbered 0300 or above.

**Senior Project:** All majors and joint majors must complete the senior seminar CSCI 0702 during the senior year. In this course they will complete a major capstone project, which can take the form of either a senior thesis supervised by a member of the department, or a group programming project approved by the computer science faculty.

**Departmental Honors:** Required for honors are: 1. an extra elective at the 0300-level or higher; 2. participation in department extra-curricular or service activities such as tutoring, grading, sys-admin work, student-faculty research, or programming competitions; and 3. a major GPA of at least 3.5 for honors, 3.7 for high honors, and 3.9 for highest honors.

**Required for the Minor in Computer Science:** One CSCI course at the 0100-level; CSCI 0200, CSCI 0201, CSCI 0202, and two CSCI electives at the 0300-level or above. Students beginning at an advanced level must complete a minimum of four courses at the 0200-level or higher for a computer science minor.

**Joint Majors:** The computer science component of a joint major requires: One CSCI course at the 0100-level, CSCI 0200, CSCI 0201, CSCI 0202; one course from CSCI 0301 and CSCI 0302; two CSCI electives at the 0300-level or above; and CSCI 0702.

**Advanced Placement and Waivers:** First-year students whose secondary preparation indicates they can bypass one or more beginning courses should speak to a faculty member to determine the appropriate first course. College credit is given to students who achieve a score of 4 or 5 on the AP computer science A exam. CSCI 0200 may be waived for students who have completed MATH 0310 or MATH 0318 or both MATH 0200 and MATH 0247, or in consultation with the department chair.

**CSCI 0101 The Computing Age (Fall 2010, Spring 2011)**

**Fall 2010**

**The Computing Age**

In this course we will provide a broad introductory overview of the discipline of computational science, with
no prerequisites or assumed prior knowledge of computers or programming. A significant component of the course is an introduction to algorithmic concepts and to programming using Python; programming assignments will explore algorithmic strategies such as selection, iteration, divide-and-conquer, and recursion, as well as introducing the Python programming language. Additional topics will include: the structure and organization of computers, the Internet and World Wide Web, abstraction as a means of managing complexity, social and ethical computing issues, and the question "What is computation?" (Formerly CSCI 0100/0101) 3 hr. lect./lab DED

**Spring 2011**

**The Computing Age**
In this course we will provide a broad introductory overview of the discipline of computational science, with no prerequisites or assumed prior knowledge of computers or programming. A significant component of the course is an introduction to algorithmic concepts and to programming using Python; programming assignments will explore algorithmic strategies such as selection, iteration, divide-and-conquer, and recursion, as well as introducing the Python programming language. Additional topics will include: the structure and organization of computers, the Internet and World Wide Web, abstraction as a means of managing complexity, social and ethical computing issues, and the question "What is computation?" (Formerly CSCI 0100/0101) 3 hr. lect./lab DED

**CSCI 0190 Computer Models and Multi-Agent Simulation (Spring 2011)**

In this course we will explore agent-based computer models and simulations as a means of studying phenomena from both biological and social sciences. Agent-based simulation will then be used as a basis for introducing individual-based modeling and complex adaptive systems. A significant amount of time will be spent teaching the NetLogo programming language as a software tool for developing simulations. We will also introduce some of the important topics in the discipline of computer science, including algorithmic reasoning and data abstraction. No prior experience in programming is assumed. This course counts as an environmental studies lab science cognate. 3 hrs. lect./lab DED

**CSCI 0201 Data Structures (Fall 2010, Spring 2011)**

In this course we will study the ideas and structures helpful in designing algorithms and writing programs for solving large, complex problems. The Java programming language and object-oriented paradigm are introduced in the context of important abstract data types (ADTs) such as stacks, queues, trees, and graphs. We will study efficient implementations of these ADTs, and learn classic algorithms to manipulate these structures for tasks such as sorting and searching. Prior programming experience is expected, but prior familiarity with the Java programming language is not assumed. (One CSCI course at the 0100-level) 3 hrs. lect./lab DED

**CSCI 0202 Computer Architecture (Fall 2010)**

A detailed study of the hardware and software that make up a computer system. Topics include assembly language programming, digital logic design, microarchitecture, pipelines, caches, and RISC vs. CISC. The goal of the course is teach students how computers are built, how they work at the lowest level, and how this knowledge can be used to write better programs. (CSCI 0201 previously or concurrently) 3 hrs. lect./lab DED
CSCI 0301 Theory of Computation (Fall 2010)

This course explores the nature of computation and what it means to compute. We study important models of computation (finite automata, push-down automata, and Turing machines) and investigate their fundamental computational power. We examine various problems and try to determine the computational power needed to solve them. Topics include deterministic versus non-deterministic computation, and a theoretical basis for the study of NP-completeness. (CSCI 0200 and CSCI 0201) 3 hrs. lect./disc. DED

CSCI 0302 Algorithms and Complexity (Spring 2011)

Algorithms and Complexity
This course focuses on the development of correct and efficient algorithmic solutions to computational problems, and on the underlying data structures to support these algorithms. Topics include computational complexity, analysis of algorithms, proof of algorithm correctness, advanced data structures such as balanced search trees, and also important algorithmic techniques including greedy and dynamic programming. The course complements the treatment of NP-completeness in CSCI 0301. (CSCI 0102 and CSCI 0201) 3 hrs. lect./disc. DED

CSCI 0313 Programming Languages (Fall 2010)

Programming Languages
A systematic approach to concepts and features of programming languages. The course focuses on four major programming paradigms: procedural, object-oriented, functional, and logic programming languages. Students will program in several languages representing the different paradigms. Topics include grammars, data types, control structures, run-time organization, procedure activation, parameter passing, higher-order functions, lambda expressions, and unification. (CSCI 0102 previously or concurrently, and CSCI 0202) 3 hrs. lect./lab DED

CSCI 0314 Operating Systems (Spring 2011)

An operating system manages the complex resources of modern computers and provides an interface between the user and the hardware. This course covers the key concepts of operating systems, including process, memory, and storage management; synchronization and deadlock; protection and security; and distributed systems. (CSCI 0200 previously or concurrently, and CSCI 0202) 3 hrs. lect./lab DED

CSCI 0433 Compiler Design (Spring 2011)

An introduction to the design and construction of compilers and translators. Topics include context-free grammars, lexical analysis, symbol tables, top-down and bottom-up parsing, parser generators, error recovery, run-time organization, declaration processing, type checking, code generation, and optimization. Through the course of the semester students will implement a complete compiler for a simple programming language. (CSCI 0202 and CSCI 0301) 3 hrs. lect./lab DED

CSCI 0500 Advanced Study (Fall 2010, Winter 2011, Spring 2011)
Individual study for qualified students in more advanced topics in computer science theory, systems, or application areas. Particularly suited for students who enter with advanced standing. (Approval required) 3 hrs. lect.

**CSCI 0702 Senior Seminar (Spring 2011)**

Each student will complete a major capstone project in this course. This project can take the form of either (1) a thesis on a topic chosen with the advice of a faculty member, or (2) a group programming project approved by the computer science faculty. All students will present their work at the end of the semester. In addition, during the academic year, all seniors are expected to attend a series of lectures designed to introduce and integrate ideas of computer science not covered in other coursework. 3 hrs. lect./disc
Dance

Core courses (10) required for the dance major are: The Creative Process (ARDV 0116 or 0117), Dance History (DANC 0284), Anatomy and Kinesiology (DANC 0376), four terms of technique and choreography at or above the 0200-level, an independent project (DANC 0500 normally undertaken in the senior year), and two additional courses chosen from within the regular fall and spring course offerings in the dance program. Suggested are courses in cultural studies (DANC/SOAN 0272), somatics (DANC 0277), or advanced performing techniques (DANC 0380/0381). An advanced-level independent project (0700) may be approved for the senior year if supported by prior exemplary work and careful planning.

The Dance Joint Major: The dance joint major consists of seven courses as follows: (1) Three courses in dance technique and choreography at or above the 0200-level; (2) ARDV 0116 or 0117 The Creative Process; (3) DANC 0284 Dance History; (4) DANC 0376 Anatomy and Kinesiology; (5) DANC 0500 Senior Independent Project.

The Dance Minor: The dance minor consists of five courses, as follows: (1) two courses in dance technique and choreography at or above the 0200-level; (2) DANC 0376 Anatomy and Kinesiology or DANC 0277 Body and Earth; (3) DANC 0284 Dance History or DANC/NOAN 0272 Performing Culture: America's Dancing Bodies; (4) one additional course from dance listings.

Honors-Dance: Honors, high honors, or highest honors are awarded to graduating seniors in the dance program based upon a grade point average of A- or better in department and cognate courses, a grade of A- or better on the senior 0500 independent project, and overall distinction in the program. Normally only full majors will be eligible for highest honors.

ARDV 0116 The Creative Process (Fall 2010, Spring 2011)

A working examination of the process by which ideas are created and given shape. The individual creative experience is explored in terms of working methods and perceptual forms by means of lectures, discussions, presentations, and readings. ARDV 0116 is a hands-on, experiential course suggested for all non-arts majors with an interest in exploring creativity in the arts. Practical work is closely accompanied by readings intended to trigger investigations of the creative process on a personal/individual level. The course culminates with creation and performance of a short project. Required of theatre and dance majors. (First- and second-year students only) 3 hrs. lect. ART

DANC 0160 Introduction to Dance (Fall 2010, Spring 2011)

This entry-level dance course introduces movement techniques, improvisation/composition, performance, experiential anatomy, and history of 20th century American modern dance. Students develop flexibility, strength, coordination, rhythm, and vocabulary in the modern idiom. Concepts of time, space, energy, and choreographic form are presented through improvisation and become the basis for a final choreographic project. Readings, research, and reflective and critical writing about dance performance round out the experience. 2 hrs. lect./3 hrs. lab ART, PE

DANC 0260 Advanced Beginning Dance I (Fall 2010, Spring 2011)

This is the first course in the studio sequence for students entering Middlebury with significant previous dance experience. It is also the course sequence for those continuing on from DANC 0160 or DANC 0161 and provides grounding in the craft of modern dance needed to proceed to more advanced levels. Modern dance movement techniques are strengthened to support an emerging individual vocabulary and facility with
composition. Students regularly create and revise movement studies that focus on the basic elements of choreography and the relationship of music and dance. Readings, journals, and formal critiques of video and live performance contribute to the exploration of dance aesthetics and develop critical expertise. 3 hrs. lect./3 hrs. lab ART, PE

**DANC 0261 Advanced Beginning Dance II (Fall 2010, Spring 2011)**

A continuation of DANC 0260. (DANC 0260) 3 hrs. lect./3 hrs. lab ART, PE

**DANC 0277 Body and Earth (Fall 2010, Spring 2011)**

This course has been designed for students with an interest in the dialogue between the science of body and the science of place. Its goals are to enhance movement efficiency through experiential anatomy and to heighten participants' sensitivity to natural processes and forms in the Vermont bioregion. Weekly movement sessions, essays by nature writers, and writing assignments about place encourage synthesis of personal experience with factual information. Beyond the exams and formal writing assignments, members of the class will present a final research project and maintain an exploratory journal. 3 hrs. lect. 1 hr. lab. ART, NOR, PE

**DANC 0279 Movement Intentionality for the Stage (Spring 2011)**

This course is intended for students seeking focused attention on the expressive potential of the body. We examine processes that will enable students to develop short, original performance pieces rooted in kinesthetic experience, including movement, voice, and visual perception. We will employ improvisational methods, such as Contact Improvisation and Viewpoints, to generate and experiment with physical language, text, and other compositional components of performance. Discussion of readings in the history and current practice of performance art and improvisation, drawn from the literature on dance, theatre, music, and visual arts, will support creative work. Previous experience in theatre or dance valuable but not required. 3 hrs. lect. ART

**DANC 0283 From George Washington to John Travolta: Social Dance in Popular Culture (Fall 2010)**

In this course we will examine religion, gender, morality, etiquette, politics, and other cultural and societal issues in American history as they intersect in the public sphere through the activity of social dance. Coursework will involve the investigation of primary source materials including contemporary letters and diaries, dance manuals, newspaper and journal reports, and accounts of social dance in American literature. Students will read texts on dance and cultural history, view images of dance in American art and popular film, and listen to four centuries of American dance music. 3 hrs. lect./2 hrs. screening ART, HIS, NOR

**DANC 0284 Dance History (Fall 2010)**

This seminar focuses primarily on the emergence and development of 20th century American concert dance--especially modern and postmodern dance forms--from the confluence of European folk and court dance, African and Caribbean influences, and other American cultural dynamics. We will look at ways in which dance reflects, responds to, and creates its cultural milieu. Readings, video, and live performance
illuminatethe artistic products and processes of choreographers whose works mark particular periods or
turning points in this continuously unfolding story. Our study is intended to support informed critical
articulations and an understanding of the complexity of dance as art. 3 hrs. lect./2 hrs. screen. ART, NOR

DANC 0376 Anatomy and Kinesiology (Spring 2011)

This course offers an in-depth experiential study of skeletal structure, and includes aspects of the muscular,
organ, endocrine, nervous, and fluid systems of the human body. The goal is to enhance efficiency of
movement and alignment through laboratory sessions, supported by assigned readings, exams, and written
projects. (Not open to first-year students) 3 hrs. lect. ART, PE

DANC 0380 Dance Company of Middlebury (Fall 2010)

Dancers work with the artistic director and guest choreographers as part of a dance company, learning,
interpreting, rehearsing, and performing dances created for performance and tour. Those receiving credit can
expect four to six rehearsals weekly. Appropriate written work, concert and film viewing, and attendance in
departmental technique classes are required. Auditions for company members are held in the fall semester for
the year. One credit will be given for two terms of participation. Performances and tour are scheduled in
January. (Limited to sophomores through seniors, by audition.) (DANC 0260; Approval required) 4 hrs.
lect./4 hrs. lab ART, PE

DANC 0381 Dance Company of Middlebury (Winter 2011)

Dancers work with the artistic director and guest choreographers as part of a dance company, learning,
interpreting, rehearsing, and performing repertory dances. Those receiving credit can expect daily rehearsals
plus technique classes, campus performance, and tour. Appropriate written work is required. Auditions are
held in the fall semester for the full year; one credit will be given for two semesters of participation.
(Approval required; limited to sophomores through seniors by audition.) WTR

DANC 0400 Special Topics in Dance: Independent Study
(Fall 2010, Winter 2011, Spring 2011)

(Approval required)

DANC 0460 The Place of Dance: Intermediate/Advanced
Dance III (Fall 2010)

In this course we will investigate three aspects of place in relation to dance: where we source movement, the
relevance of dance in culture, and the effects of place on the moving dancing body. Material covered will
include body systems dance technique at the intermediate/advanced level, improvisation and composition
toward choreography and site specific work, readings and reflective writing, and performance viewing. The
course culminates in formal and informal showings of performance work. The emergence of a personal
philosophy and dance aesthetic will be engaged and formally articulated in writing. (DANC 0261; this course
may be taken in any sequence with DANC 0360, DANC 0361, DANC 0461) 4.5 hrs. lect./2 hrs. lab. ART
DANC 0461 Intermediate/Advanced Dance IV: Performance Improvisation (Spring 2011)

This is rigorous training in techniques that prepare a student for the challenge of simultaneously conceiving, composing, and performing strong, theatrical dances, on the spot, alone and in ensemble. Body is developed as an articulate, responsive instrument. Mind is honed toward quick, clear perception of potential form, willingness to act and react. Personal philosophy and dance aesthetic are cultivated and formally articulated in writing. Musicians proficient with their instrument and able to read music are strongly encouraged to seek admission. (Required for dancers: DANC 0261 or by waiver; this course may be taken in any sequence with DANC 0360, DANC 0361, DANC 0460) 6 hrs lect. ART, PE

DANC 0500 Independent Project (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)

DANC 0700 Independent Project (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)

DANC 1012 30/30: Meditations on the UN Universal Declaration of Human Rights (Winter 2011)

This course is designed to offer students an opportunity to work intensively together to build a performance project inspired by the UN Declaration of Human Rights. Each student will research specific domestic or international human rights issues and develop that material into character studies and personal portraits. Daily physical, vocal, and creative process exercises will support the transformation of research into thirty artistic moments for presentation. Requirements will include a journal, research paper, final showing, and summation paper. No previous experience in the arts is required. ART, WTR
Economics

I. REQUIRED FOR THE MAJOR
The economics major consists of four sequences.

Introductory Sequence: ECON 0150 and ECON 0155. Neither ECON 0150 nor ECON 0155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra. Note: No student who receives a grade below a C- in either ECON 0150 or ECON 0155 will be admitted into the Intermediate Theory Sequence without a waiver.

Quantitative Sequence: The quantitative sequence in economics consists of two courses. The first course can be ECON 0210, MATH 0116, or MATH 0310 (and in special situations PSYC 0201). (Credit is not given for ECON 0210 if the student has taken MATH 0116, MATH 0310, or PSYC 0201.) Students with strong mathematical background wanting to take MATH 0410 (Stochastic Processes) should take MATH 0310 rather than MATH 0116 or ECON 0210, since MATH 0310 is a prerequisite for MATH 0410. The second course in the sequence is ECON 0211.

Students must pass ECON 0210 with at least a C- to be admitted into ECON 0211 without a waiver. MATH 0120 or MATH 0121 (or their AP or IB equivalents) is a prerequisite for ECON 0211 and ECON 0255. (In special circumstances, students who have a strong background in high school calculus, but did not do the AP or IB equivalent, may substitute either MATH 0200 or CSCI 0101 for MATH 0120 or MATH 0121 with approval by the economics chair.)

Intermediate Theory Sequence: ECON 0250 and ECON 0255. MATH 0120 or MATH 0121 is a prerequisite for ECON 0255. (In special circumstances, students who have a strong background in high school calculus, but did not do the AP or IB equivalent, may substitute either MATH 0200 or CSCI 0101 for MATH 0120 or MATH 0121 with approval by the economics chair.) The department will waive the MATH 0120 or MATH 0121 requirement in both the quantitative and intermediate theory sequence for students who score a 4 or higher (3 or higher) on the Advanced Placement Calculus AB (BC) exam.

Note: It is important, especially for those planning to study abroad for a full year that the above three sequences be completed by the end of the sophomore year.

Elective Sequence: Majors are required to take at least four electives, two of which must be 0400-level or 0700-level seminar courses. The other two electives may be 0200-, 0300-, or 0400-level courses. All majors must take at least six economics courses in the major at Middlebury, including one 0400-or 0700-level course. The 0400-level courses are seminars that typically enroll no more than 16 students, have intermediate theory as a prerequisite, and serve as a capstone experience for the major. Emphasis is placed on reading, writing, and discussion of economics at an advanced level. The 0700-level courses are seminars that typically enroll 8 students, have intermediate theory and a field course as a prerequisite, and involve writing an independent research paper. The difference between an ECON 0400 seminar and an ECON 0700 workshop is the degree of independence the student has and the level of sophistication expected in the paper. Any student wanting honors in economics must take ECON 0700 or ECON 0701. Because of space constraints, ECON 0700 courses are initially reserved for straight economics majors; others, including minors and majors in programs that include economics will be admitted on a space available basis.

Note: ECON 0500 does not count towards the major or minor requirements. Only two of the following four courses: ECON 0316, ECON 0317, ECON 0412, and ECON 0475 will count towards the minimum 10 course major requirement. ECON 0205 (Economics of Investing) will not count towards the major, though ECON 0205 will count towards the minor. Economics electives taken during the winter term will count towards the major or the minor only if so designated in the winter term catalog.

Honors: Honors: To be eligible for honors in economics, students must take a Senior Research Workshop (ECON 0700) during their senior year (Four ECON 0700 courses will be offered in 2010-2011: two in the fall/winter; two in the winter/spring). Prior to enrolling in ECON 0700, students must have taken a minimum of 6 economics courses at Middlebury approved to count towards the major requirements. To receive departmental honors the student must receive a minimum grade of A- in the Senior Research Workshop project and have a 3.5 or higher GPA in all economics courses taken at Middlebury approved to count towards.
the major requirements. High Honors requires an A in the Senior Research Seminar and a 3.75 or higher economics GPA, and Highest Honors an A in the seminar and a 3.9 or higher economics GPA.

**Joint Majors:** The Department of Economics does not offer a joint major.

**International Politics and Economics Major:** Students wishing to major in International Politics and Economics must complete a 12-course curriculum in political science and economics, study a foreign language, and study abroad. For the class of 2011 and after, these required economics courses are: ECON 0150, ECON 0155, ECON 0250, plus ECON 0340 and two electives with an international orientation. One elective should be a 0400 level senior seminar and one elective should concern the region of interest (a region corresponding to the students’ language study). At least four economics courses meeting the major requirements must be taken at Middlebury, including the 0400-level course. Please refer to the International Politics and Economics section of the catalog for more details about the major or visit www.middlebury.edu/appe for the most current information.

**International Studies Major:** The international studies major allows students to combine the study of a language and focus on an area with another discipline in the humanities or social sciences, linking both with an appropriate experience abroad. International studies majors are required to take the following courses: Economics: ECON 0150, ECON 0155, ECON 0250, ECON 0340, and two departmental electives with an international focus at the 0200-, 0300- or 0400-levels. One of which must be a 0400-level course. If a non-regional seminar is taken (e.g., ECON 0425, ECON 0444, or ECON 0445), the final paper should focus on the region of study. Please refer to the International Studies section of the catalog for more details about the major or visit http://www.middlebury.edu/academics/ump/majors/is for the most current information.

**AP Credit Policy:** Students who score a 5 on the advanced placement exam in microeconomics, macroeconomics, or statistics receive credit for Introductory Microeconomics (ECON 0155), Introductory Macroeconomics (ECON 0150), or Economic Statistics (ECON 0210) respectively upon submission of their official scores to the Registrar's Office and approval from the department chair. Students who score a 4 on the advanced placement exam in microeconomics, macroeconomics, or statistics must earn a B- or better grade in the corresponding intermediate-level course ECON 0255, ECON 0250, or ECON 0211 respectively to receive college credit for the AP course. (If a B- or better is not earned then an additional economics elective will need to be taken to replace each of the respective courses to maintain the 10-course economics major requirement.)

**International Baccalaureate/A-Levels:** Students who have completed an International Baccalaureate or the equivalent of the introductory sequence abroad before coming to Middlebury and have earned a score of 6 or higher on IB economics or a grade of B or better on A-Level economics should begin their studies of macro and micro with ECON 0250 and ECON 0255. They will be given one course credit toward the economics major. Those majoring or minoring in economics will need to replace the other introductory course with an ECON elective. Students who have completed a statistics course with a score of 6 or higher on IB statistics, or a grade of B or better on A-Level economics will be exempted from ECON 0210. Thus, they should begin their course of study of economics statistics with ECON 0211, or MATH 0310. If they choose to start with ECON 0211, they will need to replace the ECON 0210 with an ECON elective. The same rules apply where ECON courses are requirements for other majors.

**Transfer of Credit:** Students may take economics courses in approved programs (abroad and domestic) and have those courses count towards the major and/or the general graduation requirement. *Summer school courses will generally not be given credit for the major unless there is an overriding reason to take a summer school course.* Any summer school course must meet a minimum of six weeks and have at least 36 hours of class time. Students planning to take courses off-campus should discuss the proposed course(s) with their advisor and get pre-approval from the chair of the economics department. Upon completion of the course(s), students should submit their course material and a copy of their transcript along with the appropriate Application for Transfer Credit form to the department coordinator for departmental approval. After receiving departmental approval, students must submit their forms to the director of off-campus study for final approval. Courses having a BU (Business) or MGMT (Management) prefix will normally not be considered the equivalent of an economics course. No credit will be given for business courses taken over the summer. A maximum of one credit will be given for a business course taken through a junior year abroad business
program. However, this credit will count as a general credit only, not as a major equivalent credit. Business courses taken in a non-business program will be considered on a case-by-case basis. Those that match the department's offerings, and have strong liberal arts content, have the best chance of receiving credit.

II. POSTGRADUATE PREPARATION

Graduate programs in economics or finance [other than a Masters of Business Administration (MBA)] generally require a high degree of mathematical sophistication. Students thinking of continuing on in such a program are encouraged to: (i) take MATH 0310 in place of ECON 0210; (ii) select economics electives with significant mathematically and statistically rigorous content [recommended courses fulfilling the elective requirements of the economics major include: ECON 0347, ECON 0380, ECON 0390, ECON 0411, and ECON 0462]; (iii) take a number of additional courses in mathematics and computer science [recommended courses include: CSCI 0101, MATH 0315, MATH 0318, MATH 0323, MATH 0410, and MATH 0423].

Good training for graduate school includes being a Christian A. Johnson Statistics Specialist, and having worked as a research assistant in economics either here at Middlebury or at a Federal Reserve Bank of Economics Think Tank at least one summer before graduating. Students thinking about this option should discuss their plans with their advisor and other faculty members.

Masters of Business Administration (MBA) programs look for students who have taken a wide range of courses across the curriculum rather than for students who have narrowly focused on economics and math. Thus, it is not necessary for someone planning to go on in business or to an MBA program to have majored in economics. MBA programs normally expect that students have worked for a couple of years in business, government, or similar organization before they begin the MBA program. The appropriate coursework for these MBA programs is a wide range of liberal arts courses.

III. MINOR IN ECONOMICS

The economics minor consists of five courses: ECON 0150, ECON 0155, ECON 0250 or ECON 0255 (MATH 0120 or MATH 0121 is a prerequisite for ECON 0255), and two electives, one of which must be at the 0400-level or 0700-level. (Minors will be admitted to 0700 Workshops on a space available basis only.) Economics electives taken during the winter term will count towards the major or minor only if so designated in the winter term catalog. All economics minors must take at least three economics courses in the minor at Middlebury.

ECON 0150 Introductory Macroeconomics (Fall 2010, Spring 2011)

An introduction to macroeconomics: a consideration of macroeconomic problems such as unemployment and inflation. Theories and policy proposals of Keynesian and classical economists are contrasted. Topics considered include: banking, financial institutions, monetary policy, taxation, government spending, fiscal policy, tradeoffs between inflation and unemployment in both the short run and the long run, and wage-price spirals. (There will be nine sections offered: five in the fall; four in the spring.) 3 hrs. lect. SOC

ECON 0155 Introductory Microeconomics (Fall 2010, Spring 2011)

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply), market structures from competitive to oligopolistic, distribution of income, and public policy options bearing on these problems. (There will be nine sections offered: four in the fall; five in the spring, one of which will be CW.) 3 hrs. lect. SOC
ECON 0200 Health Economics and Policy (Fall 2010)

In this course we will focus on the health care system of the United States. We will apply standard microeconomic tools to the problems of health and health care markets. The course provides the fundamental tools with which to understand how the health care market is different from the markets for other goods. For example, students will learn about the dominant presence of uncertainty at all levels of health care, the government's unusually large presence in the market, the pronounced difference in knowledge between doctors and patients, and the prevalence of situations where the actions of some impose costs or benefits on others (e.g., vaccinations, drug research). (ECON 0155) 3 hrs. lect. NOR, SOC

ECON 0205 Economics of Investing (Fall 2010)

This course explores introductory issues in the pricing of financial instruments and the organization of financial markets. This includes developing methods to price stocks and bonds, evaluate portfolios and understand financial derivatives, and applying these methods to actual financial data in an accessible and non-technical manner. This course does not count as an elective toward the economics major, but will count towards the economics minor. Students who have taken ECON 0316 or ECON 0317 are not allowed to register for ECON 0205. (ECON 0150 or ECON 0155) 3 hrs. lect.

ECON 0210 Economic Statistics (Fall 2010, Spring 2011)

Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, simple linear regression, estimation, hypothesis testing, and contingency table analysis. A weekly one-hour lab is part of this course in addition to three hours of class meetings per week. (ECON 0150 or ECON 0155) Credit is not given for ECON 0210 if the student has taken MATH 0116, MATH 0310, or PSYC 0201 previously or concurrently. (There will be four sections offered: two in the fall; two in the spring.) 3 hrs. lect., 1 hr. lab DED

ECON 0211 Introduction to Regression Analysis (Fall 2010, Spring 2011)

In this course regression analysis is introduced. The major focus is on quantifying relationships between economic variables. Multiple regression identifies the effect of several exogenous variables on an endogenous variable. After exploring the classical regression model, fundamental assumptions underlying this model will be relaxed, and further new techniques will be introduced. Methods for testing hypotheses about the regression coefficients are developed throughout the course. Both theoretical principles and practical applications will be emphasized. The course goal is for each student to employ regression analysis as a research tool and to justify and defend the techniques used. (MATH 0121; and ECON 0150 or ECON 0155; and ECON 0210; or by approval) (There will be four sections offered: two in the fall; two in the spring.) 3 hrs. lect., 1 hr. lab DED

ECON 0222 Economics of Happiness (Fall 2010)

We will explore the economics of happiness in both the micro and macro realm. We start with the neoclassical model of rational individuals who know with great precision what makes them happy. Next we explore behaviorist challenges to that model, including issues of regret, altruism, fairness, and gender. On the macro side, we investigate the puzzle of why, though most of us like more income, a growing GDP does not seem to
make societies happier; we examine the impact of the macroeconomic environment on individual happiness. Finally we touch on current policy issues such as quantitative happiness indicators that have been adopted around the world, â€œpaternalisticâ€ policy measures to increase happiness, and the no-growth movement. (ECON 0150 or ECON 0155) 3 hrs. lect. SOC

**ECON 0225 Theories of Economic Development in Latin America (Fall 2010)**

This course is designed to provide a survey of the most important issues facing Latin American policymakers today. The course will place contemporary problems in their historical perspective and will use applied economic analysis to examine the opportunities and constraints facing the economies of Latin America. (ECON 0150) 3 hrs. lect. AAL, SOC

**ECON 0226 Law and Economics (Spring 2011)**

In this course we will use the tools of economics to analyze legal institutions and examine the way that the law influences incentives and behavior. Particular emphasis will be placed on how economics informs law in the areas of property, contracts and torts (accidents). Much attention will also be given to the evolution of the law and the extent to which this evolution promotes or discourages economic efficiency. (ECON 0155) 3 hrs. lect. SOC

**ECON 0230 Comparative Transformation in Eurasia (Fall 2010)**

In this course we will explore the transformation over the past generation of Eurasiaâ€™s formerly socialist economies. We will focus on the experiences of the regionâ€™s two largest countries, Russia and China. Though the main focus is on economic aspects of the transformation, we will also pay attention to the political and historical forces that have influenced the process. (ECON 0150 or ECON 0155; or by approval) 3 hrs. lect. CMP, SOC

**ECON 0250 Macroeconomic Theory (Fall 2010, Spring 2011)**

Macroeconomic theory analyzes whether the market effectively coordinates individuals' decisions so that they lead to acceptable results. It considers the effectiveness of monetary, fiscal, and other policies in achieving desirable levels of unemployment, inflation, and growth. The theories held by various schools of economic thought such as Keynesians, monetarists, and new classicals are considered along with their proposed policies. (ECON 0150 and ECON 0155) (There will be five sections offered: three in the fall; two in the spring.) 3 hrs. lect.

**ECON 0255 Microeconomic Theory (Fall 2010, Spring 2011)**

Microeconomic theory concentrates on the study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income in an economy. We will study the optimizing behavior of households in a variety of settings: buying goods and services, saving, and labor supply decisions. We will also examine the behavior of firms in different market structures. Together, the theories of household and firm behavior help illumine contemporary economic issues (discrimination in labor markets, mergers in the corporate world, positive and negative externalities, for example). (MATH 0121,
ECON 0150 and ECON 0155) (There will be four sections offered: two in the fall; two in the spring.) 3 hrs. lect.

**ECON 0265 Environmental Economics (Fall 2010, Spring 2011)**

This course is dedicated to the proposition that economic reasoning is critical for analyzing the persistence of environmental damage and for designing cost-effective environmental policies. The objectives of the course are that each student (a) understands the economic approach to the environment; (b) can use microeconomics to illustrate the theory of environmental policy; and (c) comprehends and can critically evaluate: alternative environmental standards, benefits and costs of environmental protection, incentive-based environmental policies, socially responsible business practices, the role of social capital in determining environmental outcomes, and challenges in the global commons. (ECON 0155) 3 hrs. lect.

**ECON 0275 Urban Economics (Spring 2011)**

How and why do cities form? Why do people live in the suburbs and commute to the Central Business District? Why do tech industries want to locate right next to each other in Silicon Valley? Are toll roads just there to annoy us, or is there some economic rationale for them? This course combines economic theory and empirical evidence to provide an overview of the forces beyond our spatial organization as well as a survey of urban problems relating to land use, traffic, housing, and racial segregation. (ECON 0155) 3 hrs. lect.

**ECON 0316 Corporate Finance and Accounting (Fall 2010)**

Finance has become an integral part of economics, as shown by the number of Nobel Prizes awarded in recent years to scholars who have made contributions to the field. This course focuses on the financial side of the modern corporation, for the stakeholders as well as the shareholders. We start with financial accounting as a means of measuring the health of a company and of discerning the transparency and accuracy of its financial statements. (As Enron and other companies showed, it pays to be skeptical.) We then move to strategic planning and the growth of the firm, and to decisions on how to finance that growth as between equity and debt. We conclude with valuation models based on cash flow. At the end we hold a buy-side sell-side competition, in which students work in teams to value real companies and present them to the class as attractive investments. (ECON 0150 and ECON 0155 and ECON 0210) 3 hrs. lect., 1 hr. lab

**ECON 0317 Investments and Financial Markets (Spring 2011)**

As wealth has grown in importance as an economic variable, professional economists and practitioners alike have studied the behavior of financial markets, and the behavior of people in those markets. The markets for equities, bonds, commodities, and foreign exchange are each quite independent, and yet prices in several markets may suddenly correlate, especially in a crisis. This course presents a wide range of techniques to analyze markets. In equities, we study valuation models and portfolio diversification. In bonds, we study the yield curve and concepts such as duration and convexity. In commodities, we study both fundamental analysis and technical analysis. In foreign exchange, we study interest rate parity and purchasing power parity. And, we study derivatives and options pricing models. The management of wealth ultimately depends on the management of risk, and we conclude with a study of risk management techniques. (ECON 0150 and ECON 0155 and ECON 0210) 3 hrs. lect., 1 hr. lab
ECON 0340 International Economics: A Policy Approach (Fall 2010, Spring 2011)

This course provides an overview of international trade and finance. We will discuss why countries trade, the concepts of absolute and comparative advantage, and gains from trade. We will explore commercial policies, arguments for and against tariffs, non-tariff barriers, dumping and subsidies, the role of the WTO, as well as the pros and cons of regional free trade associations. In the second part of the course we will primarily concentrate on international macroeconomics, focusing on foreign exchange rates, balance of payments, origins of and solutions to financial crises and the history and architecture of the international monetary system. (ECON 0150 and ECON 0155) 3 hrs. lect.

ECON 0360 Industrial Organization: Economics of Imperfect Competition (Fall 2010)

Industrial organization is the study of how industries function and how firms interact within an industry. While this is part of the general agenda of microeconomics, industrial organization distinguishes itself by its emphasis on the study of firm behavior in imperfectly competitive markets. The primary objective of this course is to investigate how firms acquire market power, that is, the ability to influence price, and how this power is used in practice. The major themes of exploration will be the sources and limits of market power; the strategic behavior of firms that possess market power; and the effect of policy intervention in industries with market power. We will be particularly interested in the role of limited information; advertising expenditure; barriers to entry; and investment in research and development. (ECON 0255) 3 hrs. sem. SOC

ECON 0380 Game Theory I (Spring 2011)

Game theory is general in scope and has been used to provide theoretical foundations for phenomena in most of the social and behavioral sciences. Economic examples include market organization, bargaining, and the provision of public goods. Examples from other behavioral sciences include social dilemmas and population dynamics. In this course students learn the basics of what constitutes a game and how games are solved. This course is meant to be a broad introduction; students with advanced training in economics (or math) are encouraged to enroll directly in ECON 0390. (ECON 0155 and MATH 0121 required; ECON 0255 recommended) 3 hrs. sem.

ECON 0390 Game Theory II (Fall 2010)

This course is a more or less self-contained sequel to ECON 0380. The focus is on games with asymmetric information, and the list of topics includes games of moral hazard with hidden action or hidden knowledge, adverse selection games, mechanism design and contract theory, games of screening and signaling, and auctions. We shall also consider their application to such diverse fields as labor economics, finance, industrial organization and political economy. (ECON 0255 required; ECON 0380 recommended) 3 hrs. sem.

ECON 0401 Poverty, Inequality and Distributive Justice (Fall 2010)

This seminar will explore recent theoretical and empirical research on socioeconomic inequality. The definitions, causes and consequences of inequality at both the individual (micro) and national and
international (macro) levels will be considered. (ECON 0211 and ECON 0255) 3 hrs. sem.

**ECON 0411 Applied Econometrics (Fall 2010)**

This course is designed to further students' understanding of parameter estimation, inference, and hypothesis testing for single and multiple equation systems. Emphasis will be placed on specification, estimation, and testing of micro/macro econometric models and using such models for policy analysis and forecasting. Large cross-sectional as well as panel data sets will be used for estimation purposes. (ECON 0211 and ECON 0250 and ECON 0255; or by approval) 3 hrs. sem.

**ECON 0412 Empirical Finance (Spring 2011)**

How do hi-tech firms decide to launch new products? How do portfolio managers decide to invest in stocks of hi-tech companies? These are the kinds of practical issues we will cover in this course. Modern financial theory and practice revolve around quantitative techniques for estimating expected returns on investments, whether the launch of a new product or the creation of a new mutual fund, and for measuring the performance of those investments over time. In the first part of the course, you will delve into cash flow analysis as it can be applied to a wide range of situations. In the second part, you will study financial markets and techniques for trading and investing in those markets. At the end you will create an investment portfolio based on your own areas of expertise and your own style of investing. (ECON 0211 and ECON 0316) 3 hrs. sem., 1 hr. lab

**ECON 0425 Seminar on Economic Development (Fall 2010, Spring 2011)**

Much of the world still faces the daily pain of poverty. Developing countries have to accelerate their growth rates, eradicate poverty, reduce inequalities, address environmental concerns, and create productive employment. We examine the major analytic and policy issues raised by these challenges and study the need for a productive balance between market forces and positive state action. With the help of case studies from Asia, Latin America, and Africa, we focus on different development strategies adopted, the choice of policy instruments, and methods of implementation. (ECON 0250 or ECON 0255; or by approval) 3 hrs. sem.

**ECON 0428 Population Growth and the Global Future (Fall 2010)**

This course will show how economic analysis can be used to assess the impact of rapid population growth on economic development, the environment, and economic inequality. It will analyze the rapid “graying” of the industrialized countries and their struggle to cope with international migration. It will assess the causes of urban decay in the North and the explosive growth of cities in the South. The course will consider household-level decision-making processes; the effects of changing family structures; and the need to improve the status of women. (ECON 0250 or ECON 0255) 3 hrs. sem.

**ECON 0445 International Finance (Fall 2010, Spring 2011)**

An analysis of the world's financial system and the consequences for open economies of macroeconomic interdependence. Particular topics include: exchange rate determination, balance of payments adjustments, and monetary and fiscal policies in open economies. Special attention is paid to the issues and problems of the European Economic Community and European integration and debt in developing countries. (ECON 0250) 3
ECON 0450 History of Economic Thought (Fall 2010)

This course offers a historical and analytical perspective on the development of economic ideas. It asks the question: Why is economics what it is today? A number of international issues will be considered, such as the differential development of economic ideas in different countries, comparative advantage and its relation to trade, and the development and spread of socialist ideas. In this course students will read Adam Smith, Karl Marx, and Frederich Hayek. (ECON 0250 or ECON 0255; or by approval) 3 hrs. sem. HIS, PHIL

ECON 0455 Competitive Strategy (Fall 2010)

What drives sustainability and market success in business and social organizations? How do competitive forces within and among industries shape competitive strategy? We will focus on the dynamics of how organizations create, execute and evaluate competitive strategies in diverse competitive environments using real-world cases. A premium will be placed on improving your writing and public speaking skills. Your Middlebury Solutions Group engagement will give you critical applied analysis and teaming experience in developing paths to profitability for early-stage enterprises. (ECON 0255) 3 hrs. sem., 1.5 hrs. lab

ECON 0456 Economics of Strategy (Spring 2011)

In this seminar we will analyze how modern economists think about a firm's strategic decisions. Our discussion will include the boundaries of the firm, the structure of the industry, the position of the firm in an industry and the nature of competition in the environment. We will combine a theoretical framework of strategic behavior with real life decisions of companies. (ECON 0255) 3 hrs. sem.

ECON 0465 Special Topics in Environmental Economics (Spring 2011)

The objective of this seminar is that each student achieves fluency in a set of advanced concepts in environmental economics. The seminar is divided into two main sections. First, we introduce the core theory and policy implications of environmental economics. These include the theory of externalities and public goods; the Coase theorem; and policy instrument choice. Empirical methods used to measure the costs and benefits of environmental policies are also introduced. Second, we study some selected topics: the economics of local air pollution and greenhouse gases; the design of market-based environmental policies; the economics of non-renewable resources, including fossil fuels and old-growth forests; and the management of renewable resources, including fisheries and second-growth forest resources. (ECON 0255) (There will be two sections offered.) 3 hrs. sem.

ECON 0475 Monetary Theory and Financial Institutions (Fall 2010)

This seminar provides the student with the basic knowledge and analytical tools to operate in today's money and financial markets. We start with the markets themselves, how they are structured and how prices are determined, such as interest rates and foreign exchange rates. We then study private sector institutions, including banks, securities houses, insurance companies and fund management companies, and the challenges they face in the Age of the Internet. And we close with a study of how the Federal Reserve and other central
banks determine monetary policy. (ECON 0250) 3 hrs. sem., 1 hr. lab

**ECON 0485 The Economics of Sports (Spring 2011)**

This is a survey course of topics illustrating how microeconomic principles apply to the sports industry. Topics covered will include the industrial organization of the sports industry (notably, issues of competitive balance and the implications of monopoly power), the public finance of sports (notably, the impact teams have on host municipalities), and labor issues related to sports (including player worth and discrimination). The prerequisites for this course are meant to ensure that students can both understand fundamental economic concepts and present the results of econometric research as they apply to the sports industry. (ECON 0210 and ECON 0211 and ECON 0255) (There will be two sections offered.) 3 hrs. sem.

**ECON 0495 Behavioral Economics (Spring 2011)**

In this seminar we will study a range of psychological phenomena that affect economic behavior in individual and social settings. Particular emphasis will be placed on the relationship between psychology and economic theory, and the extent to which the study of economics can be improved by incorporating research on human emotions and bounded cognitive ability. A second point of emphasis will concern what the psychological-economic view of human motivation and behavior implies for debates over public policy. (ECON 0255 required; ECON 0380 strongly recommended) 3 hrs. sem. SOC

**ECON 0499 Experimental Economics (Fall 2010, Spring 2011)**

We examine how people actually behave given economic incentives. Rather than learning economic models of behavior (e.g., consumption, investment, production) students in this class learn how to test these and other models using the experimental lab. Topics include: How and why do markets work? Do people act collectively to provide public goods? What are the determinants of bargaining outcomes? (ECON 0255 required; ECON 0380 strongly recommended) 3 hrs. sem.

**ECON 0500 Individual Special Project (Fall 2010, Winter 2011, Spring 2011)**

If you choose to pursue an area that we do not offer or go in depth in an area already covered, we recommend the Individual Special Project option. These ECON 0500 proposals MUST be passed by the entire department and are to be submitted to the chair by the first Friday of fall and spring semester, respectively. The proposals should contain a specific description of the course contents, its goals, and the mechanisms by which goals are to be realized. It should also include a bibliography. According to the College Handbook, ECON 0500 projects are a privilege open to those students with advanced preparation and superior records in their fields. A student needs to have a 3.5 or higher G.P.A. in Economics courses taken at Middlebury in order to pursue an Individual Special Project. ECON 0500 does not count towards one of the 10 courses for the major.

**ECON 0700 Senior Research Workshop (Fall 2010, Winter 2011, Spring 2011)**

Prior to enrolling in ECON 0700, students must have taken a minimum of 6 economics courses at Middlebury...
approved to count towards the major requirements. Four workshops will be offered in 2010-2011. These senior workshops will be composed of no more than eight students who will work independently on a project in a specific area for two semesters (fall/winter or winter/spring) and will meet to collectively discuss and present their research. Students who have prearranged a research topic with the professor will be given priority in admission to the seminar. Also, because of limited resources for guiding senior work, students with a single major in economics will be given priority over double majors who will do senior work in other departments. Students interested in pursuing departmental honors must take a Senior Research Workshop (ECON 0700) during their senior year. To receive departmental honors the student must receive a minimum grade of A- in the Senior Research Workshop project and have a 3.5 or higher GPA in all economics courses taken at Middlebury approved to count towards the major requirements. High Honors requires an A in the Senior Research Seminar and a 3.75 or higher economics GPA, and Highest Honors an A in the seminar and a 3.9 or higher economics GPA. (Approval required)


The Western financial system virtually imploded in 2007-2008, an event from which the economy is slowly recovering today. Banks across the US and Europe collapsed and had to be rescued by governments. Policymakers worried that a meltdown on the order of the Great Depression could occur. All eyes turned to a little known set of financial products known as derivatives as the culprits in this near catastrophe. What are derivatives? How did they, almost overnight, cause the destruction of well-known and seemingly solid companies like Bear Stearns, Lehman Brothers, and AIG? This course provides an overview of the derivatives and structured finance markets that traces their development and contribution to the financial crisis. Designed to be accessible to all, we address the building blocks of bonds, futures, swaps, and options. We will explore derivatives from 16th century Japan to the present. Historic asset bubbles, including the 17th century Dutch Tulip mania, the 18th century South Sea bubble, and the US real estate market will be considered. All these events will be related to both micro and macro economic concepts. **SOC, WTR**

**ECON 1016 Economics and Morality (Winter 2011)**

Someone "thinks like an economist" by objectively and analytically assessing the costs and benefits of various activities. In this course, we will examine why so many people consider the economic way of thinking to be immoral. Topics discussed will include gift-giving, voting, trade, price gouging, organ sales, and price controls, among others. Attention will be given to the commonalities and unique features that span these issues, and what, if anything, should be done to bridge the gap between how economists and non-economists view them. Addressing these specific issues will help illuminate the proper scope of the economic way of thinking and point to ways in which economic arguments can best be used to improve the world. **SOC, WTR**

**ECON 1017 The Application of Statistics to Sports (Winter 2011)**

The central problem of quantitative analysis in any social science is trying to explain the complex and multivariate character of individual human and institutional behavior. The problem of quantitative research, in turn, is that of finding a statistical method that yields a useful approximation of reality. The objective of this course is to give students with an interest in athletic games an opportunity to apply the tools of statistical analysis to the study of several sports topics of their own choosing. (MATH 0116 or ECON 0210 strongly recommended) **DED, WTR**
ECON 1027 The Political Economy of Development (Winter 2011)

In this course we will take an economic and political perspective in examining some of the most significant current questions in the field of development. Why have some countries developed more rapidly than others? How can governments help or hinder development prospects? These broad questions will be addressed by analyzing the development experiences of Asian, Latin American, and African countries. To gain historical perspective, we will study selected theories of development and the experiences of the now "developed" countries, followed by an examination of how countries have confronted the dilemmas of development such as poverty, inequality, and corruption. AAL, SOC, WTR
Education Studies

Requirements for the Minor in Education Studies [EDGW]:
Education Studies is an interdisciplinary program. To earn a minor in Education Studies students must complete five courses structured in the following manner:

1. A foundations course in education, either EDST 0115 or SOAN0215.
2. Any three courses in Education Studies selected from the following: EDST 102; ENAM/EDST 0185; EDST/ENAM 0211; EDST 0225; EDST 0305, EDST 0315, EDST 0318, EDST 0320; EDST 0317 (Winter Term), EDST 0327 (Winter Term), EDST0337 (Winter Term). **Students who are interested in attaining a Vermont teaching license must complete either an elementary or secondary minor see below.**
3. One elective determined in consultation with the student's faculty advisor in Education Studies. This course could include a Winter Term elective, a 500-level independent study, or in special cases, pre-approved study abroad experiences or internships with substantive academic work. PYSC 0327 (Educational Psychology), PYSC 0225 (Child Development) and PYSC 0216 (Adolescence) may fulfill the elective requirement for the minor. Students must secure prior approval from Education Studies faculty for any other course to count as an elective.

Students may choose to focus their five courses in either elementary or secondary education or they may choose to take a broad approach and select courses from across the curriculum. Each student declaring a minor in Education Studies will be assigned to a faculty member in Education Studies who will serve as his or her advisor.

For students who entered Middlebury College prior to the 2009-2010 academic year:
You may use the requirements as stated above or continue to complete the requirements as stated in the catalogue of the year you entered Middlebury College. We urge you to meet with your Education Studies advisor to discuss your plans to complete the minor.

Vermont Licensure Option
Students who want to attain a teaching license must meet the licensure requirements established by the state of Vermont. There are two licensure options: Elementary [EDEL] (grades K-6) and Secondary [EDSL] (grades 7-12).

Professional Semester
Students who elect to pursue licensure either in Elementary or Secondary education must apply to the Education Studies program for acceptance into the Professional Semester. Upon acceptance, students complete EDST 0410 (the student teaching seminar), and EDST 0405-0407, the student teaching practicum in a local school these four course credits constitute the Professional Semester. Students may elect to complete the Professional Semester either as seniors or post graduation in a ninth semester. Satisfactory review of the Professional Semester by the Professional Semester Review Committee and of the required licensure portfolio result in recommendation for initial licensure for teaching in Vermont, reciprocated by 48 states.

Thus, all students seeking licensure complete a full semester of student teaching under the supervision of a master teacher. Education Studies faculty in consultation with the student and prospective master teacher make the final decision regarding where and with whom a student is placed for the Professional Semester.

Requirements for the minor in elementary education [EDEL] (grades K-6).
In order to meet the requirements set by the state of Vermont, there are six courses required for the minor in
elementary education as well as the professional semester:

a. EDST 0115, 0305, 0315, 0317 (Winter Term)

b. PSYC 0225 & PYSC 0327. [Note: PSYC 0105 is a prerequisite for all Psychology courses.]

c. Successful completion of the professional semester (student teaching) listed in the catalogue as EDST 0410 & 0405-0407 with satisfactory review of the professional semester by the Professional Semester Review Committee and with satisfactory review of the student's teacher licensure portfolio. [Note: This is a 4 credit experience as it involves full-time teaching for one semester as well as a weekly, 3 hour seminar during the same semester.]

d. Students seeking a teaching license in elementary education may major in any subject offered at Middlebury College. Prior to the granting of the license, students must also complete both the SCI and DED distribution requirements.

Requirements for the minor in secondary education [EDSL] (grades 7-12).
Middlebury College is authorized to recommend licensure in the following subject areas for secondary education: Art, computer science, English, social studies, mathematics, modern language (French, German, Russian, Spanish), and science (earth science, biology, chemistry, geology, physics). Students should consult with the Education Studies faculty to determine particular recommended major courses that will align with state endorsement requirements. Generally, for the secondary teaching license, students should major in the content area they wish to teach.

Note: Students majoring in history or a social science (economics, geography, political science, psychology, or sociology/anthropology) can be recommended for licensure in social studies, but such students must also complete a course dealing with geography, a course dealing with a culture or society outside North America, and the two United States history courses, to be determined in conjunction with the History Department.

In order to meet the requirements set by the state of Vermont, there are six courses required for the minor in secondary education as well as the professional semester:

a. EDST 0115, 0318, 0320, 0327 (Winter Term).

b. PSYC 0216 & PSYC 0327. [Note: PSYC 0105 is a prerequisite for all Psychology courses.]

c. Successful completion of the professional semester (student teaching) listed in the catalogue as EDST 0410 & 0415-0417 with satisfactory review of the professional semester by the Professional Semester Review Committee and with satisfactory review of the student's teacher licensure portfolio. [Note: This is a 4 credit experience as it involves full-time teaching for one semester as well as a weekly, 3 hour seminar during the same semester.]

EDST 0102 English Lang in Global Context (Spring 2011)

In this course, we will discuss and write about the dominance of English in the global landscape. The course reader, The Handbook of World Englishes (2006), offers an interdisciplinary approach to the topic. We will begin the course with a geographic and historical overview of World Englishes and then will examine the impact of English language dominance on individuals and societies, emphasizing themes such as migration, globalization, education, and identity. Throughout the course, we will explore the relevance of these issues to
EDST 0115 Education in the USA (Fall 2010, Spring 2011)

What are schools for? What makes education in a democracy unique? What counts as evidence of that uniqueness? What roles do schools play in educating citizens in a democracy for a democracy? In this course, we will engage these questions while investigating education as a social, cultural, political, and economic process. We will develop new understandings of current policy disputes regarding a broad range or educational issues by examining the familiar through different ideological and disciplinary lenses. (formerly TEDU 0115) 3 hrs. lect./1 hr. disc. NOR, SOC

EDST 0225 Scenarios for Teaching Writing (Spring 2011)

The purpose of this course is to understand how composition, reflective practice, and inquiry-based learning come together in K-12 education, in the classroom, and online. Theoretical approaches to the teaching of writing will be put into practice in lesson plans. Students will serve as peer tutors-mentors for ACSU students. Readings will include Cross-Talk in Comp Theory, Composing a Teaching Life, The Art of Teaching Writing, Scenarios for Teaching Writing, and Life-Affirming Acts. (formerly TEDU 0225)

EDST 0230 Social Justice in Education (Spring 2011)

Schools can help break cycles of oppression. In this course students will learn how to enact social justice in education. We will take an interdisciplinary approach in examining interconnected social identities and how they complicate issues of privilege, access, and power in schools. Ultimately, we will explore social justice frameworks that promote equity and justice for all students. Service learning is an integral component of this course that will help students move from theory to action as advocates of social justice. 3 hrs. lect. SOC

EDST 0305 Teaching of Literacy and Social Studies in the Elementary School (Fall 2010)

This course is designed to provide prospective elementary teachers with an understanding of literacy and social studies instruction for all learners in K-6 classrooms. In addition to the classes, students will participate in a field experience of observing and helping out in elementary school classes in the Middlebury area (approximately 24 hours) and design an individual education studies website. The course will view literacy development (reading, writing, speaking, listening, and viewing) in such a way that assessing and planning instruction fits naturally into everyday classroom activities. We will explore a variety of topics and issues related to social studies: Vermont and National Standards, interdisciplinary approaches, and assessment. (formerly TEDU 0305) 3 hrs. lect./1 hr. disc.

EDST 0315 Teaching of Mathematics and Science in the Elementary School (Spring 2011)

This course is an examination of current theory, research, methods, and materials of elementary school mathematics and science. In addition to the classes and lab, students will participate in a field experience of observing and helping out in elementary school classes in the Middlebury area (approximately 24 hours). Development of an individual education studies website will also be required. Students will construct a working knowledge of assessment and the scope and sequence of mathematics and science skills, concepts,
and dispositions; how children learn mathematics and science; effective teaching skills and strategies; and the role of the national and Vermont standards in teaching and learning mathematics and science. (formerly TEDU 0315) 3 hrs. lect./3 hrs. lab

EDST 0317 Children and the Arts (Winter 2011)

This course will examine the integration of the arts into the elementary curriculum. Students will teach standards-based lessons that include the literary, performing, and visual arts. Activities will include art projects, sketch journals, reading assignments, and the exploration of community and teaching resources. Students will gain an understanding of the important role the arts can play in the curriculum through field placements in local schools (approximately 15 hours/week) and class discussions. An individual education studies website will also be required. (Pass/Fail) ART, WTR

EDST 0318 Teaching and Learning in Secondary Schools (Spring 2011)

This course emphasizes the knowledge and skills necessary for effective teaching at the secondary level. Starting from a foundation in the liberal arts, students will develop lesson and unit plans based on instructional models that reflect "best practice" and that are grounded in key concepts from their respective disciplines. Concerns regarding "classroom management" will be addressed as opportunities to design challenging and engaging curriculum. Students will be required to integrate technology into meaningful, academic inquiry. This course requires 3 hrs/week of observation in local schools. (formerly TEDU 0318) 3 hrs. lect.

EDST 0320 Literacy Across the Secondary Curriculum (Fall 2010)

This course will acquaint prospective teachers with pedagogies that use literacy to help students learn subject matter, strategies, and skills in various secondary content areas. We will consider both the theory and practice of literacy through analysis of the nature of reading, writing, discussion, interpretation, and critical processes and practices. We will also consider the politics of literacy and the importance of socio-economic, linguistic, and cultural factors in making appropriate choices about methods and materials for diverse populations. Students will spend at least two hours per week observing and tutoring in secondary schools in the Middlebury area. (formerly TEDU 0320) 3 hrs. lect.

EDST 0327 Field Experience in Secondary Education and Special Education (Winter 2011)

In this course we will examine secondary teaching and special education at the middle school level. Working closely with practicing middle school teachers, students will spend five days a week in the schools, observing, tutoring, directing small-group learning, developing lessons, and assessing student work. In this seminar we will explore, through selected readings and a case study, the policy and pedagogy of special education for students with learning disabilities. Further topics in middle/secondary education will be addressed. Required for students seeking a minor in secondary education. (Pass/Fail) WTR
EDST 0337 The New York City Urban Education Internship (Winter 2011)

This internship provides teaching and learning opportunities at New York City Public Schools with a focus on DeWitt Clinton High School in the Bronx, a charter middle school, and an elementary school: PS197. During the term, each student will be assigned to work as an intern with a classroom teacher or program at a New York City school. Tasks will vary but may include: observing classes, tutoring, directing small-group work, working with special education students, working in the computer lab and working with outreach programs. Students will spend five full days at the school each week, keep a journal, and complete a formal essay about their experience. In addition, there will be visits to other schools and educational programs in the area. Approval required; please contact Trish Dougherty prior to registration. (Pass/Fail) WTR

EDST 0405 Student Teaching in the Elementary School (Fall 2010, Spring 2011)

A semester-long practicum in a local elementary school under the direct supervision of an experienced cooperating teacher. Beginning 2011-2012 fall only. (Corequisite: EDST 0410) (formerly TEDU 0405) (Approval required)

EDST 0406 Student Teaching in Elementary School (Fall 2010, Spring 2011)

See EDST 0405. Beginning 2011-2012 fall only. (formerly TEDU 0406) (Approval required)

EDST 0407 Student Teaching in the Elementary School (Fall 2010, Spring 2011)

See EDST 0405. Beginning 2011-2012 fall only. (formerly TEDU 0407) (Approval required)

EDST 0410 Student Teaching Seminar (Fall 2010, Spring 2011)

Concurrent with student teaching, this course is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore issues related to the teaching process and the profession. Students will construct a Teaching Licensure Portfolio as well as exchange ideas about their student teaching experiences. Topics including technology, classroom management, special education, and assessment will be featured. The Vermont Framework of Standards and Learning Opportunities, the five Standards for Vermont Educators, the Principles for Vermont Educators, and ROPA-R will guide the development of the Teacher Licensure Portfolio. (Corequisite: EDST 0405, EDST 0406, EDST 0407 or EDST 0415, EDST 0416 EDST 0417) (formerly TEDU 0410) (Approval required) 3 hrs. lect.

EDST 0415 Student Teaching in the Middle School/High School (Fall 2010, Spring 2011)
A semester-long practicum in a local middle or high school under the direct supervision of an experienced cooperating teacher. Beginning 2011-2012 fall only. (Corequisite: EDST 410) (formerly TEDU 0415) (Approval required)

EDST 0416 Student Teaching in the Middle School/High School (Fall 2010, Spring 2011)

See EDST 0415. Beginning 2011-2012 fall only. (formerly TEDU 0416) (Approval required)

EDST 0417 Student Teaching in the Middle School/High School (Fall 2010, Spring 2011)

See EDST 0415. Beginning 2011-2012 fall only. (formerly TEDU 0417) (Approval required)

EDST 0500 Independent Project (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)

EDST 1002 Make Room: Teaching August Wilson (Winter 2011)

August Wilson has been hailed as “Theater's Poet of Black America,” yet many students have little exposure to this literary giant. In this course we will explore Wilson’s impressive cycle of 10 plays illustrating 20th century African-American experiences. We will take an interdisciplinary approach to reading, analyzing, and understanding Wilson’s work, exploring such influences as the blues, visual artist Romare Bearden, and playwright/poet Amiri Baraka. We will also use Critical Race Theory as an analytical tool for understanding Wilson’s significance within the larger context of race relations. The course will culminate with workshops at local schools and staged readings of Wilson’s work. ART, LIT, NOR, WTR

EDST 1003 Introduction to TESOL (Winter 2011)

In this course we will study theories and practices relevant to Teaching English to Speakers of Other Languages (TESOL) in the U.S. and abroad. We will examine activities and materials that are commonly used with adolescent and adult learners, and we will practice developing curricular units and activities that can be applied to a variety of classroom settings. Class sessions are designed to be hands-on and interactive, and will include teaching demonstrations with peer feedback. Opportunities for community engagement will also be available. The final project for the course will be a teaching portfolio that includes classroom resources, observation reports, and reflections. WTR

EDST 1019 The Boarding School in Fiction and Fact (Winter 2011)

From Tom Brown’s School Days to Prep, writers have commemorated the boarding school experience. Through studying novels, short stories, memoir excerpts, and film, we will identify recurring archetypes and
consider how they have changed over time. We will also examine the reciprocal relationship between these schools and society. For example, is the experience of students in these schools fundamentally different from that of students who live at home? Do these schools have an agenda beyond their professed ones? Students will work on independent projects according to individual interest. We will read works by John Knowles, Louis Auchincloss, P. G. Wodehouse, Curtis Sittenfeld, Anita Shreve, and others. LIT (K. Kramer) **LIT**, **WTR**
English & American Literatures

New Requirements for the Major (optional for students entering prior to September 2008; required for all others): Twelve courses are required of all students majoring in English and American Literatures. 1) ENAM 0103; 2) ENAM 0201 or 0204; 3) ENAM 0205; 4) ENAM 0206; 5-11) Seven ENAM courses, of which at least three must concern literature written prior to the year 1800; and at least one of which must be an Advanced Seminar (numbered 0400 or higher); and 12) a senior essay or thesis. All students undertaking senior creative-writing projects must have already completed two 0300-level creative writing workshops; however, creative writing workshops may not be used to fulfill other ENAM requirements. LITS 0705, Senior Colloquium in Literary Studies can also be used to fulfill the seminar requirement in ENAM. Students should complete an Advanced Seminar prior to beginning a critical senior essay or thesis project.

Joint Major: A joint major in English and American Literatures requires a minimum of seven ENAM courses, including the following: 1) ENAM 0103; 2) ENAM 0201 or 0204; 3) ENAM 0206; 4-7) Four ENAM courses, at least two of which must concern literature written prior to the year 1800 and at least one of which must be an Advanced Seminar (numbered 0400 or higher). Joint majors must also design a senior essay or thesis project that brings together aspects of the two majors. Joint majors must be approved by the chairs of both departments or programs involved.

Minor: A minor in English and American Literatures requires six courses: 1) ENAM 0103; 2) ENAM 0201 or 0204; 3) ENAM 0206; 4-6) Three ENAM courses, at least one of which must concern literature written prior to the year 1800.

Senior Program: The ENAM senior program consists of a required one-term essay or a two-term thesis (ENAM 0700, 0701; ENAM 0710, 0711). Students undertaking two-term theses normally begin them in the fall term. Students completing one-term essays may register for them in either the fall or spring terms of their senior year.

Fall term and spring term senior essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. Fall/Spring, Winter/Spring or Spring/Fall Senior theses (two term projects) must be submitted no later than two weeks before the last day of classes in either Spring or Fall Term. Fall/Winter theses are due the last day of Winter Term. Late theses will receive a grade no higher than a C and will have no oral examination or outside reader. No one is permitted to register for the second term in a thesis program unless he or she has accomplished and submitted a substantial amount of work during the first term.

Honors: Departmental honors will be determined on the basis of course grades in the major, and the essay or thesis grade. For honors in any of the three categories (honors, high honors, highest honors), a minimum average of B+ in the course grades (3.33) and a minimum grade of B+ on the essay or thesis is required. In determining the numerical average of course grades all courses designated ENAM will be counted, as will all other courses that fulfill requirements for the major.

Courses for Non-Majors: The Department of English and American Literatures offers a wide variety of courses in literature that are open without prerequisite to all students in the college. These include most 0100 and 0200-level courses and some 0300-level courses. The ENAM 0103, 201/204 sequence is intended for declared or potential majors and minors.

OLD Requirements for the Major: (an option for students entering prior to September 2008 only): A minimum of twelve courses, including: 1) ENAM 0103; 2) ENAM 0201 or 0204; 3) ENAM 0205; 4) ENAM 0206; 5) an ENAM course in narrative fiction (FI); 6) an ENAM course in poetry (PO); 7) an ENAM course in drama other than Shakespeare (DR); 8) a course on Shakespeare (SH); 9) a 0400-level ENAM or LITS seminar; 10) and 11) ENAM literature electives; and 12) EITHER a Comprehensive Exam and Seminar, to be taken in Winter Term of the senior year; OR a one-term critical or creative essay (ENAM 0700 or 0701), or two-term critical or creative thesis (ENAM 0710 or 0711). Two courses must involve literature prior to the year 1800, at least one of which must be in British literature, and neither of which can be 0201 or 0204 (unless both have been taken, whereupon one can be counted) or a class fulfilling the Shakespeare requirement; one
course in addition to 0206 must concern American Literature (AL); and one must carry the literature, culture, and history (LCH) designation. Note: students fulfilling these requirements should consult with an ENAM advisor to confirm which courses count for each of these categories.

**COLLEGE WRITING PROGRAM**

ENAM 0103 satisfies the college writing requirement. Some sections of other courses may also fulfill this requirement; consult the Web catalog for changes and additions.

**0100-LEVEL COURSES: INTRODUCTORY COURSES**

These courses are recommended for students, primarily in their first or second years, with interests in comparative, thematic, and theoretical approaches to literature. They are especially suitable for meeting the colleges Literature (LIT) distribution requirement.

**Core Courses:**
The ENAM 0103, ENAM 0201/0204 sequence introduces students to skills of close reading and analytical writing and, in some depth, to writers whose works are regarded as central to the English and American literary traditions. Those intending to major in English are advised to complete the ENAM 0103, ENAM 0201/0204, ENAM 0206 sequence before they elect other courses above the 0200-level. ENAM 0103 is a writing intensive course that meets the college writing (CW) requirement.

**ENAM 0103 Reading Literature (Fall 2010, Winter 2011, Spring 2011)**

This course seeks to develop skills for the close reading of literature through discussion of and writing about selected poems, plays, and short stories. A basic vocabulary of literary terms and an introductory palette of critical methods will also be covered, and the course's ultimate goal will be to enable students to attain the literary-critical sensibility vital to further course work in the major. At the instructor's discretion, the texts employed in this class may share a particular thematic concern or historical kinship. 3 hrs. lect. CW, LIT

**ENAM 0106 Writing for the Screen I (Fall 2010)**

This course will introduce the fundamental elements of dramatic narrative as they relate to visual storytelling. Special emphasis will be placed on the process of generating original story material and learning the craft of screenwriting-including (but not limited to) topics such as treatments, step-outlines, act structure, beat sheets, character biographies, back-story, formatting standards, and narrative strategies. Students will be required to write both short scripts and to author the first half of an original feature-length screenplay. The course will also feature close study of selected screenplays and films. (FMMC 0101 OR ENAM 0170 or approval of instructor) Formerly FMMC/ENGL 0240 and FMMC/ENAM 0240) 3 hrs. sem./3 hrs. screen. ART, CW

**ENAM 0110 Continental Fiction (Fall 2010)**

An introduction to some major novels and shorter works by 19th and 20th century European authors, including Flaubert's *Madame Bovary*, Zola's *L'Assommoir*, Tolstoy's *Anna Karenina*, Dostoevsky's *Crime and Punishment*, Mann's *The Magic Mountain*, Kafka's *The Trial*, Sartre's *Nausea*, Camus's *The Stranger*, and others. These works of fiction are triumphs of achievement and innovation aesthetically and conceptually; and they give us a powerful sense of significant and significantly different levels of society, culture, and periods of history. 3 hrs. lect./3 hrs. disc. EUR, LIT
ENAM 0170 Writing: Poetry, Fiction, NonFiction (Fall 2010, Spring 2011)

An introduction to the writing of poetry, short fiction, and nonfiction through analysis of writings by modern and contemporary poets and prose writers and regular discussion of student writing. Different instructors may choose to emphasize one literary form or another in a given semester. Workshops will focus on composition and revision, with particular attention to the basics of form and craft. This course is a prerequisite to ENAM 0380, ENAM 0385, ENAM 0370, and ENAM 0375. 3 hrs. lect. ART

ENAM 0175 The Structure of Poetry (Fall 2010, Winter 2011)

Fall 2010

The Structure of Poetry
An introduction to the reading and writing of poetry emphasizing its structural and musical aspects. Exemplary American and English poems will be examined carefully to appreciate, as Frost says, "the easy way the obstacle of verse is turned to advantage." Among the poets we shall read are Seamus Heaney and Charles Simic. Students will write their own poems and give oral reports on contemporary poets. 3 hrs. lect. ART

ENAM 0201 British Literature and Culture I (Origins-1700): The Court and the Wilderness (Pre-1800) (Fall 2010)

This course will offer a broad overview of the rich and varied British literature written between roughly 1400 and 1700. We will read a diverse body of material (romance, epic, lyric, prose), focusing on the development of certain key topics in the literature of this period: the rapidly changing conception of subjectivity, the role of the court, the representation of desire and sexuality, and the construction of gender. We will also consider why certain works are considered "canonical" while others remain marginal, looking in particular at the position of such early modern women writers as Aemilia Lanyer. Other authors to be studied will include the "Gawain" poet, Geoffrey Chaucer, Edmund Spenser, Elizabeth I, John Donne, Katherine Philips and Aphra Behn. The course will satisfy the English major's pre-1800 requirement, but is open to all majors. 3 hrs.lect. EUR, LIT

ENAM 0204 Foundations of English Literature (Pre-1800) (Fall 2010, Spring 2011)

Students will study Chaucer's Canterbury Tales and Milton's Paradise Lost, as well as other foundational works of English literature that may include Shakespeare, non-Shakespearean Elizabethan drama, the poetry of Donne, and other 16th and 17th century poetry. 3 hrs. lect. EUR, LIT

ENAM 0205 Introduction to Contemporary Literary Theory (Fall 2010, Spring 2011)

This course will introduce several major schools of contemporary literary theory. By reading theoretical texts in close conjunction with works of literature, we will illuminate the ways in which these theoretical stances can produce various interpretations of a given poem, novel, or play. The approaches covered will include New Criticism, Psychoanalysis, Marxism and Cultural Criticism, Feminism, and Post-Structuralism. These theories
ENAM 0206 Nineteenth-Century American Literature (Fall 2010, Spring 2011)

This course will examine major developments in the literary world of 19th century America. Specific topics to be addressed might include the transition from Romanticism to Regionalism and Realism, the origins and evolution of the novel in the United States, and the tensions arising from the emergence of a commercial marketplace for literature. Attention will also be paid to the rise of women as literary professionals in America and the persistent problematizing of race and slavery. Among others, authors may include J. F. Cooper, Emerson, Melville, Douglass, Chopin, Whitman, Dickinson, Twain, Hawthorne, Stowe, Alcott, Wharton, and James. LIT, NOR

ENAM 0209 American Literature and Culture: Origins-1830 (Pre-1800) (Fall 2010)

A study of literary and other cultural forms in early America, including gravestones, architecture, furniture and visual art. We will consider how writing and these other forms gave life to ideas about religion, diversity, civic obligation and individual rights that dominated not only colonial life but that continue to influence notions of "Americanness" into the present day. 3 hrs. lect./dics. LIT, NOR

ENAM 0212 American Literature Since 1945 (Spring 2011)

In this course we will trace the development of the postmodern sensibility in American literature since the Second World War. We will read works in four genres: short fiction, novels, non-fiction (the "new journalism"), and poetry. Authors will include Saul Bellow, Joseph Heller, Ralph Ellison, Flannery O'Connor, Jack Kerouac, Vladimir Nabokov, Tom Wolfe, Joan Didion, Toni Morrison, and Don DeLillo. 3 hrs. lect. LIT, NOR

ENAM 0214 Renaissance Literature and Culture (Pre-1800) (Spring 2011)

In this course we will explore the contribution of various aspects of society to literature and literary self-consciousness during the Renaissance, the "golden age" of English literature. The course will cover literatures of the Court and state, love and sex, city and country, science and discovery, and religion and reformation. We will discuss historical difference, political and social conflict, subjectivity and creativity, ethnic and cultural confrontation, and authorship and ownership. Readings will include prose fiction and non-fiction, lyric and epic, and drama by such authors as More, Wyatt, Sidney, Spenser, Marlowe, Shakespeare, Wroth, Bacon, Jonson, Donne, Marvell, and Milton. EUR, LIT

ENAM 0215 Nature's Meanings: The American Experience (Spring 2011)
What we think of as "nature" today is the result of a complex and fascinating history. The many meanings of nature emerge from Americans' experiences of the physical world and their understandings of, and contests over, their place in that world. This course will investigate how American meanings of nature have changed from European-Native contact to the present. How have changing meanings reshaped American culture and the natural environment? These questions will be addressed from historical, literary, religious, and philosophical perspectives. Readings may include: Emerson, Thoreau, Marsh, Muir, Leopold, and Carson, as well as other Euro-American and Native American writers. 3 hrs. lect./disc. HIS, LIT, NOR

ENAM 0218 Playwriting I: Beginning (Spring 2011)

The purpose of the course is to gain a theoretical and practical understanding of writing for the stage. Students will read, watch, and analyze published plays, as well as work by their peers, but the focus throughout will remain on the writing and development of original work. (Formerly THEA/ENGL 0218) 2 1/2 hrs. lect./individual labs ART, CW

ENAM 0220 The Early English Novel (Pre-1800) (Fall 2010)

In this course we will examine the rise of the novel in the 18th century, with attention to its main practitioners (Defoe, Richardson, and Fielding) and to the genre’s repeated experiments with narrative form 3 hrs. lect./3 hrs. disc. EUR, LIT

ENAM 0228 Contemporary British Playwrights (Fall 2010)

This course will explore Great Britain's controversial theatrical movement, beginning in the late sixties, which came to be known as "The Fringe." Plays by David Hare, Howard Brenton, Stephan Poliakoff, Howard Barker, David Edgar, Caryl Churchill, Snoo Wilson, Trevor Griffiths, and others will be discussed. Particular focus will be on the plays' dramaturgical and theatrical values, as well as their impact on the overall development of the Fringe theatre movement and its influence on the more traditional theatrical establishment. (Formerly THEA/ENGL 0228) 3 hrs. lect. ART, EUR, LIT

ENAM 0243 Maritime Literature and Culture (Fall 2010)

Writers have long found the sea to be a cause of wonder and reflection. A mirror for some and a desert for others, the sea has influenced the imaginations of writers throughout history in vastly different ways. In this course we will read a variety of literary works, both fiction and non-fiction, in which the sea acts as the setting, a body of symbolism, an epistemological challenge, and a reason to reflect on the human relationship to nature. Readings will be drawn from the Bible, Homer's *Odyssey*, Old English Poetry, Shakespeare, Tennyson, Kipling, Conrad, Melville, Hemingway, Walcott, O'Brien, and others. 3 hrs. lect./disc. LIT

ENAM 0245 The Historical Novel (Fall 2010)

Although 19th century Europeans and Americans regarded their era as the vanguard of international peace and progress, the century was filled with the brutalities of class revolt and the carnage of revolution. The historical novel arose concurrent with these volatile conditions, during the turbulent wake of the American and French Revolutions. We will trace the beginnings of the historical novel in works by Scott and Pushkin, and then its later development in works by Stendhal, Dickens, Anatole France and Pasternak. The central text of the course will be Tolstoi's *War and Peace*. (Formerly LITS 0220) 3 hrs. lect. EUR, LIT
ENAM 0247 Victorian Literature (Fall 2010)

The Victorian Period witnessed the novel's heroic attempts to depict the whole of modern society's complexity as well as poetry's struggle to come to grips with industrialized landscapes and imperial aspirations. In this course we will read works by the era's preeminent novelists—the Brontës, Dickens, George Eliot, and Thomas Hardy—and those by such major poets as Tennyson, Browning, Arnold, and Christina Rossetti. We will pay special attention to our various authors' efforts to make literature relevant and revelatory in a time of swift and sometimes frightening social and intellectual innovation. 3 hrs. lect. EUR, LIT

ENAM 0252 African American Literature (Spring 2011)

This course surveys developments in African American fiction, drama, poetry, and essays during the 20th century. Reading texts in their social, historical, and cultural contexts—and often in conjunction with other African American art forms like music and visual art—we will explore the evolution and deployment of various visions of black being and black artistry, from the Harlem Renaissance through social realism and the Black Arts Movement, to the contemporary post-soul aesthetic. Authors may include Langston Hughes, Zora Neale Hurston, Gwendolyn Brooks, Ralph Ellison, Lorraine Hansberry, Amiri Baraka, Ishmael Reed, Toni Morrison, Charles Johnson, and Octavia Butler. 3 hrs lect./disc. LIT, NOR

ENAM 0259 Cultural Crossings: Studies in Literary Influence (Spring 2011)

Centered on a range of provocative works conceived at different historical moments, this course will explore some of the persistent imaginative preoccupations and far-reaching literary ambitions that serve to link authors working in a wide variety of genres and traditions. Authors to be considered this semester will include Jonathan Swift, F. Scott Fitzgerald, Petronius, Voltaire, Nathanael West, Flaubert, Willa Cather, Turgenev, Nabokov, Kafka, and Thomas Pynchon. Designed to meet the College Writing requirement, this course will offer regular opportunities for close analysis, sustained reflection, and independent research. 3 hr./lect. CMP, EUR, LIT

ENAM 0262 American Drama 1930-1960 (Spring 2011)

The 1930s, 1940s, and 1950s saw an unparalleled achievement in dramatic literature as the works of Eugene O'Neill, Lillian Hellman, Arthur Miller, Tennessee Williams, and William Inge were produced. This course will seek to analyze their plays both as dramatic art and in some cases as responses to social and political context. We will study film versions of the plays, as well as additional films that respond to themes in the plays, films such as *High Noon* and *On the Waterfront*. 3 hrs. lect./disc. ART, LIT, NOR

ENAM 0273 Slumdogs and Millionaires: Fictions of Globalization (Spring 2011)

In this course we will explore the rich and still growing body of creative writing addressing the processes (cultural, social, and economic) we now know as globalization. Viewing English as a global literary language, we will read both established and lesser-known authors to examine their sense of globalization's human impact. Special attention will be paid to literary representations of migration, and to certain narratives of self-making and economic possibility shared by fictional, cinematic, and "official" accounts of the recent past. Authors will include V.S. Naipaul, Jamaica Kincaid, Amitav Ghosh, R. Zamora Linmark, Kiren Desai,
Aravind Adiga, and Monica Ali. CMP, LIT

ENAM 0276 Fictional Worlds (Fall 2010)

What makes the imaginary world created by a novel feel "real"? What aspects of narrative in any medium contribute to our sense of being immersed in a coherent and convincing universe? From the Victorians who addressed letters to Mr. Sherlock Holmes at 221B Baker Street, to fans of a Middle Earth that now encompasses multiple books and films, readers have always been drawn to narratives that create a place that seems large and vivid enough to enter. In this course, we will look at novels from the 18th century through the present that create compelling fictional worlds, comparing them to a few works in contemporary media--films, television episodes, and videogames--that cultivate a similar sense of immersion in the worlds they represent. Works to be studied include: Defoe, *Robinson Crusoe*; Dickens, *Bleak House*; Eliot, *Middlemarch*; Joyce, *Dubliners*; Tolkien, *The Fellowship of the Ring*; DeLillo, *White Noise*; *The Matrix*, *Star Trek*, Dante's *Inferno* (EA videogame). Coursework will include two papers and a final exam. LIT

ENAM 0305 Love Stories: Desire & Gender in Medieval and Early Modern Europe (Pre 1800) (Spring 2011)

Our modern conceptions of desire, self, body and gender are informed in complex and often invisible ways by earlier narratives of love. We will investigate the conflicting accounts of love written during the medieval and early modern periods, considering in particular the relationship between the idealized notion of "courtly love" and the darker, medical picture of love as a form of madness or melancholia. Reading a variety of works including lyric, drama, romance and medical texts, we will look at the construction of gender and sexuality, the relationship between desire and subjectivity, and the gendering of certain "diseases" of love (such as hysteria) during this period. Authors to be studied will include: Chaucer, Boccaccio, Petrarch, Dante, Shakespeare, and a selection of male and female lyric poets. 3 hrs. lect./disc. EUR, LIT

ENAM 0312 Modern Poetry (Fall 2010)

This course will examine the nature and achievement of the major modern poets of Britain and America during the modern period, beginning with the origins of poetic modernism in the work of Gerard Manley Hopkins, Emily Dickinson, and Walt Whitman. The central figures to be studied are William Butler Yeats, T.S. Eliot, Robert Frost, Wallace Stevens, and W.H. Auden. The course will conclude with a look at some after-echoes of modernism in the work of Elizabeth Bishop and others. Two papers, one exam, with occasional oral presentations in class 3 hrs. lect. LIT

ENAM 0325 Chinese Poetry in the Far West (Spring 2011)

This course combines a study of Tang poetry with a survey of its influence on non-Chinese poetry in the modern era. We will emphasize the American context and Ezra Pound as the "inventor of Chinese poetry for our time," as T.S. Eliot memorably put it. In order to give students with no knowledge of Chinese the necessary tools for making the most of a facing-page translation, we will spend a significant portion of the course learning the characters most common to Tang poetry as well as the fundamentals of classical grammar. We will thus read the original poems alongside multiple translations and also discuss loose adaptations in "Chinese" modes. Theoretical questions concerning the nature of intercultural adaptation and globalization will be a constant concern. Readings will include numerous Chinese and American poets, and also extensive critical theory. For students with no knowledge of Chinese. 3 hrs. lect/disc. CMP, LIT
ENAM 0332 Shakespeare's Tragedies and Histories (Pre-1800) (Fall 2010)

An intensive consideration of language, style, character, and structure, first in Shakespeare's epic history-play cycle, Richard II, Henry IV, and Henry V, and then in the major tragedies, Hamlet, King Lear, and Coriolanus. 3 hrs. lect.; disc; screening EUR, LIT

ENAM 0341 Writing for the Screen II (Spring 2011)

Building on the skills acquired in Writing for the Screen I, students will complete the first draft of their feature-length screenplays. Class discussion will explore the links between conventional notions of visual storytelling and alternative modes and media of writing for the screen, such as television (including sitcoms, one-hour dramas, and long form serials), non-linear and experimental forms, gaming, documentaries, etc. Students will also be required to write either one 'spec script' of a television show of their choosing, or a short-form work in their choice of medium. (Approval required, obtain application in FMMC office (Axinn 210), or obtain online and submit by April 17.) (Formerly FMMC 0106) 3 hrs. sem/3 hrs. screen. ART

ENAM 0342 Southern American Literature (Fall 2010)

In William Faulkner's Absolom, Absolom! Canadian Shreve McCannon commands his roommate, Mississippian Quentin Compson, "Tell about the South. What's it like there. What do they do there. Why do they live there. Why do they live at all?" Our course will take on writers who want to "tell about the South" in the post-Civil War era and beyond, as they seek to help re-define and revitalize their region. We will focus our regional exploration on the "Southern Renascence," when writers and theorists like the Agrarians re-examined Southern history and reconsidered their role in relation to their regional community. Authors including William Faulkner, Zora Neale Hurston, Robert Penn Warren, Eudora Welty, and Tennessee Williams developed a new awareness of the restrictions of racial and gender roles, an interest in literary experimentation, and an increasingly realistic presentation of social conditions in the south. We will consider the legacy of these writers in later 20th century texts by authors such as Flannery O'Connor, Walker Percy, Alice Walker, Cormac McCarthy, Ernest Gaines, Randall Kenan and even relative newcomers such as Jackson Tippett McCrea. 3 hrs. lect./disc. LIT, NOR

ENAM 0350 Shakespeare and History (Pre-1800) (Spring 2011)

In this course, students will explore a selection of Shakespeare's history plays (plus one tragedy and one comedy) alongside the chief issues of Tudor and Stuart history. The professors will employ a fully cross-disciplinary approach to literature and history laying equal stress on Shakespeare's plays and the cultural, political, and religious questions of the 16th and early 17th centuries. Topics will include the Reformation, the cult of Elizabeth, witchcraft, domestic life, urban London, and the English empire. 3 hrs. lect./disc. EUR, HIS, LIT

ENAM 0356 Chicago Stories (Spring 2011)

This course offers a survey of literature about Chicago, starting in the 1890s, when America's "shock city" first began to imagine itself in fiction and continue up through the present day and contemporary imaginings of the post-industrial city. Readings will include works by Theodore Dreiser, Sherwood Anderson, Carl...
Sandburg, Willa Cather, Richard Wright, Saul Bellow, Gwendolyn Brooks, Sandra Cisneros, and Stuart Dybek. In addition to landmark examples of Chicago literature, we will consider non-fictional representations of the city’s history and culture (e.g. sociology, urban reform writing) as well as critical analyses that illuminate the Chicago literary tradition and urban literature in general. 3 hrs. lect. LIT, NOR

ENAM 0370 Workshop: Fiction (Fall 2010, Spring 2011)

Study and practice in techniques of fiction writing through workshops and readings in short fiction and novels. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (ENAM 0170, 0175, 0185) (Approval required; please apply at department office.) 3 hrs. lect. ART

ENAM 0375 Workshop: Poetry (Fall 2010, Spring 2011)

This course will involve the reading and writing of contemporary poetry. It is designed for students who already possess some familiarity with poetry and its traditions and who want to concentrate especially on contemporary work as an adjunct to their own development as poets. Students will read a good deal of poetry, including such writers as Elizabeth Bishop, Seamus Heaney, and Charles Simic. Assignments will include the keeping of a daily notebook, writing poems on a regular basis, and giving oral reports. Close attention will be paid to poetic form and the conventions of poetry. A final portfolio will include revisions of poems and critical writing. (ENAM 0170, 0175, or 0185) (Approval required; please apply at department office.) 3 hrs. lect. ART

ENAM 0380 Workshop: Nonfiction (Fall 2010, Winter 2011)

Fall 2010

Workshop: Nonfiction

Study and practice in techniques of nonfiction writing through contemporary essay and narrative non-fiction workshops and readings in the contemporary essay. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (ENAM 0170, 0175, or 0185) (Approval required; please apply at department office.) 3 hrs. lect. ART

ENAM 0386 Writing the Journey (Spring 2011)

In this course we will write personal journey narratives that fuse objective observation and exposition with strong narrative and subjective experience. Readings will include works of literary travel writing including *The Song Lines* and *The Snow Leopard*, as well as the picaresque novel *On the Road*. We will also practice the travel article. For the final project students must write about a journey they plan and take during the semester, preferably during Spring Break. (ENAM 0170 or approval from instructor) ART, CW, LIT

ENAM 0402 The Modernist Moment (Spring 2011)

This seminar will focus on those decades in the early part of this century — roughly from 1914–1930 when poets on both sides of the Atlantic were deeply affected by the international modernist movement, which also swept the world of painting and music. In addition to reading some critical work on modernism, students will be expected to look closely at the work of poets such as T.S. Eliot, W.B. Yeats, Robert Frost, Wallace Stevens, and W.H. Auden. Students will be expected to write a lengthy final paper and to offer
ENAM 0408 D.H. Lawrence (Spring 2011)

We will explore the ways in which Lawrence's dynamic literary style dramatizes his vision of how the destructive forces of the will, linked with consciousness, industrialization, and the collective mass, are in mortal conflict with the redemptive and salvific forces of sexual passion, linked to the unconscious, natural nature and natural processes, and the absolute integrity and otherness of the individual. We will also consider how Lawrence's literary representation has diminished in recent years in America (though much less so in England and elsewhere), and why he is now so infrequently taught in American colleges and universities. Works to be studied include the collected short stories, Sons and Lovers, The Rainbow, Women in Love, St. Mawr, Lady Chatterley's Lover, selected essays, and poems 3 hrs. lect. (D. Price)

ENAM 0416 The Nature of Shakespeare (Pre-1800) (Spring 2011)

The plays and poems of William Shakespeare contain some of the best-known commentary on nature, human nature, and the relationship between the two. In this seminar we will focus on what Shakespeare wrote about the physical environment and humanity's relationship to it. As we read selections from the sonnets, narrative poems, histories, comedies, tragedies, and romances, along with a substantial amount of scholarship, we will pay particular attention to such topics as forests, the sea, human-animal relations, floral symbolism, the discursive construction of gender, and the supernatural. Texts will include Venus and Adonis, The Rape of Lucrece, selected sonnets, Richard III, As You Like It, A Midsummer Night's Dream, Henry V, Hamlet, Macbeth, King Lear, Pericles, and The Tempest. 3 hrs. sem. EUR, LIT

ENAM 0417 Pulling Reality's Hair: Truth and Other Fictions (Fall 2010)

We will, in this seminar, occupy ourselves with works that straddle or blur or occasionally just flat out ignore the aesthetic divide between fiction and non-fiction, in the hopes of getting a better grip on the relation between self and other, word and world, narrative strategy and fidelity to truths both large and small. Hence readings will include biographical and autobiographical novels, novelistic treatments of biography and autobiography, and a number of hybrid composites that cannot be classified, though we will surely try. Readings will include Nabokov, Proust, Henry Adams, J.M. Coetzee, W.G. Sebald, Lydia Davis, Joan Didion, Gregoire Bouillier, Art Spiegelman, and Spalding Gray. In addition we will view films by Ross McElwee, Andre Gregory, and Charlie Kaufman.

ENAM 0421 Hamlet (Pre-1800) (Fall 2010)

Hamlet/ is the most written-about of all literary texts. In this seminar we will examine its enduring centrality, which its lurid preoccupation with revenge, murder, incest, and ambition cannot fully explain. What did it mean in 1599, when first performed, and how has its meaning changed, as evident in modern editions and films? Why is the character Hamlet often mistaken for a real person? How has the play contributed to philosophy, art, and conceptions of self and gender throughout its history? Materials include the playtext in various renaissance and modern editions and contextual sources (literary and non-literary texts, art, film, and criticism). EUR, LIT
ENAM 0422 Gender, Power, and Politics on the Stage (Spring 2011)

In this course we will explore the construction of gender in modern and pre-modern culture primarily through an analysis of the theatrical embodiment of gender. We will read both early modern and contemporary theoretical accounts of gender as a performance, using Judith Butler's conception of performativity as a touchstone for our investigation. Beginning with such critical theatrical issues as the use of boy actors on the early modern English stage, the representation of specifically "female" disorders (e.g., "suffocation" or hysteria) in both medical and dramatic texts, the scapegoating of powerful female figures as witches, and the treatment of same-sex eroticism in Cavendish's early lesbian drama, we will consider how some of these issues reappear in contemporary plays, including for instance David Hwang's M Butterfly. The class will also explore the transgender themes in playwrights such as Doug Wright and Michel Marc-Bouchard. We will play close attention to other cultural products that shed light on these dramatic representations of gender, including medical texts, betrothal and marriage law, sumptuary codes, contemporary films, and contemporary marketing products that highlight the performative nature of gender. (This course satisfies the ENAM seminar requirement; this course meets the major requirement for WAGS 0400 for 2010-2011 only). ART, EUR, LIT

ENAM 0426 Genius and Madness in the Novel (Spring 2011)

Perhaps because the authors of literary works have often been described as suffering from the "divine madness" of inspiration, literature has often depicted the borderline between productive genius and dangerous insanity as a thin and porous one. Through an encounter with such novels as Frankenstein, The Bell Jar, The Hours, and Lolita, as well as works by James, DeLillo, and Calvino, we will investigate why and how our society insists that those capacities which allow the mind to create triumphantly are also feared as the selfsame ones that may alienate it from happiness and a healthy grasp of reality.

ENAM 0431 Senior Seminar: In the American Grain (Fall 2010)

How are the preoccupations of mid 19th century American literature reflected in the 20th and 21st centuries? In this seminar, we will read works by major U.S. authors with an eye to developing definitions for ourselves of the American Grain in modern and postmodern literature. Readings may include Emerson, Hawthorne, Williams, Faulkner, Pound, Stevens, Delillo, and Morrison, as well as a number of works of criticism. 3 hrs. sem/disc.

ENAM 0500 Special Project: Lit (Fall 2010, Winter 2011, Spring 2011)

The department will consider applications from qualified students who wish to undertake advanced tutorials in literary study. A student proposing a tutorial should, after discussion with a possible project director and with his/her advisor, submit a brief written proposal to the department office two weeks prior to registration. Approval required. Please apply online at http://www.middlebury.edu/academics/enam/resources/forms or at the Department office.
ENAM 0520 Special Project: Dramatic Literature (Fall 2010, Winter 2011, Spring 2011)

The department will consider applications from qualified students who wish to undertake advanced tutorials in dramatic literature. A student proposing a tutorial should, after discussion with a possible project director and with his/her advisor, submit a brief written proposal to the department office two weeks prior to registration. Approval required. Please apply online at http://www.middlebury.edu/academics/enam/resources/forms or at the Department office. (Staff)

ENAM 0560 Special Project: Writing (Fall 2010, Winter 2011, Spring 2011)

The department will consider applications from qualified students who wish to undertake advanced tutorials in creative writing. A student proposing a tutorial should, after discussion with a possible project director and with his/her advisor, submit a brief written proposal to the department office two weeks prior to registration. Creative writing projects (ENAM 0560) may be undertaken after completion of the introductory and two Level Two workshops in writing. Approval required. Please apply online at http://www.middlebury.edu/academics/enam/resources/forms or at the Department office.

ENAM 0700 Senior Essay: Critical Writing (Fall 2010, Spring 2011)

Individual guidance and seminar (discussions, workshops, tutorials) for those undertaking one-term projects in literary criticism or analysis. Approval required. Please apply online at http://www.middlebury.edu/academics/enam/resources/forms or at the Department office.

ENAM 0701 Senior Essay: Creative Writing (Fall 2010, Spring 2011)

Discussions, workshops, tutorials for those undertaking one-term projects in the writing of fiction, poetry, or creative nonfiction. Approval required. Please apply online at http://www.middlebury.edu/academics/enam/resources/forms or at the Department office.

ENAM 0705 Senior Colloquium in Literary Studies (Fall 2010)

Study, discussion, and analysis of selected great works of world literature from the perspective of their achievements in thought and literary art, and considered as part of a vital literary tradition in which the works enter into dialogue with one another. The works to be considered this semester are Homer, *The Odyssey* (Lattimore trans.); Tolstoy, *War and Peace* (Maude trans.); Dostoevsky, *The Brothers Karamazov* (Pevear & Volokhonsky trans.); Mann, *The Magic Mountain* (Woods trans.); Proust, *Swann's Way* (Scott-Moncrieff & Kilmartin trans. revised by Enright, Modern Library); Joyce, *Ulysses* (ed. Gabler). Open to nonmajors with approval of the instructor.
ENAM 0710 Senior Thesis: Critical Writing (Fall 2010, Winter 2011, Spring 2011)

Individual guidance and seminar (discussions, workshops, tutorials) for those undertaking two-term projects in literary criticism or analysis. Approval required. Please apply online at http://www.middlebury.edu/academics/enam/resources/forms or at the Department office.

ENAM 0711 Senior Thesis: Creative Writing (Fall 2010, Winter 2011, Spring 2011)

Discussions, workshops, tutorials for those undertaking two-term projects in the writing of fiction, poetry, or creative nonfiction. Approval required. Please apply online at http://www.middlebury.edu/academics/enam/resources/forms or at the Department office.

ENAM 0720 Senior Comprehensive Program (Winter 2011)

This course will include readings and discussions of a range of poems, plays, fiction, and theory from 1400 to the present. Discussion of these texts will take place in intense daily seminars, supplemented by three lectures by literary scholars. Four papers are also required, one for each week of seminars. Three informal receptions will round out the communal aspect of this culminating enterprise. WTR

ENAM 1003 Madame Bovary (Winter 2011)

Gustave Flaubert’s Madame Bovary is widely regarded as one of the best novels ever written. The sensation that was provoked by its initial publication in serial form in 1856, including a spectacular state trial of author and publisher on charges of public immorality, has long since faded into history, but the novel’s freshness, power, and influence can be felt to this day. In this course we will read the novel in English translation, briefly review its historical and cultural context and its enduring literary heritage, and conclude with two film adaptations by Vincente Minnelli (1949) and Claude Chabrol (1991). LIT (D. Price) LIT, WTR

ENAM 1015 Elevated Fictions: Literatures and Cultures of the Mountains (Winter 2011)

What is it about an elevated landscape that so captures the human imagination? In different parts of the world, mountains have been the abodes of the gods, sites of reverent reflection, and projections of human desire for advancement and conquest. Through comparative examination of academic, literary, and visual texts from around the world, we will explore why mountain landscapes have drawn humans to reflect their spirit into and onto this particular topographical feature of nature. Authors will include Immanuel Kant, P.B. Shelley, William Wordsworth, Milarepa, Premendra Mitra, Edwidge Dandicat, Robert MacFarlane, and John Elder. (This course satisfies the ENAM elective credit). LIT, WTR

ENAM 1016 Cinema of David Lean (Winter 2011)

An introduction to the art of cinema through an intensive study of how David Lean uses his camera to tell a story visually and expressively in a dozen of his films: from In Which We Serve (1942) through his famous Dickens adaptations, Great Expectations (1946) and Oliver Twist (1948), to A Passage to India (1984), and
including *The Bridge on the River Kwai* (1957) and *Lawrence of Arabia* (1962), of which Steven Spielberg observed that he did not know any director who did not genuflect before these two cinematic masterpieces. (Some attention will be paid to Lean’s literary sources.) ART, EUR, WTR

**ENAM 1019 The Boarding School in Fiction and Fact (Winter 2011)**

From Tom Brown’s *School Days to Prep*, writers have commemorated the boarding school experience. Through studying novels, short stories, memoir excerpts, and film, we will identify recurring archetypes and consider how they have changed over time. We will also examine the reciprocal relationship between these schools and society. For example, is the experience of students in these schools fundamentally different from that of students who live at home? Do these schools have an agenda beyond their professed ones? Students will work on independent projects according to individual interest. We will read works by John Knowles, Louis Auchincloss, P. G. Wodehouse, Curtis Sittenfeld, Anita Shreve, and others. LIT (K. Kramer) LIT, WTR

**ENAM 1020 Performing Others: Writing and Staging the Solo Show (Winter 2011)**

Theatre artists such as Anna Deavere Smith, Danny Hoch and Sarah Jones make a habit of writing and performing roles they were not born to play. Jumping over barriers of race, religion, ethnicity, gender, sexual orientation, these soloists are committed to embodying the other. In addition to analyzing professional works, students in Performing Others will create and develop a variety of monologues featuring characters that may be fictional, biographical, or based upon interviews. Together we will form an ensemble for developing new material and for processing issues that necessarily arise when we dare to imagine ourselves as others. ART, CW, WTR
Environmental Studies

Required for the Major in Environmental Studies: The environmental studies major is composed of course work in four areas: (1) a set of core courses to be completed by the end of the junior year, (2) an in-depth focus, (3) cognate courses that supplement the breadth gained in the core courses, and (4) the senior-level seminar.

Except for transfer students, the core courses must be taken at Middlebury College. A maximum of three courses taken off campus may be credited toward completion of the major. The student's advisor must approve all such off-campus courses.

Joint Majors: Students may pursue a joint major with environmental studies and other majors. The other major usually overlaps the student's focus. Those who focus in architecture and the environment, conservation biology, environmental chemistry, environmental geology, geography, or human ecology automatically qualify as joint majors. Students in other foci should consult with the director about joint majors. Due to the interdisciplinary nature of the environmental studies major, there is no reduction in course requirements for the environmental studies component of a joint major.

Minor in Environmental Studies: The minor in environmental studies consists of five courses from across the humanities, natural sciences, and social sciences: ENVS 0112; ENVS or ENVS/PSCI 0211; ENVS or ENVS/ENAM 0215 (these three to be completed by the end of the sixth semester); one course from among DANC 0277, ECON 0265, ENAM 0315, GEOG 0206, GEOG 0207, HIST 0222, PHIL 0356, PSCI 0214, RELI 0295, RELI 0395, or SOAN 0211; one course from among BIOL 0140, ENVS 0240, ENVS/CHEM 0270, ENVS 0360, GEOL 0112, or GEOL 0323.

Except for transfer students, ENVS 0112, ENVS or ENVS/PSCI 211; and ENVS or ENVS/ENAM 0215 must be taken at Middlebury College. With the approval of the director of the Environmental Studies program, a maximum of one course taken off campus may be credited toward completion of the minor.

ENVS Program Honors: Program honors will be awarded to students who do an environmentally-oriented thesis that is of superior quality (B+ or higher) and presented in a public forum, and whose average in courses taken toward the major is also B+ or higher. Seniors may pursue an independent honors project by taking one or two semesters of ENVS 0500 followed by one semester of ENVS 0700. With prior approval from the director, an environmentally-oriented thesis in another department may also qualify as an ENVS joint major for program honors in environmental studies. Students who are joint majors should discuss their honors requirements with their advisors.

International Environmental Studies: For students interested in concentrating in international environmental studies, we recommend the following approach: (1) select the existing focus that most closely meets your academic goals (for example, environmental economics to work on environment and development or conservation biology to work on global biodiversity issues); (2) undertake language training, if relevant, for the areas of the world in which you plan to study; (3) study abroad for a year or semester to gain a deeper understanding of the issues and areas that most interest you; and (4) weave some of the following courses, which explicitly deal with international and comparative environmental issues, into your academic career: ENVS 0240, FREN 0315, GEOG 0206 or GEOG 0207, GEOG 0210, HIST 0419, PSCI 0209, PSCI 0214, RELI 0395, SOAN 0211, SOAN 0333, SPAN 0384.

I. Core Courses: All Environmental Studies majors are required to complete these four 0100-level to 0300-level core courses plus the ENVS 0401 senior seminar. The 0100-level to 0300-level core classes provide an introduction to perspectives on environmental issues from the humanities, natural sciences, and social sciences, as well as basic approaches critical to understanding human interactions with the environment. The 0100-level to 0300-level core courses must be completed by the end of the junior year, and ENVS 0112 in particular should be completed by the end of the sophomore year.

ENVS 0112 Natural Science and the Environment
ENVS 0211 Conservation and Environmental Policy
ENVS 0215 Nature's Meanings: The American Experience
GEOG 0320 Geographic Information Systems

**Note:** Only those students who have completed all four of the above-listed core courses are eligible to enroll in ENVS 0401 or to sign up for ENVS 0700.

*Advanced Placement:* Students receiving a score of 5 on the Advanced Placement Examination in environmental science will receive credit for ENVS 0112.

II. **Foci:** Students must complete all of the requirements for one of the following foci. Courses taken within the focus that are not specified must be approved by the student's advisor. Some foci qualify the student for joint major status. Note that each focus falls into one of three broad groupings.

**Environmental Science**

*Conservation Biology:* (This focus requires 9 courses). BIOL 0140; BIOL 0145; BIOL 0392; BIOL 0211 (or MATH 0116 or PSYC 0201); two research methods courses chosen from BIOL 0302, BIOL 0304, BIOL 0323, and ENVS 0360; one organismal course chosen from among BIOL 0201, BIOL 0202, BIOL 0203, and BIOL 0310; and two BIOL electives chosen from the 0200-0500 level (only one of which can be BIOL 0500). Note: Winter Term courses offered through the Biology Department can be used to satisfy one of the elective courses. (This focus qualifies students for joint major status.)

*Environmental Chemistry:* (This focus requires 7 or 8 courses depending on senior work). CHEM 0103; CHEM 0104 or 0107; CHEM 0241; CHEM 0242; ENVS/CHEM 0270; CHEM 0311; and at least one semester of formal research focusing on chemistry and the environment chosen from: ENVS 0360, independent study (ENVS or CHEM 0500), or the senior thesis sequence (CHEM 0400/0700 or ENVS 0500/0700). Students wishing to pursue graduate study in environmental chemistry are advised to take additional courses, in the appropriate field of science, and should consult with their advisor. (This focus qualifies students for joint major status.)

*Environmental Geology:* (This focus requires 8 courses). One introductory course from among GEOL 0112 (preferred), GEOL 0161, and GEOL 0170; one course from among GEOL/GEOG 0251, GEOL/GEOG 0255, and GEOL/GEOG 0257; one course from among GEOL 0201, GEOL 0211, and GEOL 0281; three electives, one of which can be ENVS 0360, and two of which must be at the GEOL 0300-level; and two courses of senior work, GEOL 0400 and GEOL 0700. These are considered minimum requirements. Please note that geology graduate programs require additional courses in the cognate sciences of biology, chemistry, computer science, mathematics, and physics. Students should consult with their advisors regarding additional cognates. (This focus qualifies students for joint major status.)

**Environmental Policy and Analysis**

*Environmental Economics:* (This focus requires 7 courses). MATH 0120 or MATH 0121; ECON 0155; ECON 0210; ECON 0255; ECON 0265; ECON 0465; one course from among ENVS 0380, ECON 0325, ECON 0425, ECON 0428, and ECON 0444.

*Environmental Policy:* (This focus requires 7 courses). ECON 0155; ECON 0265; ECON 0210 or MATH 0116 or PSYC 0201; GEOG 0206 or GEOG 0207 or PSCI 0209 or PSCI 0214; PSCI 0421; two courses from among ENVS 0380 and any Political Science courses at the 0200-0300 level.

*Geography:* (This focus requires six courses). GEOG 0100; GEOG 0310 or GEOG 0339; three courses at the 0200-level; a 0400-level seminar. (This focus qualifies students for joint major status.)

*Human Ecology:* (This focus requires 8 or 9 courses depending on senior work). SOAN 0103; SOAN 0105; SOAN 0211; SOAN 0301 or SOAN 0302; SOAN 0305 or SOAN 0306; two electives related to the topic of human ecology (to be selected in consultation with your advisor) from among Sociology-Anthropology offerings, or PSYC 0233, or PSYC 0401. In addition, students will take either SOAN 0700 (one-semester senior project) or SOAN 0710 (multi-semester senior project). (This focus qualifies students for joint major status.)

**Environmental Perspectives**

*Architecture and the Environment:* (This focus requires 8 courses). HARC 100; HARC 0130; HARC 0231;
HARC 0330 (or a pre-approved substitute); one elective course in the history of art or architecture, selected in consultation with the student's architectural studies adviser; HARC 0730, HARC 0731, and HARC 0732. (This focus qualifies students for joint major status). Advisory: Many graduate architecture schools expect applicants to have taken calculus, physics, and a survey of modern architecture.

Creative Arts: (This focus requires 8 courses) Students proposing a Creative Arts focus will submit to the arts advisor and ES chair a 1-2 page statement articulating their proposed connection between art and the environment, specifically linking their creative work with environmental perspectives. For students emphasizing Dance, Studio Art, or Theater: ARDV 0116 or ART 0159 or ART 0160; ENVS/DANC 0277 or ENVS/DANC 0377; two courses in the student's arts department at the 0200-0400 level that are best suited to enrich their approach to questions of human interactions with the environment (chosen in consultation with the appropriate arts advisor); three studio courses in one discipline, two of which must be above the 0200-level, selected in consultation with the student's advisor; senior independent project or advanced studio course in the discipline of the selected art form. Public showing of artistic work is required, along with an artist's written statement linking environmental studies and the artistic emphasis in question.

For students emphasizing Film and Media Culture: FMMC 0105; ENVS/DANC 0277 or ENVS/DANC 0377; FMMC 0101 and two critical studies courses that are best suited to enrich the student's approach to questions of human interactions with the environment (chosen in consultation with the FMMC advisor); two production oriented classes selected in consultation with the student's FMMC advisor; senior independent project or advanced studio course in the discipline of the selected art form. Public showing of artistic work is required, along with an artist's written statement linking environmental studies and the artistic emphasis in question.

The guidelines, prerequisites, expectations, and forms for applying to do an independent project are detailed on the Film and Media Culture website.

Environmental History: (This focus requires 7 courses). HIST 0222; three HIST courses in students' area of interest at the 0100-0300 level; one 0400-level HIST readings course (preferably, but not necessarily HIST 0406 or HIST 0419); HIST 0600; one course from among AMST 0245, HARC 0218, PHIL 0356, RELI 0110, RELI 0120, RELI 0130, RELI 0140, RELI 0150, RELI 0160, RELI 0220, RELI 0225, RELI/AMST 0274, RELI 0295, RELI 0395, or one literature course at 0200-0300 level in chosen area of study.

Environmental Nonfiction: (This focus requires 7 or 8 courses depending on senior work). ENAM 0170; ENAM 0103; ENAM/AMST 0206; ENAM 0243 or ENAM 0315; two semesters of Level Two writing workshops, with either ENAM 0380 or ENAM 0385 repeatable by permission of the instructor; one term of ENAM 0701 or two terms of ENAM 0711.

Literature: (This focus requires 8 courses). ENAM 0103; ENAM 0201 or 0204; ENAM /AMST 0206; two courses from among ENAM/AMST 0207, ENAM/AMST 0209, ENAM 0250, ENAM 0311, FREN 0315, and SPAN 0384; ENAM 0330, ENAM 0331, or ENAM 0332; ENAM0243 or ENAM 0315; and an upper level seminar approved in writing by the advisor for the literature focus.

Religion, Philosophy, and the Environment: (This focus requires 8 or 9 courses depending on senior work). RELI 0295; RELI 0395 or PHIL 0356; at least one introductory level course from among RELI 0110, RELI 0120, RELI 0190, PHIL 0150, or any additional 0100 or 0200-level RELI or PHIL course with approval of the advisor; an additional four courses from among PHIL 0205, PHIL 0206, GEOG 0206 or GEOG 0207, and any 0300-0400-level course in philosophy or religion with approval of the advisor; at least one semester of independent study related to the focus (ENVS 0500).

III. Cognate Courses: Two of the following courses are required, with the restrictions that: (1) students focusing in an environmental science (biology, chemistry, or geology) must take both of their cognates outside of the natural sciences; (2) students focusing in an area other than environmental science must take both cognates as science courses with laboratory (these courses are in addition to ENVS 0112); and (3) courses in a student's focus or focus department cannot count as cognates.

Not all of these courses are offered each year; check with the relevant department to determine course offerings.
Natural Science Courses
BIOL 0140 Ecology and Evolution
BIOL 0302 Vertebrate Natural History
BIOL 0304 Aquatic Ecology
BIOL 0323 Plant Ecology
BIOL 0392 Conservation Biology
CSCI 0190 Computer Models and Environmental Simulation
ENVS 0240 Global Climate Change
ENVS/CHM 0270 Environmental Chemistry
ENVS 0360 Environmental Science Practicum
GEOL 0112 Environmental Geology OR
GEOL 0161 Elements of Oceanography
GEOL 0201 Bedrock Geology of Vermont
GEOL 0205 Energy and Mineral Resources
GEOL 0250 Arctic and Alpine Environments
GEOL 0251 Geomorphic Processes
GEOL 0255 Surface and Ground Water
GEOL/GEOG 0257 Soils, Geology, and the Environment

Arts, Humanities, and Social Science Courses
AMST 0245 American Landscape
AMST 0315 Fast Food/Slow Food
DANC 0277 Body and Earth
ECON 0265 Environmental Economics
ECON 0465 Special Topics in Environmental Economics
ENAM 0243 Maritime Literature and Culture
ENAM 0311 Nature's Renaissance
ENAM 0315 Visions of Nature
ENAM 0385 Workshop for Nature Writers
ENVS 0380 Global Challenges of the 21st Century
FMMC 0285 Sustainable TV: Producing Environmental Media
FREN 0315 Beyond Versailles: Encounters with Nature in French Literature
GEOG 0206 Human Impact on the Global Environment OR
GEOG 0207 Resource Wars: A Geopolitical Perspective
GEOG 0210 Geographic Perspectives on International Development OR
GEOG 0213 Population Geography
GEOG 0216 Rural Geography
GEOG 0232 Human-Environmental Interactions
HARC 0231 Architecture and the Environment
HIST 0222 Introduction to Environmental History
HIST 0411 Readings in U.S. History: Environmental (formerly HIST 0406)
HIST 0441 Readings in African History: Environmental History (formerly HIST 0419)
PHIL 0356 Philosophy and the Environment
PSCI 0209 Local Green Politics
PSCI 0214 International Environmental Politics
PSCI 0421 Seminar in American Environmental Politics
PSYC 0233 Environmental Psychology
PSYC 0401 Environmental Problems and
In addition, students may take any winter term course listed as an environmental studies course. Other off-campus programs may count as one or two cognates with prior approval of the student's advisor.

**IV. Senior Experience:** All seniors are required to take ENVS 0401, the ENVS senior seminar devoted to regional case studies and requiring significant interdisciplinary work. Note that some ENVS foci require independent work during the senior year. Students who are not required to do independent senior work in their focus may elect to do independent work in ENVS, which may be carried out as a one or more semester ENVS 0500 project, or as an ENVS thesis (at least one semester of ENVS 0500 followed by one semester of ENVS 0700). Students must carry out this work under the supervision of a faculty member whose expertise is in the area that best characterizes the project. Students planning to conduct independent work are strongly encouraged to speak with their advisor and the director well in advance of enrolling in ENVS 0500.

**ENVS 0112 Natural Science and the Environment (Fall 2010, Spring 2011)**

We will explore in detail a series of current environmental issues in order to learn how knowledge of principles of biology, chemistry, geology, and physics helps us to identify and understand environmental problems and to shape policies for effective solutions. Topics covered will emphasize transnational environmental issues, including global warming, ozone, species extinction, human population growth, and world food production. 3 hrs. lect., 3 hrs. lab. SCI

**ENVS 0211 Conservation & Env Policy (Fall 2010, Spring 2011)**

**Fall 2010**

**Conservation and Environmental Policy**

This course examines conservation and environmental policy in the United States. In order to better understand the current nature of the conservation and environmental policy process, we will begin by tracing the development of past ideas, institutions, and policies related to this policy arena. We will then focus on contemporary conservation and environmental politics and policy making—gridlock in Congress, interest group pressure, the role of the courts and the president, and a move away from national policy making toward the states, collaboration, and civil society. 3 hrs. lect./disc. NOR, SOC
Spring 2011

Conservation and Environmental Policy
In this course we will examine conversation and environmental policy in the United States. We will begin by motivating the need for conservation and environmental policy and providing a brief history of environmental policy in the U.S. Next we will focus on the issue of local versus national control in governing environmental and conservation issues. We will then cover the process of policy design, implementation, and enforcement. Finally, we will explore benefit-cost analysis and the evaluation of public policies. The course will consist of lectures and classroom discussions related to the assigned readings and current environmental policy issues. 3 hrs. lect. NOR, SOC

ENVS 0215 Nature's Meanings (Fall 2010, Spring 2011)

Fall 2010

Nature's Meanings: The American Experience
What we think of as "nature" today is the result of a complex and fascinating history. The many meanings of nature emerge from Americans' experiences of the physical world and their understandings of, and contests over, their place in that world. This course will investigate how American meanings of nature have changed from European-Native contact to the present. How have changing meanings reshaped American culture and the natural environment? These questions will be addressed from historical, literary, religious, and philosophical perspectives. Readings may include: Emerson, Thoreau, Marsh, Muir, Leopold, and Carson, as well as other Euro-American and Native American writers. 3 hrs. lect./disc. HIS, LIT, NOR

Spring 2011

Nature's Meanings: The American Experience
What we think of as "nature" today is the result of a complex and fascinating history. The many meanings of nature emerge from Americans' experiences of the physical world and their understandings of, and contests over, their place in that world. This course will investigate how American meanings of nature have changed from European-Native contact to the present. How have changing meanings reshaped American culture and the natural environment? These questions will be addressed from historical, literary, religious, and philosophical perspectives. Readings may include: Emerson, Thoreau, Marsh, Muir, Leopold, and Carson, as well as other Euro-American and Native American writers. 3 hrs. lect./disc. HIS, LIT, NOR

ENVS 0277 Body and Earth (Spring 2011)

This course has been designed for students with an interest in the dialogue between the science of body and the science of place. Its goals are to enhance movement efficiency through experiential anatomy and to heighten participants' sensitivity to natural processes and forms in the Vermont bioregion. Weekly movement sessions, essays by nature writers, and writing assignments about place encourage synthesis of personal experience with factual information. Beyond the exams and formal writing assignments, members of the class will present a final research project and maintain an exploratory journal. 3 hrs. lect. 1 hr. lab. ART, NOR, PE

ENVS 0340 Social Movements, Theory, and Practice (Spring 2011)
There are many ways to affect politics, from voting to lobbying to corrupting leaders. But building social movements--from the civil rights movement to the Tea Parties--is one of the most powerful and positive approaches. This course will examine the history and structure of movements from the left, right, and middle, try to figure out how conditions have changed in an internet age, and allow students to develop particular strategies for campaigns that interest them. (This course counts as a policy focus elective for ENVS-EP majors)

**SOC ENVS 0380 Global Challenges of the 21st Century (Winter 2011)**

In this course we will begin by studying theories of social and political change, and then we will analyze the systematic causes of poverty and environmental degradation around the world. We will then study prospective solutions, focusing on the role of selective members of global civil society, including social entrepreneurs, in achieving these solutions. Over the course of the semester, each student will prepare a comprehensive analysis on how to tackle and overcome a specific global challenge. Readings will include Gregg Mortenson’s *Stones into Schools* and David Bornstein's *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. (ENVS 0211 or PSCI 0214)

**SOC ENVS 0401 Environmental Studies Senior Seminar (Fall 2010, Spring 2011)**

A single environmental topic will be explored through reading, discussion, and individual research. Topics will vary from semester to semester, but will focus on issues with relevance to the local region and with interdisciplinary dimensions, such as temperate forests, lake ecosystems, or public lands policy. The class involves extensive reading, student-led discussions, and a collaborative research project. (Senior standing; ENVS 0112, ENVS 0211, ENVS 0215, and GEOG 0320) 3 hrs. sem./3 hrs. lab

**ENVS 0500 Independent Study (Fall 2010, Winter 2011, Spring 2011)**

A one- or two-semester research project on a topic that relates to the relationship between humans and the environment. The project, carried out under the supervision of a faculty member with related expertise, must involve a significant amount of independent research and analysis. Students may enroll in ENVS 0500 no more than twice for a given project. (Approval only)

**ENVS 0700 Senior Honors Work (Fall 2010, Winter 2011, Spring 2011)**

The final semester of a multi-semester research project on a topic pertinent to the relationship between humans and the environment. Students may enroll in ENVS 0700 only once. (Previous work would have been conducted as one or two semesters of an ENVS 0500 Independent Study project.) The project, carried out under the supervision of a faculty member, will result in a substantial piece of writing, and will be presented to other ENVS faculty and students in a public forum. (Senior standing; ENVS 0112, ENVS 0211, ENVS 0215, GEOG 0320, and ENVS 0500; Approval only)
ENVS 1015 Elevated Fictions: Literatures and Cultures of the Mountains (Winter 2011)

What is it about an elevated landscape that so captures the human imagination? In different parts of the world, mountains have been the abodes of the gods, sites of reverent reflection, and projections of human desire for advancement and conquest. Through comparative examination of academic, literary, and visual texts from around the world, we will explore why mountain landscapes have drawn humans to reflect their spirit into and onto this particular topographical feature of nature. Authors will include Immanuel Kant, P.B. Shelley, William Wordsworth, Milarepa, Premendra Mitra, Edwidge Dandicat, Robert MacFarlane, and John Elder. (This course satisfies the ENAM elective credit). LIT, WTR

ENVS 1020 Vermont Waters: Maritime History and Aquatic Culture of the Champlain Valley (Winter 2011)

Vermont has a rich maritime history and a diversity of aquatic cultural traditions. Lake Champlain was once a watery superhighway between New York and Montreal. The state fossil is a Beluga whale skeleton from the Pleistocene. The first American woman to be licensed as a master mariner was Philomena Daniels of Vergennes. The “Flatiron skiffs” of Lake Dunmore attest to the region’s lively recreational history. In this course we will read works of environmental, cultural, and material history, as well as works of fiction by environmental novelists, that focus on the waters of Vermont. We will also collaborate with local community partners in studying material artifacts, oral history, and photographs that document Vermont’s aquatic culture. We will also contribute to its material culture by building a canoe and a skiff with local craftsmen. The reward for the students is a deeper understanding of the history and complexity of their environment and the chance to work with neighbors. HIS, NOR, WTR
FILM AND MEDIA CULTURE MAJOR REQUIREMENTS: Students must complete ten courses to satisfy the requirements for a major in Film and Media Culture. Before declaring a Film and Media Culture major, the student must have completed or be currently enrolled in one of the basic core courses. Those courses are as follows:

**Basic Core Course Requirements:** FMMC 0101 Aesthetics of the Moving Image, FMMC 0102 Film History, FMMC 0104 TV and American Culture, one production course - either FMMC 0105 Sight and Sound or FMMC 0106 Writing for the Screen I. The basic core courses must be completed by the end of the junior year.

**Required Advanced Courses:**
One 0300 level course in theory - either FMMC 0354, FMMC 0355 or FMMC 0357.
FMMC 0431 Senior Seminar in Film and Media Culture.

**Electives:** Four additional FMMC courses, with no more than two of these being a production or screenwriting course. With the prior permission of a student's academic advisor, one winter term FMMC course may be counted as an elective. Students taking courses focused on film and media taught in a foreign language, either at Middlebury or abroad, may request major elective credit from the FMMC chair. Note that courses may not count toward both FMMC and another department’s major or minor. Courses transferred from other institutions will normally count only as an elective toward the FMMC major, not to fulfill core requirements.

**Independent Project/Honors Thesis:** In order to be eligible to do an independent project or an honors thesis project, the following courses would be required: for a video project - FMMC 0105, FMMC 0335, FMMC/ENAM 0106; for a screenwriting project - FMMC 0105, FMMC/ENAM 0106, FMMC/ENAM 0341; for a research essay - demonstrated knowledge in the topic of the essay, as determined in consultation with the project advisor, and coursework relevant to the topic as available. Students may only take one independent project, normally during senior year. The independent project does not count the ten required courses for the major.

**Minor:** Three required courses - FMMC 0101 Aesthetics of the Moving Image, FMMC 0102 Film History, FMMC 0104 TV and American Culture. In addition, minors must take three additional courses that are listed or cross-listed as FMMC. At least one of the three electives must be at the 0300 or 0400-level. Only one of the three electives may be from the production/screenwriting area.

**Joint Major:** The joint major with FMMC is a combination of two disciplines, culminating in a joint senior project; the plan for joint majors is negotiated between the student and the two departments in which the joint program of study is pursued at the time of declaring the joint major. An independent project (typically FMMC 0507 or as determined by both advisors) must combine aspects of both majors and in most cases will require approval, supervision, and evaluation from both departments or programs. The film and media culture part of the joint major requires a minimum of seven courses, including the film and media culture core requirements, as well as the courses required to be completed prior to an independent project. FMMC supports concentrations in American Studies, Environmental Studies, and International Studies, as detailed on their respective pages.

**Honors:** During the first term of their senior year, students may apply to undertake a senior project (FMMC 0707) for honors, with the project to be completed the last term of the senior year. To undertake such a project the student must have an A- average on courses in the major, have taken the courses necessary to do the FMMC 0707, and also present an acceptable proposal to the faculty in film and media culture. The honors project requires supervision and evaluation by three members of the faculty. Students are encouraged to seek one evaluator from outside the Film and Media Culture Department. Honors will be awarded by the faculty of film and media culture based on merit of the project and overall excellence in film and media culture coursework.
FMMC 0101 Aesthetics of the Moving Image (Fall 2010, Spring 2011)

How do films convey meaning, generate emotions, and work as an art form? What aspects of film are shared by television and videogames? This course is designed to improve your ability to watch, reflect on, and write about moving images. The course will be grounded in the analysis of cinema (feature films, documentaries, avant-garde, and animation) with special focus on film style and storytelling techniques. Study will extend to new audio-visual media as well, and will be considered from formal, cultural, and theoretical perspectives. 2 hrs. lect./3 hrs. screen/1 hour disc. ART

FMMC 0102 Film History (Fall 2010)

This course will survey the development of the cinema from 1895 to present. Our study will emphasize film as an evolving art, while bearing in mind the influence of technology, economic institutions, and the political and social contexts in which the films were produced and received. Screenings will include celebrated works from Hollywood, international cinema, documentary, and the avant garde. (Formerly FMMC 0131 and FMMC 0231) 2 hrs. lect./3 hrs. screen/1 hr. discussion. ART

FMMC 0104 Television & American Culture (Fall 2010)

This course explores American life in the last six decades through an analysis of our central medium: television. Spanning a history of television from its origins in radio to its future in digital convergence, we will consider television's role in both reflecting and constituting American society through a variety of approaches. Our topical exploration will consider the economics of the television industry, television's role within American democracy, the formal attributes of a variety of television genres, television as a site of gender and racial identity formation, television's role in everyday life, and the medium's technological and social impacts. (Formerly FMMC 0236) 2 hrs. lect./3 hrs. screen./1 hr. disc. NOR, SOC

FMMC 0105 Sight and Sound I (Spring 2011)

The purpose of the course is to gain a theoretical understanding of the ways moving images and sounds communicate, and practical experience creating time-based work. We will study texts on theories of moving images and examine examples as we use cameras, sound recorders, and non-linear editing software to produce a series of short exercises that require organizing images and sounds in ways that convey information and express feelings. (FMMC 0101 or approval of instructor). (Formerly FMMC 0135) 3 hrs. lect./3 hrs. lab ART

FMMC 0106 Writing for the Screen I (Fall 2010)

This course will introduce the fundamental elements of dramatic narrative as they relate to visual storytelling. Special emphasis will be placed on the process of generating original story material and learning the craft of screenwriting-including (but not limited to) topics such as treatments, step-outlines, act structure, beat sheets, character biographies, back-story, formatting standards, and narrative strategies. Students will be required to write both short scripts and to author the first half of an original feature-length screenplay. The course will also feature close study of selected screenplays and films. (FMMC 0101 OR ENAM 0170 or approval of instructor) Formerly FMMC/ENGL 0240 and FMMC/ENAM 0240) 3 hrs. sem./3 hrs. screen. ART, CW
FMMC 0134 Hollywood Genres (Spring 2011)

This course will study the form and development of Hollywood film genres such as the science fiction film, the gangster film, the musical, and the romantic comedy, in order to determine what we can learn from these texts about ourselves and our culture. The conventions, archetypes, common plots, and key dramatic conflicts of various genres will be outlined and their meaning analyzed. The historical transformation of genres will be highlighted. Screening, readings, and written reports. (Formerly FMMC/AMCV 0134) 2 hrs. lect./ 3 hrs. screen/1 hr. disc. ART, NOR

FMMC 0225 Gothic and Horror (Spring 2011)

This course examines the forms and meanings of the Gothic and horror over the last 250 years in the West. How have effects of fright, terror, or awe been achieved over this span and why do audiences find such effects attractive? Our purpose will be to understand the generic structures of horror and their evolution in tandem with broader cultural changes. Course materials will include fiction, film, readings in the theory of horror, architecture, visual arts, and electronic media. 3 hrs. lect./disc. (Students who have taken AMCV 0330 Topics in Am. Civ.: Gothic and Horror are not eligible to register for this course.) 3 hrs lect. HIS, NOR

FMMC 0232 Documentary: Art of the Nonfiction Film (Spring 2011)

Documentary film combines nonfiction with an aesthetic aspiration. This course will explore the achievement in the documentary, raising issues about the influence of documentary upon political persuasion, historical memory, the status of film as evidence, and its utility as a means of investigation. Questions will be posed, such as: Can documentary achieve a distinctive understanding of a phenomenon? How does nonfiction address/guide the relationship between sound, image, and subject? The course will offer a historical perspective, as well as study contemporary works, with the aim of preparing students to both understand and produce documentary films. (FMMC 0101 or FMMC 0102 or FMMC 0105 or approval of the instructor) 3 hrs. lect./3 hrs. screen. ART

FMMC 0237 Japanese Film (Spring 2011)

This course traces the history of Japanese film through the cinema of Kurosawa, Mizoguchi, Ozu, Oshima and other directors. We will focus on the golden age of the 1950s, the New Wave of the sixties, and films of the 1990s and 2000s. Films include *Rashomon, Seven Samurai, and Tokyo Story*, as well as influential works by current directors. 3 hrs. lect./disc. and screening AAL, ART

FMMC 0252 Authorship and Cinema (Fall 2010)

Authorship and Cinema: Michelangelo Antonioni
In 1995, Antonioni received an honorary Oscar for lifetime achievement and also released his last feature film, culminating a fifty-year career as a filmmaker. He managed to achieve popular appeal (his name appears in the lyrics of the seminal musical of the 1960s, *Hair*), critical accolades (major prizes at every film festival) and initial scorn for his innovations in narrative form and visual style. Our focus will be on his major films (*Il grido, L'avventura, L'eclisse, La notte, Red Desert, Blow Up, Zabriskie*)
Point, and The Passenger), but we will also examine his writings and paintings. (FMMC 0101 or FMMC 0102 or approval of the instructor) 3 hrs. lect./disc./3 hrs. screen. ART

**FMMC 0254 Millennial Media: Youth Audiences and Commercial Culture (Spring 2011)**

Coming of age narratives speak to both youth audiences and adult viewers, and thus have a pervasive impact on popular culture. In this course, we will explore the commercial construct of the "millennial generation," a generation imagined to span those born from the late 1970s through 2000. We will consider how representations of adolescents circulate in American film, television, and digital media texts such as Harry Potter and Glee, examining their industrial contexts and their audience response. We will interrogate trade and popular publications seeking to define millennials, and consider the social significance of generational discourse more broadly. (FMMC 0104 or AMST 0211) 3 hrs. lect./3 hrs. screen. ART, NOR

**FMMC 0255 French New Wave (Spring 2011)**

Beginning in 1959 and continuing through the 1960s, dozens of young French cinephiles, thrilled by Hollywood genre movies and European art films, but disgusted with their own national cinema—stodgy productions, took up cameras and began making films. This movement, known as La Nouvelle Vague, remains one of the most exciting, inventive periods in cinema history. This course focuses on the major films and directors (Jean-Luc Godard, Francois Truffaut, Alain Resnais) of the period and also gives consideration to the cultural, technological, and economic factors that shaped this movement. (Formerly FMMC 0345) ART, EUR

**FMMC 0260 Kurosawa (Fall 2010)**

Kurosawa is internationally recognized as one of the great auteurs whose films continue to inspire directors around the world. In this course we will analyze Kurosawa's style and technique in over a dozen films from the 1940s to the 1990s, including Seven Samurai, Ikiru, Ran, and Kagemusha. We will examine Kurosawa's relationship to the Hollywood Western and to filmmakers Clint Eastwood, Stephen Spielberg, and George Lucas. We will give special attention to the moral questions Kurosawa raises in films about ancient warriors, small-time gangsters, everyday men and women, and Shakespearian heroes. 3 hrs. lect./ 3 hrs. screen. AAL, ART

**FMMC 0262 The Politics of Animation: Documentary, Propaganda, Art (Fall 2010)**

In this course we will examine films in an emerging international genre known as animated documentary. Animation plays a surprisingly influential role in nonfiction films, as in a famous segment in Michael Moore's Bowling for Columbine. More recently, some directors have relied solely on animation to make films with claims to telling the truth. Often politically controversial and intensely personal, these works challenge traditional definitions of cinematic form. Why is animation so persuasive? To answer this question we will explore the urban origins of early cartoons, Disney's global hegemony, Warner Brothers' wartime propaganda, Soviet agitprop, and the diverse ideological perspectives of limited animation in Japanese anime and American television programming. With this preparation in hand, we will analyze several animated non-fictions in their cultural and political contexts, including the artworks of William Kentridge
(South Africa), *Barefoot Gen* (Japan), *Persepolis* (France/Iran), and *Waltz with Bashir* (Israel). 3 hrs. lect./3hrs. screen. ART, CMP

**FMMC 0264 Indian Cinema: Romance, Nation, and Identity (Spring 2011)**

In this course we will use the lens of romance to examine the world's largest film-making industry. Focusing primarily on Hindi cinema produced in Bombay/Mumbai, we will examine the narrative conventions, aesthetic devices (such as song-dance sequences), and other cinematic conventions that are unique to Indian films' narration of romance. Through a historical overview of films from the silent, colonial, and post-colonial eras into the contemporary era of globalization, we will track how the family is configured, the assignment of gender roles, and how national identity is allegorized through family romance. The course includes weekly screenings of films, which will be sub-titled in English. 3 hrs. lect. AAL, ART, SOC

**FMMC 0267 Gender, Sexuality, and Media (Fall 2010)**

*Gender/Sexuality/Media*

In this course, we will explore the intersecting roles played by gender and sexuality in our media, focusing specifically on film, television, and digital culture. We will examine the multiple ways in which popular media texts construct and communicate gender and sexuality, and we will analyze the role of gender and sexuality in the processes of spectatorship and meaning-making. We will study a wide range of theories of gender and sexuality in media including feminist film theory, queer media theory, and literature on gender and sexuality in video game history and culture. (FMMC 0102 or FMMC 0104 or WAGS 0200 or by approval of instructor.) 3 hrs. lect./3 hrs. screen. SOC

**FMMC 0276 Film and Literature (Spring 2011)**

The most common approach to the study of film and literature focuses on cinematic adaptations of literary works, but in this course we will broaden that tack, expanding to more of a comparative approach and considering topics relevant to both forms. We will explore how the cinema developed a formal language equivalent to the novel, as well as how fiction writing has been influenced by film. We will also consider how cinema's position as the equivalent of the novel has been usurped by television. Films screened will include *A Day in the Country; Le Plaisir; The Killers; Tinker, Tailor, Soldier, Spy;* and others. ART, LIT

**FMMC 0285 Producing Environmental Media (Spring 2011)**

*Sustainable Television: Producing Environmental Media*

In this project-based course, we will collaborate to produce a nonfiction television program that addresses sustainability and environmental issues with the goal of showing the final program on local cable, online, and possibly on the PBS series *Planet Forward*. Students will collectively serve all roles in the project, from research and writing, to shooting and editing, creating a team-based environment, with screening and readings focused on the rhetoric of environmental media. Students will be selected by application to create a team with a range of experience and expertise. Prior video production or environmental studies experience is preferred but not required. 3 hrs. lect./lab (Approval Required; Not open to students who have taken FMMC 1019.) ART
FMMC 0310 Film and History (Fall 2010)

In this class we will study the challenges and promises of film as a historical artifact by focusing on cinematic representation of social activism and struggles of liberation (from national and post-colonial struggles to the rise of ethnic consciousness and revolutionary movements of the 20th century). Students will examine how filmmakers present historical figures as well as the acts of ordinary citizens. In addition to researching the historical events represented on the screen, and exploring how film can be used as primary and secondary sources, we will also become involved in the creative process of historical representation. We will study films from countries around the world but most of our examples will come from Latin America and the Caribbean. AAL, HIS

FMMC 0335 Sight and Sound II (Fall 2010)

In this course we will explore non-fiction, narrative, and experimental modes of production. We will emphasize thorough pre-production planning, expanded understanding of image and sound, and editing. The critical dialogue established in Sight and Sound I will be extended and augmented with readings and screenings of outstanding independently produced work. (Approval-required; FMMC 0101 or FMMC 0105 or FMMC 0135) Obtain application in FMMC office (Axinn 210) or online and submit prior to the start of registration. Priority given to FMMC majors. (Formerly FMMC 0235) 3 hrs. lect./3 hrs. lab.

FMMC 0341 Writing for the Screen II (Spring 2011)

Building on the skills acquired in Writing for the Screen I, students will complete the first draft of their feature-length screenplays. Class discussion will explore the links between conventional notions of visual storytelling and alternative modes and media of writing for the screen, such as television (including sitcoms, one-hour dramas, and long form serials), non-linear and experimental forms, gaming, documentaries, etc. Students will also be required to write either one 'spec script' of a television show of their choosing, or a short-form work in their choice of medium. (Approval required, obtain application in FMMC office (Axinn 210), or obtain online and submit by April 17.) (Formerly FMMC 0106) 3 hrs. sem/3 hrs. screen. ART

FMMC 0346 Special Topics in Media Production (Fall 2010, Spring 2011)

Fall 2010

Special Topics in Media Production: The Multi-Media Essay
New technologies of digital video production—a movies on DVD, DV cameras, and non-linear editing programs like Final Cut—enable film scholars to write with the very materials that constitute their object of study: moving images and sounds. But such a change means rethinking the rhetorical modes traditionally used in scholarly writing, and supplementing them with a new concern with aesthetics. In this course, we will experiment with producing a new form of multi-media criticism, one demonstrating that scholarship can itself adopt cinema’s alluring poetics without abandoning the traditional essay’s knowledge effect. (FMMC 0105 or instructor approval) 3 hrs. lect./3 hours screen.

Spring 2011

Special Topics in Media Production: Animation
Animation is a strategy for documenting the unseen, illustrating the fantastic, and interpreting the real of the everyday. This course is an introduction to traditional, hand-crafted methods of creating animation. Students will experiment with various approaches to working with images in sequence; explore a variety of techniques, such as collage, rotoscope, cut out, and stop motion; and study international, independently produced works of animation, old and new. The course culminates in the completion of a short work. (FMMC 0105 or FMMC 0135 or ART 0159 and ART 0160 or approval of instructor) 3 hrs. lect./3 hrs. screen.

**FMMC 0355 Theories of Popular Culture (Spring 2011)**

This course introduces a range of theoretical approaches to study popular culture, exploring the intersection between everyday life, mass media, and broader political and historical contexts within the United States. We will consider key theoretical readings and approaches to studying culture, including ideology and hegemony theory, political economy, audience studies, subcultural analysis, the politics of taste, and cultural representations of identity. Using these theoretical tools, we will examine a range of popular media and sites of cultural expression, from television to toys, technology to music, to understand popular culture as a site of ongoing political and social struggle. (Formerly AMST/FMMC 0275) (FMMC 0102 or FMMC 0104 or FMMC 0236 or AMST 0211) 3 hrs. lect./disc./3 hrs. screen. SOC

**FMMC 0357 Storytelling in Film & Media (Fall 2010)**

All media feature their own particular techniques of storytelling. We will explore how narrative forms work differently between film, television, and digital media such as videogames. Drawing on theories of narrative developed to understand the structures, techniques, creative practices, and cultural impacts of narrative for literature and film, we will consider how different media offer possibilities to creators and viewers to tap into the central human practice of storytelling. Students will read theoretical materials and view examples of film, serial television, and games, culminating in a final research project, to better our understanding of narrative as a cultural practice. (FMMC0101 or FMMC0104) 3 hrs. sem./3 hrs. screen. ART

**FMMC 0431 Film & Media Senior Seminar: (Fall 2010)**

*Senior Seminar: History of Audiences*

In this course, we will navigate the shifting histories of media audiences as social constructions and lived experiences. For the first part of the semester, we will consider questions of film spectatorship from the earliest years of cinema to the coming of sound. Students will have the opportunity to research the history of early moviegoing in the Middlebury and Burlington communities. For the second part of the semester, we will examine the impact of digital media technologies on audience experience, interrogating theories of the active audience, fan engagement, and the Internet as authorship tool. (Open to senior FMMC majors or minors or by consent of instructor) 3 hrs. lect./3 hrs. screen.

**FMMC 0507 Advanced Independent work in Film and Media Culture (Fall 2010, Winter 2011, Spring 2011)**

Guidelines for submitting proposals are available in the FMMC office, and on the Film & Media Culture Web site along with a list of prerequisites.
FMMC 0707 Senior Honors Project in Film and Media Culture (Fall 2010, Winter 2011, Spring 2011)

During the first term of their senior year, students with a GPA of A- in film and media culture courses may apply to undertake a senior project (FMMC 0707) for honors, with the project to be completed the last term of the senior year.

FMMC 1002 Visual Language of Editing (Winter 2011)

In this course students will have a hands-on experience of the language of video editing that we see in the media every day. Through lecture and discussion, students will analyze professionally produced music videos and commercials in an effort to understand the elements of shot selection, sequencing, pacing, and storytelling. Students will then produce their own short videos, re-editing the works viewed, and utilizing the raw film footage that was used to create the professional product. (FMMC 0105 or by waiver) ART, WTR

FMMC 1010 Creating an Original Television Series (Winter 2011)

In this course, students will learn the fundamental mechanics of conceiving and designing an original television series. We will begin with a case study presentation of several recent television series: one-hour drama, thirty-minute sitcom, cable long-form, etc. Treatments, show "bibles," and shooting scripts will be examined along with corresponding screenings. Each student will create his or her own television series and will present a pitch, treatment, character breakdown document, and one-year (season-long) overview of story and character arc (for each main character). Students will have a choice of working with a partner, as part of a team, or individually. At term's end, students will submit a show "bible" and first draft of the premiere episode. (FMMC/AMST 0104 or FMMC/ENAM 0106) ART, CW, WTR

FMMC 1014 Filmmaking, With Limits (Winter 2011)

The recent popularity of lipdubs – music videos consisting of a single take, shot with a moving camera, and featuring as many performers as possible – is only the latest example of how setting arbitrary restrictions on the making of creative work serves to facilitate invention. In fact, lipdubs are part of a long tradition in cinema, one in which filmmakers set strict formal guidelines that they must adhere in the making of a movie. In this course students will take up a series of video production assignments with strict (and highly arbitrary) formal guidelines. Can you make a one-minute video about a childhood memory with the lens zoomed all the way in and the camera in constant motion? (3 hrs. lecture/3 hrs. screening) (FMMC 0105 or instructor approval) ART, WTR

FMMC 1016 Cinema of David Lean (Winter 2011)

An introduction to the art of cinema through an intensive study of how David Lean uses his camera to tell a story visually and expressively in a dozen of his films: from In Which We Serve (1942) through his famous Dickens adaptations, Great Expectations (1946) and Oliver Twist (1948), to A Passage to India (1984), and including The Bridge on the River Kwai (1957) and Lawrence of Arabia (1962), of which Steven Spielberg observed that he did not know any director who did not genuflect before these two cinematic masterpieces. (Some attention will be paid to Lean’s literary sources.) ART, EUR, WTR
The First-Year Seminar Program is a vehicle through which Middlebury College introduces first-year students to the values of a residential liberal arts education during their first semester on campus. Taught by regular, full-time faculty members who also serve as students' academic advisers, First-Year Seminars provide an intellectual atmosphere that encourages students to be active participants in their own learning. Seminars provide the opportunity for students to become acquainted with the skills which will eventually enable them to perform high quality, independent work throughout their college years and in the future as active members of their communities.

GOALS OF THE FIRST-YEAR SEMINAR PROGRAM

**Critical Skills**: Thinking, reading, writing, and speaking are emphasized.

**Cross-Disciplinary Thinking**: The ability to think across the grain, to make fruitful connections from discipline to discipline, to approach problem solving by combining different modes of thought--scientific, creative, analytical, literary, quantitative, qualitative--are the skills and approaches that characterize liberal arts education.

**Intellectual Curiosity**: The courses encourage the desire to pursue a single subject rigorously and in depth.

**Information Literacy**: This is the ability to find, evaluate, use, and properly cite information resources--whether they be in print or digital format, primary or secondary materials, factual or analytical, general or discipline-specific, local or remote.

**Responsibility**: Academic responsibility evolves from creating an environment in which students expect to be responsible for high quality, independent work in their junior and senior years, and are aware of developing the skills to perform at that level from their first semester.

**Community Membership**: A fully integrated residential liberal arts education extends naturally beyond the classroom to help students connect their curricular learning with their lives as members of the communities in which they live. Active Seminar affiliations with Commons and increasing incorporation of service learning both help students to forge such connections.

**Diversity**: Teaching students to experience, question, and understand their own culture and to experience, question, and understand completely different cultures prepares them for their roles in the interrelated world they will find both here and after Middlebury.

**Curricular Innovation**: Free of the demands of regular, sequenced departmental courses, seminars allow faculty to explore new ways to teach and to enrich their students' learning.

**FYSE 1040 Communism and Fascism (Fall 2010)**

In this seminar we will study two major "totalitarian" regimes of the 20th century, Nazism in Germany and Stalinism in Russia. We will concentrate on the cultural and philosophical origins of Fascism and Bolshevism. Readings will include selections from the writings of Marx, Mill, Dostoevsky, Nietzsche, Lenin, and Hitler, as well as cinematic works. 3 hrs. sem. **CW, EUR, HIS, PHL**
FYSE 1045 Contemporary Canadian Fiction (Fall 2010)

"To Americans, a bestseller in Canada is like a tree falling in the forest," said critic Ron Charles. In this seminar we will examine the richness of contemporary Canadian fiction in English, from Michael Ondaatje, Yann Martel, and Guy Vanderhaeghe; to Alice Munro, Alistair MacLeod, and Carol Shields, with special focus on the brilliant short story writers Canada has produced. We will examine the works themselves, as well as their relationship to U.S. and British literary traditions and institutions. We will also consider cultural differences between the United States and Canada and how culture affects literary production. 3 hrs. sem./disc. CMP, CW, LIT, NOR

FYSE 1049 Myth and Cosmology (Fall 2010)

In this seminar we will trace some of the fundamental concepts underlying ancient ways of approaching the world. We will compare the Chinese, Biblical, Hindu, Navajo, and Maori creation traditions, the divination cultures of East Asian and African nations, and the rich symbolism that emerged out of some of the major centers of ancient civilization. Through our reading of myths, scholarly writings, and literary works, we will explore the ways China and various other cultures understood and dealt with the world around them, from flood myths to astrology, from the Yijing to omens and geomancy. 3 hrs. sem. CMP, CW, PHIL

FYSE 1084 Culture and Cognition (Fall 2010)

The values and commitments of our cultural environment can shape our ways of knowing, habits of thought, sense of self, emotion, identity, and other psychological processes. Through readings from cultural psychology and other related literature, class discussion, films, and experiential activities, we will explore the relationship between mind and culture. We will also pay attention to how schooling shapes this process within various cultures, particularly with "western" and "eastern" examples. This seminar may be of special interest to those who have lived in other cultures or who are planning to study abroad, to anyone interested in issues of identity and education in our multicultural society, and to those who would like to develop a broader understanding of multiple ways of viewing human reasoning, sense of self, and the social interactions that result. CMP, CW, SOC

FYSE 1097 Expatriate Fiction: Looking in a Foreign Mirror (Fall 2010)

The discovery of our own cultural identity is usually prompted by contact with another culture. Paradoxically, this leads us to wonder where "we" begin and our nationality leaves off. In this seminar we will begin by reading stories and novels in which characters are tested by foreign encounters and wind up questioning the very notion of individual identity itself. Texts include Paul Bowles's The Sheltering Sky, E. M. Forster's A Passage to India, Jean Rhys's Wide Sargasso Sea, Graham Greene's The Quiet American, and others. 3 hrs. sem. CW, LIT

FYSE 1099 Piano, Piano: The Cultural History of the Piano (Fall 2010)

Why do so many people have a piano in their living room? In this seminar we will try to answer this question by exploring the cultural history of the piano. As we study the piano's special place in our (musical) culture, we will learn about the technical as well as social aspects of this instrument's developments over
the past 300 years. We will hear virtuosos like Franz Liszt and Keith Jarrett, study milestones of the pianistic repertoire, and discuss representations of this instrument and its artists in literature, the arts, and film. ART, CW, EUR

**FYSE 1107 Shaping the Future (Fall 2010)**

The release of genetically engineered organisms into the environment has great potential for agriculture and industry, however the consequences posed by the transfer of genetic material from one organism to another are uncertain. Germline gene therapy is proving to be a major molecular-genetic advancement for medical science, yet there is much controversy over whether genetic manipulation of germline constitutes an ethical approach for the treatment of inheritable disease. The use of gene splicing to develop biological weapons is yet another issue that has considerable social, political, and ethical impacts. This seminar will use writing as a tool to explore these and other biotechnological advances and their societal implications. Classroom discussions, debates, and writing exercises will emphasize the ethical considerations brought about by the Human Genome Project, the introduction of DNA fingerprinting into the U.S. judicial system, and the pending arrival of "edible vaccines" on grocery store shelves to name a few. CW, SCI

**FYSE 1114 Classic Comedy (Fall 2010)**

What is comedy? What are its values and view of life? What makes things funny? Why do we laugh and at what? What should or should not be ridiculed? In this seminar we will consider classic comedies and ideas about comedy from Aristophanes through Shakespeare, Moliere, and Shaw, to Stoppard, with comparisons to classic comedies of American cinema and other forms of comic expression. Having a sense of humor is a prerequisite of this course. 3 hrs. sem. ART, CW, LIT

**FYSE 1134 Empires (Fall 2010)**

Why do empires rise and fall? Are "democracy" and "empire" always a contradiction in terms? Can imperialism be a good thing? For whom? Drawing on classical and contemporary sources, we will explore the origins and fates of empires from Ancient Greece to the present. We will start by reflecting on why Eurasia dominated the world prior to the twentieth century, rather than the other way around. We will then explore the similarities and differences in both the principles and practices of particular empires, as well as how those characteristics evolved over time. Special attention will be given to Rome, Britain, Austria-Hungary, the Ottomans, Russia/Soviet Union, and the United States. An overarching aim of this seminar is to view the global power of the 21st century United States in proper perspective. 3 hrs. sem. CMP, CW, EUR, SOC

**FYSE 1145 Voices Along the Way (Fall 2010)**

This seminar is designed for international students, and focuses on the themes of culture and identity in U.S. society. The course material will offer a variety of perspectives — both past and present — on the question â€“ What does it mean to be an American? â€“ We will read selections from Howard Zinn’s *A People’s History of the United States* (2003) and watch the companion film *The People Speak* (2009), as well as examine historical documents, critical essays, literary narratives, and other film excerpts. Throughout the course, we will work on discussion, oral presentations, research, and writing, which will include both short and long papers. CW, NOR
FYSE 1160 How We Know (Fall 2010)

The words "Scientists report..." preface many news stories. But we "know" these facts from the results of experiments. How we design experiments can predetermine the answers we get. For example, the 2000 U. S. Census was a head count, but a carefully designed sampling procedure would have given more accurate results. Or consider- how many tennis balls should we drop to determine which brand bounces highest? Will room temperature affect the results? In this course we will design and carry out experiments in both natural and social sciences, our writing will focus on crafting research lab reports. 3 hrs. lect/lab CW, DED

FYSE 1170 Dealing with Atrocities (Fall 2010)

Occurrences of atrocities affecting large numbers of people show no sign of ending. How do these atrocities start and why? How do societies rebuild afterwards, and how might this rebuilding conflict with the healing process of individuals? How can the often competing goals of justice and reconciliation be balanced? What do subsequent generations in society owe to victims of large-scale atrocities? To explore these and other issues, a few main cases will be examined in depth â such as events in European colonialism and the Holocaust â as well as students choosing additional examples for comparison and further research. 3 hr. sem. CMP, CW, EUR, HIS, SOC

FYSE 1189 Liberal Arts & The Martial Art of Aikido (Fall 2010)

In this course we will explore both the concept of balance as an intellectual and kinesthetic idea. Balance as an intellectual idea will be approached through an examination of the meaning and purpose of a Liberal Arts education. The kinesthetic exploration of balance will take place through twice-weekly practice of the martial art of Aikido. The links and limits of the Aikido-Liberal Arts connection will be discussed as we explore whether an integrated notion of balance is possible. No previous martial arts experience is necessary and all levels of athletic ability are welcome. CW, PE, PHL

FYSE 1198 Darwinian Medicine (Spring 2011)

Is it better to fight a fever or let it run its course? Why do pregnant women get morning sickness? In this course, we will look at modern humans and their health from the perspective of evolutionary biology. Students will be introduced to the basics of evolution by natural selection and will learn to interpret morphological, biochemical and behavioral aspects of humans and their pathogens in this context (such as how and why the level of virulence of a disease changes when human habits change). Readings will include Why We Get Sick, Evolving Health, and numerous papers from the primary literature. 3 hrs. sem./disc. CW, SCI

FYSE 1201 Into the Forest: Fairy Tales from Past to Present (Fall 2010)

In this seminar we will study the evolving history of fairy tales, beginning with the earliest Western version of the Beauty and the Beast story, Apuleius's Amor and Psyche. We will consider several key stories and their variants, including Cinderella, Little Red Riding Hood, and Bluebeard, focusing in each case on the cultural and social contexts that helped to shape them. Considering early versions of these tales by Giambattista Basile, the brothers Grimm, and Charles Perrault as well as feminist revisions by Angela Carter and A. S.
Byatt, our critical focus will include the representation of gender and the problematic conjunction of sex and violence in these stories. In addition to literary narratives we will also study films inspired by fairy tales, including *Pan's Labyrinth* and *Coraline*. 3 hrs. sem. CW, EUR, LIT

**FYSE 1202 Criminal Heroes (Fall 2010)**

Literature possesses the ability to make us sympathize with and even champion characters whose actions we would abhor in real life, and some have declared this power to be socially dangerous. In this seminar we will read novels, poems, and plays that attempt to depict genuine criminals— not the falsely accused or the merely misunderstood, but honest-to-God rotters— as their heroes. While doing so, we will attempt to understand what aspects of our everyday morality these authors are asking us to reconsider, reject, or re-commit to. Readings will include *Disgrace, Lolita, Brighton Rock*, and poems by Byron and Browning. 3 hrs. sem. CW, LIT

**FYSE 1212 Mathematics for All (Fall 2010)**

What kinds of mathematical knowledge are necessary for full participation in contemporary democratic society? How well, and how fairly, do our schools educate students in quantitative skills and reasoning? By what measures might we judge success? We will learn about different approaches to mathematics education in light of these questions. Readings will include Radical Equations by Robert Moses and selections from *Mathematics for Democracy: The Case for Quantitative Literacy* (L.A. Steen, Editor), as well as recent articles by education researchers. To connect the theory with actual practice, we will conduct a service-learning project in a local school. All are welcome, regardless of mathematical background. 3 hrs. sem. CW

**FYSE 1213 Science in a Gendered World (Fall 2010)**

We depend on science to produce objective knowledge about ourselves and our world. But what factors shape science itself? In this seminar we will investigate how issues of gender have influenced the institutions, practices, content, method and applications of science. We will examine patterns of women’s under-representation in the sciences, and consider the role of gendered assumptions in the production of knowledge about the sexes. We will also investigate philosophical questions of how science ought to be practiced, and whether or how gender needs to be taken into consideration. For example, how can we ensure that scientific results are not gender-biased, and how can we ensure the direction of research serves the interests of all? 3 hrs. sem. CMP, CW, PHIL, SOC

**FYSE 1227 Whither Russia (Fall 2010)**

Over just the course of your lifetime, it might seem as if Russia—a country of rich cultural heritage, tremendous geographic size, military might, and natural resource wealth—has been thoroughly transformed. What kind of country has it become since the Soviet Union dissolved? To what extent has it democratized and integrated into the global economy? How have its people fared during this period? The answers to these questions remain the source of much debate. In this seminar we will explore the hows and why’s of Russia’s transformation, addressing the consequences for its people and its global role. e) CW, EUR, SOC
FYSE 1260 Holocaust Landscapes (Fall 2010)

The Holocaust was a profoundly geographical event that caused mass displacement and migration, destroyed or fundamentally changed communities, and created new places to control, exploit, or kill millions of people. In this seminar we will focus on material and mental landscapes – the places and spaces – of the Holocaust, particularly as victims experienced these landscapes, and how such landscapes have been selectively re-imagined as sites of memory. History, geography, autobiography, and visual sources will provide material for class discussion, research, and writing. 3 hrs. sem. CW, EUR, HIS, SOC

FYSE 1299 Making Urban African America (Fall 2010)

In this seminar we will primarily explore: (1) the history of how a particular urban African American environment (Black Chicago) was built; and (2) the ways that artists from that community used their creative media to chronicle and explain the reactions of the people housed in that built environment. We will draw on readings in history, sociology, geography, and critical race theory as we map the development of the city. Armed with those insights, we will examine creative texts from a variety of media including visual art, literature, music, and film. CW, NOR, SOC

FYSE 1301 Ancient Rome on the Stage and Screen (Fall 2010)

In this seminar we will investigate the long history of Roman drama, from the ancient world to Shakespeare’s plays and contemporary films. As we explore the representation and reception of ancient Rome, we will address the following questions: What is the relationship between drama and history? To what political purposes can drama and film be used? How does the representation of characters change over time? How are women portrayed? Why does Rome continue to influence the modern world? Texts will include Octavia and the Satyricon; Shakespeare’s Julius Caesar and Antony and Cleopatra; films will include Quo Vadis? and I, Claudius. CW, EUR, LIT

FYSE 1302 C.S. Lewis: Ecology, Philosophy, and Imagination (Fall 2010)

In this seminar we will explore the writings of C.S. Lewis, with an eye to how important philosophical and theological ideas evident in his non-fiction essays and books find expression in his major works of fantastic fiction - The Chronicles of Narnia and the Ransom Trilogy. Particular emphasis will be given to the implications of his view of nature and ecology. We will focus on Lewis’s own writing, especially his fantasy novels, but will also read a small selection of writing about Lewis, such as Alan Jacobs’ The Narnian. CW, LIT, PHL

FYSE 1303 Rewriting Shakespeare (Fall 2010)

The boundary between creative writing and critical thinking is not always a clear one. Novelists, poets, and playwrights respond to other creative writers in their own work, borrowing elements of plot, character, and theme as they reshape existing material. Shakespeare borrowed from prior writers, and recent writers have woven aspects of his works into their own, occasionally with great success. In this seminar we will read, discuss, and write about three plays by Shakespeare in conjunction with three literary texts that respond to or rewrite them. Hamlet will be paired with Tom Stoppard’s Rosenkrantz and Guildenstern Are
FYSE 1305 Dead Technologies (Fall 2010)

The magic lantern, zoetrope, passenger pigeon, typewriter, and Brownie camera live with us today in different forms. These technologies may be dead, but they are not buried. What can we learn about the tools of the present and possibilities for the future by studying the innovations of the past? In this seminar, we will approach research as a creative process and mine historic technologies, works, and documents in preparation for our writing. We will comb through ephemera, visit an archive and a typewriter museum, learn modern tools for video editing and image manipulation, build our own microphones, and develop a magic lantern performance. ART, CW

FYSE 1306 Mountains of the Northeast (Fall 2010)

The mountains of the northeastern U.S. are an integral part of the cultural and natural history of this region. In this seminar we will consider topics germane to northeastern mountains including the geologic origin of the northern Appalachians, characteristics of mountain environments, changing perceptions of northeastern mountains over time, mountains as resources for modern society, and challenges facing these environments today and in the future. Readings and discussion will be combined with field excursions to enhance our understanding of mountains from a variety of perspectives. 3 hrs sem./disc. CW, SCI

FYSE 1307 Fascism and Masculinity Around the World, 1919-1945 (Fall 2010)

In this seminar we will explore how ideas about masculinity shaped the character and goals of fascist movements around the world between 1919 and 1945. We will investigate conceptions of gender, sexuality, race, and nation as manifested in paramilitary organizations, leadership cults, international sporting competitions, and the reorganization of work and domestic life. Texts will include scholarly monographs as well as films by Leni Riefenstahl, narratives by kamikaze pilots, and debates about cultural degeneracy. The seminar will provide an introduction to the historiography of fascism, methods of transnational inquiry, and the study of gender and sexuality. CMP, CW, HIS

FYSE 1308 The East India Company (Fall 2010)

In this seminar you will be introduced to the English East India Company, from the 17th-century until its dissolution in 1858. Much of our focus will be on the Company’s presence in India, and we will pay particular attention to its transformation from a maritime trading company into a territorial colonial state. We will read a number of controversial texts from the period, immerse ourselves in the worlds of Company and Indian politics, and do guided research using holdings in Middlebury’s Special Collections. Topics will include the rise of the Company as a trading concern, its aggressive competition with other European trading monopolies and South Asian kingdoms, and the importance of opium in its dealings with China. We will end with a discussion of the Indian rebellion of 1857. AAL, CW, HIS

FYSE 1309 The True Believer (Fall 2010)

When he published The True Believer: Thoughts on the Nature of Mass Movements, social thinker Eric Hoffer...
sought to explain exactly what inspires people to commit themselves passionately to causes defined by their unyielding belief. Like Hoffer, we will examine not only what has motivated individuals over time to join extremist social, political, and religious movements, but also the psychologies of those who have led them throughout history. We will try to determine precisely who the true believer is, and whether true belief is generally of greater benefit or harm to the believer and to broader society. CMP, CW, PHL, SOC

**FYSE 1310 The Age of Michelangelo (Fall 2010)**

Michelangelo Buonarroti (1475-1564) was one of greatest artists of the Italian renaissance. As painter, sculptor, and architect, he redefined each of those fields of creative endeavor. He was also a prolific writer of letters and poetry, a shrewd businessman, a tireless promoter of his family, and one of the most famous personalities of his era. We will examine the entire range of Michelangelo’s achievement in the context of his age. His seventy-two year long career included service to the Medici court in Florence, the short lived Florentine republic, rich connoisseurs in Bologna and Rome, and seven popes. 3 hrs. sem/disc. ART, CW, EUR

**FYSE 1311 Federico Fellini and the Art of Cinema (Fall 2010)**

In this seminar we will examine some of the films of the great Italian director Federico Fellini (The White Sheik, I vitelloni, La strada, The Nights of Cabiria, Il bidone, La dolce vita, 8 ½, /Amarcord). We will analyze these films in relation to contemporary Italian society and discuss how the philosophical and ethical questions they present relate to our own reality today. Special attention will be paid to uncovering the artistic underpinnings of Fellini’s cinema through formal analysis of the films. ART, CW, EUR

**FYSE 1312 Narrating the World: Bocaccio's Decameron (Fall 2010)**

The Decameron by the Italian writer Giovanni Boccaccio is a collection of stories ranging from the tragic to the comic, from the holy to the profane. In this course we will read Boccaccio’s short stories (novelle), discuss critical studies, analyze in depth the relationship of each novella to the whole work, and study the Decameron using a variety of theoretical approaches. We will also compare the Decameron with other famous collections such as Chaucer’s Canterbury Tales and the Thousand and One Nights. CW, EUR, LIT

**FYSE 1313 Disturbing Difference: Exploring Literary Translation (Fall 2010)**

Translation is fundamental to cultural exchange in a globalizing world. Yet few of us are conscious of the role it plays in our lives, and fewer still actually practice the art of translation. In this seminar, we will examine current thinking in translation theory, sample excellent translations, talk and write about them, and then develop our own skills by translating works from various genres and languages for consideration by the group. [Note: Students are required to have a strong reading knowledge of at least one language other than English and be prepared to translate from that language into English.] CW
FYSE 1314 The Mathematical Gardner (Fall 2010)

In this seminar we will have an orgy of right-brain tomfoolery as inspired by the writings of Martin Gardner. For several decades Gardner's contributions to Scientific American in the form of his column on mathematical games bridged the divide between professional mathematicians and the general public. He shared with us like no other, introducing or popularizing topics such as paper-folding, Hex, polyominoes, four-dimensional ticktacktoe — the list goes on seemingly forever. We will examine these mathematical curiosities and Gardner's literary style — the former for pure pleasure and the latter in the hopes of emulation. CW, DED

FYSE 1315 Wagner's Ring: The Twilight of the Gods and the Invention of the Twentieth Century (Fall 2010)

The four operas of Wagner's Ring des Niebelungen represent one of the most imposing documents of modern Western civilization. This monumental work sums up central strands of 19th century philosophical, political, social, and musical thought and in all those realms it has served as a foundation for key thinkers, ideologies, and cultural productions that shaped the 20th century, from Freud and Jung to Nazism and film scores. We will explore the operas and their sources in depth through listening, reading, and regular viewing sessions, as well as consider the way Wagner's art has shaped rather than simply mirrored European history. (No previous musical experience is required or expected.) ART, CW, EUR

FYSE 1317 The Philosophy of Human Rights (Fall 2010)

What are human rights? If there are human rights, what duties or responsibilities, if any, follow from them, and who is morally obligated to bear those duties? In this seminar, we will investigate the philosophical origins and development of the concept of human rights. We will critically analyze both historical and contemporary moral perspectives on the existence and nature of human rights. What does it mean to say that one possesses a human right? In addition to examining the existence and nature of human rights, we will take a close look at the issue of human rights related to world poverty and minority group rights. CW, PHL

FYSE 1318 Out of the Wilderness and Onto the Page (Fall 2010)

For over a century, men and women have engaged in recreational exploration and mountaineering. Many have shared their experiences with the public through journal articles and books, that emphasize the highly personal nature of their adventures. Through readings of fictional and non-fictional accounts we will attempt to appreciate the joy, humor, and sorrow these adventurers have chosen to document. We will also examine debates in print on such issues as ethics, style, and outdoor education, and consider the relative merits of written and filmed accounts. 3 hrs. sem./disc./screening CW, LIT

FYSE 1319 Afghanistan and Iraq (Fall 2010)

In this seminar we will examine the ongoing wars and conflicts in Afghanistan and Iraq. The seminar will focus on the history of conflict in the region in the 1990s, the initial war in Afghanistan in 2001, the 2003 invasion of Iraq and its aftermath, and the recent military surge in Afghanistan. Subjects will include military transformation, strategic doctrine, and the rise of counterinsurgency theory and its changing practice on the ground. We will watch documentaries and other films, and read political and military analyses and histories.
memoirs, and a work of fiction. CW, SOC

FYSE 1320 Picturing Science, Imaging Truth: Visual Culture of the Real (Fall 2010)

Images, photos, and film are key to our understanding of the world, yet we tend to take these representational practices for granted. Focusing on visual culture of the sciences we will explore the historical link between imaging practices and our perceptions of what is real and what is true. We will analyze the specific strategies through which scientific truth, objectivity, and empiricism are signaled through images across different media. Some questions animating the course are: How do images convey truth? How is the human body represented in science, medical culture, and popular culture? How are race, gender, sexual difference, and the animal-human divide depicted in science? CW, SOC

FYSE 1321 The Creative Mind (Fall 2010)

Creativity is uniquely human, highly prized, and defines the excellence of individuals. But what does it mean to be creative? What goes on inside the brain of a Mozart, Shakespeare, or Tina Fey during the creative process? Is a creative individual a master of all trades or just one? Is there any relationship between creativity and mental illness? Creativity will be examined and discussed via readings and films from the fields of psychology, philosophy, art, and neurobiology. Three themes will be addressed: the creative experience in art, science, and business; the biological basis of imagination; and the influence of the environment on creativity. CW, SOC

FYSE 1322 The Moral of the Story: Exploring Ethics through Literature and Film (Fall 2010)

Ethics is the study of how we ought to live and the people we ought to be. For millennia, theologians and philosophers have constructed arguments that inform our understanding of morality, but for much longer people have told stories that address perennial questions in ethics. What is human dignity? How should we balance respect for the individual with society's needs? Is the pursuit of perfection noble or dangerous? In this seminar we will explore foundational themes in ethics as they are raised in classic English literature, contemporary novels, and films. Readings will include Mary Shelley's Frankenstein, Isaac Asimov's I, Robot, and Jodi Picoult's My Sister's Keeper. Films may include Gattaca, Talk to Her, and Dirty Pretty Things. CW, PHL

FYSE 1323 Anthropology and Climate Change (Fall 2010)

Climate change has become one of the most pressing issues of the 21st century, and much of the discussion about its causes and consequences is based on the biophysical sciences and is strongly influenced by political and economic interests. Anthropology offers a wider set of perspectives on climate change. In this seminar we will examine cross-cultural case studies of past and present responses to climate change. We will look at how technological, economic, social, political, and spiritual dynamics shape the way people understand and react to climate change. Key themes will include gender and vulnerability, social-ecological resilience, climate ideologies, development policy, social scale, and ethnometeorology. CMP, CW, SOC
FYSE 1324 Race and the Fantastic (Fall 2010)

How do categories of race in fantastic literature, art, and digital media mirror the way race is understood and lived in the real world? In this seminar we will employ the insights of critical race scholars to study literary works by Mandeville, Swift, Tolkien, and Mieville, as well as a variety of films and games. Principal issues and topics will include: the representation of an absolute others; models of racial/ethnic hybridity and assimilation; intersections of race, gender and sexuality; and problematic linkages of cultures to phenotypes.

CW, SOC

FYSE 1325 Men and Women: Love and Hate in Heterosexual Relationships (Fall 2010)

This is a seminar on literature, gender politics, and cultural history. We will read a selection of influential literary and philosophical texts on marriage, romance, troubled relationships, and the struggle for power between men and women spanning classical Athens to present, and we will review characters from history, mythology, and popular culture who have influenced our ideas and attitudes about heterosexual relationships. We will discuss theoretical readings by Plato, Freud, McKinnon, and Pateman; and literary works by Aristophanes, James Ellroy, Alice Sebold, Kawabata, Lispector, and Juan Bonilla.

CW, LIT, SOC

FYSE 1326 Class and the Environment (Fall 2010)

In this seminar we will explore how and why, in a world being divided into consumer markets, sources of cheap labor and raw materials, and ecological sacrifice zones, the most vulnerable are disenfranchised into communities of poor and working class people. We will examine the future of the environment and a “free” market economy and the prospectus of radical green and democratic movements. Through reading, writing, and discussion we will investigate such texts as The Struggle for Environmental Justice to learn how communities face the task of linking protest strategies to the building of positive alternatives.

CW, SOC

FYSE 1327 The Creative Habit: Exploring Creativity and Identity (Fall 2010)

Who am I? How does my perspective of the world shape my identity? What happens if I follow my gut rather than my rational mind? How can creativity become as habitual as speaking, debating, and calculating? These are the questions that underlie The Creative Habit. Drawing on Twyla Tharp’s text by the same title, we will investigate (or excavate!) our creative selves and how an awareness of that self influences our artistic pursuits, decision-making, problem solving, and building relationships. This highly personal and individual creative experience is explored through numerous artistic projects, group activities, discussions, readings, and extensive writing.

ART, CW

FYSE 1328 The Elements of Murder (Spring 2011)

In this seminar we will study a combination of history, chemistry, factual crime, and fictional crime surrounding the darker side of some of the elements. Mercury, arsenic, antimony, lead, thallium have notorious reputations for causing accidental death and as instruments of murder. Readings will include The Elements of Murder, by John Emsley; Beethoven's Hair: An Extraordinary Historical Odyssey and a Scientific Mystery Solved by Russell Martin; The Pale Horse by Agatha Christie, and Strong Poison by Dorothy L. Sayers. We will spend some time in the lab investigating the properties of these elements. 3 hrs.
FYSE 1329 Caveman Chemistry and Low-Tech Living (Spring 2011)

Long before the Industrial Revolution, humans routinely transformed mundane natural materials into incredibly useful goods. Stone into bronze tools! Plants into colorful dyes and fat into soap! Using Caveman Chemistry as our guide, we will create a sampling of our own primitive goods using low-tech methods and explore the chemistry behind these seemingly magical transformations. Complementing our chemical glimpse into the past, we will explore current-day motivations for creating from scratch and reducing personal reliance on modern technology by reading current works, including Better Off: Flipping the Switch on Technology, conduct our own low-tech lifestyle experiments, and meet with local artisans. CW

FYSE 1330 Economic Development (Spring 2011)

Each year $100 billion in aid is spent worldwide to developing countries to help raise the bottom billion. In this seminar, we will examine problems of, and (potential) solutions to, economic development, starting from the individual experience of poverty. Employing a microeconomic framework, but also drawing on other social sciences, we will assess how some of that $100 billion is used, examining current development programs and policies (such as health, education, microfinance, labor migration, community-based development, etc.). AAL, CW, SOC

FYSE 1331 The Sixties: Writings on Art (Spring 2011)

â€œI am for an art that helps old ladies cross the street.â€ So wrote Claes Oldenburg in 1961, defining his version of Pop Art. In this seminar we will explore writings on visual art from 1960 America and Europe by both critics and practicing artists. We will engage the difficulties of using language to explain visual material, and the challenges this creates for artists, critics, and historians, with particular emphasis on understanding the cultural and political shifts of the 1960s. We will read essays, statements, reviews, and interviews from the period, in addition to recent contextual and critical material. ART, CW

FYSE 1332 Reading Africa (Spring 2011)

What do we know about Africa? In this seminar we will explore this vast continent through novels written about it. African and non-African writers will help us discover the continentâ€™s geographies, histories, cultures, and politics. We will study particular issues affecting Africans over the centuries including colonialism, dictatorial rule, the aid business, womenâ€™s rights, and racism. With the help of films and student presentations, we will focus on Algeria, Nigeria, Rwanda, the Democratic Republic of Congo (DRC), Kenya, Sierra Leone, and Liberia. AAL, CW, SOC

FYSE 1333 Epidemics (Spring 2011)

In this seminar we will explore epidemics from a social scientific perspective. Examining disease outbreaks from the black plague to swine flu, we will explore questions like: What is an epidemic? What are the social factors that put certain populations at risk for disease? Why do some epidemics get extensive media attention, while others that kill many more people remain invisible? In this seminar we will read and discuss case studies of epidemics and theoretical perspectives on why they happen. Students will carry out a research
In this course we will begin with the question: how can art, specifically theatrical art, impact the world around us? The course will explore, first historically, and then with a contemporary focus, various companies, playwrights and activists involved in theatre for change (political, social, environmental). The class will contain an experiential component – students will be required to devise and perform various scenarios designed to impact a specifically targeted issue (or issues). Readings will include theory, literature (plays by authors such as Brecht, Peter Weiss, Eve Ensler), and the histories of various groups. **ART, CW, SOC**
Major Programs:

Required for the Major in French: Total of no fewer than 10 courses, no more than 16.

I. Two introductions to French literature: FREN 0210, FREN 0221, or specified courses in Paris, Poitiers, or Bordeaux; or equivalent in the Middlebury summer French School when offered.

II. One course in contemporary French or francophone civilization: FREN 0230, courses on contemporary France, or specified French or francophone civilization in Paris, Poitiers, or Bordeaux; or equivalent in the Middlebury summer French School when offered.

III. One course in French history: In Paris, FREN 2333 (Histoire de la France), FREN 2350 (Architecture et urbanisme), or other equivalent.

IV. Three advanced courses in French or francophone literature or civilization.

V. One unit of senior work: senior seminar FREN 0400 level (literature or civilization) or senior project (FREN 0500, FREN 0700).

During the senior year, majors must take at least two advanced literature or civilization courses in French at Middlebury, including one senior seminar or unit of independent work.

Other courses counting for the major include: (1) At the Vermont campus: FREN 0205, FREN 0255, among others; certain advanced courses offered during the winter term (with permission of the chair); certain summer courses at the 0300 (intermediate) or 0400 (advanced) level; and,

(2) In France: language and linguistics courses; comparative literature (with a major French component); French arts, theatre, cinema, television, or politics.

We expect majors to spend their junior year at the Middlebury College School in France. The year program carries nine units of credit; the semester program carries four or five units of credit. In order to ensure that students are exposed to a variety of disciplines, no more than five units (full-year program) or three units (semester program) may be counted toward a Middlebury French major. Most courses in France will be at the advanced level.

Required for a Joint Major: The French Department does not offer a joint major.

Required for a Minor in French: Minimum of five courses, FREN 0205 and above, including at least two introductory courses (FREN 0210, FREN 0221, FREN 0230) and at least one course in literature or civilization at the advanced level. The minor may include courses taken at the School in France (maximum of two from the semester program, three from the full-year program).

Students with a College Board AP score of 4 or 5 will receive one unit of credit toward graduation if the first course successfully completed at Middlebury is FREN 0210 or above in accordance with placement and departmental advising. AP credits may not be counted toward the major.

Senior Independent Work: Upon completing at least two 0300-level courses in French or francophone literature or civilization, majors will be required in their senior year to complete senior work consisting of a significant research paper in the context of a senior seminar (0400-level), or an independent project or essay (0500 or 0700), on a topic of their choosing, under the guidance of a member of the department. Such independent work may also occasionally be undertaken in the context of an advanced course or be linked to a teaching internship.

Honors: Majors who are well prepared and who have an average in French of B+ or better may choose to become candidates for honors in French by completing an honors essay or project worth one unit (FREN
0500, one semester) or a thesis worth 2 units (FREN 0700, semester and winter term) during their senior year. To undertake a FREN 0500 or FREN 0700 project eligible for senior honors, students should consult the departmental guidelines and present their proposals well in advance of registration for the term when the work is to be started. The department will determine whether to award honors, high honors, or highest honors on the basis of a student's work in the department and performance on the senior honors project.

**International Studies Major with French Language:** Along with other required courses and senior work as described in the international studies major section, completion of the French language component requires: (1) proficiency in French (a minimum of one of FREN 0210, 0221, 0230, or work in the French summer school at the 300 level or above); (2) at least one semester, and preferably a year, at the Middlebury College School in France or in another French-speaking country; and (3) one or more courses at the 0300 or 0400-level upon return from abroad.

**International Studies Major, European Studies Track:** (1) Language proficiency: see above; (2) regional specialization: choose from FREN 0230, 0341, 0345, 0346, 0347, 0384, or others (Vermont campus); courses in French or francophone civilization at Middlebury in France or in another French-speaking country; (3) disciplinary specialization: two courses from FREN 0210, 0221, 0230; three French or francophone literature or civilization courses at the advanced level at Middlebury or at Middlebury in France; (4) at least one semester, preferably a year, at the Middlebury College School in France or in another French-speaking country; and (5) one or more additional courses at the 0300 or 0400 level, or senior independent work in French, upon return from abroad.

**Study Abroad in France and other French-Speaking Countries:** Middlebury offers both year and semester programs in Paris, Poitiers, and Bordeaux. Students may count three courses from the semester program, five from the full-year program, towards a major in French, two courses from the semester program and three from the full-year program toward a minor in French. They should, in any event, contact the Office of Off-Campus Study before registering for their sophomore year.

It should be noted that while students wishing to attend one of our programs in France must demonstrate a level of proficiency in the language that will allow them to function successfully in the French university setting they need not be French majors; the C.V. Starr-Middlebury School in France (Paris, Poitiers, Bordeaux) offers students the opportunity to take courses in history, history of art, economics, cinema, political science, psychology, sociology, studio art, the natural sciences, and the environment, among other disciplines, in addition to courses in languages and literature.

Students planning to study in France or other French-speaking countries for the entire academic year must have completed two full years of college credit by the time they undertake their study abroad; they must have successfully completed at least one course beyond FREN 0205 by the time they arrive abroad; and they must have an average in French of at least B. Students applying for one semester only are required to take FREN 0221 or 0230 before study abroad. We expect all applicants to demonstrate their commitment to French and maintain their fluency by continuous study of French from the time of their enrollment at Middlebury, and to maintain their academic level if they are accepted to study abroad. They are required to take a French course in the semester before study abroad.

Students interested in studying abroad should speak to someone in the Office of Off-Campus Study, Sunderland 129, well in advance of applying. They will need to seek prior approval of School in France courses from the appropriate department chairs if they wish course work to count toward a specific minor or major. The Office of Off-Campus Study will provide information about the program and application forms.

**FREN 0101 Intensive Beginning French (Fall 2010)**
For students who have not previously studied French, an introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundation of the French language in a concentrated program of grammar presentation, drills, laboratory work, and discussion. Primary emphasis will be placed on the student's active use of the language, and weekly attendance at the French language table will be required. This course does not fulfill the foreign language distribution requirement. Students are expected to continue with FREN 0102 in the winter term after successfully completing FREN 0101, and with FREN 0103 in the spring. 6 hrs. lect./disc.

**FREN 0102 Beginning French (Winter 2011)**

This course is a continuation of FREN 0101, dealing with more complex French. Oral skills are stressed and students participate in the French language table at lunch. This course does not fulfill the foreign language distribution requirement. (FREN 0101) 10-15 hrs. lect./disc. WTR

**FREN 0103 Beginning French (Spring 2011)**

Emphasis on increased control and proficiency in the language through audiovisual, conversational, and drill methods. Readings and film enlarge the student's view of French life and culture. (FREN 0101 and FREN 0102) 5 hrs. lect./disc. LNG

**FREN 0203 Intensive Intermediate French (Fall 2010)**

An active and intensive review of French grammar for students having had good beginning-level training in French. We will work not only to perfect mastery of the structures of the language with practice of writing and reading, but also to develop oral comprehension and production skills. (FREN 0103 or placement) 5 hrs. lect./disc. LNG

**FREN 0205 Toward Liberated Expression (Fall 2010, Spring 2011)**

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety, and vocabulary acquisition. Sections limited to 15 students. (FREN 0203 or placement) This requirement for the major and the minor may be satisfied by placement at a higher level. 3 hrs. lect./disc. LNG

**FREN 0210 Identity in French Literature (Fall 2010, Spring 2011)**

Exploration of differing views of the self, society, and the world in major works of French poetry, drama, and prose. This course is designed to develop students' ability to read and critique literature in French, as a transition from FREN 0205 to more advanced literature courses. (FREN 0205 or by placement) 3 hrs. lect./disc. EUR, LIT, LNG

**FREN 0221 From Romanticism to Modernism (Fall 2010, Spring 2011)**
Fall 2010

From Romanticism to Modernism
The nineteenth and twentieth centuries were marked by social and political revolutions and by literary and artistic movements that changed our attitudes to art and to ourselves, including romanticism, realism, symbolism, surrealism, and existentialism. We will study literary texts, artistic and philosophical movements, and the social circumstances that conditioned them. Close readings of the texts (including prose, drama, and poetry) will develop critical vocabulary and writing skills. Authors may include Hugo, Balzac, Flaubert, Baudelaire, Gide, Camus, Sartre, and francophone writers. (FREN 0210 or 0230, or placement; FREN 0205 by approval only) 3 hrs. lect./disc. EUR, LIT, LNG

FREN 0230 Introduction to Contemporary France (Fall 2010, Spring 2011)
An introduction to several major sectors and themes: the family, the school system, social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors, language appropriate to situating them in context, and the ability to analyze documents involving such themes. (FREN 0210, or FREN 0221; FREN 0205 by approval only; ordinarily this course is closed to first-semester first year students) This requirement for the major may also be met by certain courses in France, or by an equivalent in the summer French School. 3 hrs. lect./disc. EUR, LNG, SOC

FREN 0255 Improving Writing in French (Spring 2011)
This course will be devoted to developing the student's ability to write clear, nuanced, and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructors recommend such work before courses at the 0300 level. This course satisfies the College writing requirement. (At least one course from among FREN 0210, 0221, or 0230) 3 hrs. lect./disc. LNG

FREN 0306 Study and Production of a Play (Spring 2011)
French through theatre: this course is a semester-long workshop that will culminate in the production of a play by a French or francophone playwright. Students will participate in all aspects of the production process, from costuming and music to prompting and publicity. Two performances will be held at the end of the semester. All activity will be conducted in French. In addition to regularly scheduled classes, this course will involve additional time each week in rehearsal. (FREN 0221 or by waiver). ART, LNG

FREN 0341 French Cinema (Fall 2010)
In this course we will study two aspects of French cinema: French history through films and French filmmaking through history. We will examine films dealing with specific eras or events of French history or culture, as well as the major trends of French film history and the evolution of French filmmaking. Directors studied may include: Renoir, Truffaut, Godard, Rohmer, Kurys, Besson. (FREN 0221 or FREN 0230 or by waiver). 3 hrs. lect./disc. 2 hrs. screening. ART, EUR, LNG

FREN 0349 Sex and Gender: The French Paradox (Spring 2011)
While French intellectuals have made fundamental contributions to the study of gender and sexuality, social movements around these issues in France have traditionally been of lesser importance. In this course we will examine the history of gender and sexuality over the twentieth century in France in an attempt to uncover the reasons behind this apparent paradox. Specific topics will include abortion rights, the decriminalization of homosexuality, AIDS, and the movement for gender parity in politics, with readings by de Beauvoir, Delphy, Wittig, Fassin, Hocquenghem, Foucault, Fraisse. (FREN 0221 or 0230 or by waiver) 3 hrs. lect./disc. EUR, LNG, SOC

FREN 0350 Franco-American Relations (Fall 2010)

In this course we will examine the complexity of Franco-American relations by focusing on recent as well as past issues of contention between the two partners. We will examine the impact of history, political culture, and national interest in defining clashing world visions. We will also reflect on the future of Franco-American relations based on the role of France in an enlarged and more closely integrated European Union. 3 hrs. lect./disc. CMP, EUR, SOC

FREN 0363 Bodily Narratives in 17th and 18th Century French Literature (Fall 2010)

In early modern France, the body is at the center of emerging ideas within particular fields of knowledge (philosophy, aesthetics, anthropology, medicine, law). In this course, we will consider the ways in which various discourses construct the body as an object of knowledge, and to what ends. We will focus on the notions of maître de soi, sympathy, and sensibilité, and the relations between self and other. We will reflect upon ways in which bodies are hidden or exposed, marked as other, pathologized, gendered, disciplined and punished, in order to challenge the discursive construction of the body in 17th and 18th century French literature. Readings will include works by Racine, Lafayette, Montesquieu, Saint-Simon, Diderot, Rousseau, and Laclos. (FREN 0221 or by waiver). 3hrs. lect.dic. EUR, LIT, LNG

FREN 0379 Poetry and Painting in France: 1850-1950 (Spring 2011)

In this course we will study the relationship between poetry and painting from about 1850 to 1950. Romanticism brings the arts together in redefining the role of the artist and of the creative process. We will examine poets who paint (Hugo, Gautier) and see how their art influences their poetry, before focusing on Baudelaire (his fascination with Delacroix, the visual aspect of his poetry, Manet's resemblance to him). Surrealism will introduce us to poets and painters working together toward a complementary creative expression (for example, Eluard and Man Ray) in which the metaphor is experienced similarly in poetry and in painting. (FREN 0221 or by waiver). 3 hrs. lect./disc. ART, EUR, LIT, LNG

FREN 0448 Senior Seminar: France: A Multicultural Society? (Fall 2010)

The "headscarf" affair of 2003 demonstrated once again just how controversial the notion of cultural pluralism remains in France. Using an historical and sociological approach, we will examine the sources of French unease over such public displays of "private" difference. Topics will include: France's colonial past and immigration; different forms of socio-political mobilization around ethnic and religious "identities" in France; measures adopted by the French to combat ethnio-racial discrimination. Sources will include sociological
texts, articles from French press, websites, films. This seminar will include an important research component. (Open to French Senior Majors, other students by waiver). 3 hrs. lect./disc. CMP, SOC

**FREN 0492 Senior Seminar: Literature and Denunciation: The Awakening of the Maghreb (Spring 2011)**

This course will focus on main novels by major Maghrebian authors from Algeria, Morocco, and France, which have given birth to a literature of identity and of transgression. As taboos are unveiled, sons and daughters denounce their societies by attacking fundamental Arabo-Muslim values, such as the family unit and religion, and by criticizing and opposing their fathers. We will explore the relationship between parents and children, husbands and wives, the role of sexuality and violence, gender issues, the importance of Islam among other themes. We will also examine the painful process of denunciation, the political act of writing, and the deliberate choice and use of the French language by replacing these works in a colonial, postcolonial, and post-independent historical context. This seminar will include an important research component. (Open to French Senior Majors, other students by waiver). 3 hrs. lect./disc. AAL, CMP, LIT

**FREN 0500 Independent Project (Fall 2010, Winter 2011, Spring 2011)**

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Students should seek an advisor and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FREN 0500 projects or essays proposed by senior majors for fall or spring may be eligible for departmental honors. (Approval required by the department as a whole. See requirements above.)

**FREN 0700 Senior Research (Fall 2010, Winter 2011, Spring 2011)**

For senior majors who are candidates for departmental honors. Students should seek an advisor and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. (Approval required by the department as a whole. See requirements above.)
Geography

Required for the Major: The geography major consists of 10 courses. All students who elect to major in geography must complete: GEOG 0100; GEOG 0310 or GEOG 0339; GEOG 320; five courses at the 0200-level or 300-level; one 400-level seminar; GEOL 0112 or GEOL 0170. Only one of the 200-level courses may be numbered 0250 or above. The electives and the seminar must be selected in consultation with, and approved by, the major advisor.

Required for a Joint Major: A joint major in geography requires 7 courses: GEOG 0100, three 200-level courses, none of which may be numbered 0250 or above, two courses at the 0300-level, and one seminar at the 400-level. In addition, all joint majors must complete a joint senior work. The electives, the seminar, and the joint senior work must be selected in consultation with, and approved by, the major advisor. Students who pursue a joint major in geography and environmental studies should complete GEOG 0310 or GEOG 0339 in addition to GEOG 0320.

Required for a Minor: GEOG 0100, one seminar at the 0400-level, and three additional courses.

Advanced Placement: One course credit will be awarded for an advanced placement (AP) score of 5 in human geography. Geography majors who receive a 5 on the AP exam may count this course credit as one 0200-level equivalent toward their major requirements, but are still required to complete GEOG 0100. The AP credit may not be used to satisfy joint major or minor requirements.

Geography Specialization in International Studies: GEOG 0100, GEOG 0206 or GEOG 0207 or GEOG 0210, GEOG 0214 or GEOG 0215, GEOG 0220 or GEOG 0223, GEOG 0310 or GEOG 0320 or GEOG 0339, one seminar at the 0400-level.

Departmental Honors: Students who seek to earn honors are required to maintain a B+ average in the major and write a two-credit, honors thesis. For students who elect to write a thesis, a proposal must be submitted to the department for approval two weeks prior to the first day of the term in which the student wishes to enroll in GEOG 0700. Upon approval of the proposal, the student must enroll in GEOG 0700 for two consecutive terms and give a presentation of the thesis upon its completion. Honors will be conferred or denied on the basis of an evaluation of the thesis by the faculty.

GEOG 0100 Place and Society: Local to Global (Spring 2011)

This course is an introduction to how geographers view the world and contribute to our understanding of it. Where do the phenomena of human experience occur? Why are they there? What is the significance? These questions are fundamental for explaining the world at different scales from the global to the local. Throughout, we will focus on the spatial basis of society, its continual reorganization through time, and how various human and environmental problems can be usefully analyzed from a geographic perspective. (Open only to first-year students and sophomores) 3 hrs. lect./3 hrs. lab DED, SOC

GEOG 0207 Resource Wars: A Geopolitical Perspective (Fall 2010)

The world of relatively accessible natural resources is now a thing of the past. As it becomes more difficult to find secure and clean energy sources and manage chronic food and water shortages, some countries that were once politically and economically marginal will become increasingly more important. And as another billion people will be added to the world's population, the fight for resources will become ever fiercer. These will result in further erosion of personal and states' securities. In this course we will analyze, from a geographic perspective, the political, economic, social, and environmental dynamics of conflicts over natural resources at the local, regional, international, and intra-national scales. We will pay special attention to the ways natural
resources fuel conflict. AAL, SOC

GEOG 0210 Geographic Perspectives on International Development (Spring 2011)

The focus of this course is the development process in the non-Western World. We will examine why there has been a need for "development"; what is the relationship of "development" to "underdevelopment"; and whether this relationship has resulted in dependence, independence, or interdependence. We will focus on the contribution of development to progress of the non-Western World, on the one hand, and to its stagnation, on the other. We will examine specific issues like food, population, the environment, the rural scene, the urban scene, and the general political and economic scenes. We will question the underlying assumptions of development, examine the role and the possibilities of development from within, and maintain a critical view of Western development. 3 hrs. lect. AAL, SOC

GEOG 0218 Cultural Geography (Spring 2011)

What do landscapes mean? How are places created and invested with significance? Why do people struggle to control public and private space? This course examines these and similar questions. Its main goals are to open students’ eyes to the wealth of meanings embodied in the built environment and our metaphorical understandings of landscape, place, space, and geographical identity, and to teach skills for interpreting and representing those meanings. Lectures, course readings, and small-group projects will draw on social theory and empirical approaches, with a regional emphasis on North America. 3 hrs. lect. NOR, SOC

GEOG 0219 Historical Geography of North America (Fall 2010)

North American society and landscape have been shaped by powerful forces over the last 500 years: conquest, disease, war, migration, the railroad and the farmer's plow, urban growth, and industrial transformation. In the process, new regional cultures formed while older societies were profoundly changed. In this course we will examine the geography of historical change in the United States and Canada, focusing on the themes of territorial control, human settlement, the inscribing of cultural and economic systems on the land, and North Americans’ attitudes toward the places they inhabit. 3 hrs. lect. HIS, NOR, SOC

GEOG 0220 Geopolitics of the Middle East (Spring 2011)

This course examines the Middle East from a geographical perspective with emphasis on the historical and political underpinnings of the region. The Middle East, the cradle of civilization, has been, due to its geography, one of the major arenas for political and ideological conflicts. It has been subject to an unequal power relationship with the West, which, together with Islam, has affected the level of its political, social, and economic development. This course will provide an analytical introduction to the historical, political, social, and economic geography of the region and will analyze the major transitions this region has undergone. 3 hrs. lect. AAL, CMP, SOC

GEOG 0232 Human-Environmental Interactions (Spring 2011)
In this course we will explore the two-way interactions that occur between people and the environment, focusing primarily on physical and built landscapes. We will consider a variety of ways of perceiving people in relation to the environment, such as people as organisms, people as managers, people as invaders, and people as stewards. We will read and discuss works tracing the intellectual history of such ideas, including environmental determinists, their critics, and contemporary human ecology. We will also examine specific topics, including human-environment relationships in urban settings, quantifying and modeling human-landscape relationships, and the ethics, law, and politics of landscapes. 3 hrs. lect. (This course counts as a humanities/social science cognate for ENVS majors with a focus in geology, biology, or chemistry.)

SOC

GEOG 0310 Geospatial Visualization (Spring 2011)

In this course we will study the principles of cartography in the digital era. Lab exercises will illustrate conceptual issues discussed in lecture and readings with a series of applied problems. In lab work, students will use graphics software and geographic information systems to design maps and graphics that facilitate spatial thinking and effectively communicate spatial information to specialist and lay audiences. Major topics covered will include principles of cartographic design, thematic mapping, realism, 3D rendering, animation, and human-computer interfaces. (GEOG 0320 or by waiver) 3 hrs. lect./3 hrs. lab

SOC

GEOG 0320 Geographic Information Systems (Fall 2010, Spring 2011)

This course introduces the structure, concepts, and application of geographic information systems (GIS): computer-based systems designed to process large spatial databases. The productive use of GIS technology in the physical and social sciences, environmental management, and regional planning is investigated through a variety of applied exercises and problems. (Not open to first-year and sophomore students) 3 hrs. lect./3 hrs. lab.

DED, SOC

GEOG 0339 Practicing Human Geography (Fall 2010)

Asking and answering geographical questions often invokes a variety of specific spatial-analytical techniques and methodologies. In Practicing Human Geography, students will employ a variety of both quantitative and qualitative methodologies in specific research contexts. Through lectures, examples, and readings, students will learn the types of questions each technique is designed to answer, how it works, and how to interpret the results. During weekly discussion sections, students will gain hands on experience with various software packages and employ these techniques to complete a series of research exercises. These research exercises, participation, and a final exam will form the basis for evaluation. (GEOG 0100, and at least one 0200 level course in geography; open to second-semester junior majors and senior majors only; others by waiver) DED

GEOG 0349 Advanced GIS-Geoprocessing (Fall 2010)

GEOG 0349 Advanced GIS - Geoprocessing (Fall)
In this course we will explore means of automating geoprocessing tasks in a GIS. We will introduce basic programming concepts and fundamental aspects of scripting. Scripting provides a convenient way to automate repetitive geoprocessing tasks to maintain consistency and reduce the possibility of human error. It is particularly helpful in working with the large datasets that are becoming increasingly common across fields such as geography, environmental science, biology, and geology. We will work with previously created data sets for laboratory exercises, and students will have the opportunity to work with their own data in an
GEOG 0413 Seminar in Population Geography: Migration in the Twenty-first Century (Spring 2011)

On average, 20 percent of the U.S. population changes residence in any given year, yet the scale, geography, motivations, and impacts of these movements are highly variable, making migration an incredibly pervasive and complex phenomenon. Furthermore, international immigration continues to attract considerable academic, political, and media attention. This course will explore contemporary approaches to migration studies emphasizing the important insights and contributions of geographers. How have geographers examined migration, and how have geographical approaches changed over time? In what ways has technology influenced the motivations, frequency, and implications of migration behavior? What are the different impacts of migration on individuals, households, and communities? And, what are the new innovations in scholarly approaches to migration? Through a combination of readings from contemporary migration literature, discussions, and analyses, students in this seminar will gain an appreciation for and understanding of this incredibly rich and complex phenomena of migration. (Open to seniors only; others by waiver) 3 hrs. sem.

GEOG 0420 Seminar in Geographic Information Science: Geography and Design (Fall 2010)

Geographic Information Science is the interdisciplinary study of location-based information, drawing largely from geography, cognitive science, and computer science. Traditionally, it has focused on spatial information that is collected at geographic scales for scientific analysis. In this seminar, we will explore how fundamental concepts and methods of GIScience may be applied to the synthetic problems of spatial design, such as problems in architecture and planning. We will use several case studies to contextualize our exploration of core readings. Students will also develop independent research projects that focus on the conceptual and methodological issues of gathering and applying spatial data in each stage of the design process, including developing a program, formulating and comparing alternatives, implementing a preferred alternative, and evaluating plan function. (GEOG 0320 or consent of instructor; open to seniors only, others by waiver) 3 hrs. sem.

GEOG 0436 Terrorism (Fall 2010)

Terrorism, the act of violent resistance against real or perceived oppression, has taken on new dimensions in an age dominated by mass media and technology. Can we make reliable distinctions between terrorism, anarchism, guerrilla warfare and random mass murder? What are the political, social, and cultural conditions that favor terrorism? What makes an individual a terrorist? How have governments coped with terrorist movements? What is "state terrorism"? Looking at terrorist movements across the globe, as well as the historical evolution of terrorism, this course will examine explanations for this disintegrative phenomenon given by social scientists, historians, writers, and filmmakers. Students interested in the possibility of receiving German credit for this course should contact Michael Geisler. This course is equivalent to INTL 0436. 3 hrs. sem.

GEOG 0500 Independent Study (Fall 2010, Winter 2011, Spring 2011)
GEOG 0700 Senior Research (Fall 2010, Winter 2011, Spring 2011)

GEOG 1002 Environmental Remote Sensing (Winter 2011)

Remotely sensed imagery is increasingly important in natural resource planning and management. It has become essential in such applications as land cover change analysis, weather prediction, mineral exploration, and wildlife tracking. In this course it will be our goal to develop a critical understanding of key concepts and techniques in remote sensing for applications in geographical and environmental studies. We will first cover the history of remote sensing and the uses of aerial photography. We will then turn to computer-based satellite image interpretation and analysis. The course is approximately 1/3 lecture and 2/3 lab. (GEOG 0320) DED, WTR

GEOG 1004 History of Cartography (Winter 2011)

This course introduces students to the history of maps as historical documents, records of social values and worldviews, instruments of power, and expressions of human perception and experience. Course topics will include indigenous mapping, the pegging out of empires, the ways cartography has served the interests of nation states, scientific revolutions in mapping technologies, and maps in art. The overall goal is for students to learn to read maps deeply and understand how they have influenced and reflect major social trends. SOC, WTR
Geology

Required for the Major: The program for a geology major consists of 11 courses within the department and two additional cognate courses. These courses must include:

(1) One 0100-level course (we strongly recommend Environmental Geology (GEOL 0112), Elements of Oceanography (GEOL 0161) or Dynamic Earth (GEOL 0170)).

(2) Four core courses: Bedrock Geology of Vermont (GEOL 0201), Mineralogy (GEOL 0211), and Structural Geology (GEOL 0281) are required, plus either Geomorphic Processes (GEOL 0251) or Surface and Ground Water (GEOL 0255).

(3) Four elective courses (0200-level or higher) chosen from the Middlebury geology curriculum, at least two of which must be at the 0300-level. Geographic Information Systems (GEOG 0320) and one additional off-campus geology course can be substituted for electives.

(4) Two cognate courses (any Biology, Chemistry, or Physics laboratory course, or Math 0116 or higher).

(5) Two Credits of Senior Work (GEOL 0400 and GEOL 0700)

The two course senior sequence (GEOL 0400 and 0700) is the culmination of the geology major and consists of original research based on field and/or laboratory investigations by the student. The requirements for the major listed above are considered to be minimal. We suggest students planning a career in geology or the earth sciences take additional courses in other sciences and mathematics, as well as additional geology courses. The requirements for the major allow for considerable flexibility and thus students should consult regularly with their geology department advisors for the selection of specific courses.

Geology Minor: A total of five courses is required. The minor shall consist of one introductory course (either GEOL 0112 or GEOL 0161 or GEOL 0170), plus four higher-level courses, which must include GEOL 0201 or GEOL 0211, and at least one 0300-level course. After completing an introductory geology course, students who intend to minor in geology should arrange specific 0200- and 0300-level courses with the geology chair or designate.

Departmental Honors in geology are based primarily on outstanding work in original research (GEOL 0700), and are related to course grades only in the context of guidelines in the College Handbook.

GEOL 0104 Earthquakes and Volcanoes (Spring 2011)

Earthquakes and volcanic eruptions, despite being labeled as "natural disasters," are normal, natural geologic processes that have been occurring for billions of years on this planet. Unfortunately, these processes claim tens of thousands of lives and billions of dollars in property damage annually (on average). This course will focus on the fundamental causes of earthquakes and volcanic eruptions and the wide range of secondary effects (e.g., landslides, tsunami, etc.) that accompany these natural disasters. (Students who have completed GEOL 0170 are not permitted to register for GEOL 0104) 3 hrs. lect., 1 hr. disc. SCI

GEOL 0112 Environmental Geology (Fall 2010, Spring 2011)

Geological processes form the physical framework on which ecosystems operate. We require an understanding of the geological environment in order to minimize disruption of natural systems by human development and to avoid hazards such as floods and landslides. This course is an overview of basic tectonic, volcanic, and landscape-forming processes and systems, including earthquakes, rivers, soils, and groundwater.
Environmental effects of energy, mineral, and water resource use, and waste disposal are also examined. Weekly field labs after spring break. Registration priority for first and second-year students. 3 hrs. lect./disc., 3 hrs. lab/field trips SCI

GEOL 0170 The Dynamic Earth (Fall 2010)

Sea-floor spreading and continental drift, earthquakes and volcanoes, origin and evolution of mountain systems, and concepts of plate tectonics are viewed in light of the geology of ocean basins and continents. Modern processes such as river, coastal, wind, and glaciers will be studied and their effect on shaping the geologic landscape. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab/field trips SCI

GEOL 0201 Bedrock Geology of Vermont (Fall 2010)

This course explores the fascinating geology of Vermont. Students learn the geology through six field problems, involving extended trips around western Vermont. Lectures on the meaning of rocks support the fieldwork. The last few indoor labs are devoted to understanding the geologic map of Vermont. Emphasis is on descriptive writing and on use of data to interpret origin of rocks. Culminates in a written report on the geologic and plate tectonic evolution of Vermont. (One geology course) 3 hrs. lect., 3 hrs. lab/field trips CW, SCI

GEOL 0211 Mineralogy (Spring 2011)

This course covers the nature, identification, composition, and meaning of minerals and mineral assemblages. Introduction to crystallography, hand-specimen identification, optical mineralogy, x-ray analysis, and electron microbeam analysis. Laboratory: study of minerals in hand-specimen and under the polarizing microscope; use of x-ray diffraction and electron microscopy in mineral analysis. (One geology course) 3 hrs. lect., 3 hrs. lab SCI

GEOL 0222 Remote Sensing in Geoscience (Spring 2011)

In this course we will discuss fundamentals of air- and space-based remote sensing applied to geological and environmental problems. The core goal is to understand how different wavelengths of electromagnetic radiation interact with Earth's surface, and how images collected in these different wavelengths can be used to address questions in the Earth sciences. Lectures will present theory and basics of data collection as well as applications in hydrology, vegetation analysis, glaciology, tectonics, meteorology, oceanography, planetary exploration, and resource exploration. Labs will focus on commonly-used imagery and software to learn techniques for digital image processing, analysis and interpretation in Earth science. (A geology course or by waiver) 3 hrs. lect., 3 hrs lab SCI

GEOL 0251 Geomorphic Process (Fall 2010)

An investigation of processes that shape the Earth's surface, including weathering, mass movements, and the effects of water, wind, and ice. Students examine how such processes govern the evolution of landforms in differing climatic, tectonic, and lithologic settings. Field and laboratory study focuses on the role of active surficial processes, as well as glaciation and other past events, in development of the landscape of west-central Vermont. Implications for human activities and maintenance of natural systems are also discussed. (GEOL 0170, or GEOL 0112, or GEOL 0161, or by waiver) 3 hrs. lect., 3 hrs. lab DED, SCI
GEOL 0255 Surface and Ground Water (Spring 2011)

Fresh water is the most fundamental resource sustaining life on the continents. This course is an introduction to the study of water and its interactions with the geologic environment. Basic hydrological processes such as precipitation, stream flow, and the subsurface flow of ground water are analyzed by quantitative methods. Climatic and human-induced changes in the hydrological cycle are examined, and current issues and policies are discussed in light of the increasing demands and impacts of a technological society on water resources and associated natural systems. 2 hrs. lect., 3 hrs. lab DED, SCI

GEOL 0281 Structural Geology (Fall 2010)

Plate tectonics and mountain building processes result in deformation of the Earth's crust. Structural geology is the study of this deformation, and this course will examine the many types of structures found in crustal rocks (folds, faults, etc.) and explore the forces responsible for their formation. Laboratory exercises will emphasize the hands-on description and analysis of structures in the field, as well as the practical aspects of map interpretation and computer analysis of structural data. (A geology course or by waiver) 3 hrs. lect., 3 hrs. lab/field trips CW, SCI

GEOL 0300 Introduction to Petrology (Fall 2010)

An introduction to processes involved in the formation of igneous and metamorphic rocks. The first half of the course includes inquiry into the classification, plate tectonic setting, and evolution of volcanic and plutonic igneous rocks. The second half includes study of progressive metamorphism, the pressure-temperature-time history of metamorphic rocks, and the relation between metamorphism and plate tectonics. Labs will include thin section studies of igneous and metamorphic rocks, as well as field trips in Vermont and the Adirondacks. (GEOL 0211) 3 hrs. lect., 3 hrs. lab/field trips

GEOL 0301 Plate Tectonics and World Geology (Spring 2011)

Tectonics refers to the many processes associated with development of regional-scale geologic features. These features include the origin and evolution of mountain belts, the growth of continents and ocean basins, and the causes of earthquakes and volcanic eruptions. The challenge of tectonic analysis lies in the accumulation and synthesis of a wide range of geologic information in an attempt to reconstruct the tectonic history of a particular region. An overnight weekend field trip towards the end of the semester will introduce students firsthand to the tectonic elements of the Appalachians. 3 hrs. lect. SCI

GEOL 0400 Senior Thesis Research Seminar (Fall 2010)

This seminar will focus on methods and strategies for completing advanced geological research and provides a springboard for senior thesis research. Topics will include field and laboratory techniques, primary literature review, and scientific writing. Students taking this course are expected to be simultaneously working on the early stages of their senior thesis research. During the semester students will present a thesis proposal and the seminar will culminate with each student completing a draft of the first chapter of their senior thesis. GEOL 0400 is required of all geology majors. 3 hrs. disc. or lab
GEOL 0500 Readings and Research (Fall 2010, Winter 2011, Spring 2011)

Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. (Approval only)

GEOL 0700 Senior Thesis Research (Fall 2010, Winter 2011, Spring 2011)

Upon completion of GEOL 0400, all senior geology majors will continue their independent senior thesis research by taking one unit of GEOL 0700. This research will culminate in a written thesis which must be orally defended. (Approval only)

GEOL 1005 Geologic Controls on the Vermont Landscape (Winter 2011)

In this course we will investigate the various processes that have shaped the Vermont landscape throughout time, from hundreds of millions of years ago through to the present. We will focus on tectonic collisions that formed the Green Mountains, erosion and sculpting by continental ice sheets, and anthropogenic modifications of the landscape. We will take weekly local field trips, so please be prepared for winter hiking and cold weather. The goals of this course are to better understand the landscape on which we live, and to better place our own lives in the larger context of geologic time. (This course counts as a lab science cognate for ENVS majors with a focus in the humanities or social sciences.) SCi, WTr

GEOL 1033 Paleolimnology (Winter 2011)

In a glaciated region like the Northeast, lacustrine sediments can be analyzed to interpret evolution of a lake and the surrounding catchment since deglaciation. Students in this class will core a local lake through the ice and work in small groups analyzing the core in the laboratory. The results will be pooled, allowing each student to interpret the postglacial sedimentary, geomorphic, and ecologic history of the lake basin. Students will work independently and collectively, and will gain experience working with actual data on a project where the outcome is not known beforehand. Winter outdoor experience strongly recommended. SCi, WTr
German

**Requirements for the Major:** Students are normally required to complete eight courses in German, above GRMN 0299, including at least one advanced level seminar or an 0700 level honors thesis during the senior year. Where appropriate, one course may be taken in English. At the beginning of each term a placement test is administered for incoming students to determine which course would be most suitable for their level of competence. The department expects that majors will spend at least one semester of study in a German-speaking country before graduating. Normally, they will spend one or two semesters at the Freie Universit"at in Berlin and/or the Johannes-Gutenberg-Universit"at in Mainz. Before enrolling in one of our Schools in Germany, students must complete two courses at the 0300-level. For more information, please consult **Study in Germany**.

**Honors:** To be a candidate for honors, students must have an average of at least B+ in German. Honors work is normally done during a student's last year at Middlebury.

**Minor in German:** The German minor consists of a sequence of five courses, taught in German, starting at or above the 0200-level. At least three of those courses must be at the 0300-level or higher. First-year students who place above the 0200-level in the placement test must take at least one 0400-level course as part of their minor. One course may be satisfied through advanced placement (AP) credit in combination with a departmental placement test. Students who receive AP credit start their minor on the 0300-level.

**Credit for Advanced Placement** is given for scores of 4 or 5, a high score on the departmental placement test, and a placement conference with the student. In addition, the student must successfully complete at least one course above the 0200-level in the department, **taught in German**, to qualify for AP credit.

**Germany**
The Middlebury School in Germany has sites located in Berlin and Mainz.

**GRMN 0101 Beginning German (Fall 2010)**

Geared toward quick and early proficiency in comprehension and free expression. Grammatical structures are practiced through group activities and situational exercises (e.g., role-playing games and partner interviews). Active class participation by students is required and will be counted toward the final grade. Since this is an integrated approach, there will be laboratory assignments but no special drill sections. Classes meet five times a week. Students take GRMN 0102 as their winter term course. 5 hrs. lect. **LNG**

**GRMN 0102 Beginning German Continued (Winter 2011)**

This course is the intensive continuation of GRMN 0101 which will further the development of your language skills in an immersion-like environment, and will include bi-weekly cultural readings in English. Classes meet for two hours each morning, then lunch at the language tables, in addition to afternoon and evening activities (e.g. film screenings). Completion of this course is a prerequisite to enrollment in GRMN 0103. (GRMN 0101 or equivalent) **LNG, WTR**

**GRMN 0103 Beginning German Continued (Spring 2011)**

This course is a continuation of GRMN 0101 and 0102. Increased emphasis on communicative competence through short oral presentations and the use of authentic German language materials (videos, songs, slides). Introduction to short prose writings and other documents relating to contemporary German culture. Five class meetings per week. (GRMN 0101 plus winter term GRMN 0102, or equivalent) 5 hrs. lect. **LNG**
GRMN 0111 Accelerated Beginning German (Spring 2011)

This class is aimed at students who wish to begin the study of German on the fast lane. In one semester, we will cover a year's material, the equivalent of GRMN 0101, 0102, and 0103. We will develop all four skills in an intensive, immersion-style environment, allowing students to continue German in the regular second-year classes in the fall. Classes meet five times per week, including two 75-minute meetings on Tuesdays and Thursdays, and an additional drill session. Students are expected to fully participate in all departmental activities. No prerequisites. 6 hr lect./disc./1 hr. drill LNG

GRMN 0201 Intermediate German (Fall 2010)

GRMN 0201/0202 is a culture-based intermediate language sequence that focuses students' attention on intercultural aspects of language acquisition, vocabulary expansion, reading and writing strategies, and a review of grammar. It moves from a focus on issues of individual identity and personal experiences to a discussion of Germany today (GRMN 0201), explores national identity in Germany, Austria, and Switzerland, and supplies an overview of cultural history, literary achievements, and philosophical traditions in the German-speaking world (GRMN 0202). (GRMN 0103 or equivalent) 4 hrs. lect. LNG

GRMN 0202 Intermediate German Continued (Spring 2011)

GRMN 0201/0202 is a culture-based intermediate language sequence that focuses students' attention on intercultural aspects of language acquisition, vocabulary expansion, reading and writing strategies, and a review of grammar. It moves from a focus on issues of individual identity and personal experiences to a discussion of Germany today (GRMN 0201), explores national identity in Germany, Austria, and Switzerland, and supplies an overview of cultural history, literary achievements, and philosophical traditions in the German-speaking world (GRMN 0202). (GRMN 0201) 4 hrs. lect. LNG

GRMN 0304 Advanced Writing Workshop (Fall 2010)

With its emphasis on grammatical structures, this course is designed to develop students' writing skills, bridging the 0200-level courses and the advanced 0300 and 0400 levels. From initial sentences and short paragraphs to a final term paper the course tries to assist individual students with their specific problems with German compositions. In addition to frequent written assignments, students also read excerpts from several German papers and magazines in order to familiarize themselves with a variety of narrative styles. 3 hrs. lect. LNG

GRMN 0330 Rethinking Literature (Fall 2010)

This course focuses on the "literary" as a force within cultural discourse. A thorough understanding of literary periods and genres serves as the background for a critical investigation of modern theoretical approaches to literary texts. Discussing major works of German literature, students explore the notion of "literariness" in its various cultural contexts. 3 hrs. lect/disc. EUR, LIT

GRMN 0338 German Comedy (Spring 2011)

Even though the German literatures abound with comedies, humor is rarely mentioned as a German trait. In this course we will challenge the notion of humor as a universal, and examine the general
ramifications that frame the comical as a cultural phenomenon. Drawing on theoretical texts such as Freud’s *Jokes and Their Relation to the Unconscious* (1905), we will discuss the German sense of humor and its manifestations in everyday life as well as in literary representations. Readings include texts by G. E. Lessing, F. v. Kleist, H. v. Hofmannsthal, and P. Säskind. EUR, LIT

**GRMN 0410 Sounds and the City: German Urban Cultural History of the 20th and 21st Century (Spring 2011)**

In this course, we will seek to understand the cultural history of 20th and 21st century Germany by examining its soundscapes. Analyzing recordings of selected events, we will discuss how history can be portrayed as an acoustic experience. Sound profiles of city spaces before, during, and after World War II and the Cold War will illustrate sound’s impact on German society and its ability to create utopian/dystopian spaces. This line of inquiry invites us to rethink noise, silence, language, identity, power, and—considering the history of recording technologies—the nature of knowledge itself. We will consider works by literary scholars, historians, anthropologists, and musicologists. 3 hrs. sem. EUR, LNG

**GRMN 0411 Representing the Unthinkable: The Holocaust in Art and Literature (Fall 2010)**

Since the end of World War II, historians, social scientists, and psychologists have tried to find reasons and explanations for the Holocaust in Germany. Yet these accounts cannot fully satisfy our quest for understanding. Can art and literature illuminate those dimensions left unanswered by historical and psychological approaches? This course presents an overview of Holocaust representations in art and literature. Examining paintings and films, and reading survivors’ testimonies, novels, poetry, and even comics, we address the following questions: How can art and literature represent the Holocaust? How can words express Auschwitz? Can the Holocaust be represented at all? 3 hrs. sem. EUR, LIT

**GRMN 0481 Memory Matters: National Identity in Contemporary Germany and Italy (Spring 2011)**

In the course we will explore the crucial role of memory in the formation of national identity, and focus on the troubled remembrance of the Nazi period in Germany and the Fascist period in Italy. Using primary sources in their original language, students will study the ways in which the memory of this difficult past decisively informs contemporary national identity. Topics will include commemorative sites, national symbols, autobiographical memory, traumatic memory, and trans-generational memory. Classes will alternate between a plenary English session and discussions in either German or Italian. This course is equivalent to ITAL 0481 and INTL 0481. 3 hrs. sem./disc. EUR, LNG

**GRMN 0500 Independent Study (Fall 2010, Winter 2011, Spring 2011)**

(Approval only)
GRMN 0700 Honors Project (Fall 2010, Winter 2011, Spring 2011)

(Approval only)
History

Required for the Major in History: Each major must take 11 history courses before graduation, including: (1) at least one but no more than three courses numbered 0100 to 0199; (2) at least one course in European history (which may include Russia/Soviet Union); (3) at least one course in United States history (not including HIST 0203 or HIST 0204); (4) and at least one course in the history of Asia, Africa, Latin America, the Middle East, or Russia/Soviet Union, all to be taken at the 0200-level or higher. (A course in Russia/Soviet Union may not be used for more than one geographical area); (5) a reading seminar; (6) HIST 0600; (7) a two-term senior thesis, which counts as two of the required 11 courses.

Two of the courses required for the major must deal primarily with the period before 1800. Courses which qualify for the pre-1800 requirement are identified in the course descriptions (see below) and a list is available from the department. In addition to winter term senior thesis study, one other winter term history course may be counted toward the eleven courses necessary for a major in history. With permission of the department, up to two cognate courses in historical aspects of other disciplines may be counted toward a major in history.

Students planning to spend all or part of the junior year abroad should consult with the department before the second semester of the sophomore year.

Advanced Placement: An advanced placement (AP) grade of 4 or 5 in a history subject supplies one college credit and counts for one course towards the history major requirement of 11 history courses. However, an AP grade of 4 or 5 cannot replace any other specific requirement for the major (see Required for the Major in History, above). In addition, a student wishing to apply an AP grade of 4 or 5 in European history toward the major cannot also count HIST 0103 or HIST 0104 toward the major. Such a student must take a different 100-level course, and at least one course in European history at the 0200-level or higher. Furthermore, a student wishing to apply an AP grade of 4 or 5 in United States history toward the major cannot also count HIST 0203 or HIST 0204 and must take a different course in United States history to complete the major.

Joint Major: A student who is a joint major in history and another department must take a total of at least eight courses in history, chosen in consultation with a faculty advisor. Cognates are not allowed. A student must take at least one course in two of three sub-fields: Europe, North America, and AAL (Asia, Africa, Latin America, Middle East, Russia/Soviet Union), and one course in the period before 1800. The choice of courses should depend upon the need to achieve an intellectual coherence and integrity in the student's program. Joint majors must take a reading seminar and HIST 0600 and must write a two-term thesis combining the skills of both major disciplines.

International Studies Majors with Disciplinary Focus in History: Students must complete a 0100-level course and five other courses, including a 0400-level reading seminar normally taken in the senior year. The reading seminar and at least two other courses should be within the regional focus, and at least one course should be outside the regional focus. With the permission of the History Department Chair, up to two of these courses can be taken abroad.

Minors in History: Cognate courses from other disciplines may not be used to replace the history courses listed below. AP credit in history (a score of 4 or better), and approved transfer credits in history, however, may be used.

I. European history (five courses): (1) HIST 0103, HIST 0104, or HIST 0105; (2) three of the following: HIST 0241, HIST 0242, HIST 0243, HIST 0244, HIST 0245, HIST 0246, HIST 0247, HIST 0248, HIST 0249, HIST 0250, HIST 0251, HIST 0253, HIST 0254, HIST 0256, HIST 0257, HIST 0319, HIST 0347 or HIST 0348; and (3) one reading seminar in European history: from HIST 0400 to HIST 0410.

II. American history (five courses): (1) HIST 0203; (2) three of the following: HIST 0204, HIST 0206, HIST 0207, HIST 0208, HIST 0209, HIST 0210, HIST 0211, HIST 0212, HIST 0213, HIST 0214, HIST 0215, HIST 0216, HIST 0217, HIST 0218, HIST 0219, HIST 0220, HIST 0221, HIST 0222, HIST 0223, HIST 0224, HIST 0225, HIST 0226, HIST 0227, HIST 0228, HIST 0229, HIST 0230, HIST 0231, HIST 0232, HIST 0233, HIST 0234, HIST 0235, HIST 0236, HIST 0237, HIST 0238, HIST 0239, HIST 0240, HIST 0241, HIST 0242, HIST 0243, HIST 0244, HIST 0245, HIST 0246, HIST 0247, HIST 0248, HIST 0249, HIST 0250, HIST 0251, HIST 0253, HIST 0254, HIST 0256, HIST 0257, HIST 0319, HIST 0347 or HIST 0348; and (3) one reading seminar in American history: from HIST 0400 to HIST 0410.
0210, HIST 0212, HIST 0213, HIST 0214, HIST 0215, HIST 0216, HIST 0217, HIST 0218, HIST 0220, HIST 0222, HIST 0225, HIST 0226, HIST 0228, HIST 0229, HIST 0377, HIST 0391, HIST 0393, HIST 0397 and (3) one reading seminar in American history: listed from HIST 0411 to 0420.

III. Latin American history (four courses): (1) HIST 0106 and HIST 0107; (2) one of the following: HIST 0105, HIST 0243, HIST 0244, HIST 0245, HIST 0287 or HIST 0288; and (3) one reading seminar in Latin American history: HIST 0310, HIST 0426, or HIST 0427.

IV. Asian history (five courses): (1) HIST 0111 or HIST 0112; (2) three of the following, including one course each on China and Japan; at least one of the three must focus on the pre-1800 era: HIST 0231, HIST 0232, HIST 0235, HIST 0236, HIST 0237, HIST 0238, HIST 0239, or HIST 0305; and (3) one reading seminar in Asian history: listed between HIST 0429 and HIST 0437.

V. African history (four courses): (1) HIST 0113 and HIST 0114; (2) one of the following: HIST 0105, HIST 0225, HIST 0226, HIST 0245, HIST 0246, HIST 0377; and (3) one reading seminar in African history: listed between HIST 0440 and HIST 0444.

VI. Middle Eastern history (four courses): (1) HIST 0108 or HIST 0109; (2) two of the following: HIST 0262, HIST 0263, HIST 0266 or HIST 0268; and (3) one reading seminar in Middle Eastern history: HIST 0438 or HIST 0439.

Honors: To earn departmental honors, a student must have at least a 3.3 average or above in history department courses other than the senior thesis, have an oral examination on the senior thesis, and receive a grade of at least B+ on the thesis (HIST 0700).

HIST 0100-LEVEL COURSES
The 0100-level courses (0100-0199) deal with events and processes that affect human societies over long periods of time and across broad geographical areas not confined to national boundaries. These courses include components that act as introductions to the field of history.

HIST 0200-LEVEL COURSES
These are lecture courses that deal with a single cultural or national entity, or a clearly related group of such entities, over a substantial period of time (usually a century or more).

HIST 0300-LEVEL COURSES
These courses, for the most part, are topically focused courses. Most of them are also lecture courses which meet for two 50-minute lectures and a 50-minute discussion section (12-18 students) each week, or for two 75-minute sessions per week in a format that combines lecture and discussion. The HIST 0390 courses are taught in a seminar format. These are not, however, seminars that fulfill the reading seminar requirement.

HIST 0400-0450 READING SEMINARS
Unlike the courses below the 0400 level, which are primarily lecture courses, these courses are reading seminars on particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. First-year students are admitted only by waiver.

HIST 0600 RESEARCH SEMINAR
All history majors who have not taken a writing and research seminar, (HIST 0450-0460) are required to take HIST 0600 their junior fall or, if abroad at that time, their senior fall semester. In this course students will conceive, research, and write a work of history based on primary source material. After reading and discussion on historical methods and research strategies, students will pursue a paper topic as approved by the course professors.

INTERNATIONAL STUDIES SEMINARS
These seminars are "capstone" courses required for the International Studies major. They are thematic,
interdisciplinary, cross-regional, and team-taught. Students who are not International Studies majors may take these courses for departmental credit, but they will not normally fulfill the History Department major requirement of a 0400-level reading seminar or writing/research seminar.

**HIST 0700 SENIOR INDEPENDENT STUDY**
All senior history majors will write a two-term thesis under an advisor in the area of their choosing. The department encourages students to do their theses during the fall and winter terms. Fall/spring theses are also acceptable and, with permission of the chair, winter/spring. On rare occasions, with departmental approval given for compelling reasons, a thesis may be initiated in the spring of an academic year and finished in the fall of the following year. All students beginning their thesis in a given academic year must attend the Thesis Writers’ Workshops held in the fall and winter of that year. Further information about the thesis is available from the department.

**HIST 0103 The Making of Europe (Fall 2010)**
This course covers the history of Western Europe from the death of Caesar in 44 B.C. to the Peace of Westphalia in A.D. 1648. We will examine three interrelated themes: political authority within European society, the development of the religious culture of the West and the challenges to that culture, and the ways in which the development of a European economy contributed to the making of Europe itself. While examining these questions from the Roman Empire to early modern Europe, students will focus on the use of original sources, and on how historians interpret the past. Pre-1800. Not open to seniors. 2 hrs. lect., 1 hr. disc. EUR, HIS, SOC

**HIST 0105 The Atlantic World, 1492-1900 (Fall 2010)**
Linking the Americas with Europe and Africa, the Atlantic has been a major conduit for the movement of peoples, goods, diseases, and cultures. This course will explore specific examples of transatlantic interchange, from imperialism and slave trade to religious movements, consumerism, and the rise of national consciousness. It will adopt a broad comparative perspective, ranging across regional, national, and ethnic boundaries. We will consider the varied experiences of Native Americans, Africans, and Europeans as they struggled to establish their own identities within a rapidly changing Atlantic world. Pre-1800. 2 hrs. lect., 1 hr. disc. CMP, HIS, SOC

**HIST 0108 The Early History of Islam and the Middle East (Spring 2011)**
This course is an introduction to the history of Islamic civilizations from the advent of Islam around 610 C.E. to the Ottoman conquest of Constantinople in 1453. The principal geographic areas covered are the Middle East and North Africa. Since "Islam" encompasses not simply a religion but an entire cultural complex, this course will trace the development of religious, political, economic, and social institutions in this region. Topics covered include the early Islamic conquests, the rise of religious sectarianism, gender relations, and the expansion of Islamic empires. Pre-1800. 3 hrs lect./disc. AAL, HIS, SOC

**HIST 0109 History of Islam and the Middle East, Since 1453 (Fall 2010)**
This course is an introduction to the major institutions that evolved under the aegis of what we might call
Islamic civilization since the Ottoman conquest of Constantinople in 1453. The principal geographic areas covered are the Middle East and North Africa. Major topics include the rise of the Ottoman and Safavid Empires, Western intervention and colonialism, nationalism and state formation, and the challenges of and responses to modernization. Pre-1800. 2 hrs. lect., 1 hr. disc. AAL, HIS

**HIST 0110 Modern South Asia (Spring 2011)**

This course is an introduction to the history of South Asia. We will examine such events as the remarkable rise and fall of the Mughal empire (1526-1700s), the transformation of the once-humble English East India Company into a formidable colonial state (1700s-1858), the emergence of nationalist and anti-imperialist movements led by people such as Mahatma Gandhi and M.A. Jinnah (1858-1947), and the establishment and recent histories of the new nations of India, Pakistan, Bangladesh, and Sri Lanka. Readings will include primary sources, history textbooks, historical novels, and newspaper articles. We will also watch at least one historical film. 3 hrs. lect./disc. AAL, HIS

**HIST 0111 Early East Asia (Fall 2010)**

**Early East Asia**

This course deals with the civilizations of China and Japan in the centuries before extended contact with the West. The course is more topical than comprehensive, focusing on the philosophical, religious, and social values that defined and linked the cultures of the "Sinic zone," and on the characteristics that made them distinct. Topics include: Chinese cosmology, Confucianism, Buddhism, the Japanese creation myths, Heian society, and the emergence of the samurai. Pre-1800. Not open to students who have taken HIST 0231 or HIST 0235. 3 hrs. lect./disc. AAL, CMP, HIS, SOC

**HIST 0112 Modern East Asia (Spring 2011)**

**Modern East Asia**

In this course we will examine developments in East Asia from the 18th-century through World War II. We will consider the "Chinese World Order" as it encompassed Korea, Japan, and Vietnam, and the patterns of European imperialism that led to this order's demise. We will also examine the rise of Japan as an imperialist power, its "Greater East Asia Co-Prosperity Sphere," and its 1941-1945 war against the United States. Topics will include the dynamics of nationalist and Pan-Asianist movements, and characteristics of modernity in early 20th-century Shanghai, Taipei, and Tokyo. Not open to students who have taken HIST 0232 or HIST 0236. 2 hrs. lect., 1 hr. disc. AAL, CMP, HIS, SOC

**HIST 0170 Religion in America (Fall 2010)**

America often has been defined paradoxically as both the "most religious" and "least religious" of nations. This course, a historical survey of American religious life, will trace the unique story of American religion from colonial times to the present. Guiding our exploration will be the ideas of "contact," "conflict," and "combination." Along the way, we will examine the varieties of religious experiences and traditions that have shaped and been shaped by American culture such as, Native American traditions, Puritan life and thought, evangelicalism, immigration, African-American religious experience, women's movements, and the on-going challenges of religious diversity. Readings include sermons, essays, diaries and fiction, as well as secondary source material. 2 hrs. lect. 1 hr. disc. (formerly RELI/HIST/AMCV 0170) HIS, NOR, PHL
HIST 0202 The American Mind (Fall 2010)

This course will provide an introduction to the history of influential ideas in and of America, with particular regard to their changing cultural contexts, and their origin in writers' personal experiences. A continuing concern will be the extent and validity of American claims to be an exceptional nation, somehow exempt from world history. Writings will include Franklin, Jefferson, Tocqueville, William James, Henry Adams, Walter Lippmann, Reinhold Niebuhr, Betty Friedan, Frederic Jameson, and Neil Postman. 3 hrs. sem. Previously taught as HIST/AMST 0426 HIS, NOR

HIST 0206 The United States and the World Since 1898 (Fall 2010)

This course serves as an introduction to the history of American foreign relations from the Spanish-American War of 1898 to the turn of the 21st century. Through lectures, discussions, and a variety of readings, we will explore the multi-dimensional nature of the nation's rise to power within the global community, as well as the impact of international affairs upon American society. In addition to formal diplomacy and foreign policy, this course addresses topics such as immigration, cultural exchange, transnationalism, and globalization. 2 hrs. lect, 1 hr. disc. HIS, NOR

HIST 0211 Modern Brazil (Fall 2010)

In this course we will study the history of modern Brazil from independence to the present day. We will pay close attention to the construction of national institutions and culture in the 19th and 20th centuries. We will examine the major political, economic, and cultural movements that defined Brazilian history during the empire and abolition as well as the Vargas and military dictatorships of the 20th century, and the representative democracy from the 1980s to the present. Finally, we will compare the major developments in Brazil to that of its neighbors, particularly Argentina, Paraguay, and Uruguay. AAL, HIS

HIST 0222 Introduction to Environmental History (Fall 2010)

This introduction to the history of human interactions with the physical environment focuses on case studies, including European settlement of the New World, industrialization, fire, warfare, and the modern environmental movement, both in the United States and beyond its borders. In this course we will explore several themes, including the consequences of European expansion for human communities and their environments; shifting understandings of nature; cities and their hinterlands as different ways that humans organize nature; and class and race as factors in the human experience of nature and of environmentalism. HIS, NOR, SOC

HIST 0225 African American History (Spring 2011)

History of Africa to 1800

This course offers an introductory survey of African history from earliest times to 1800. Through lectures, discussions, readings, and films, we will explore Africa's complex and diverse pre-colonial past. Themes examined in the course include development of long-distance trade networks, the linkages between ecological change and social dynamics, the formation of large pre-colonial states, and the transatlantic slave trade and its impact on social and economic relations within Africa. A broader concern in the course is how we have come to understand the meaning of "Africa" itself and what is at stake in interpreting Africa's pre-colonial history.
HIST 0232 Modern China (Fall 2010)

In this course we will examine the history of China from the early 19th century through the end of the Maoist period. Readings, lectures, and discussions will familiarize students with the cultural and social structures of the late Qing Empire, patterns of semi-colonialism, the rise of nationalist, feminist, and Marxist movements, the founding of Taiwan, and key events in the People’s Republic of China. Students will emerge from the class with a broader understanding of forms of empire and imperialism, anti-colonial nationalism, non-Western Marxism, and the tendencies of a post-socialist state. 2 hrs. lect., 1 hr. disc. AAL, HIS, SOC

HIST 0236 The History of Modern Japan (Fall 2010)

The social, intellectual, and institutional milestones in the evolution of Japan from about 1700 to the present. Topics include: the transmutation of bushido (the way of the warrior) and other Tokugawa values into modern forms, the emergence of nationalism, the road to Pearl Harbor, and the historical roots of the economic achievements of contemporary Japan. 3 hrs. lect./disc. AAL, HIS, SOC

HIST 0241 Europe in the Early Middle Ages (Spring 2011)

This course covers the formative centuries in European history which witnessed the emergence of Western Europe as a distinct civilization. During this period, A. D. 300-1050, the three major building blocks of Western European culture: the classical tradition of Greco-Roman antiquity, the Judeo-Christian tradition, and Germanic tradition, met and fused into an uneasy synthesis that gave Western Europe its cultural, ethnic, linguistic, and religious foundations. Pre-1800. 3 hrs. lect./disc. EUR, HIS, SOC

HIST 0244 Society and Culture in Early Modern Europe, 1555-1789 (Spring 2011)

War, famine, and disease marked the terrible "iron century" of European history, from 1550 to 1660. Out of this frightful crucible, modern society was created. We will trace this troubled genesis from the aftershocks of the Reformation to the first rumblings of the French Revolution, stressing the conflicts that gave rise to the modern world: monarchy vs. "liberty," religion vs. "enlightenment," elite vs. popular culture. Topics such as the family, witchcraft, warfare, and fashion will be given special attention. Pre-1800. 3 hr lect/disc. EUR, HIS, SOC

HIST 0246 History of Modern Europe: 1900-1989 (Spring 2011)

Revolution in Eastern Europe and unification in Western Europe have reshaped the contours of the 20th century. This course will move from turn-of-the-century developments in mass culture and politics through World War I and II, the rise and fall of fascism, and on into the postwar era. This century has seen a series of radically new ideas, catastrophes, and then renewed searches for stability. But we will also investigate century-long movements, including de-colonization, the creation of sophisticated consumer cultures, and the battles among ideas of nationalism, ethnicity, and international interdependency. 2 hrs. lect. 1 hr. disc. EUR, HIS, SOC
HIST 0247 Imperial Russia (Fall 2010)

Traditional Russia
This course will examine the social, economic and political history of Russia, focusing on the relationship between the centralized, autocratic state and Russia’s different social groups, and the emergence of an autocratic and statist political culture. The course will cover the Kievan, Muscovite and Imperial periods and end with the reforms and counter-reforms of the 1860s and 1880s, and the rise of the revolutionary movement. Pre-1800. 2 hrs. lect. 1 hr. disc. AAL, HIS, SOC

HIST 0248 Modern Russia (Spring 2011)

Russia at the turn of the century was faced with a crisis of transition from the traditional world to the modern. The first half of this course will focus on the social, economic and political causes of the crisis, which culminated in the Russian Revolutions of 1917. The course then follows the revolution through the civil war and NEP periods to Stalin’s "Revolution from Above," which was largely responsible for creating the Soviet Union as we knew it. The course concludes by examining the collapse of the Soviet Union, the rise of Russia, and the renewal of attempts to modernize. 2 hrs. lect. 1 hr. disc. AAL, HIS, SOC

HIST 0256 Topics in European Culture and History: Paris-Vienna-Moscow: The Birth of Modernism (Spring 2011)

The years between 1890 and 1920 represent one of the most creative periods in European history: the incubation of a new artistic culture which we call Modernism. In this course we will explore the cultural ferment in France, Austria and Russia during these crucial decades through the political, artistic, and musical history of the period. Readings will include Dostoevsky, Bely, Huysmans and duGard., The Russian Realists, Suprematists, and Constructivists, as well as the Impressionists, Post-Impressionists, and Cubists and Viennese Secession will be discussed. The music of Mussorgsky, Rimskii-Korsakov, Stravinsky, Debussy, Satie and Mahler among others will be considered. ART, EUR, HIS

HIST 0257 The Holocaust (Fall 2010)

Why did the Holocaust happen? How could the Holocaust happen? In this course we will consider several aspects of the Holocaust, including the long-term conditions and events leading up to it, the measures employed in undertaking it, and the aftermath of the atrocities. Beyond a general survey, this course introduces students to the many varying interpretations and historical arguments scholars of the Holocaust have proposed and invites them to discuss and debate these issues in class. 3 hrs. lect./disc. EUR, HIS

HIST 0262 History of the Modern Middle East (Spring 2011)

This course investigates the history of social and political change in the Middle East from 1798 to the present. Within a general political framework, the course will cover the main social, economic, and intellectual currents. Emphasizing political, economic, social and cultural history, the course seeks to examine the impact of outside powers on the region, the responses of the region's peoples to this challenge, colonization, nationalism and identity, religious and ideological trends, gender issues, major "crises" (including the Arab-Israeli conflict, the Lebanese civil war, and the Iranian Revolution), and efforts to reassert Islamic identity in an era of globalization. 3 hrs. lect./disc. AAL, HIS, SOC
HIST 0273 Confucius and Confucianism (Spring 2011)

Perhaps no individual has left his mark more completely and enduringly upon an entire civilization than Confucius (551-479 B.C.) has upon that of China. Moreover, the influence of Confucius has spread well beyond China to become entrenched in the cultural traditions of neighboring Japan and Korea and elsewhere. This course examines who Confucius was, what he originally intended, and how the more important of his disciples have continued to reinterpret his original vision and direct it toward different ends. Pre-1800. 3 hrs. lect./disc. AAL, HIS, PHL

HIST 0287 Modern Caribbean (Spring 2011)

In this course we will study the modern history of the Greater Antilles (Cuba, the Dominican Republic, Puerto Rico, Haiti, and Jamaica) from 1789 to the present day. We will pay close attention to the independence movement, abolition, construction of national cultures, and the impact of Europeans and Africans on each nation, as well as to the connections among these major islands in the 19th and 20th century and to the other islands and mainland nations. We will discuss diverse revolutionary political and cultural movements, issues of poverty and development, and issues of migration. AAL, HIS

HIST 0310 Film and History (Fall 2010)

In this class we will study the challenges and promises of film as a historical artifact by focusing on cinematic representation of social activism and struggles of liberation (from national and post-colonial struggles to the rise of ethnic consciousness and revolutionary movements of the 20th century). Students will examine how filmmakers present historical figures as well as the acts of ordinary citizens. In addition to researching the historical events represented on the screen, and exploring how film can be used as primary and secondary sources, we will also become involved in the creative process of historical representation. We will study films from countries around the world but most of our examples will come from Latin America and the Caribbean. AAL, HIS

HIST 0319 Readings in the Philosophy of History (Spring 2011)

Even before the appearance of Georg W. F. Hegel's classic study The Philosophy of History, a heated debate was being waged concerning the nature and substance of history. Is history, like science, expressible in predictable patterns or subject to irrevocable laws? What factors distinguish true history from the mere random succession of events? What should we assume to be the fundamental nature of historical truth, and are we to determine it objectively or subjectively? Is it possible to be human and yet be somehow "outside of" history? These are among the questions we will examine as we read and deliberate on a variety of philosophies of history, while concentrating on the most influential versions developed by Hegel and Karl Marx. 3 hrs. sem. EUR, HIS, PHL

HIST 0337 From Alexander to Rome (Spring 2011)

At the age of 19, Alexander the Great set out to conquer the world. His successful domination of the eastern Mediterranean led to a new world order known as the Hellenistic Age. Under Alexander's successors, literature, art, and philosophy flourished, but a little more than a century later the Hellenistic Greeks found themselves on a collision course with Rome's expanding republic. This course will investigate the political
and cultural history of the Greeks and Romans in this period and consider the forces that created the Graeco-Roman world. Readings include Arrian, the Alexandrian poets, Polybius, Livy, and Plutarch. (This course replaces CLAS/HIST 0338: The Hellenistic World and the Foundations of Graeco-Roman Culture.)

**EUR, HIS, LIT**

**HIST 0350 Shakespeare and History (Pre-1800) (Spring 2011)**

In this course, students will explore a selection of Shakespeare's history plays (plus one tragedy and one comedy) alongside the chief issues of Tudor and Stuart history. The professors will employ a fully cross-disciplinary approach to literature and history laying equal stress on Shakespeare's plays and the cultural, political, and religious questions of the 16th and early 17th centuries. Topics will include the Reformation, the cult of Elizabeth, witchcraft, domestic life, urban London, and the English empire. 3 hrs. lect./disc. **EUR, HIS, LIT**

**HIST 0364 Civil War and Reconstruction: 1845-1890 (Spring 2011)**

This course explores the era of the American Civil War with an emphasis on the period 1861-1865. It combines lectures, readings, class discussion, and film to address such questions as why the war came, why the Confederacy lost, and how the war affected various elements of society. We will also explore what was left unresolved at the end of the war, how Americans responded to Reconstruction, and how subsequent generations have understood the meaning of the conflict and its legacy. We will make a special effort to tie military and political events to life on the home front. 2 hrs. lect., 1 hr. disc. **HIS, NOR**

**HIST 0368 Twentieth-Century America, 1960-2000 (Spring 2011)**

This course concentrates on the history of the United States from the emergence of JFK's New Frontier until the eve of September 11, 2001. In particular, we will focus on the ways in which domestic development shaped America's place within the international community, and vice versa. Topics to be considered include: the rise and fall of the post-1945 social welfare state, decolonization and the Vietnam War, increasing American investment in the Middle East, the emergence of the "New Right," the end of the Cold War, and globalization and its contexts. 2 hrs. lect., 1 hr. disc. **HIS, NOR**

**HIST 0371 African American History (Fall 2010)**

This course will explore the history of the African American people from the slave trade to the present. It will examine the process of enslavement, the nature of American slavery, the meaning of emancipation, the response to the rise of legalized segregation, and the modern struggle for equality. Special attention will be given to placing the African American story within the context of the developing American nation, its institutions, and its culture. 3 hrs. lect./disc. **HIS, NOR**

**HIST 0373 History of American Women: 1869-1999 (Fall 2010)**
This course will examine women's social, political, cultural, and economic position in American society from 1869 through the late 20th century. We will explore the shifting ideological basis for gender roles, as well as the effects of race, class, ethnicity, and region on women's lives. Topics covered will include: women's political identity, women's work, sexuality, access to education, the limits of "sisterhood" across racial and economic boundaries, and the opportunities women used to expand their sphere of influence. 3 hrs lect./disc. CMP, HIS, NOR

**HIST 0393 A History of Gender in Early America (Spring 2011)**

Exploration, conquest, settlement, revolution, and nation-building: no course in early American history should ignore such traditional topics. In this course, though, we will examine the various ways that gender shaped these historical processes. How, for example, did colonials' assumptions about manhood and womanhood affect the development of slavery in America? Or how did the Founding Fathers' identities as men inform their attitudes about democracy and citizenship? We will scrutinize historical documents, of both a private and public nature, and discuss several recent scholarly works on gender from 1600-1850 to consider these kinds of questions. Pre-1800. 3 hrs. lect./disc. CMP, HIS, NOR

**HIST 0397 America and the Pacific (Fall 2010)**

If the 20th century was "America's Century," then it could also be deemed "America's Pacific Century" as interaction with Asia fundamentally shaped the United States' political, social, and diplomatic development. In this course we will examine American foreign relations on the Pacific Rim from the Philippine-American War to the Los Angeles riots of 1992. Topics to be covered include: America's imperial project in Asia, the annexation of Hawaii, Wilsonian diplomacy, the reconstruction of Japan after World War II, the Korean and Vietnam Wars, Richard Nixon's visit to Communist China, and the immigrant experience. 3 hrs sem. HIS, NOR

**HIST 0400 Readings in Medieval History (Spring 2011)**

Readings in Medieval History: Medieval Science, Technology and Magic

Modern understanding may link science with technology, but magic is a world apart. In the Medieval West, where alchemy and the astrolabe comfortably shared a workroom, intellectuals pursued both with equal fervor and equal respectability. This class will explore the medieval meanings and context of "science" and "magic," as well as developments in technology, and the relationship to authority of all three. 3 hrs. sem. EUR, HIS

**HIST 0401 Readings in Medieval History: Sex and Society in Medieval and Early Modern Europe (Spring 2011)**

Readings in Modern European History: Enlightenment, Revolution, and Terror

The French Revolution provided a model for democratic political reform throughout the world, spreading new ideas about equality, national identity, and rights for minorities. Although informed by the Enlightenment and progressive social thought, it led to the Terror, a period of violence and repression in the name of revolutionary change. We will examine this attempt to create a just society and the corresponding violence against internal and external enemies. We will also consider the Revolution's origins, the events in France, the shock tremors throughout the world, and the long-term repercussions of change.
HIST 0406 Rdgs Amer HI: Environmental HI (Spring 2011)

Readings in American History: American Environmental History
Although the U.S. has long been thought "nature's nation," scholars have only begun to include the study of human interactions with nature in their study of the American past. This course will examine the history of interactions between human beings and their physical environments in North America, through readings that bring plants, animals, climates, and landscapes as well as human culture, politics, labor, race, and gender into histories of settlement, capitalism, urbanization, region, science, and policy. Readings will also trace the emergence of this new field, and the problems inherent in creating a more inclusive account of the past. 3 hrs sem. HIS, NOR

HIST 0408 Readings in Modern European History: The Nazis and the Jews (Fall 2010)

Readings in American History: Gender & Race in the American Experience
This course will explore a variety of ways that gender and race have shaped the lives of Americans living in the 19th and 20th centuries. We will also examine how Americans from all walks of life have used gender and racial distinctions to manipulate their identity, improve their circumstances, resist oppression, and gain leverage over others. Readings will address the negotiation of gender and racial boundaries from the antebellum period, through the great migration and immigration waves at the turn of the 20th century, during military conflicts, and up through the Civil Rights movement. 3 hrs. sem. EUR, HIS

HIST 0410 Readings in American History: The Protest Impulse (Fall 2010)

An exploration of the protest impulse in American history, with particular attention given to the American Revolutionaries, Populists, and Civil Rights activists. Among the key questions to be explored are: What are the principal causes of insurgency? What is the relationship between a leader and a protest movement? Is there an American protest tradition? Why are some insurgent groups more successful than others? As these questions are discussed, we will examine the qualities of good scholarship, the role of theory in history, and the influence of political commitments on the shaping of interpretations. 3 hrs. sem. HIS, NOR

HIST 0416 Readings in American History: The American West (Fall 2010)

Readings in Middle Eastern History: Women and Islam
In this course we will examine women's lives in Islamic societies from the seventh century to the contemporary period, focusing on the Middle East and North Africa. Readings will explore a variety of topics including the changing role of women from pre-Islamic to Islamic societies; women in Islamic law and practice; gender roles in relation to colonialism, nationalism, and radical Islam; non-Muslim women in Islamic societies; and Western images of Muslim women. 3 hrs. sem. AAL, HIS, PHL
HIST 0419 Readings in African History: Environmental History of Africa (Spring 2011)

This seminar will explore the history of human-environmental interaction on the African continent. The course examines how scholars have begun unraveling dominant historical understandings of African landscapes, cultures, and pre-colonial ecologies. A major portion of the course looks at how colonial relations shaped conflicts over environmental control and ecological change and the legacies of such dynamics in the postcolonial era. Readings on gender relations, urban environmental change, and the evolution of development thinking will be the focus of class discussions on new ways of interpreting African social and environmental change. 3 hr. sem. AAL, HIS

HIST 0429 Gandhi (Spring 2011)

Listening to Brazilian Popular Music
In this course we will study the roots, development, and contemporary trends in Brazilian popular music from both a historical and a cultural/literary perspective. We will focus on musical traditions as diverse as samba, bossa nova, and Brazilian rap, as well as on literary texts that, since the late 19th century, question the very notion of popular music in Brazil. Singers and composers analyzed will include Carmen Miranda, Tom Jobim, and MV Bill. Writers such as Machado de Assis and Lima Barreto will provide us with a literary counterpart to thinking about Brazilian popular music. Proficiency in Portuguese or Spanish recommended. HIS, NOR

HIST 0430 Magic and the Occult in Western Europe (Fall 2010)

Magical practices and occult thinking have fascinated and terrified Western Europeans since ancient times. Devotees of magic sought to establish control over the supernatural, from conjuring up devils to reading the stars. To understand the historical significance of such pursuits, we have to explore their intellectual and social contexts. We must also ask how they were distinguished from religion or science, why they had such appeal, and what everyday purposes they played. We will consider astrology, alchemy, ritual magic and witchcraft from the Middle Ages to the 19th century. Please note: no rabbits will be pulled out of hats. 3 hrs. sem.

HIST 0479 Pacific Century: Chinese-American Relations 1898-2008 (Spring 2011)

In this course we will examine Chinese-American relations from the Boxer Uprising through the Beijing Olympics. We will explore the multi-dimensional nature of the bond between these two nations, looking at socio-economic, political, and cultural elements of their "special relationship." Course themes will include westward empire and the scramble for territory in China; the formation and mutation of American orientalism; and ways in which Chinese politicians and intellectuals have strategically mobilized with and against the expansion of U.S. power in the Pacific. Texts will include scholarly monographs, Hollywood films, and writings by figures such as Soong May-ling, Mao Zedong, and W.E.B DuBois. AAL, CMP, HIS

HIST 0500 Special Research Projects (Fall 2010, Winter 2011, Spring 2011)
Special research projects during the junior year may be used to fulfill the research seminar requirements in some cases. Approval of department chair and project advisor is required.

**HIST 0600 History Research Seminar (Fall 2010)**

All history majors who have not taken a writing and research seminar are required to take HIST 0600 their junior fall or, if abroad at that time, their senior fall semester. In this course, students will conceive, research, and write a work of history based on primary source material to the degree possible. After reading and discussion on historical methods and research strategies, students will pursue a paper topic as approved by the course professors. HIST 0600 is also open to International Studies and Environmental Studies majors with a disciplinary focus in history. 3 hr. sem.

**HIST 0700 Senior Independent Study (Fall 2010, Winter 2011, Spring 2011)**

The History Senior Thesis is required of all majors. It is written over two terms, with the final grade applying to both terms. The project is generally begun in the fall and completed during winter or spring. Approval is required to begin the thesis in winter or spring, and such students must still attend the Thesis Writer's Workshops that take place in fall and winter.

**HIST 1018 African Consumers (Winter 2011)**

In this course we will explore how Africans variously situated across the continent have acted throughout history as cultural and economic consumers. Readings, discussions, and film screenings will touch on such diverse topics as Africans' use of second-hand clothing from the West, the marketing and consumption of soap and hygiene products, the trade and consumption of food, the production and reception of popular videos and photography, and young peoples' interactions with the global circulation of music and communications technology. AAL, CW, HIS, SOC, WTR
History of Art & Architecture

Required for the Major, History of Art Track (12 courses): HARC 0100 (Monuments and Ideas in Western Art); HARC 0102 (Monuments and Ideas in Asian Art) or another course in non-Western art history; one course in studio art; at least six additional courses in the history of art or architecture distributed among several historical periods or traditions, with at least one being at the 0300-level or above; HARC 0700 (fall of senior year); HARC 0710 and HARC 0711 (senior thesis, winter and spring terms; or equivalent course for joint majors). It is not possible to pursue a double or joint major with another department that also requires participation in winter term of senior year. Advisory: Graduate programs in the history of art and classical archaeology require students to pass reading examinations in at least two foreign languages.

Joint Major, History of Art Track (8 courses): HARC 0100 (Monuments and Ideas in Western Art); HARC 0102 (Monuments and Ideas in Asian Art) or another course in non-Western art history; three additional courses in the history of art or architecture distributed among several historical periods or traditions, one of which should be at the 0300-level or above; HARC 0700; HARC 0710 and HARC 0711 (senior thesis, winter, and spring terms). It is not possible to pursue a joint major with another department that also requires participation in winter term of senior year.Joint majors should register for spring thesis work in either (but not both) department. A proposed program of study, including educational rationale and specific courses to be taken, must be submitted to the department for approval before registering as a joint major.

Minor, History of Art Track (6 courses) HARC 0100 (Monuments and Ideas in Western Art); HARC 0102 (Monuments and Ideas in Asian Art) or another course in non-Western art history; four additional courses in the history of art or architecture distributed among several historical periods or traditions.

Required for the Major, Architectural Studies Track (12 courses): HARC 0100 (Monuments and Ideas in Western Art); HARC 0102 (Monuments and Ideas in Asian Art) or another course in non-Western art history; ART 0159 (Studio Art I) or an approved equivalent with an emphasis on drawing; two courses in architectural studio (HARC 0130 during winter or spring term and HARC 0330 during fall term, or an approved substitute course for the latter); four additional courses in the history of art and architecture distributed among several historical periods or traditions and taken at a mix of levels (it is strongly recommended that these deal specifically with issues of architecture, urbanism, or contemporary art); HARC 0730, HARC 0731 and HARC 0732 (methods and theories in architectural design, senior architectural design research, and senior thesis architectural studio). It is not possible to pursue a double major with another department that also requires participation in winter term of senior year. Advisory: This major track does not result in a professional degree in architecture. Advisory: Many graduate architecture schools expect applicants to have taken calculus, physics, and a survey of modern architecture.

Joint major, Architectural Studies Track (8 courses): HARC 0100 (Monuments and Ideas in Western Art); HARC 0102 (Monuments and Ideas in Asian Art) or another course in non-Western art history; two courses in architectural studio (HARC 0130 during winter or spring term and HARC 0330 during fall term, or an approved substitute course for the latter); one additional course in the history of art and architecture, selected in consultation with the student's architectural studies adviser (it is strongly recommended that this course deal specifically with issues of architecture, urbanism, or contemporary art); HARC 0730, HARC 0731 and HARC 0732 (methods and theories in architectural design, senior architectural design research and senior thesis architectural studio). It is not possible to pursue a joint major with another department that also requires participation in winter term of senior year. A proposed program of study, including educational rationale and specific courses to be taken, must be submitted to the department for approval before registering as a joint major. Advisory: Many graduate architecture schools expect applicants to have taken calculus, physics, and a survey of modern architecture.

Joint major, Architectural Studies/ Environmental Studies "Architecture and the Environment" (15 courses): ENVS 0112, ENVS 0211, ENVS 0215, and GEOG 0320, all to be taken before the end of junior year; two ES Cognate Courses (both science courses with labs, listed under Environmental Studies); HARC 0100; HARC 0231; HARC 0130; HARC 0330 (or a pre-approved substitute); one elective course in the
history of art or architecture, selected in consultation with the student's architectural studies adviser; ENVS 0401, HARC 0730, HARC 0731 and HARC 0732 (methods and theories in architectural design, senior architectural design research and senior thesis architectural studio). Advisory: Many graduate architecture schools expect applicants to have taken calculus, physics, and a survey of modern architecture.

**Minor, Architectural Studies Emphasis:** no minor is offered.

**Honors:** Cumulative departmental average (including senior work) of at least 3.1. Categories of honors: 3.1-3.4, honors; 3.5-3.6, high honors; 3.7-4.0, highest honors.

**Please note:** Courses offered by other departments and programs may, by prior departmental approval, be used to satisfy elective requirements, including, but not limited to, RELI 0185 Art and the Bible, AMST 0244 Knickerbocker New York, AMST 0245 American Landscape 1825-1865, and AMST 0408 American Art in Context: The Art and Life of Winslow Homer.

**HARC 0100 Monuments and Ideas in Western Art (Fall 2010, Spring 2011)**

This course is an introduction to the study of Western art history through an investigation of selected art works, considered individually and in broader contexts. The course chronicles the evolution in painting, sculpture, and architecture of the western world. It is designed for those who wish to build a broad acquaintance with the major works and ideas of Western art in their historical settings and to develop tools for understanding these works of art as aesthetic objects and bearers of meaning for the societies, groups, or individuals that produced them. Registration priority will be given to first and second year students. 2 hrs. Lect./1 hr. disc. ART, EUR, HIS

**HARC 0102 Monuments and Ideas/Asian Art (Fall 2010)**

Monuments and Ideas in Asian Art*

This course is an introduction to the study of Asian art history through an investigation of selected art works, considered individually and in broader contexts. This course chronicles the evolution in painting, sculpture, and architecture, and other media of Asia. It is designed for those who wish to build a broad acquaintance with the major works and ideas of Asian art in their historical settings and to develop tools for understanding these works of art as aesthetic objects and bearers of meaning for the societies, group, or individuals that produced them. Registration priority given to first and second year students. AAL, ART, CMP, HIS

**HARC 0130 Introduction to Architectural Design (Fall 2010, Winter 2011, Spring 2011)**

**Fall 2010**

**Introduction to Architectural Design**

This is a studio course that introduces its members to the values and methods used in the practice of architecture, landscape architecture, and environmental art. A daily journal and intensive group and individual work within the studio space are requirements. This course demands an exceptionally high commitment of time and energy. The course's goals are to use the process of design to gain insight regarding individual and community value systems, and to provide basic experience in the design professions. It is recommended for anyone wishing to improve his or her appreciation for the built environment. Students should anticipate that substantial additional time will be required in the studio in addition to the scheduled class time. Open to juniors and seniors by waiver. 6 hrs. ART
HARC 0200 Renaissance Architecture (Spring 2011)

A selective survey of Italian architecture from the inception of the great dome in Florence to the completion of that at St. Peter’s in Rome. In this course we will examine the works of major 15th and 16th century masters (Brunelleschi, Alberti, Bramante, Michelangelo, Palladio), conceptual approaches (perspective, classicism, neo-platonism, mannerism), and centers (Florence, Milan, Rome, Venice) to understand their potency for their time and as models for architectural production ever since. 3 hrs. lect. ART, EUR, HIS

HARC 0202 Modern Art (Fall 2010)

This course will survey the major movements and artists in the history of modern art in Europe and the United States, from Impressionism to the postwar period. We will focus on the development of style, aesthetic concerns, and social contexts. Topics will include individual artists, such as Picasso and Matisse, as well as the development of styles, such as Abstract Expressionism and Pop Art. 2 hrs. lect., 1 hr. disc. ART, EUR

HARC 0205 Painting and Sculpture of Nineteenth-Century Europe (Spring 2011)

During the 19th century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780s until the Universal Exposition of 1900, we will consider 19th century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate. 3 hrs. lect. ART, EUR, HIS

HARC 0214 Northern Renaissance Art: The Rhetoric of the Real (Spring 2011)

This course will provide students with an overview of art objects created in a variety of media in Northern Europe between the 15th and 16th centuries. We will analyze the changing uses of art in cultures where people defined themselves and the depths of their piety in relation to their material wealth and social standing. During the last few weeks of the semester, the class will look at the emergence of genre painting and the representation of peasant life. We will consider how these phenomena were tied to the histories and careers of individual artists and their workshops. General questions will include: How does the convincing representation of "reality" make for a persuasive image? What are the benefits of fusing secular and religious subject matter? Is it valid to speak of a new artistic self-awareness? 3 hrs. lect. ART, EUR, HIS

HARC 0216 The Power of the Image in the Middle Ages (Fall 2010)

We live in a society saturated with images, but in the medieval period the average person encountered pictures only within a limited range of contexts. In this course we will examine architecture, sculpture, illuminated manuscripts, and luxury artworks of the fifth through the 15th centuries in Europe and will consider the significances these works held for their original viewers. Key topics include: the image in Christian devotion, the role of the luxury arts in royal propaganda, the use of the image to crystallize stereotypes, and the status of the female figure as embodiment of positive and negative forces. 3 hrs. lect. ART, EUR, HIS
HARC 0218 History of Photography (Fall 2010)

This course will consider the history of photography as a medium from its inception in 1839 to the present. We will focus on technological advances in photography, aesthetic developments, and the evolution of acceptance of photography as an art form. We will examine the use of photography in different genres, such as landscape, portraiture, and documentation. To illustrate our study, we will rely on examples of photographs available in the Middlebury College Museum of Art. 2 hrs. lect./1 hr. disc. ART, NOR

HARC 0220 The Art of the City (Spring 2011)

A study of humanity's most complex and critical physical monument, from ancient agoras to edge cities. City form in general (historical and ideal) and great cities, urban environments, and city designers in particular will be surveyed from antiquity to the present in an investigation of changing purposes, elements, and organization. 3 hrs. lect. ART, HIS

HARC 0221 Greek Art and Archaeology (Spring 2011)

This course explores the artistic expression in architecture, urbanism, sculpture, and painting in the ancient Greek world (Greece, Sicily, southern Italy, and western Turkey). The chronological range spans from the late Neolithic period and the Aegean Bronze Age (with its Cycladic, Minoan, and Mycenaean civilizations) to the formative archaic period, the classical moment during the age of Perikles, and the cosmopolitan Hellenistic age, ending with the advent of Imperial Rome in 31 BC. Special emphasis will be placed on how Greek art production related to developments in politics, history, literature, and science. 3 hrs. lect. ART, EUR, HIS

HARC 0222 Chinese Art and Culture (Fall 2010)

In this course, we will explore the history of art in China from the Neolithic to the contemporary world. Major themes will include the evolution of, and challenges to, "Chinese" culture; the function of art and culture in state power; religious art and architecture; landscape as cultural expression; and art and society in 20th and 21st century China. Through these and other topics, we will explore questions surrounding the creation and reception of art, and art as touchstone in identity formation. Discussion of primary sources, including objects in the College's museum and library collections, will be a major component of the course. 3 hrs lect./disc. AAL, ART, HIS

HARC 0225 Topics in East Asian Architecture (Spring 2011)

In this course we will survey the architecture of East Asia through a series of comparative case studies, placing particular emphasis upon the function of architecture within major cultural movements, as well as its role in the definition and spread of culture. Major topics will include religious, vernacular, and state architecture; landscape architecture; urbanism; representations of architecture and architectural space; architectural design and construction; and early modern, colonial, modern, and contemporary architecture. Through these topics, we will explore what may be learned through architecture about social, cultural, and political history, contemporary life, and the human experience. 3 hrs. lect. AAL, ART, CMP, HIS

HARC 0227 Poetry, Piety and Power: Indian Painting 1200-Present (Fall 2010)
This course considers the history, context, style, and significance of a broad spectrum of Indian painting traditions. We will look closely at Jaina and Hindu religious illustrations, the evocative courtly and religious imagery from the Rajput and other regional kingdoms, the extraordinarily refined and naturalistic Mughal imagery, the influence of colonialism, and the development of modern and contemporary works. 3 hrs. lect. AAL, ART, HIS

HARC 0230 Modern Architecture (Fall 2010)

In this course we will survey the major stylistic developments, new building types, and new technologies that have shaped European and American architecture since the late 18th century. Students will learn about the work of major architects as well as key architectural theories and debates. Special emphasis will be placed on the social contexts in which buildings are designed and used. 2 hrs. Lect./1 hr. disc. ART, HIS

HARC 0231 Architecture and the Environment (Fall 2010)

Architecture has a dynamic relationship with the natural and cultural environments in which it operates. As a cultural phenomenon it impacts the physical landscape and uses natural resources while it also frames human interaction, harbors community, and organizes much of public life. We will investigate those relationships and explore strategies to optimize them, in order to seek out environmentally responsive architectural solutions. Topics to be covered include: analysis of a building's site as both natural and cultural contexts, passive and active energy systems, principles of sustainable construction, and environmental impact. Our lab will allow us to study on site, "off-the-grid" dwellings, hay-bale houses, passive solar constructions and alternative communities, meet with "green" designers, architects, and builders, and do hands-on projects. 3 hrs. lect./3 hrs. lab. ART

HARC 0232 American Architecture and Urbanism Since 1945 (Spring 2011)

This course surveys the major changes in America’s built environment in the years since 1945. Students will learn about the work of leading postwar American architects as well as the developers and policy-makers whose decisions shaped the American landscape in an era of affluence and change. Major themes include the impact of European modernism on American architecture and urbanism, the evolution of new residential and commercial typologies, suburbanization, and the decline and redevelopment of the central city. ART, HIS, NOR

HARC 0234 Ancient Roman City: Pompeii and Beyond (Fall 2010)

The ancient Classical city reached its highest expression during the Roman Empire, when monumental public and private buildings created an elaborate stage for the enactment of civic life. In this course we will study the layout and architecture of Roman cities, 200 BCE - 500 CE, including the form and function of numerous building types. We will discuss political, religious, commercial, and private institutions, and analyze their influence on the built environment. We will focus on influential emperors such as Augustus, Hadrian, and Constantine, and on links between ancient and modern urbanism. Sites of study will include Pompeii, Rome, Ostia, Leptis Magna, Antioch, and Constantinople. 3 hrs. lect. ART, EUR, HIS
HARC 0260 Art Since 1960 (Spring 2011)

In this course we will survey the major developments of contemporary artistic practice in both America and Europe, with occasional looks to both Asia and Latin America. We will explore debates in traditional media, as well as the emergence of conceptual and linguistic paradigms, video and film, land art, installation and institutional critique, appropriation, and the current Biennial culture. In addition to a focus on formal concerns, students will also discuss broader debates active in various spheres of postwar art. Readings will include artist statements, critical and historical texts, as well as important theoretical material. 3 hrs. lect.

ART

HARC 0262 Alfred Stieglitz and the Camera Work Era (Spring 2011)

In 1902, Alfred Stieglitz published the first issue of the magazine Camera Work, a landmark in the history of photography. Featuring hand-pulled photogravures, articles about pictorialist aesthetics, and reviews of books and exhibitions, the journal was, in Stieglitz's words, "the best and most sumptuous of photographic publications." Over the last two decades, the Middlebury College Museum of Art has amassed a fine collection of original photogravures from Camera Work. In this course, we will curate an exhibition of these photographs, placing them in the context of pictorialism and modernism in early 20th century American art and culture. ART, CW, NOR

HARC 0263 Solar Decathlon 2011: Discipline Coordination & Professional Practice (Fall 2010)

The Department of Energy (DOE) sponsored Solar Decathlon is a competition to design and construct a solar-powered house. Middlebury College was recently selected to participate in the 2011 challenge. The objective of this studio course is to develop the schematic design for the approved project in accordance with the deliverables and deadlines set forth by the DOE. The main components of this course will include: architectural and construction detailing; structural engineering and coordination; mechanical, electrical, plumbing, and fire protection engineering and coordination; landscape design; building code analysis and compliance; physical model construction; and building information modeling, 3D Studio Max computer modeling. Students in this course will work in partnership with students in the pre-construction management course. (This course may be accepted as an elective for the Architectural and the Environment focus in the Environmental Studies major with permission of the focus advisor; this course serves as a substitute for HARC 0231. Approval required; please contact Andrea Murray prior to registration).

HARC 0300 Colloquium in Art History (Fall 2010, Spring 2011)

Fall 2010

Colloquium in Art History: Medieval Reliquaries in Context
In this seminar we will explore the meanings and uses of medieval reliquaries and other types of liturgical art. Students will gain an understanding of the historical and theoretical concerns surrounding the cult of relics, the cult of saints and the cult of the dead. In the interest of building a familiarity with the dynamic historiography of this sub-field of medieval art history, our investigations of these art objects and the collections to which they belonged will include critical engagements with the scholarship devoted to them.
Topics covered will include: the meanings of shaped and body-part reliquaries, the role of gender and the significance of precious materials and materiality. Strongly recommended for history of art and architecture majors in their sophomore year. Preference will be given to history of art majors.

**Spring 2011**

Colloquium in Art History: Art and Texts
From antiquity through the 19th-century, most art in the Western tradition was derived from identifiable literary sources. Invention was calibrated by how well and with how much originality a visual artist depicted a scene from a textual source. In this course we will closely examine artistic interpretations of passages from the Old and New Testaments, The Apocrypha, the devotional literature of the 13th and 14th-centuries, The Iliad of Homer, and the Metamorphoses of Ovid. We will conclude with a case of parallelism, rather than direct influence: Zola's novel Nana and representations of prostitution in 19th-century Paris. 3 hr. lect.

HARC 0330 Intermediate Architectural Design (Fall 2010)
This studio course emphasizes the thought and method of architectural design. Members of this studio will be involved in developing their insights towards cultural value systems and their expression in the environments they create. Participants work primarily in the studio space and rely heavily on individual instruction and group review of their work. The course provides a foundation for more advanced study in the areas of architecture, landscape architecture, and other fields related to the design of the built environment, and an opportunity to work with the Cameron Visiting Architect. An introduction to computer aided drawing is integrated into this course. (ART 0159, HARC 0130) 3 hrs. lect./3 hrs. lab

HARC 0332 The American Home (Spring 2011)
American residences are significant artifacts, shaping and reflecting the lives of their occupants. In this course we will explore the history and design of the American home, looking at environments as varied as apartment buildings, tract houses, bungalows, and row houses. We will consider the style, typology, and cultural significance of American homes, as well as the social, cultural, and economic factors that influenced them. We will pay particular attention to the way that gender, race, and class shaped the design and experience of residential space. ART, HIS, NOR

HARC 0334 The Chinese Landscape (Fall 2010)
In this course we will explore the cultural, imaginative, and physical construction of the landscape throughout Chinese history, with a particular interest in gardens and their analogues. We will consider landscapes as expressions of identity and conceptions of the natural and the human. Topics will include gardens and landscape as social, economic, religious, political, poetic, and metaphysical space; landscape architecture and design; cultural landscapes, nature as garden; and landscape as historical artifact and evidence. We will explore the landscape through critical readings, paintings, prints, maps, film, and the land itself. (Approval required; One course in Architectural Studies, History of Art and Architecture, Environmental Studies, or East Asian Studies recommended.) 3 hrs. sem. AAL, ART

HARC 0337 Art, Culture, and Society in Ming China (Spring 2011)
In this course we will explore China during the Great Ming (1368-1644), a period of remarkable transformation on all levels of society. Through discussions of visual and material culture, patterns of social life, and political and economic developments, we will consider topics such as the evolution of painting and the emergence of a historiographical art; printing, communication, and regionalism; landscape, from agricultural land to gardens; travel, famous sites, and collective memory; commerce, consumerism, and anxieties of class; war, the Ming-Qing transition, and dynastic memory; and others. Readings will draw from art history, history, and cultural geography, as well as from primary sources. 3 hrs. lect. AAL, ART, HIS

HARC 0345 American Modernism: Four Masters (Spring 2011)

In this course we will examine the art and lives of four masters of American modernism: Ansel Adams, Georgia O'Keeffe, Man Ray, and Joseph Cornell. While Adams and O'Keeffe projected nationalist and environmental themes in their work, Man Ray and Cornell offered a European-based Surrealist approach. Through examining these artists and the interconnections between them, we will consider photography, painting, sculpture, and film in the context of American modernist art. Questions to be considered include: what makes art modern? What is the role of national identity? How do artists work in a variety of media? What makes these artists important? 3 hrs. lect. ART, HIS, NOR

HARC 0360 Art, Community, Dissent (Fall 2010)

In this seminar we will focus on artistic reactions to both social and political events. We will explore responses to wars past and present, the AIDS crisis, and various themes associated with globalization. Concurrent with discussions of artistic praxis, we will think through the idea of community and the relevance of recent theoretical debates surrounding the term to current art making. Class meetings will focus on a particular thematic issue, case studies of artists or exhibitions, or on a foundational critical text. Readings will draw from critical venues like Artforum and October as well as from historical and theoretical sources. 3 hrs. Sem ART

HARC 0409 Art Museums: Theory and Practice (Spring 2011)

American museums are more complex places than simple collections of objects on display. This course provides an intensive introduction to that world. Participants are made aware of the history of the art museum and its role in American life. The overall orientation of the course is with practical problems and the diverse nature of museum issues. Topics include: politics and censorship, patronage, collections, ethics, conservation, connoisseurship, installation design, and the art market. Students work on the development of an exhibit for the Museum. The course will have a seminar format with an emphasis on discussion, research papers, and field trips. 3 hrs. sem.

HARC 0510 Advanced Studies (Fall 2010, Winter 2011, Spring 2011)

Supervised independent work in art history. (Approval Required)
Supervised independent work in architectural analysis and design. (Approval Required)

HARC 0540 Supervised Independent Work in Museum Studies (Fall 2010, Spring 2011)
This course is a complement to the Museum Assistants Program consisting of a one-time project on a museum topic undertaken in conjunction with continuing participation in MAP. Students will be advised by the Curator of Education of the Art Museum and by a member of the Department of the History of Art and Architecture, and will produce a paper or curate a public presentation. (Approval required; HARC 0100 or 0102, an upper level course in the area of the proposed project, one year of previous participation in MAP, a proposal approved during the preceding term. Priority will be given to HARC majors.)

HARC 0700 Methods and Theories in the History of Art (Fall 2010)
This seminar is designed for art history majors and is required of them. We will endeavor to reach a critical understanding of the range of methodologies employed in art historical research and writing, thereby preparing students to undertake their senior thesis work. 3 hrs. sem.

HARC 0710 Senior Thesis, Supervised Research (Winter 2011)
This course is a continuation of HARC 0700 which provides a framework for intensive research for the senior thesis in the history of art. We will work as a small community of scholars on the research process, meeting regularly to discuss the refinement of topics, methodologies of research, and thesis construction, as well as the actual process of writing and editing. During the third week of the course, we will observe art history in action by traveling to a major center for art and architecture, to visit museums, auction houses, galleries, and other institutions that gainfully employ art historians. The culmination of the course will be a thesis symposium at the end of winter term, when students present the fruits of their research to the faculty and the larger community. (HARC 0700) WTR

HARC 0711 Sr Thesis: History of Art (Spring 2011)
Senior Thesis: History of Art *
This course is a continuation of HARC 0710 which consists of ongoing, supervised independent research with an advisor, plus the organizing, writing, and presenting the thesis, which will be due on a Friday, two weeks before the end of classes. (HARC 0700, HARC 0710)

HARC 0730 Methods & Theories/Arch Design (Fall 2010)
Architectural design might be described as a critical and creative form of problem solving. In this course, students will examine the various ways in which architects have conceptualized and responded to fundamental
architectural problems involving form, technology, and society. Students will be encouraged to think critically about the kinds of problems that design can address; compare various methodological and theoretical approaches; and identify the issues, methods, and theories that interest them the most in their own work. This course is required of seniors in the Architectural Studies track and designed to prepare them for the senior design project. (HARC 0130 and HARC 0330, or an approved substitute course in studio design for the latter) Note: Students may be enrolled in HARC 0330 and HARC 0730 concurrently.

**HARC 0731 Senior Architectural Design Research (Winter 2011)**

This studio course constitutes the first part of the two-term senior design project in Architectural Studies. It is devoted to the study, acquisition, and development of tools of architectural design analysis and research. These tools are then applied to generate a thorough understanding of a variety of contexts, including the natural and cultural environments. The course culminates in the formulation of individual building programs and initial concept developments of the senior architectural design projects, presented in both written and graphic formats. The course includes a field trip to a major center for art and architecture, to experience the professional world of architecture in action. (Approval required) WTR

**HARC 0732 Senior Architectural Design (Spring 2011)**

This studio course constitutes the second part of the two-term senior design work in Architectural Studies. Building upon the experience gained with architectural analysis the previous semester, students individually develop their thesis projects in architectural design. Students also engage in intense peer review and work with visiting design critics. This studio course culminates in a project portfolio consisting of written and graphic formats describing all aspects of the completed design, and with a public presentation of the projects. 6 hrs. sem. (HARC 0731)

**HARC 1004 Collecting Contemporary Photography (Winter 2011)**

The students in this course will participate in the selection of contemporary photography, film, and video art for the Middlebury College Museum of Art. We will engage in ongoing independent research, make PowerPoint presentations on numerous artists, post our research on a class website, and evaluate works under consideration, explaining the basis for their recommendations. The selection process involves readings, interviews of artists and dealers, and collaboration on class and public presentations. In conjunction with the course work there will be a required class trip to New York museums and galleries. (Approval required; please contact the instructor via email, donadio@middlebury.edu). ART, WTR

**HARC 1011 Story Telling: Architectural Representation and Presentation (Winter 2011)**

A successful architectural project requires the successful communication of that project. In the studio setting, projects exist only through their representation. In this course we will learn successful representational and communication techniques used by architects as a basis for understanding how to communicate design ideas. Students will investigate and use traditional and emerging techniques for presentation, continually communicating all ideas and discoveries visually. Students will then undertake the design of a pavilion on the Middlebury campus, focusing on the effective visual and oral communication of their solution. (HARC 0130
or by waiver) **ART, WTR**
Interdepartmental Courses

INTD 0100 A World of Mathematics (Fall 2010)

How long will oil last? What is the fairest voting system? How can we harvest food and other resources sustainably? To explore such real-world questions we will study a variety of mathematical ideas and methods, including modeling, logical analysis, discrete dynamical systems, and elementary statistics. This is an alternative first mathematics course for students not pursuing the calculus sequence in their first semester. The only prerequisite is an interest in exploring contemporary issues using the mathematics that lies within those issues. (This course is not open to students who have had a prior course in calculus or statistics.) 3 hrs lect./Disc.

INTD 0263 Solar Decathlon 2011: Discipline Coordination & Professional Practice (Fall 2010)

The Department of Energy (DOE) sponsored Solar Decathlon is a competition to design and construct a solar-powered house. Middlebury College was recently selected to participate in the 2011 challenge. The objective of this studio course is to develop the schematic design for the approved project in accordance with the deliverables and deadlines set forth by the DOE. The main components of this course will include: architectural and construction detailing; structural engineering and coordination; mechanical, electrical, plumbing, and fire protection engineering and coordination; landscape design; building code analysis and compliance; physical model construction; and building information modeling, 3D Studio Max computer modeling. Students in this course will work in partnership with students in the pre-construction management course. (This course may be accepted as an elective for the Architectural and the Environment focus in the Environmental Studies major with permission of the focus advisor; this course serves as a substitute for HARC 0231. Approval required; please contact Andrea Murray prior to registration).

INTD 0264 Solar Decathlon 2011: Pre-Construction Management (Fall 2010)

The Department of Energy (DOE) sponsored Solar Decathlon is a competition to design and construct a solar-powered house. Middlebury College was recently selected to participate in the 2011 challenge. The objective of this studio course is to develop the schematic design for the approved project in accordance with the deliverables and deadlines set forth by the DOE. The main components of this course will include: project cost estimating; preliminary construction scheduling (designing for critical path, travel, assembly, and dis-assembly); health and safety plan development; and forestry management (harvesting and milling timer frame). Students in this course will work in partnership with students in the discipline coordination and professional practice course. (This course may be accepted as an elective for the Architectural and the Environment focus in the Environmental Studies major with permission of the focus advisor. Approval required; please contact Andrea Murray prior to registration).

INTD 0265 Solar Decathlon 2011: Construction Documentation (Winter 2011)

The Department of Energy (DOE) and National Research Energy Laboratory (NREL) sponsored Solar Decathlon is a competition to design and construct a solar-powered house. Middlebury College was recently
selected to participate in the 2011 challenge. The objective of this studio course is to develop the construction
documentation for the approved project in accordance with the deliverables and deadlines set forth by the
DOE and NREL. The main components of this course will include: architectural and construction detailing;
building code analysis and compliance; building permitting; physical model construction; 3D computer
modeling; construction specifications; and structural coordination. Students are expected to continue with
INTD 0266 in the spring semester after successfully completing INTD 0265. (Approval required; please
contact Andrea Murray prior to registration; this course will be held in the Harris Farmhouse.) WTR

INTD 0266 Solar Decathlon 2011: Construction
Documentation (Spring 2011)

This course is a continuation of INTD 0265. In addition to the tasks described for INTD 0265, students in this
class will spend time on fundraising and outreach efforts. Students will also document and monitor start-up
construction activities, which will begin midway through the semester. Preference will be given, but not
restricted, to students who have taken INTD 0265. (Approval required; please contact Andrea Murray prior to
registration)

INTD 0267 Solar Decathlon 2011: Pre-Construction
Management (Spring 2011)

This course is a continuation of INTD 0264. This course will focus on the construction scheduling, buy-out
and start-up construction efforts for the Solar Decathlon house. Yes, students will be swinging hammers and
getting dirty. In addition, students will be monitoring the project budget and purchasing products and
materials for implementing the project. Preference will be given, but not restricted, to students who have taken
INTD 0265. (Approval required; please contact Andrea Murray prior to registration).

INTD 0500 Solar Decathlon Independent Study (Fall 2010)

Approval Required

INTD 1041 Persuasive Legal Writing (Winter 2011)

In this intensive reading and writing course, students will practice writing persuasive arguments while
analyzing contemporary legal issues. Readings will include state and/or federal court opinions governing the
selected issues. Classroom discussion will focus on discussion of the readings and on the mechanics of clear
and persuasive writing. Students will work together extensively, editing and revising one another's work, both
in and out of class. Students will write (and rewrite) three papers, each written from a different perspective
(e.g., prosecutor, plaintiff, or defendant). Students will also acquire a basic understanding of the way disputes
are resolved within the U.S. legal system. CW, WTR

INTD 1043 Making Babies in a Brave New World (Winter
2011)

In this course we will examine the fundamentals of human reproduction and its modern reproductive
intervention strategies. As rapid discoveries in medical technologies have allowed us to push the limits of the
human body, questions remain as to whether we should pursue, permit, or regulate such advances. We will
explore scientific, societal, legal, ethical, and individual issues surrounding the control of fertility and infertility, fetal life, birth, and the neonatal period. Through critical review of the literature, class discussion, and writing assignments, students will acquire an understanding of key topics in reproductive medicine. (This course is not open to students who have taken FYSE 1232) SOC, WTR

**INTD 1059 Exploring Tolkien's Middle-Earth (Winter 2011)**

In a long letter to his publisher describing his Middle-earth writings, J.R.R. Tolkien once wrote, “I had a mind to make a body of more or less connected legend, ranging from the large and cosmogonic, to the level of romantic fair-story—the larger founded on the lesser in contact with the earth, the lesser drawing splendour from the vast backclothes.” In this course we will explore how Tolkien achieved this, looking at the ideas and relationships running between his romantic fairy-story (*The Hobbit*), his heroic romance (*The Lord of the Rings*), and his cosmogonic myth (*The Silmarillion*). LIT, WTR

**INTD 1069 Ceramics: Design & History (Winter 2011)**

Pottery has long been recognized as both a useful and expressive medium. Nature, the human figure, and architecture have inspired ceramists both past and present, however potters continually face the challenge of successfully combining form, function, and aesthetics. In this course we will study the techniques of making pottery concurrently with ceramic history to develop ideas for forms and design. Students will learn and practice the fundamentals of wheel throwing, hand building, decorating, glazing, and firing with the goal of practicing new work based on historical study. This hands on course will be held in the College’s ceramic studio, and each student will be assessed a fee of $150 to cover the costs of materials and firings. (This course will be held in Adirondack House 75.) ART, WTR

**INTD 1074 Midd CORE (Winter 2011)**

Take MIDD CORE and become fluent in the processes of creativity, opportunity, risk, and entrepreneurship as they apply to careers and to building and sustaining business and social organizations. Your teachers, all successful executives and entrepreneurs, will help you develop analytical, public speaking, writing, networking and negotiating skills through hands-on interactive, experiential and collaborative sessions. The work will prepare you for internships in businesses and social organizations reserved for MiddCORE alumni. The only prerequisite is a thirst for knowledge and personal growth. (Pass/Fail) WTR

**INTD 1089 Middlebury Entrepreneurs (Winter 2011)**

Do you have a great idea for a new business or product? Ever wonder how to get started? This is the place to get your start. This student-led course is designed to foster entrepreneurship within the Middlebury College community. Through a series of assignments, class discussion, and lectures from experienced local professionals you will be introduced to valuable resources that will form a strong platform for launching your business. The only prerequisite is demonstrating a commitment to pursuing a genuine idea for a business or social organization you would like to found and see through to completion. (Approval required; Credit/No Credit) WTR

**INTD 1090 Excelling at Oral Presentations: History & Practice (Winter 2011)**
Effective public speaking is not just a practical skill; it is also one of the oldest of the liberal arts disciplines, extending back to Plato and Aristotle. In this course we will begin by studying classical rhetoric, the research and arrangement of ideas, style and memorization, and oral delivery of those ideas. We will then learn how to organize presentations and hone public speaking skills, as well as how others have done so in the past. We will also learn how to select content, structure a presentation from beginning to end, and connect with the audience. Students will be exposed to methods commonly used by audiences in the evaluation of oral presentations. Participants in this class will have an opportunity to practice oral presentations with the benefit of video as a feedback tool.

**INTD 1091 Social Identity and Institutions of Higher Education (Winter 2011)**

College campuses are unique environments that carry the capacity to forge dynamic contemporary change while also sustaining long-standing traditions and legacies. This course offers an opportunity for students to expand their understanding of intergroup relations operating within institutions of higher education, and to broaden their perspectives regarding many of the social influences guiding our daily interactions as members of a learning community. As the dean of Wonnacott Commons, and an alumnus, the instructor of this course has a particular insight and interest in leading the class to consider many of the social dynamics that influence and characterize the undergraduate experience in the new millennium. Course readings will cover social-psychological theories dealing with concepts of social identity and intergroup relations, as well as historical perspectives related to the unique culture of institutions of higher education. Each student will conduct a research study on a topic of their choosing relating to the present day culture of Middlebury College.

**INTD 1094 Introduction to Public Health Policy (Winter 2011)**

While medicine is concerned with the health of individuals, public health is about the well-being of entire communities. In this course we will discuss the philosophical, economic, and political drivers of domestic and international public health policy, as well as gain an introduction to the quantitative tools used in the field. Current events and examples in the media, as well as classic case studies, will provide the basis for discussions and readings. Specific public health topics include immunizations, access to medical care, environmental racism, risk perception, and bioterrorism. Quantitative tools include basic economics principles, decision science, and epidemiology.

**INTD 1101 World of Winston Churchill (Winter 2011)**

In this course we will examine the making of the modern world through the life of Winston Churchill, one of the architects of Post-WWII Europe and the contemporary Middle East. As a parliamentarian, champion of the British Empire, war-time leader, international negotiator, and unparalleled orator, Churchill’s impact is extraordinary. Major course themes will include British parliamentary life, colonial empire, World War I, state formation in the Middle East, the rise of Nazism, World War II, the United Nations, and the early Cold War. Course materials will include historical and political analysis, as well as Churchill’s speeches and film screenings.

**INTD 1102 Hospice and End-of-Life Care (Winter 2011)**

In this course we will explore psychological, sociological, and cultural experiences involving death, learn about the modern hospice movement, palliative care, community services for patients, spirituality and dying,
as well as after-death rituals and grief issues. Guest presenters will include members of the local hospice team (nurses, social worker, chaplain, volunteer coordinator), local palliative care physicians, and specialists in bereavement and dementia. We will examine variables that impact the end of life and ways to create a meaningful dying experience. Each student will select a specific interest to explore in depth. This course will include all the elements required to become a certified hospice volunteer for those wishing to work with hospice patients in the community. SOC, WTR

**INTD 1103 An Introduction to Korean Language, Literature, and Film (Winter 2011)**

This course begins with an overview of the Korean language, followed by readings of literary works from the last three centuries (in translation), and concludes with a venture into Korean cinema. In the first week we will look at the history and characteristics of Korean, and we will practice using the alphabet and Romanization for course-related names and titles. Next we will engage with key themes in Korean literature through close readings and discussions of selected texts. Finally, we will examine the more modern faces of South Korea through a viewing and discussion of selected films. (ISEA majors may count this course as one course on East Asia towards the general regional requirement.) AAL, WTR

**INTD 1104 Photographing Frost (Winter 2011)**

Whose woods these are... Robert Frost’s poems explore the winter landscape in narratives of human interaction with the land. To understand Frost’s winter imagery, we will interpret his written work through the medium of photography. Using shooting locations such as the Frost Trail and Cabin, as well as the local terrain, we will consider the meaning of Frost’s art through creative involvement with the landscape that inspired him. In addition to making photographs, we will read, discuss, and write about selected Frost poems with the goal of producing a self-published book of our essays and photographs. (Students will need to have access to a camera.) ART, WTR

**INTD 1105 Adventure Writing & Digital Storytelling (Winter 2011)**

In this class we will explore the adventure narrative in the digital age. Equipped with laptop, camera, audio recorder, and/or video camera--the tools of today's investigative journalists--students will undertake their own adventure in the Middlebury area (anything from ice-fishing on Lake Champlain to snowmobiling with members of VAST), then sharpen their skills as writers, focusing on setting, character, history and narrative thread. We will read books such as Robyn Davidson's *Tracks* and Peter Matthiessen's *The Snow Leopard*, essays (Tim Cahill, Annie Proulx), and blogs, and write in the adventure-travel genre, incorporating interviews, photos, audio and/or video files in the final writing project. (Students will need to have access to a laptop and a camera.) (Approval required; please complete an application form available on the following website: [http://www.middlebury.edu/academics/enam/resources/forms](http://www.middlebury.edu/academics/enam/resources/forms) LIT, WTR

**INTD 1106 Chinese Painting (Winter 2011)**

This hands-on course will foster an appreciation and understanding of the aesthetics of Chinese painting and calligraphy. Participants will gain a broad knowledge of Chinese art, as well as the basic skills for further practice. Students will use gradations of black ink and some limited color, using the brush on rice paper. Participants will learn how to draw the "Four Gentlemen" series, which stands for the four seasons of the year:
plum blossom, mountain orchid, bamboo, and chrysanthemum; and learn how to draw mountains, trees, and water in Chinese landscape painting. We will also cover the use of the seal and Chinese mounting. No prerequisites; no prior background in art required. AAL, ART, WTR

**INTD 1107 Maritime and Historical Archaeology (Winter 2011)**

In this course we will focus on the growth and development of Maritime and Historical Archaeology as academic disciplines in the United States since the 1950s. Using a multidisciplinary framework, we will examine different methods and theories for interpreting 16th-18th century terrestrial sites and historic shipwrecks. Case studies will include Colonial town sites, Spanish treasure galleons, Revolutionary War shipwrecks, and Lake Champlain military sites. The objective of the course is to examine the relationship between cultural material remains and the written record, using both field archaeology and documentary history. WTR

**INTD 1108 Design It/Read It (Winter 2011)**

In an increasingly visual world understanding the constructions intertwining image and text are an essential skill. Graphic design explicitly engages these structures, and in this course we will explore its history and practice through the design of a class cookbook. The cookbook format offers a variety of challenges for the beginning designer in its uses of direction, narrative, and illustration. The history and theory of book design will be central to the course. Putting this history into practice, the class will decide on a cookbook format, and students will individually design pages of the collective effort. By termâ€™s end we will have a print-ready project, and in printing the book we will explore the varied mechanics of actual book production. ART, WTR

**INTD 1109 Emerging Infectious Diseases (Winter 2011)**

Did you ever wonder why you need the influenza vaccine every year? Why does society worry so much about MRSA? How can a tick bite lead to paralysis? Why shouldn't you drink the water in Otter Creek? In this course we will examine the most interesting and novel infectious diseases currently plaguing the world. We will first review the principles underlying the pathogenesis of infectious agents and then apply them to better understand how these diseases spread through human populations and cause damage. Influenza (including H1N1), Ebola, MRSA, Lyme disease, and schistosomiasis will serve as examples of virulence and microbial ingenuity. SCI, WTR

**INTD 1110 Dostoevsky, Turgenev, Chernyshevsky: The Intersection of Russian Politics and Literature (Winter 2011)**

For centuries, Russia has confounded Western observers who have sought to impose order and logic on a country that appeared impervious to both. In this course we will read three texts from the all-important 1860s, the decade in which so many of Russia’s most complex problems were first articulated, with an eye toward better understanding post-Soviet political identity â€” Dostoevsky’s *Crime and Punishment*, Turgenev’s *Fathers and Sons*, and Chernyshevsky’s *What Is to Be Done?* Discussions will focus on movements and themes central to all three novels, including Nihilism, historicism, the superfluous man and the Nietzschean superman. EUR, LIT, SOC, WTR
INTD 1112 The Death Penalty in the United States, in Theory and Practice (Winter 2011)

In this course we will explore one of the most controversial topics in our criminal justice system from both theoretical and practical perspectives, discussing arguments for and against the death penalty, reviewing case law, examining trial transcripts and other media, and conducting a mock trial in which the students act as teams of lawyers handling a capital sentencing. The first two weeks of the course will focus on the theory and history of capital punishment; the second two weeks will focus on capital punishment in practice, with students seeing how sentencing trials really work and participating in one. NOR, SOC, WTR

INTD 1113 Introduction to Painting (Winter 2011)

In this studio course, students will explore the basic concepts and techniques of painting. We will develop a working familiarity with materials as we investigate color mixing and theory, observation, composition, and abstraction. Students will work in oils and collage on a range of projects inside and outside the studio, including still life, portraiture, and landscape. The course is open to students with limited painting experience and emphasizes the range of possibilities for expression and experimentation within the medium. Each student will be required to purchase materials costing approximately $75. ART, WTR

INTD 1114 Human Health and the Environment (Winter 2011)

A 2008 study showed that infant umbilical cords contained more than 200 toxic industrial chemicals. Where do these chemicals come from? How do they enter our bodies? Do they have adverse effects on our health? In this course we will discuss these contemporary, and often controversial, issues in environmental health, focusing on how today's environmental issues directly affect our lives. The objective of the course is to help students acquire the information and understanding they need to participate in the decision-making processes that will influence health and environmental quality in the decades ahead. SCI, WTR

INTN 1052 Coaching and Issues in Sports (Winter 2011)

In this team-taught course we will examine coaching and its impact on students from elementary school through the college level. Students will develop a portfolio that will include coaching philosophy, sport psychology, physiology, and sport pedagogy. Each student will learn teaching techniques for his or her sport or sports of interest. Several guest speakers will lead discussions on current issues happening in the world of sports. Outside reading with response papers, in class participation, and a final portfolio will determine the grade. (Open to Seniors only). WTR
International Politics & Economics

(1) Courses in Political Science: PSCI 0103, PSCI 0109, PSCI 0304 (PSCI 0304 must be taken at Middlebury College) and three electives in comparative politics or international relations (PSCI 0235 may also count as an elective). At least one elective should concern the region of interest (i.e. a region corresponding to a student's language study), and at least one should be a senior seminar in comparative politics or international relations.

(2) Courses in Economics: For the class of 2011 and after, the six required economics courses are: ECON 0150, ECON 0155, ECON 0250, plus ECON 0340 and two electives with an international orientation. One elective should be a 0400 level senior seminar and one elective should concern the region of interest (a region corresponding to the students' language study). At least four economics courses meeting the major requirements must be taken at Middlebury, including the 0400-level course.

(3) Senior seminar on international political economy: At least one of the two required senior seminars must be concerned with "international political economy" and chosen from a list identified by the two participating departments.

(4) Language Study: Students in international politics and economics must achieve the language department's standard of linguistic competence before going abroad.

(5) Term or Year Abroad: Under normal circumstances, this will be completed at one of the Middlebury schools abroad.

Beginning with the class of 2013, IP&E majors must fulfill the College's senior work requirement by completing a research tutorial and independent research project.

Winter term courses do not count towards the major.

International Students: The requirement to spend a term or year abroad may be waived for international students.

At a minimum, majors should complete PSCI 0103, PSCI 0109, ECON 0150, ECON 0155, and ECON 0250 before going abroad for a semester. Students who will be abroad for a full year should also complete PSCI 0304 before leaving Middlebury, complete two additional economics courses.

Because of the complex and interdisciplinary nature of the international politics and economics major, IPE students are strongly advised not to pursue an additional major. In addition, IPE majors may not minor in either economics or political science and may not major or minor in their primary language of focus.

Honors: In addition to their 12 required courses, students can choose to write a senior thesis. To launch a thesis project, students must obtain a thesis advisor in both political science and economics, and submit to their advisors a thesis prospectus for formal approval. To identify suitable thesis topics, it is highly recommended that IPE thesis candidates begin consulting with the potential advisors during their junior year. For details, deadlines and a timetable, see http://www.middlebury.edu/academics/ipe/requirements/thesis

The determination of honors, high honors, and highest honors is based on (1) the level of the grade achieved on the thesis; and (2) the level of the average grade received in Middlebury College courses. Honors candidates must have an IPE course average of 3.3 and a thesis grade of B+ to attain honors; an IPE course average of at least 3.5 and a thesis grade of A- or higher to attain high honors; and an IPE course average of at least 3.7 and a thesis grade of A to attain highest honors. Note: Thesis grades do not count in the calculation of the GPA for honors, and a thesis cannot be pursued as a fifth course during any of the three semesters.
IPEC 0500 Independent Project (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)

IPEC 0700 Senior Thesis (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)
International Studies

Courses and Requirements: All students who major in international studies share elements at the beginning and the end of their college careers, with a core course and a senior program. Students also have a wide variety of choices within the international studies curriculum. They must specialize in one of the seven programs that make up the major: African studies, East Asian studies, European studies, Latin American studies, Middle East studies, Russian and East European studies, and South Asian studies. In addition, students must specialize in one of the traditional liberal arts disciplines, achieve proficiency in one of the languages Middlebury teaches, and study abroad, preferably for a year but at least for one semester. Because of the complex and interdisciplinary nature of the international studies major, students pursuing it are strongly advised not to have an additional major. Any course counted for the IS major may not be counted for any other major or minor. Moreover, there is no double-counting within the IS major between a discipline, a language, and the region. In addition, IS majors may not minor in their disciplinary specialization or their primary language of focus. A minimum of 13 courses must be taken in the IS major in order to graduate. The minimum requirements for the major in international studies are as follows:

The International Studies Core: Students are required to take INTL 0101 as their sole core course requirement, and are expected to take this course before study abroad.

Language Study: Students must become proficient in one of the languages that Middlebury teaches. Individual language departments determine what level of study constitutes proficiency, and students are expected to do advanced work in the language that they study. All majors must take at least one advanced course in the language of study upon returning from abroad and are encouraged to take more than one advanced course.

Regional Specialization: This requirement consists of three courses with content exclusively or primarily on the region, in at least two different disciplines other than the language of study and the disciplinary specialization. For a list of courses that fulfill this requirement go to: http://www.middlebury.edu/academics/is/wizard. For students in East Asian studies who elect to learn the Japanese language: three courses on East Asia [two courses with content exclusively or primarily on Japan and one on China or East Asia], in at least two different disciplines. For those students who elect to learn the Chinese language: three courses on East Asia [two courses with content exclusively or primarily on China and one on Japan or East Asia], in at least two different disciplines. Students who have native or near-native proficiency in one language and achieve proficiency in the other may choose a regional specialization in either China or Japan.

Disciplinary Specialization: Students must take at least five courses within a single discipline among the following list: economics, film and media culture, geography, history, history of art and architecture, literature/civilization, philosophy, political science, religion, and sociology/anthropology (see "Disciplinary Specializations by Department" below). Within a student's disciplinary specialization, at least one of the courses must be an upper-level course, and at least two of the courses should have substantial content on the geographical area of specialization. Where possible, such regional courses should be taken on the Middlebury campus, and IS majors should take at least two of their disciplinary courses before going abroad.

Study Abroad: Students must study abroad for at least one semester (and preferably for a year) on a Middlebury-approved study abroad program in their region of focus. Study abroad must be in the language of study at Middlebury. Students must receive the approval of the relevant departments and/or, as appropriate, the program director to receive major credit for courses taken abroad.

Senior Program: The IS senior program consists of (1) A senior international studies seminar that is thematic, team-taught, interdisciplinary, or cross-regional* (see seminar courses under International Studies Courses below) (*For class of 2013, this senior seminar will become a tutorial capped at 8 students and will allow students to pursue an independent research project on their region with a cross-disciplinary perspective. This tutorial will serve as a capstone experience for students majoring in IS), and (2) an upper-level course, preferably two, in the language of emphasis that will be taken after returning from abroad. The language departments will determine which courses can be taken to fulfill this requirement, in consultation with the
program director. Students may also elect to write an honors thesis (INTL 070X, two semesters) during their senior year. Students writing a thesis may choose to waive the IS seminar requirement. Students are eligible to write a senior honors thesis if they have a 3.5 GPA* or better in all courses that count for the major. The writing of a thesis is required to graduate with honors. Thesis guidelines and procedures are sent to seniors in the fall of their senior year and are available from the program director.

**Honors:** Honors are awarded to students with a GPA* of 3.5 and a thesis grade of B+, high honors to students with a GPA of 3.7 and a thesis grade of A- or A, and highest honors to students with a GPA of 3.8 and a thesis grade of A.

* The International Studies GPA is calculated on the basis of those courses that satisfy or could potentially satisfy the requirements for the major.

Note: Thesis grades do not count in the calculation of the GPA for honors.

**Winter Term Course:** A winter term course taken at Middlebury may count towards the regional and/or disciplinary requirements only with the approval of the track director. Students wishing to count a winter term course must provide the track director with a copy of the course syllabus. No more than one winter term course may count towards the program requirements.

**Area Specializations**

**African Studies**
The International Studies Committee considers proposals from individual students who have specific plans to complete all the requirements for the international studies major, incorporating courses on Africa as their area studies focus. Students may consider this alternative if they can commit themselves to study a language offered at Middlebury to the advanced level, and to study the appropriate indigenous African language to a level of reasonable competence. Students whose proposals are accepted will be monitored by Middlebury faculty associated with African studies, in consultation with the director of the international studies major. Students interested in African studies should contact the African studies director.

**East Asian Studies**
*Language/Culture:* Satisfactory completion of advanced work in either Chinese or Japanese. The Chinese and Japanese departments will specify which courses fulfill this requirement.

A student who already has native or near-native proficiency in Japanese must fulfill the language requirements for Chinese. A student who already has native or near-native proficiency in Chinese must fulfill the language requirements for Japanese.

*Regional Specialization:* see Courses and Requirements above

*Disciplinary Specialization:* see "Disciplinary Specializations by Department" below

*Study Abroad:* see Courses and Requirements above

*Senior Program:* see Courses and Requirements above

**European Studies**
*Language and Culture:* Language competency; satisfactory completion of at least one advanced course taught in the language of emphasis (French, German, Italian, or Spanish). Individual language departments will specify which courses fulfill this requirement.

*Regional Specialization:* see Courses and Requirements above

*Disciplinary Specialization:* see "Disciplinary Specializations by Department" below

*Study Abroad:* see Courses and Requirements above

*Senior Program:* see Courses and Requirements above

**Latin American Studies**
*Language/Culture:* Language competency; satisfactory completion of advanced work in Spanish or Portuguese as determined by the department of Spanish and Portuguese.

*Regional Specialization:* see Courses and Requirements above
Disciplinary Specialization: see "Disciplinary Specializations by Department" below
Study Abroad: see Courses and Requirements above
Senior Program: see Courses and Requirements above

Middle East Studies
Language/Culture: Successful completion of three years of Arabic or Modern Hebrew (or the equivalent as determined by the Arabic or Hebrew program). Students who choose Modern Hebrew must be willing to pursue language study beyond Middlebury, if the Colleges Hebrew program is not able to offer a full range of advanced courses.
Regional Specialization: see Courses and Requirements above
Disciplinary Specialization: see "Disciplinary Specializations by Department" below
Study Abroad: see Courses and Requirements above
Senior Program: see Courses and Requirements above

Russian and East European Studies
Language/Culture: Language competency: satisfactory completion of at least second- and preferably third-level Russian or the Russian School equivalent.
Regional Specialization: see Courses and Requirements above
Disciplinary Specialization: see "Disciplinary Specializations by Department" below
Study Abroad: see Courses and Requirements above
Senior Program: see Courses and Requirements above

South Asian Studies
The International Studies Committee considers proposals from individual students who have specific plans to complete all the requirements for the international studies major, incorporating courses on South Asia as their area studies focus and developing a disciplinary specialization. Students may consider this alternative if they commit to the following language and study-abroad requirements: completing an intensive summer South Asian language course prior to studying abroad; completing at least one semester or preferably one year of academic study through an approved study-abroad program; undertaking intensive language instruction while studying abroad; and incorporating language into their academic work upon their return to Middlebury, either through an independent study, a Senior thesis, or research in a seminar. Students whose proposals are accepted will be monitored by Middlebury faculty associated with South Asian studies, in consultation with the director of the international studies major. Students interested in South Asian studies should contact the South Asian studies director.

Disciplinary Specializations by Department

Disciplinary requirements are listed below. Students are required to take two courses within their disciplinary specialization that have substantial content in their region of focus. If these regional courses cannot be taken at Middlebury, students may take them while abroad. Area program directors will determine which courses fulfill this regional requirement in consultation with individual departments.

Economics: ECON 0150, ECON 0155, ECON 0250, ECON 0340, and two departmental electives with an international focus at the 0200-, 0300- or 0400-levels. One of them must be a 400-level course.

Film and Media Culture: Three required courses - FMMC 0101, FMMC 0102, FMMC 0104 - plus three additional courses that are listed or cross-listed as FMMC. At least one of the three electives must be at the 0300 or 0400-level, and at least one must be international in focus (preferably should have substantial content on the geographical area of specialization). Students wishing to do a senior project will be required to follow the relevant guidelines and prerequisites listed on the FMMC website.

Geography: GEOG 0100, GEOG 0206 or GEOG 0207 or GEOG 0210 or GEOG 0211, GEOG 0214 or GEOG 0215, GEOG 0220 or GEOG 0223, GEOG 0310 or GEOG 0320 or GEOG 0339, one seminar at the
History: A 0100-level course and five other courses, including a 0400-level reading seminar normally taken in the senior year. The reading seminar and at least two other courses should be within the regional focus, and at least one course should be outside the regional focus. With the permission of the history department chair, up to two of these courses can be taken abroad.

History of Art and Architecture: HARC 0100 (Monuments and Ideas in Western Art); HARC 0102 (Monuments and Ideas in Asian Art) or another course in non-Western art history; and four additional courses in the history of art or architecture distributed among several historical periods or traditions. Students who elect to write an honors thesis must take HARC 0100 (Monuments and Ideas in Western Art); HARC 0102 (Monuments and Ideas in Asian Art) or another course in non-Western art history; three additional courses in the history of art or architecture distributed among several historical periods or traditions; and HARC 0700 in the fall of their senior year. In addition, they must write their two-semester thesis under the auspices of History of Art and Architecture: HARC 0710 (winter); and ISEA 0704, ISEU 0702, ISLA 0703, ISRU 0701, or ISSA 0705 (spring).

Literature and Culture:
Chinese: Any five of the following: CHNS 0219, CHNS 0220, CHNS/HARC 0206, CHNS/FMMC 0250, CHNS 0270, CHNS 0325, CHNS 0330, CHNS 0370, CHNS/LITS 0360, CHNS 0412, CHNS 0475 (one literature course taken during study abroad may be counted toward this requirement).
French: Two courses from FREN 0210, FREN 0221, and FREN 0230; three at the advanced level (taken at Middlebury or in Paris); plus one or more courses at the 0300 or 0400-level upon return from Paris.
German: Any five courses at the 0300 level, up to four of which may be taken at Mainz, plus GRMN 0700 or a course at the 0400 level.
Italian: In addition to language proficiency, four 0300-level courses, including ITAL 0355 or its equivalent in Florence or Ferrara, plus one 0400-level seminar.
Japanese: In addition to language courses, five courses on literature, film, or culture offered by the Department of Japanese Studies.
Portuguese: In addition to PGSE 0202 or its equivalent, four upper level courses on literature or culture taken at Middlebury or in Brazil, and PGSE 0500 during the senior year.
Russian: RUSS 0151, RUSS 0152, three others (taken either at Middlebury or in Russia), and RUSS 0704.
Spanish: Six courses at the 0300 level or above, including SPAN 0300, at least one literature course in the area of interest, at least one culture course in the area of interest, and one 0400-level seminar during the senior year.

Philosophy: PHIL 0150 or 0151; PHIL 0180; one course in history of philosophy (PHIL 0201, PHIL/CLAS 0175, or PHIL 0250); one 0400-level seminar to be taken in the last three semesters; and one course from each of the following areas: (1) ethics and social and political philosophy (ESP); (2) epistemology, language, metaphysics, mind and science (ELMMS).
Political Science: PSCI 0103 or PSCI 0109; one course from PSCI 0101, PSCI 0102, PSCI 0104, PSCI 0107; four other courses from either the comparative politics or international relations and foreign policy categories, including one 0400-level seminar taken at Middlebury College in Vermont. INTL seminars co-taught by PSCI faculty cannot substitute for 0400-level PSCI seminars, but will count towards the six required courses in political science. In addition, it is highly recommended that INTL thesis candidates enroll in PSCI 0368 or PSCI 0347 before their senior year.
Religion: Six courses on religious traditions with a major presence in the region of study, at least two of which must be at the 0300-level. Two of the courses may treat the religious traditions of the region as practiced in other parts of the world. Senior projects do not count toward the six courses, unless the student enrolls in a senior IS seminar.
Sociology/Anthropology: SOAN 0103, SOAN 0105, SOAN 0301 or SOAN 0302, SOAN 0305 or SOAN 0306, plus two other Sociology/Anthropology electives.
INTL 0101 Introduction to International Studies (Fall 2010)

This is the core course of the International Studies major. It is an introduction to key international issues and problems that will likely feature prominently in their courses at Middlebury and study abroad. Issues covered will differ from year to year, but they may include war, globalization, immigration, racism, imperialism, nationalism, world organizations, non-governmental organizations, the European Union, the rise of East Asia, politics and society in Latin America, and anti-Americanism. 3 hrs. lect./disc. CMP

INTL 0251 Identity and Conflict in South Asia (Spring 2011)

In this course we will examine political development and conflict in South Asia through the concept of identity. South Asians take on a variety of identities -- ethnic, religious, linguistic, caste, national, etc. These identities often form the basis of political mobilization and both inter- and intrastate conflict. We will study the general concept of identity, including how identities are constructed and used, and then specific manifestations in South Asia. We will also examine the question of whether these identities were constructed during colonial or post-colonial times, or have an earlier basis. AAL, SOC

INTL 0343 Contemporary Israel: State and Society (Fall 2010)

In this course we will examine Israeli society in a period of rapid and profound transformation. Following an introductory unit, our topics will include the rise and decline of Ashkenazi hegemony; recent waves of immigration and the advent of multiculturalism; struggles over the role of religion in society; the changing character of core institutions; the Palestinian-Israeli conflict; civil rights and the democratic character of the state. Course materials will include books, articles, and films. This course is equivalent to SOAN 0343. Occasional evening screenings. 3 hrs. lect./scr. AAL, SOC

INTL 0380 Global Challenges of the 21st Century (Winter 2011)

In this course we will begin by studying theories of social and political change, and then we will analyze the systematic causes of poverty and environmental degradation around the world. We will then study prospective solutions, focusing on the role of selective members of global civil society, including social entrepreneurs, in achieving these solutions. Over the course of the semester, each student will prepare a comprehensive analysis on how to tackle and overcome a specific global challenge. Readings will include Gregg Mortenson’s Stones into Schools and David Bornstein's How to Change the World: Social Entrepreneurs and the Power of New Ideas. (ENVS 0211 or PSCI 0214) SOC

INTL 0436 Terrorism (Fall 2010)

Terrorism, the act of violent resistance against real or perceived oppression, has taken on new dimensions in an age dominated by mass media and technology. Can we make reliable distinctions between terrorism, anarchism, guerrilla warfare and random mass murder? What are the political, social, and cultural conditions that favor terrorism? What makes an individual a terrorist? How have governments coped with terrorist movements? What is "state terrorism"? Looking at terrorist movements across the globe, as well as the historical evolution of terrorism, this course will examine explanations for this disintegrative phenomenon given by social scientists, historians, writers, and filmmakers. Students interested in the possibility of
receiving German credit for this course should contact Michael Geisler. This course is equivalent to GEOG 0436. 3 hrs. sem.

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INTL 0442 Jihad vs. McWorld (Fall 2010)

In the new millennium, we may all be part of a global market economy, but can we live in a global market society? This seminar examines two major forces shaping the world today. One is McWorld, a homogenizing global trend resulting from modern technology, communications, and an increasingly interdependent capitalist world economy. The other is Jihad, a resurgence of ethnic politics, fundamentalist religious movements, and the politics of identity. We will analyze the origins, development, and interaction of these two seemingly contradictory trends through case studies from a variety of disciplinary perspectives. This course is equivalent to PSCI 0404. (Approval required) 3 hrs. sem.

INTL 0478 Global Cities of the United States (Spring 2011)

In this seminar we will engage the study of New York, Chicago, and Los Angeles as "global cities." We will explore each as a site of networks that link populations in the United States to people, things, media, money, and ideas beyond the borders of the nation-state. The principal themes and issues covered during the semester will include the formation of transnational communities, flows of labor and capital, cultural production, and religious responses to diaspora. Our interdisciplinary approach to these topics will require students to use methods and theories from both the social sciences and the humanities. CMP, SOC

INTL 0479 Pacific Century: Chinese-American Relations 1898-2008 (Spring 2011)

In this course we will examine Chinese-American relations from the Boxer Uprising through the Beijing Olympics. We will explore the multi-dimensional nature of the bond between these two nations, looking at socio-economic, political, and cultural elements of their "special relationship." Course themes will include westward empire and the scramble for territory in China; the formation and mutation of American orientalism; and ways in which Chinese politicians and intellectuals have strategically mobilized with and against the expansion of U.S. power in the Pacific. Texts will include scholarly monographs, Hollywood films, and writings by figures such as Soong May-ling, Mao Zedong, and W.E.B DuBois. AAL, CMP, HIS

INTL 0481 Memory Matters: National Identity in Contemporary Germany and Italy (Spring 2011)

In the course we will explore the crucial role of memory in the formation of national identity, and focus on the troubled remembrance of the Nazi period in Germany and the Fascist period in Italy. Using primary sources in their original language, students will study the ways in which the memory of this difficult past decisively informs contemporary national identity. Topics will include commemorative sites, national symbols, autobiographical memory, traumatic memory, and trans-generational memory. Classes will alternate between a plenary English session and discussions in either German or Italian. This course is equivalent to ITAL 0481 and GRMN 0481. 3 hrs. sem./disc. EUR, LNG
INTL 0500 East Asian Studies Independent Project (Fall 2010, Winter 2011, Spring 2011)  
(Approval Required)

INTL 0501 Latin American Studies Independent Project (Fall 2010, Winter 2011, Spring 2011)  
(Approval Required)

INTL 0502 Middle East Studies Independent Project (Fall 2010, Winter 2011, Spring 2011)  
(Approval Required) Winter Term

INTL 0503 African Studies Independent Project (Fall 2010, Winter 2011, Spring 2011)  
(Approval Required)

INTL 0504 South Asian Studies Independent Project (Fall 2010, Winter 2011, Spring 2011)  
(Approval Required)

INTL 0505 European Studies Independent Project (Fall 2010, Winter 2011, Spring 2011)  
(Approval Required)

INTL 0700 Senior Thesis (Fall 2010)  
(Approval Required)

INTL 0701 Russian and East European Studies Senior Thesis (Fall 2010, Winter 2011, Spring 2011)  
(Approval Required)

INTL 0702 European Studies Senior Thesis (Fall 2010, Winter 2011, Spring 2011)
INTL 0703 Latin American Studies Senior Thesis (Fall 2010, Winter 2011, Spring 2011)

INTL 0704 Latin American Studies Senior Thesis (Fall 2010, Winter 2011, Spring 2011)

INTL 0705 African Studies Senior Thesis (Fall 2010, Winter 2011, Spring 2011)

INTL 0706 African Studies Senior Thesis (Fall 2010, Winter 2011, Spring 2011)

INTL 0707 South Asian Studies Senior Thesis (Fall 2010, Winter 2011, Spring 2011)

INTL 1002 Elementary Sanskrit and Ancient India (Winter 2011)

In this course we will combine an introduction to the Sanskrit language with study of ancient India. Students will learn the structure of Sanskrit and basic grammar and will read simple texts that will be used to illustrate aspects of ancient Indian culture and history. Students will begin work in transliteration (Roman script), but students will move quickly to traditional devanagari script. The place of Sanskrit in historical/comparative linguistics will also be discussed. AAL, HIS, LNG, WTR

INTL 1070 Introduction to Swahili and East African Culture (Winter 2011)

This course introduces students to Swahili, the lingua franca of East Africa. Students will acquire a foundation for speaking, reading, and writing Swahili, and will learn how to use it appropriately in East African culture. The use of English in the classroom will be kept to a minimum after the first meeting. Students will also be introduced to the geography, history, politics, and lifestyles of East Africa. This course is particularly useful
for students who intend to do study abroad programs or tourism in East Africa because its linguistic and cross-cultural training will give them the resources to maximize such an experience. AAL, LNG, WTR
Our programs offer students the opportunity to achieve high competence in written and spoken Italian, in understanding Italian literature and culture, and in applying this linguistic, literary, and cultural knowledge to the study of other disciplines. During the academic year our program emphasizes the study of literature and culture in the context of language acquisition. The other integral components of Italian at Middlebury are the Italian School (summer on the Middlebury College campus), and the C. V. Starr-Middlebury College School in Italy (junior year or semester), where students can take courses in our magnificent Sede in Florence (in the Renaissance Palazzo Giugni) as well as at the University of Florence, or can direct-enroll in our programs at the University of Ferrara or the University of Rome (for students who prefer immersion into the Italian university system). These rich programs encourage students to deepen and broaden their study of Italian literature, cinema, history, art history, political science, and many other disciplines. During the academic year in Middlebury, all four levels of courses in Italian are available every semester, and--for qualified students--faculty members are also available to direct independent research projects (ITAL 0550) as well as senior honors research (ITAL 0755).

**MAJOR PROGRAMS?**

**For a Major in Italian:** For a full or double major in Italian, students must complete eleven credits beyond ITAL 0250, including senior work (two courses at the 0400 level). (Please note: ITAL 0101, 0102, 0103, and 0250 do not count for the major). Majors are normally expected to study a year at the C.V. Starr-Middlebury College School in Italy (Florence), or at the University of Ferrara or University of Rome, and must take an Italian literature course each semester, including one on medieval and/or Renaissance literature in the spring. With careful advance planning, a student can complete a major with one semester in Italy and courses at the Italian School in the summer. No more than seven of nine credits from Florence or Ferrara are applicable to the major (three out of four, or four out of five credits for each semester).

**Joint Major in Italian:** For the joint major in Italian, students complete seven credits beginning with ITAL 0251, including two courses at the 0400 level. Students must also complete a joint project credited in either of the two disciplines, as well as fulfill the requirements in the second discipline. Students are normally expected to complete one semester at either the C.V. Starr-Middlebury College School in Florence, the university of Ferrara, or the university of Rome. No more than three of four credits or four of five credits per semester from coursework in Italy are applicable to the Italian part of the major. ITAL 0355 must be completed upon return by students who opt for the fall semester in Italy; spring semester students must complete the equivalent of 0355 in Italy.

International Studies Major with Italian (European Studies Track): Along with other required courses and senior work as described in the International Studies major section, the Italian language component of an International Studies major requires completion of the following: 1) Italian courses required for study in Italy (see below); 2) one semester, and preferably a full year, at the C.V. Starr-Middlebury College School in Florence, the University of Ferrara, or the University of Rome; 3) ITAL 0355 (or its equivalent in the summer school or in Italy); 4) at least one 0400-level course in Italian upon return from Italy. Regional specialization requirements for the International Studies major may include ITAL 0290-level courses (in English) as well as 300-level courses taught at Middlebury or in Italy.

**Minor in Italian:** The Italian minor consists of six courses: ITAL 0251, ITAL 0252, (or two courses counted from ITAL 3251-3252-3253 in the Italian Summer School) and four 0300-level courses, including ITAL 0355, or its equivalent in Florence, Ferrara, or Rome. Students entering the program with a standing beyond the ITAL 0252-level are required to take at least one 0400-level course as part of the Italian minor. All courses at the 0300-level can be completed during the academic year at Middlebury, at the Italian School, or at one of the affiliated Middlebury programs in Italy (Florence, Ferrara, or Rome).
FULFILLING THE MIDDLEBURY COLLEGE WRITING REQUIREMENT

All Italian majors, joint majors, minors, and International Studies majors with literature and culture focus in Italian are strongly encouraged to fulfill their college writing requirement by enrolling in LITP 0101 Introduction to World Literature.

REQUIREMENTS FOR JUNIOR YEAR/SEMESTER ABROAD

The Italian language proficiency requirements for participation in study abroad in Italy can be completed with any combination of courses at the Middlebury campus (summer or academic year) that culminates with the successful completion of ITAL 0252 during the academic year or ITAL 3253 at the Summer School. Students must also have an overall academic average of at least B-, an average of B in Italian (or additional course work), and be enrolled in an Italian course the semester before departure. Because of the demanding and intensive nature of our programs in Middlebury, and because of the difficulty of finding equivalent programs in the United States or in Italy, we do not accept alternative programs for the fulfillment of study abroad requirements.

C.V. STARR-MIDDLEBURY SCHOOL IN ITALY - FLORENCE

Students may study for a semester or for a full year in Italy. Fall and spring term students enroll for language, literature, and civilization courses in September and January. For examples of recent courses, please refer to the course database: http://www.middlebury.edu/international/sa/cid

Students studying in Florence are also expected to enroll in at least one elective course at the Universit degli Studi di Firenze. Subject areas generally offered there include archaeology, philology, Italian literature, linguistics, international relations, political science, comparative politics, sociology, history, art history, and history of economics.

C.V. STARR-MIDDLEBURY SCHOOL IN ITALY - Ferrara/Rome

Students who apply to the programs at the University of Ferrara or the University of Rome must contact the department chair to discuss their plans. Important: All students studying at the University of Ferrara or the University of Rome must take a literature course each semester, in consultation with the department chair, preferably including a survey or monographic course on medieval or Renaissance Italian literature. Subject areas often offered include Italian literature, comparative literature, history, linguistics, philosophy, geography, art history, architecture, theater history, sociology, and international economics as well as other disciplines.

ITAL 0101 Intensive Beginning Italian (Fall 2010)

This course is an introduction to the Italian language that provides a foundation in both spoken and written Italian. Focus on the spoken language encourages rapid mastery of the basic structures and vocabulary of contemporary Italian. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Conversation and drill are stimulated and fostered through active reference to popular Italian music, authentic props, and slides of Italian everyday life and culture. Students are required to participate in the Italian table. 6 hrs. disc./perf.; 2 hrs. screen

ITAL 0102 Intensive Beginning Italian II (Winter 2011)

This course is a continuation of ITAL 0101, and emphasizes spoken and written Italian and the mastery of more complex grammatical structures and vocabulary. Students continue to work with conversation partners, but will also incorporate more specific cultural references in oral presentations and in written assignments. Students attend the Italian table and mandatory film screenings. (ITAL 0101 or equivalent) 8 hrs. disc./perf.; 2 hrs. screen. WTR
ITAL 0103 Intensive Beginning Italian III (Spring 2011)

This course emphasizes increased control and proficiency in the language through audiovisual, conversational, and drill methods. Italian life and culture continue to be revealed through the use of realia. Short reading selections on contemporary Italy and discussions enlarge the student's view of Italian life and culture. Students continue to participate in the Italian table. (ITAL 0102 or equivalent) 6 hrs. disc./perf.; 2 hrs. screen. LNG

ITAL 0123 Accelerated Beginning Italian (Spring 2011)

This course is an intensive introduction to the Italian language that condenses the material normally covered in ITAL 0101 and 0102. We will focus on the spoken language and encourage rapid mastery of the basic structures and vocabulary. Conversation and drill will be stimulated and fostered through active reference to popular Italian culture, film, and music. We will meet 5 times a week including two 75-minutes meetings and an additional drill session. After completing this course students will be fully prepared for second-year Italian. 6 hr lect./disc./1.5 hr drill LNG

ITAL 0250 Intermediate Italian (Fall 2010)

A glimpse into Italian daily life will provide the context for reviewing grammar, for engaging conversation, and for writing. In exploring facets of Italian life such as regional differences, school, the family, attitudes towards politics, and food--among others--we will formulate valuable cross-cultural comparisons. Discussion, debate, and role-playing will help us generate and practice different forms of discourse that we will use for our increasingly more sophisticated ideas expressed in increasingly more complex grammatical structures. (ITAL 0102 or equivalent). Discussion/performance. 3 hrs. lect./disc./screen EUR, LNG

ITAL 0251 An Introduction to Contemporary Italy (Winter 2011)

Intended for students at the intermediate level, this course will afford the opportunity to expand conversation, writing, and reading skills while consolidating knowledge of the more difficult points of grammar. The contextual focus of the course is contemporary Italian culture, including contemporary history and politics, the economy, the division between North and South, immigration from developing countries, environmental issues, and popular music, among others. Italian films, music, and articles from newspapers and news magazines will enhance and complete the learning experience. (ITAL 0250, waiver, or equivalent) EUR, LNG, SOC, WTR

ITAL 0252 Italian Culture II: From the Sixties to the Present Day (Spring 2011)

To deepen the historical knowledge gained in ITAL 0251, we will discuss and analyze modern and contemporary Italian literature of various genres, as well as essays, art, and film. In the context of reading, critical viewing, textual analysis, and discussion, we will continue to develop both historical and linguistic competence. Discussion and the writing process, along with selected exercises, will continue to refine grammatical competence. (ITAL 0251) 3 hrs. lect./disc. LIT, LNG
ITAL 0290 Dante (in English) (Spring 2011)

An introduction to Dante's major literary works, La Vita Nuova (The New Life) and the Divine Comedy. Close readings of the text will seek to give students an appreciation of Dante's place in world literature. Dante's masterpieces will also be discussed in a historical and philosophical perspective, and supplementary readings will acquaint the reader with the medieval view of life and literature. EUR, LIT

ITAL 0299 Literary Feasts: Representations of Food in Modern Narrative (in English) (Spring 2011)

This course will consider food and eating practices within specific cultural and historical contexts. We will analyze realistic, symbolic, religious, erotic, and political functions surrounding the preparation and consumption of food. Readings will be drawn from several national traditions, with a focus on Europe. Authors will include, among others, I. Dinesen, L. Esquivel, J. Harris, E. Hemingway, T. Lampedusa, P. Levi, C. Petrini, M. Pollan, E. Vittorini, and B. Yoshimoto. Viewing of several films where food and eating play an important role will supplement class discussion. 3 hrs. lect./disc. EUR, LIT

ITAL 0354 Epoche della letteratura italiana I: introduzione al periodo moderno (Fall 2010)

This course acquaints students with the major 19th and 20th century works and movements and develops the students' linguistic, critical, and analytical skills. The readings will introduce literary genres within a chronological framework. Special emphasis will be placed on the skill of writing in Italian. (ITAL 0252 or equivalent) 3hrs. lecture/discussion; 2 hrs. screen. EUR, LIT

ITAL 0401 History of the Italian Language (Fall 2010)

In this course we shall trace the development of the Italian language as it is reflected in written documents from the country's various regions and historical periods. Our main discussion topics will include the linguistic fragmentation of Italy, the emergence of regional literary traditions, the debates concerning the national language, and the complex linguistic practices of modern Italian society. The course will give the students an historical perspective on the Italian grammar, expose them to the basics of philological analysis, survey a wide variety of texts, and, ultimately, promote a deeper understanding and appreciation for the richness and diversity of Italy's linguistic and literary heritage. (ITAL 0355 or equivalent) 3 hrs disc. EUR, LNG

ITAL 0481 Memory Matters: National Identity in Contemporary Germany and Italy (Spring 2011)

In the course we will explore the crucial role of memory in the formation of national identity, and focus on the troubled remembrance of the Nazi period in Germany and the Fascist period in Italy. Using primary sources in their original language, students will study the ways in which the memory of this difficult past decisively informs contemporary national identity. Topics will include commemorative sites, national symbols, autobiographical memory, traumatic memory, and trans-generational memory. Classes will alternate between a plenary English session and discussions in either German or Italian. This course is equivalent to INTL 0481 and GRMN 0481. 3 hrs. sem./disc. EUR, LNG
ITAL 0490 Dante in Italian (Spring 2011)

This course concentrates on a close reading of the whole of *Dante's Inferno*. Students will learn about the historical and literary context of the work, read excerpts from the Purgatorio and the Paradiso, get acquainted with the long tradition of Dante commentaries, and contribute twice a week to an on-line discussion on the weekly readings. After two short papers that will analyze specific aspects of a canto, students will prepare as a final project a *Lectura Dantis*: a detailed analysis of a canto of the Inferno that will include critical material. (ITAL 0355 or equivalent) 3 hrs. disc. EUR, LIT

ITAL 0550 Independent Study (Fall 2010, Winter 2011, Spring 2011)

Italian faculty as a group will consider and approve requests by qualified juniors and seniors to engage in independent work. Students must submit a prospectus that includes a bibliography of no less than five sources. Interested students should contact members of the Italian faculty before the end of the preceding term to discuss their project and to see if they are available to direct the Independent Study. Students must submit a prospectus with the department chair by the end of the first week of classes for fall and spring term approvals, by the end the last week of fall semester for winter term approvals. Prior to submission, sufficient advance consultation with project directors is required. Junior students are strongly encouraged to consider independent study as preparation for senior honors thesis work.

ITAL 0755 Senior Honors (Winter 2011, Spring 2011)

As prerequisite, students must have an A- or above average in Italian courses and a B overall average to be considered for honors work. They may achieve honors through a one-credit thesis of 25 or more pages, whose work may extend over one or more semesters, or through a comprehensive exam. Italian faculty as a group will consider and approve requests by qualified juniors and seniors to engage in honors work.
Japanese

**Required for the Major:** Students are expected to achieve proficiency in Japanese at the advanced level, requiring the completion of JAPN 0402, or the equivalent of four years of language study. Students are strongly encouraged to begin the study of Japanese in their first academic year. Students who begin study of Japanese in the sophomore year must attend the summer Japanese School before study abroad in Japan. Students are strongly encouraged to spend the full junior year in Japan. Most students complete the equivalent of third- and fourth-year Japanese (JAPN 0301, 0302, 0401, 0402) during their junior year abroad.

**In addition to the completion of JAPN 0402 or equivalent, six culture courses on Japan are required.** At least two departmental culture courses must be taken before approval for study in Japan:
- JAPN/SOAN 0110 Current Social Issues in Japan
- JAPN/FMMC 0175 Japanese Animation
- JAPN 0190 The Tale of Genji
- JAPN 0198 Japanese Poetry
- JAPN 0215 Modern Japanese Fiction
- JAPN 0216 Contemporary Japanese Fiction
- JAPN/FMMC 0237 Japanese Film
- JAPN/WAGS 0245 Josei Undo: Women's Activism in Contemporary Japan
- JAPN/WAGS 0250 Gender in Japan
- JAPN/FMMC 0260 Kurosawa

Two of the six required culture courses may be cross-listed courses with significant content on Japan or culture courses taken in the junior year in Japan. Departmental approval is required.

**Honors:** Successful completion of JAPN 0475 and JAPN 0700 Senior Thesis with a grade of B+ or above are required for graduation with departmental honors. Departmental honors will be awarded according to the grade point average of courses taken in the department, in the summer Middlebury Japanese School, and in Japan. A grade point average of 3.3 in these courses is required for graduation with honors. A grade point average of 3.75 and a grade of A on the thesis are required for High Honors.

**Required for the Minor:** Courses required for the minor in Japanese are completion of language courses to the level of JAPN 0202, or the equivalent, and two additional courses offered by the Japanese Studies department in culture, literature, or film. Cross-listed courses may not count toward the Japanese minor.

**Middlebury's Summer Language School:** Intensive language courses are available each summer at Middlebury's Japanese School. During the nine-week session, students and faculty live in the same Japanese language dormitory, take their meals together, and communicate exclusively in Japanese, whether in the classroom or outside of class. For all students pursuing the study of Japanese language and culture, and especially prior to study abroad in Japan, a summer of concentrated study at the second-, third-, or fourth-year level in Middlebury's intensive Japanese School is strongly recommended. Students who are unable to begin the study of Japanese in their first year at Middlebury are strongly encouraged to begin or accelerate their study by taking a course in the intensive summer program.

**Study in Japan:** Majors in Japanese Studies are strongly encouraged to spend the junior year in Japan. The C.V. Starr-Middlebury School in Japan, located in Tokyo, offers intensive language courses and topics courses in Japanese. Students have residential options in dormitories or in home-stays arranged by the program.

**LANGUAGE TECHNOLOGY AND RESOURCES**
Japanese courses incorporate a variety of computer-driven teaching and learning strategies. Video and audio materials for first- and second-year levels are available on any computer, so that students can view and listen to authentic materials at any time in their dorm rooms or in labs. Japanese films, scripts, and anime in
advanced-language courses are also available on the Web to students enrolled in those courses. Many Japanese literature and culture offerings are Web-based multimedia courses. Instructors often make use of conferencing and other electronic tools to extend learning beyond regular class hours. The Middlebury College Library contains an extensive collection of works in English on most aspects of Japan; in addition, there are 1,700 works in Japanese, with special strengths in literature and linguistics.

**JAPN 0101 First-Year Japanese (Fall 2010)**

This course is an introduction to the modern Japanese language aimed at acquisition of the four basic skills speaking, listening comprehension, reading, and writing. The emphasis is on thorough mastery of the basic structures of Japanese through intensive oral-aural practice and extensive use of audiovisual materials. The two kana syllabaries and kanji (characters) will be introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition. 3 hrs. lect./3 hrs. drill LNG

**JAPN 0102 First-Year Japanese (Winter 2011)**

This course is a continuation of the fall term. (JAPN 0101 or equivalent) 3 hrs. daily LNG, WTR

**JAPN 0103 First-Year Japanese (Spring 2011)**

This course is a continuation of the fall and winter terms with the introduction of more advanced grammatical structures, vocabulary, and characters. The continuing emphasis of the beginning Japanese course will be upon acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese sociocultural context. (JAPN 0101, JAPN 0102) 3 hrs. lect./3 hrs. drill LNG

**JAPN 0110 Current Social Issues in Japan (Fall 2010)**

In this course we will use ethnography, fiction, and historical studies to examine some of the underlying themes of Japanese culture. Japan is a highly developed, post-industrial society renowned across the globe for economic success in the post-World War II period. What historical and social factors have shaped Japan’s contemporary culture, and how have interactions with other countries influenced Japanese society? We will study a number of different spheres of Japanese life including the family and the workplace to better understand contemporary society. We will pay special attention to Japan’s global position and its relationship to the United States. 3 hr. lect./disc. AAL, SOC

**JAPN 0201 Second-Year Japanese (Fall 2010)**

The goals of the intermediate course are to develop the ability to understand conversational Japanese at natural speed, to express oneself accurately and smoothly in various situations, to read nontechnical materials at reasonable speed with the use of the dictionary, and to express oneself in writing with relative ease. Understanding of Japanese culture will be broadened and deepened through mastery of the course materials. (JAPN 0103 or equivalent) 3 hrs. lect./3 hrs. drill LNG

**JAPN 0202 Second-Year Japanese (Spring 2011)**

This course is a continuation of JAPN 0201. (JAPN 0201 or equivalent) 3 hrs. lect./3 hrs. drill LNG
JAPN 0217 Contemporary Japanese Fiction: Haruki Murakami and His Generation (Spring 2011)

Contemporary Japanese literature is dominated by the work of Haruki Murakami and writers who have been influenced by him. We will examine Murakami’s work in detail, including *A Wild Sheep Chase*, *Wind-Up Bird Chronicle*, and *Kafka on the Shore*, and then look at the relationship between Murakami and other contemporary writers (Yoko Ogawa, Ryu Murakami, Natsuo Kirino). Murakami’s impact on the visual arts (Takashi Murakami and "Superflat") and the wider culture will also be examined. Students will gain a strong grounding in contemporary Japanese culture through the eyes of one of its most interesting and influential practitioners. AAL, LIT

JAPN 0228 Japanese Religions (Spring 2011)

We will begin our study of Japanese religions with the ancient mythology that forms the basis of Shinto (the way of the kami, or gods). We will then consider the introduction of Buddhism, Confucianism, and Daoism to Japan and examine how these traditions were accepted, absorbed, and adapted. We will also investigate Japanese reactions to Christianity in the 16th century and the appearance of "new" Japanese religions starting in the 19th century. Throughout, we will ask how and why Japanese have both adhered to tradition and been open to new religions. 3 hrs. lect./disc. AAL, PHL

JAPN 0230 Rethinking the Body in Contemporary Japan - In English (Fall 2010)

In this course we will examine attitudes toward and tensions related to the human body in Japan. Looking at art, music, style, and social issues we will examine the symbolic as well as material concerns of bodies in contemporary Japan. Religious, historical, martial, and aesthetic understandings of bodies will be addressed. We will analyze Japan's current attitudes toward organ transplantation, treatment of the deceased, plastic surgery, surrogacy, sex change surgery and other embodied practices. Readings will include *Twice Dead* and *Commodifying Bodies*. AAL, SOC

JAPN 0236 The History of Modern Japan (Fall 2010)

The social, intellectual, and institutional milestones in the evolution of Japan from about 1700 to the present. Topics include: the transmutation of bushido (the way of the warrior) and other Tokugawa values into modern forms, the emergence of nationalism, the road to Pearl Harbor, and the historical roots of the economic achievements of contemporary Japan. 3 hrs. lect./disc. AAL, HIS, SOC

JAPN 0237 Japanese Film (Spring 2011)

This course traces the history of Japanese film through the cinema of Kurosawa, Mizoguchi, Ozu, Oshima and other directors. We will focus on the golden age of the 1950s, the New Wave of the sixties, and films of the 1990s and 2000s. Films include *Rashomon*, *Seven Samurai*, and *Tokyo Story*, as well as influential works by current directors. 3 hrs. lect./disc. and screening AAL, ART
JAPN 0250 Gender in Japan (Spring 2011)

In this course we will examine changing ideas about gender and sexuality in Japan in the 10th through 20th centuries, with special attention to the modern period. Sources will include literary texts, films, and social/historical studies. We will discuss topics, including women's writing in classical Japan; the commercialization of sexuality in the 18th century; ideas of "homosexuality" in late-medieval and modern times; and women's social roles and political struggles in the 20th century. 3 hr. lect./disc. AAL, LIT

JAPN 0260 Kurosawa (Fall 2010)

Kurosawa is internationally recognized as one of the great auteurs whose films continue to inspire directors around the world. In this course we will analyze Kurosawa's style and technique in over a dozen films from the 1940s to the 1990s, including Seven Samurai, Ikiru, Ran, and Kagemusha. We will examine Kurosawa's relationship to the Hollywood Western and to filmmakers Clint Eastwood, Stephen Spielberg, and George Lucas. We will give special attention to the moral questions Kurosawa raises in films about ancient warriors, small-time gangsters, everyday men and women, and Shakespearian heroes. 3 hrs. lect./ 3 hrs. screen. AAL, ART

JAPN 0262 The Politics of Animation: Documentary, Propaganda, Art (Fall 2010)

In this course we will examine films in an emerging international genre known as animated documentary. Animation plays a surprisingly influential role in nonfiction films, as in a famous segment in Michael Moore’s Bowling for Columbine. More recently, some directors have relied solely on animation to make films with claims to telling the truth. Often politically controversial and intensely personal, these works challenge traditional definitions of cinematic form. Why is animation so persuasive? To answer this question we will explore the urban origins of early cartoons, Disney’s global hegemony, Warner Brothers’ wartime propaganda, Soviet agitprop, and the diverse ideological perspectives of limited animation in Japanese anime and American television programming. With this preparation in hand, we will analyze several animated non-fictions in their cultural and political contexts, including the artworks of William Kentridge (South Africa), Barefoot Gen (Japan), Persepolis (France/Iran), and Waltz with Bashir (Israel). 3 hrs. lect./3hrs. screen. ART, CMP

JAPN 0301 Third-Year Japanese (Fall 2010)

This advanced course aims to increase the student's proficiency in modern standard Japanese, both spoken and written. A variety of written and audiovisual materials will be used to consolidate and expand mastery of more advanced grammatical points and vocabulary. Oral presentation, discussion, and composition in Japanese are also important components of the course. (JAPN 0202 or equivalent) 3 hrs. lect./3 hrs. drill LNG

JAPN 0302 Third-Year Japanese (Spring 2011)

This course is a continuation of JAPN 0301. (JAPN 0301 or equivalent) 3 hrs. lect./3 hrs. drill LNG
JAPN 0330 Global Japanese Culture - In English (Spring 2011)

In this course we will examine the transformation of Japanese cultural identity (Japanese-ness) as products, ideas, and people move across the borders in and out of Japan. Social scientists have been particularly interested in the Japanizing of non-Japanese practices and products such as hip hop and hamburgers, as well as the popularity of Japanese styles and products on the global scene. We will take an anthropological approach using texts such as *Millennial Monsters*, *Remade in Japan*, and *Hip Hop Japan* to examine the issues of cultural hybridity, identity, and globalization. AAL, SOC

JAPN 0401 Advanced Japanese (Fall 2010)

In this course we will read, analyze, and discuss advanced Japanese materials from a variety of modern and contemporary sources. (JAPN 0302 or equivalent) 3 hrs. lect./disc.

JAPN 0402 Advanced Japanese (Spring 2011)

This course is a continuation of JAPN 0401. 3 hrs. lect./disc.

JAPN 0435 Workshop in Literary Translation (Spring 2011)

Literary translation is a valuable but often neglected skill for advanced language learners. In this workshop we will consider the basic theoretical arguments in translation studies influencing translation styles and then practice translation in a variety of literary genres. Sessions will include discussions of translation strategies and active peer critique of sample translations. Each student will produce a substantial translation as the semester project. Topics covered will include: text selection, translation ethics, practical methodologies, and publishing industry standards. (JAPN 0402 concurrent or prior) AAL, LIT, LNG

JAPN 0475 Advanced Reading in Japanese Studies (Fall 2010, Spring 2011)

Students read original materials in a variety of disciplines and develop skills to discuss them in Japanese on a near-native level. Advanced listening practice and literary translation are also emphasized. Students create an annotated research bibliography in preparation for the senior project or thesis. This course is required before taking JAPN 0700, but any student may enroll with approval of the instructor. (Approval only) 3 hrs. disc.

JAPN 0500 Independent Project (Fall 2010, Winter 2011, Spring 2011)

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Students should seek an advisor and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken.
JAPN 0700 Honors Thesis (Fall 2010, Winter 2011, Spring 2011)

Students write a thesis in English with a synopsis in Japanese on literature, film, or culture. The topic for the thesis is chosen in consultation with the instructor. (JAPN 0475)
Linguistics

Program Director: Stefano Mula; Associate Professors: Ana Martinez-Lage (Spanish and Portuguese), Antonia Losano (English & American Literature), Michael Sheridan (Sociology/Anthropology); Assistant Professors: Andrei Barashkov (Italian), Hang Du (Chinese), Florence Feiereisen (German), Stefano Mula (Italian), Antje Muntendam (Spanish and Portuguese), Usama Soltan (Arabic), John Spackman (Philosophy); Visiting Assistant Professors: Claudia Cooper (Education Studies), Shawna Shapiro (Center for Teaching, Learning, and Research)

Linguistics, broadly defined as the study of language, is an interdisciplinary field of inquiry. It provides a theoretical as well as an applied understanding of the structure of language through the use of a variety of tools to analyze language at the phonetic, phonological, morphological, syntactic, and semantic levels. The different disciplines within linguistics, theoretical linguistics, sociolinguistics, and applied linguistics among others, provide a solid foundation for the study of languages and cultures.

Students pursuing this minor will fulfill the required courses through offerings at Middlebury College in Vermont as well as at other venues such as at international universities through study abroad programs, the Middlebury Summer Language Schools and the Monterey Institute of International Studies. This interdisciplinary minor is offered for both language and non-language majors.

Linguistics minors who choose to study abroad are advised to take one or two courses in linguistics during their time away from campus.

The minor consists of a minimum of five courses: two required introductory level courses [LNGT 0101 and LNGT 0102]

Core courses for the minor are as follows:

LNGT 0101 Introduction to Linguistics (Fall 2011)
This is an introductory course in linguistics taught in English. The main topics will include the nature of human language as distinct from other communication systems; the subsystems of linguistic knowledge, i.e., sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics); language and the brain; language acquisition; language use in context; geographical and social dialects; and historical development of language and language change. (Formerly INTD 0112) 3 hrs. lect./disc. (U. Soltan)

LNGT 0102 Introduction to Sociolinguistics (Spring 2012)
In this course, we will explore the ways that language creates and reflects social identities. We will look at the contextual factors-social, cultural, geographical, political, etc.-that impact language use and variation. Themes for this course will include linguistic variation, language and identity, language policy, and language in the media. We will consider questions such as: What distinguishes a language from a dialect? How and why do some language varieties become privileged? How do notions of politeness and respect vary across linguistic contexts? In essence, we will learn how language shapes our world, and how we shape language itself. (Formerly INTD 0112) SOC (Staff)

LNGT 0201 Introduction to Romance Linguistics (Spring 2012)
This course welcomes students and speakers of French, Italian, Latin, Portuguese, and Spanish who are curious about linguistics and wish to undertake a comparative study of the Romance linguistic family as a whole. We shall review the basic principles and methods of the linguistic science and immediately apply them to the rich and fascinating data drawn from the history of the Romance languages. Through alternating
internal (structural) and external (socio-cultural) approaches to the study of languages, our goal is to construct a coherent vision of unity and diversity that at once characterize the native languages of more than 900 million speakers worldwide. (Formerly INTD 0201) (LNGT 0101 or by approval) 3 hrs. lect./disc. **SOC CMP EUR** (Staff)

**Courses at Middlebury College that count as electives include the following (students are advised to check with the director for a complete list of courses that count as electives):**

- CHNS 0270 Chinese Sociolinguistics
- GRMN 0340 The Structure of German
- INTD 0111 / ARBC 0111 Diversity of Human Language
- ITAL 0401 History of Italian Language
- LNGT 0201 Introduction to Romance Linguistics
- PHIL 0354 Philosophy of Language
- SOAN 0359 Language and Power
- SPAN 0322 Introduction to Spanish Linguistics
- SPAN 0390 Linguistic Variation
- SPAN 0435 Spanish in the United States
- WRPR/EDST 0102 The English Language in a Global Context

**LNGT 0101 Introduction to Linguistics (Fall 2010)**

This is an introductory course in linguistics taught in English. The main topics will include the nature of human language as distinct from other communication systems; the subsystems of linguistic knowledge, i.e., sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics); language and the brain; language acquisition; language use in context; geographical and social dialects; and historical development of language and language change. (Formerly INTD 0112) 3 hrs. lect./disc.

**LNGT 0102 Introduction to Sociolinguistics (Spring 2011)**

In this course, we will explore the ways that language creates and reflects social identities. We will look at the contextual factors-social, cultural, geographical, political, etc.-that impact language use and variation. Themes for this course will include linguistic variation, language and identity, language policy, and language in the media. We will consider questions such as: What distinguishes a language from a dialect? How and why do some language varieties become privileged? How do notions of politeness and respect vary across linguistic contexts? In essence, we will learn how language shapes our world, and how we shape language itself. **SOC**
LNGT 0201 Introduction to Romance Linguistics (Spring 2011)

This course welcomes students and speakers of French, Italian, Latin, Portuguese, and Spanish who are curious about linguistics and wish to undertake a comparative study of the Romance linguistic family as a whole. We shall review the basic principles and methods of the linguistic science and immediately apply them to the rich and fascinating data drawn from the history of the Romance languages. Through alternating internal (structural) and external (socio-cultural) approaches to the study of languages, our goal is to construct a coherent vision of unity and diversity that at once characterize the native languages of more than 900 million speakers worldwide. (LNGT 0101 or by approval) 3 hrs. lect./disc. CMP, EUR, SOC

LNGT 0500 Independent Work (Fall 2010, Spring 2011)

(Approval Required)

LNGT 1001 Introduction to Translation Studies (Winter 2011)

Combining both theory and praxis, this course is geared towards juniors and seniors contemplating a career in translation. During the first part of the course in the lecture/discussion format, we will analyze key concepts of translation studies such as Katharina Reissâ€™ and Hans Vermeerâ€™s â€œskopos theoryâ€​ and Lawrence Venutiâ€™s â€œthe translatorâ€™s invisibility.â€​ We will also explore political and ideological influences on translation, specifically gender. We will workshop during the final two weeks when students will translate non-literary texts into their native languages. WTR

LNGT 1003 Introduction to TESOL (Winter 2011)

In this course we will study theories and practices relevant to Teaching English to Speakers of Other Languages (TESOL) in the U.S. and abroad. We will examine activities and materials that are commonly used with adolescent and adult learners, and we will practice developing curricular units and activities that can be applied to a variety of classroom settings. Class sessions are designed to be hands-on and interactive, and will include teaching demonstrations with peer feedback. Opportunities for community engagement will also be available. The final project for the course will be a teaching portfolio that includes classroom resources, observation reports, and reflections. WTR
Jewish Studies Minor

Participating Faculty:

Professors: Michael Katz (Russian) Robert S. Schine, Director(religion/Classics); O. Larry Yarbrough (religion, on leave 2010-11); Associate Professors: Anne K. Knowles (geography), Theodore Sasson (international studies); Assistant Professors: Rebecca Bennette (history), Natasha Chang (Italian), Natalie Eppelsheimer (German); Instructor: Nathan Devir (international studies, Hebrew). Department Coordinator: Charlene Barrett

What is Jewish Studies?

Jewish Studies ranges over the study of Jews and Judaism from the Biblical period to the present. It takes Judaism not only as a "religion," but as a civilization and culture encompassing a rich textual tradition, literature in several languages, philosophy and theology, customs and ritual, art, music and film. Jewish Studies is by its nature interdisciplinary and can be approached, for example, from within the disciplines of history, religion, sociology and anthropology, or literary study. The program also sponsors a wide array of lectures and other events, including the annual Hannah A. Quint Lecture in Jewish Studies and the Silberman Symposium in Jewish Studies.

A distinguishing aspect of Middlebury's program is the depth of study possible in Hebrew. Middlebury offers courses in both Modern and Classical Hebrew. Introductory Modern Hebrew is offered every year, and Introductory Classical Hebrew in winter term in alternate (usually even) years. Students with at least one year of modern or classical Hebrew at the college level may enroll in a special discussion section of RELI 0280 (Hebrew Bible), in which selected texts covered in the lecture are studied in the original. See the course description for details. (For Hebrew course descriptions, click on the link to Courses, upper left.)

Requirements

This program offers a minor in Jewish Studies to students who complete the following requirements:

(1) One of the following courses that offer a broad introduction to the study of Judaism:

RELI 0160 The Jewish Tradition

RELI/CLAS 0162 The Formation of Judaism in Antiquity

(2) Three additional courses pertinent to Jewish Studies from among the following:

GRMN 0325 Representing the Unthinkable: The Holocaust in Art and Literature

HEBM 0220 Modern Hebrew Culture in Translation

HIST 0250: The Jews in Modern Europe

HIST 0257 The Holocaust

HIST 0424 Readings in Modern European History: The Nazis and the Jews

INTL0343 State and Society in Contemporary Israel
RELI 0260 Classical Jewish Texts

RELI 0180 Biblical Literature

RELI 0280 Hebrew Bible / Old Testament

Up to two courses in Hebrew language or texts (HEBR 0201 and higher) may count toward the requirements for the minor.

(3) A 0300-level seminar in Jewish Studies:

RELI 0360 Seminar in Jewish Thought

RELI 0362 Zionism: Idea and Realities

RELI 0380 Seminar in Biblical Studies

Other appropriate courses may be substituted for courses in categories (2) or (3) with the permission of the program director.

HEBM 0101 Introductory Modern Hebrew I (Fall 2010)

In this course students will become acquainted with the basic grammatical and formal concepts necessary for the comprehension of the Modern Hebrew language. We will focus on the fundamentals of reading, writing, listening, and speaking, with a particular emphasis placed on the acquisition of conversational ability. We will also make use of audiovisual, situational, and cultural exercises, and give attention to the elements of Classical form and style that provided a foundation for Modern Hebrew, which was revived as a vernacular in the late 19th century. No previous knowledge of Hebrew is required. 6 hrs. LNG

HEBM 0102 Introductory Modern Hebrew II (Winter 2011)

This course is an intensive continuation of Modern Hebrew 0101. Students will expand their knowledge of Hebrew grammar and vocabulary, will increase their proficiency in oral communication, and will study selections of both audio and visual media related to modern-day Israel. (HEBM 0101 or equivalent) 10 hrs. lect. LNG, WTR

HEBM 0103 Introductory Modern Hebrew III (Spring 2011)

This course is a continuation of Modern Hebrew 0102 which will be offered during winter term. Students will further develop their skills in written and oral communication, and will expand their knowledge of the cultures of modern Israel through both audio and visual media. (HEBM 0102 or equivalent) 5 hrs. lect. LNG

HEBM 0201 Intermediate Modern Hebrew I (Fall 2010)

This course is a continuation of HEBM 103. Using authentic audio and visual materials, we will place emphasis on developing the skills required for intermediate-level written and communicative competence. In addition, students will gain a deeper understanding of the forms and style of Classical Hebrew, both of which are necessary for formal composition, interaction, and reading comprehension in Modern Hebrew. (HEBM 0103 or equivalent) 5 hrs. lect/disc LNG
HEBM 0220 Modern Hebrew Culture in Translation (Spring 2011)

This course serves as an introduction to the diverse genres and movements of cultural production in Hebrew, covering roughly the last one hundred years. We will explore a broad selection of poetry, fiction, film, music, and theatre originally intended for Hebrew-speaking audiences, including works composed in Israel (or pre-1948, from British-mandated Palestine) and elsewhere. In translation, we will study works by Yehuda Amichai, Maya Arad, H.N. Bialik, Sayed Kashua, Etgar Keret, Atallah Mansour, Amos Oz, Dalia Ravikovitch, Anton Shammas, A.B. Yehoshua, and others. Particular emphasis will be placed on the themes of modernity, political expression, and aesthetics. 3 hrs. lect./disc. CMP, LIT

HEBM 0500 Independent Project (Fall 2010, Spring 2011)

(Approval Required)
Literary Studies

**Required for the Major:** The overall design of the program is simple. Each literary studies major is required to take a total of 15 courses in literature during his or her four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the literature or foreign languages division, but in general the courses may be selected from the literature of any language and of any period. They can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major, he or she will be obliged to take: (a) two courses—one generally historical, one generally theoretical in orientation from the list specified below under the "Summary of Major Requirements"; (b) one literature course in a foreign language (including Greek and Latin)—normally 0300-level; and (c) a colloquium for majors to be taken during the fall semester of the senior year. In addition, the student should be aware that, in conjunction with an independent reading course for which he or she will be enrolled during the fall semester of the senior year, he or she will be scheduled to take a one-hour oral examination in the area of specialization (as described below) at the end of the fall semester, to be followed by a five-hour written comprehensive examination at the end of winter term.

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the number of authors from this list whose works students will actually choose to discuss on the comprehensive examination in any given year will be limited to 12. The following current list will give the student a general sense of the range of works it is presumed he or she will be prepared to discuss at some length:

- Homer
- Natsume Soseki
- Chikamatsu
- Aeschylus
- Caldern
- Lu Xn
- Sophocles
- Lope de Vega
- Gogol
- Vergil
- Borges
- Dostoevsky
- Ovid
- Molire
- Tolstoy
- Lucretius
- Baudelaire
- Shakespeare
- Dante
- Proust
- Milton
- Boccaccio
- Goethe
- Wordsworth
- Pirandello
- Kafka
- Joyce
In addition to works by authors whose names appear on this primary list, in the course of the comprehensive examination each literary studies major will be expected to demonstrate an acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Darwin, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Donadio, director of the program.

Beyond the two historical and theoretical courses required for the program (which may be counted toward the major), the 0300-level foreign language course, the senior year colloquium and independent reading course, and the total of 15 courses, the general, defining requirement for the literary studies major is the comprehensive examination, the overall content of which will be known to the student at the start of the undergraduate career. But in the process of completing this general literature requirement, the student will also be expected to complete a specialization in the literature of a particular culture (e.g., German, English, American, classical), or period (e.g., the eighteenth century), or genre (e.g., the novel). The specific authors and texts selected by the student for each such specialization will be approved by the director in conjunction with the two examiners where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. Thus, in the fall semester of the senior year, before completing the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, normally one from each division (literature and foreign languages).

After completing all the specified requirements, the student will be graduated from Middlebury College as a literary studies major with a specialization: for example, in Classics, or lyric poetry, or the nineteenth century. Should he or she wish to pursue graduate study, depending on the nature of his or her interests and preparation, the student might choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he or she would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of the overall grade average in the major, performance on the comprehensive examination, and a senior honors essay of 30-40 pages to be completed during the spring semester of the senior year (this project counts as one course). A one-hour oral examination on the content and implications of this honors essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, normally one from each division.

Here, then, is a summary outline of the structure of the program:

**Summary of Major Requirements:** Total of 15 courses (no more than ten in either division, no more than six in any one department).

1. Two courses selected from the historical and theoretical courses listed below, one from each category, as currently offered. (With the permission of the director, alternative courses may be substituted for those specified here.)

**Historical**

CLAS 0150 The Ancient Epic

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- Cervantes
- Mann
- Emerson
- Tirso de Molina
- Wang Wei
- Melville
- Murasaki Shikibu
- Co Xuequin
- Faulkner
LITS 0205 Introduction to Contemporary Literary Theory (Fall 2010, Spring 2011)

This course will introduce several major schools of contemporary literary theory. By reading theoretical texts in close conjunction with works of literature, we will illuminate the ways in which these theoretical stances can produce various interpretations of a given poem, novel, or play. The approaches covered will include New Criticism, Psychoanalysis, Marxism and Cultural Criticism, Feminism, and Post-Structuralism. These theories will be applied to works by Shakespeare, Wordsworth, The Brontës, Conrad, Joyce, and others. The goal will be to make students critically aware of the fundamental literary, cultural, political, and moral assumptions underlying every act of interpretation they perform. 3 hrs. lect/3 hrs. disc. EUR, LIT

LITS 0245 The Historical Novel (Fall 2010)

Although 19th century Europeans and Americans regarded their era as the vanguard of international peace and progress, the century was filled with the brutalities of class revolt and the carnage of revolution. The historical
novel arose concurrent with these volatile conditions, during the turbulent wake of the American and French Revolutions. We will trace the beginnings of the historical novel in works by Scott and Pushkin, and then its later development in works by Stendhal, Dickens, Anatole France and Pasternak. The central text of the course will be Tolstoi's *War and Peace*. (Formerly LITS 0220) 3 hrs. lect. EUR, LIT

**LITS 0259 Cultural Crossings: Studies in Literary Influence (Spring 2011)**

Centered on a range of provocative works conceived at different historical moments, this course will explore some of the persistent imaginative preoccupations and far-reaching literary ambitions that serve to link authors working in a wide variety of genres and traditions. Authors to be considered this semester will include Jonathan Swift, F. Scott Fitzgerald, Petronius, Voltaire, Nathanael West, Flaubert, Willa Cather, Turgenev, Nabokov, Kafka, and Thomas Pynchon. Designed to meet the College Writing requirement, this course will offer regular opportunities for close analysis, sustained reflection, and independent research. 3 hr./lect. CMP, EUR, LIT

**LITS 0290 Dante (in English) (Spring 2011)**

An introduction to Dante's major literary works, *La Vita Nuova (The New Life)* and the *Divine Comedy*. Close readings of the text will seek to give students an appreciation of Dante's place in world literature. Dante's masterpieces will also be discussed in a historical and philosophical perspective, and supplementary readings will acquaint the reader with the medieval view of life and literature. EUR, LIT

**LITS 0360 Introduction to Literary Theory and Criticism (Fall 2010)**

An overview of various literary theories and critical approaches to the reception and analysis of literary texts, this discussion-based seminar will introduce concerns central to Western literary theories while familiarizing students with contemporary critical terminology. From Aristotle's Poetics to postmodernism, from issues of "literariness," authorial intention, hermeneutics, and narrative angle to the premises and practices of Russian formalist, "new critical," structuralist, Freudian, Marxist, feminist approaches, etc., we will study short theoretical and critical essays in conjunction with literary works by Coleridge, Lu Xun, Dickens, Natsume Soseki, Henry James, Hwang Chunming, Borges, Kafka, and others. Narrative prose fiction is the main focus. Discussion-based, senior-junior seminar. (Minimum of three college-level literature courses required; priority enrollment given to seniors and juniors majoring in Chinese and Literary Studies, or by waiver) 3 hrs. sem.

**LITS 0500 Independent Reading Course (Fall 2010, Winter 2011)**

Intended for majors in literary studies preparing for the senior comprehensive examinations. At the conclusion of this course, students will take a one-hour oral examination (part of the senior comprehensive examination) in a specialization of their choice.

**LITS 0510 Independent Essay Project (Fall 2010, Spring 2011)**
LITS 0700 Special Research (Winter 2011)

Intended for majors in literary studies preparing for the written section of the senior comprehensive examinations.

LITS 0705 Senior Colloquium in Literary Studies (Fall 2010)

Study, discussion, and analysis of selected great works of world literature from the perspective of their achievements in thought and literary art, and considered as part of a vital literary tradition in which the works enter into dialogue with one another. The works to be considered this semester are Homer, *The Odyssey* (Lattimore trans.); Tolstoy, *War and Peace* (Maude trans.); Dostoevsky, *The Brothers Karamazov* (Pevear & Volokhonsky trans.); Mann, *The Magic Mountain* (Woods trans.); Proust, *Swann's Way* (Scott-Moncrieff & Kilmartin trans. revised by Enright, Modern Library); Joyce, *Ulysses* (ed. Gabler). Open to nonmajors with approval of the instructor. (Formerly LITS/ENGL 0705)

LITS 0710 Senior Honors Essay (Fall 2010, Spring 2011)

(Approval Required)
Literature Program

In an effort to strengthen interdepartmental and interdisciplinary teaching projects in literature and culture and in order to establish a strong common framework for literature students at Middlebury College, the literature division created Introduction to World Literature (LITP 0101), the first of a series of several courses that interconnect the study of literature across campus. Three to four sections of this course are offered every spring, and the staff for each version of LITP 0101 is drawn from at least three different departments, generally but not necessarily from the Department of English and American Literatures, the Program of American Studies, and the various language departments. The course may be counted toward requirements for the major in English and American literatures, literary studies, and some of the language departments. It is open to non-majors as well.

In addition to the course descriptions indicated below, students with an interest in the general literature offerings available at the college are urged to consult the subsection titled Literature and Culture in Translation as well as the Literary studies and the English and American Literatures listings.

LITP 0101 Intro to World Literature (Spring 2011)

This course is an introduction to the critical analysis of imaginative literature of the world, the dissemination of themes and myths, and the role of translation as the medium for reaching different cultures. Through the careful reading of selected classic texts from a range of Western and non-Western cultures, students will deepen their understanding and appreciation of the particular texts under consideration, while developing a critical vocabulary with which to discuss and write about these texts, both as unique artistic achievements of individual and empathetic imagination and as works affected by, but also transcending their historical periods.

3 hrs. lect./disc. CMP, CW, LIT

LITP 0110 Continental Fiction (Fall 2010)

An introduction to some major novels and shorter works by 19th and 20th century European authors, including Flaubert's Madame Bovary, Zola's L'Assommoir, Tolstoy's Anna Karenina, Dostoevsky's Crime and Punishment, Mann's The Magic Mountain, Kafka's The Trial, Sartre's Nausea, Camus's The Stranger, and others. These works of fiction are triumphs of achievement and innovation aesthetically and conceptually; and they give us a powerful sense of significant and significantly different levels of society, culture, and periods of history.

3 hrs. lect./3 hrs. disc. L EUR, LIT

LITP 0230 Myth & Contemporary Experience (Fall 2010)

Myth and Contemporary Experience: Modern Poems on Classical Myths*

Greek mythology, an enduring presence in Western thought, has provided, according to Carl Jung, the foundation of one half of our spiritual tradition. In this course we shall study how this rich mythical material has shaped modern poetry. Through close readings of modern poems and their ancient models, we will trace the way 20th-century poets appropriate and transform the classical past in order to reflect on their historical present. While viewing this function of myth as an element of modernity, we shall also explore how these poets build connections between the archetypal meaning of the ancient stories, the questions of existence, and our own contemporary lives. Readings will include Rilke, Eliot, Pound, Cavafy, Montale, Akhmatova, Borges, as well as Sylvia Plath, Joseph Brodsky, Derek Walcott, Louise Gluck, and Seamus Heaney.

3 hrs. lect., 1 hr. disc. CMP, LIT, PHL
LITP 0299 Literary Feasts: Representations of Food in Modern Narrative (in English) (Spring 2011)

This course will consider food and eating practices within specific cultural and historical contexts. We will analyze realistic, symbolic, religious, erotic, and political functions surrounding the preparation and consumption of food. Readings will be drawn from several national traditions, with a focus on Europe. Authors will include, among others, I. Dinesen, L. Esquivel, J. Harris, E. Hemingway, T. Lampedusa, P. Levi, C. Petrini, M. Pollan, E. Vittorini, and B. Yoshimoto. Viewing of several films where food and eating play an important role will supplement class discussion. 3 hrs. lect./disc. EUR, LIT

LITP 0305 Love Stories: Desire & Gender in Medieval and Early Modern Europe (Pre 1800) (Spring 2011)

Our modern conceptions of desire, self, body and gender are informed in complex and often invisible ways by earlier narratives of love. We will investigate the conflicting accounts of love written during the medieval and early modern periods, considering in particular the relationship between the idealized notion of "courtly love" and the darker, medical picture of love as a form of madness or melancholia. Reading a variety of works including lyric, drama, romance and medical texts, we will look at the construction of gender and sexuality, the relationship between desire and subjectivity, and the gendering of certain "diseases" of love (such as hysteria) during this period. Authors to be studied will include: Chaucer, Boccaccio, Petrarch, Dante, Shakespeare, and a selection of male and female lyric poets. 3 hrs. lect./disc. EUR, LIT

LITP 0460 Sexing the Canon (Spring 2011)

Human sexuality has been the topic of scientific and artistic explorations for centuries. Regulatory norms of individual cultures enable or deny the expression of specific forms of sexuality in life and literature. As Foucault states: “What is at issue, briefly, is the over-all 'discursive fact,' the way in which sex is 'put into discourse.' In this course we will explore and compare the ways theories of sexuality from different times and places inform and determine our readings of literature. Theoretical texts form the basis for discussions of the works of authors such as Plato, Boccaccio, Choderlos de Laclos, Stifter, Henry James, Woolf, Genet, James Baldwin, Wittig, Thomas Mann, and Santos-Febres. 3 hrs. sem. CMP, EUR, LIT
Mathematics

Required for the Major in Mathematics: (Ten courses total at least half of which must be taken at Middlebury College in Vermont)
I. Core courses: MATH 0122, MATH 0200, MATH 0223, MATH 0302, and MATH 0323;
II. Electives: four MATH electives at the 0200-level or above;
III. Senior thesis: MATH 0704 in the senior year.

Note: Students are strongly encouraged to include a proof-based course such as MATH 0241, or MATH 0247 early in their programs. This is especially helpful prior to taking MATH 0302 or MATH 0323.

Required for the Mathematical Sciences Option in the Mathematics Major: (Ten courses total at least half of which must be taken at Middlebury College in Vermont)
I. Core courses: MATH 0122, MATH 0200, and MATH 0223;
II. Electives. Six courses from categories A and B. At least four of the six courses must have the MATH designation, and at least two must be from category B.
A. Courses in applied specialization: CSCI 0102, MATH 0225, MATH 0310, MATH 0315, MATH 0318, ECON 0380, PHYS 0212, CSCI 0201, CSCI 0463;
B. Advanced Electives: MATH 0302, MATH 0311, MATH 0323, MATH 0325, MATH 0410, CSCI 0302, ECON 0390, ECON 0411, MATH 0500 (with prerequisite: at least one course from categories A or B);
III. Senior thesis: MATH 0704 in the senior year.

Note: Students should consult the mathematics department for examples of course sequences in the mathematical sciences option recommended for emphases in Mathematical Economics, Computer Science, or Physical Sciences/Engineering. For students completing double majors, electives used towards a major in another department cannot also be counted as electives in the mathematical sciences option.

Students planning a "3-2" engineering program who wish to major in Mathematics will complete the thesis course MATH 0704 in their sixth semester at Middlebury. These students should normally choose the Mathematical Sciences Option in the major.

Honors Program: A student who wishes to be considered for departmental honors in mathematics must submit a proposed plan of study during his or her junior year. Candidates for departmental honors should include two additional electives in their programs (12 courses total). For the mathematical sciences option, an honors program must include one of MATH 0302/0323 and an elective sequence such as MATH 0310-0410 or MATH 0310-0311. Students should consult their advisors as they develop proposals for honors study.

Required for the Minor in Mathematics: (Six courses total at least half of which must be taken at Middlebury College in Vermont) MATH 0121, MATH 0122, MATH 0200, and three courses at the 0200-level or above.

Joint Majors: The Department of Mathematics does not offer a joint major.

Advanced Placement: Advanced placement in the department is offered to first-year students whose secondary training indicates they can commonly bypass one or more of the beginning courses in mathematics. Majors typically begin their study of mathematics in MATH 0122 or MATH 0200. Mathematics majors who need to begin the study of calculus with MATH 0121 may arrange with their advisors to use this course as one of the required electives. Credits for MATH 0121 and 0122 may be earned through the College Board AP exams or international exams such as the A-Levels or IB. At the discretion of the chair, additional courses may be waived in recognition of exceptional secondary school preparation. However, in all cases the major must include at least 7 Middlebury College or approved transfer courses, and the minor must include at least 4. Students who have earned grades on advanced placement calculus exams that are eligible for credit may not register for the equivalent course at Middlebury College. Thus students who have earned 4 or 5 on the Calculus AB exam or a 3 on the Calculus BC exam may not register for MATH 0121, students who have earned 4 or 5 on the Calculus BC exam may not register for MATH 0121 or MATH 0122, and students who have earned 4 or 5 on the Statistics exam may not register for MATH 0116. This policy applies irrespective of
whether students choose to use their AP credits toward meeting Middlebury's graduation requirements. The following international credentials carry the same credit as a 4 or 5 on the Calculus BC Exam: A-level exam with a mathematics grade of A, B, or C; or IB Higher Level Mathematics with a grade of 6 or 7.

**Other Credits:** Because of the wide variation in course offerings at other institutions, students wishing to substitute a course from another college for any course in mathematics must seek approval from the department before registering for the course. In addition, students seeking MATH 0121 credit for a summer course taken elsewhere must pass a written examination given by the department in the fall. Check with the department early in the first week of classes for details.

**MATH 0100 A World of Mathematics (Fall 2010)**

How long will oil last? What is the fairest voting system? How can we harvest food and other resources sustainably? To explore such real-world questions we will study a variety of mathematical ideas and methods, including modeling, logical analysis, discrete dynamical systems, and elementary statistics. This is an alternative first mathematics course for students not pursuing the calculus sequence in their first semester. The only prerequisite is an interest in exploring contemporary issues using the mathematics that lies within those issues. (This course is not open to students who have had a prior course in calculus or statistics.) 3 hrs lect./Disc.

**MATH 0116 Introduction to Statistical Science (Spring 2011)**

A practical introduction to statistical methods and the examination of data sets. Computer software will play a central role in analyzing a variety of real data sets from the natural and social sciences. Topics include descriptive statistics, elementary distributions for data, hypothesis tests, confidence intervals, correlation, regression, contingency tables, and analysis of variance. The course has no formal mathematics prerequisite, and is especially suited to students in the physical, social, environmental, and life sciences who seek an applied orientation to data analysis. (Credit is not given for MATH 0116 if the student has taken ECON 0210 or PSYC 0201 previously or concurrently.) 3 hrs. lect., 1 hr. computer lab. DED

**MATH 0121 Calculus I (Fall 2010, Spring 2011)**

Introductory analytic geometry and calculus. Topics include limits, continuity, differential calculus of algebraic and trigonometric functions with applications to curve sketching, optimization problems and related rates, the indefinite and definite integral, area under a curve, and the fundamental theorem of calculus. Inverse functions and the logarithmic and exponential functions are also introduced along with applications to exponential growth and decay. 4 hrs. lect./disc. DED

**MATH 0122 Calculus II (Fall 2010, Spring 2011)**

A continuation of MATH 0121, may be elected by first-year students who have had an introduction to analytic geometry and calculus in secondary school. Topics include a brief review of natural logarithm and exponential functions, calculus of the elementary transcendental functions, techniques of integration, improper integrals, applications of integrals including problems of finding volumes, infinite series and Taylor's theorem, polar coordinates, ordinary differential equations. (MATH 0121 or by waiver) 4 hrs. lect./disc. DED

**MATH 0200 Linear Algebra (Fall 2010, Spring 2011)**
Matrices and systems of linear equations, the Euclidean space of three dimensions and other real vector spaces, independence and dimensions, scalar products and orthogonality, linear transformations and matrix representations, eigenvalues and similarity, determinants, the inverse of a matrix and Cramer's rule. (MATH 0121 or by waiver) 3 hrs. lect./disc. DED

**MATH 0217 Elements of Mathematical Biology and Ecology (Fall 2010)**

Mathematical modeling has become an essential tool in biology and ecology. In this course we will investigate several fundamental biological and ecological models. We will learn how to analyze existing models and how to construct new models. We will develop ecological and evolutionary models that describe how biological systems change over time. Models for population growth, predator-prey interactions, competing species, the spread of infectious disease, and molecular evolution will be studied. Students will be introduced to differential and difference equations, multivariable calculus, and linear and non-linear dynamical systems. (MATH 0121 or equivalent) DED

**MATH 0223 Multivariable Calculus (Fall 2010, Spring 2011)**

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MATH 0122 and MATH 0200 or by waiver) 3 hrs. lect./disc. DED

**MATH 0225 Topics in Linear Algebra and Differential Equations (Spring 2011)**

Topics may include diagonalization of matrices, quadratic forms, inner product spaces, canonical forms, the spectral theorem, positive matrices, the Cayley-Hamilton theorem, ordinary differential equations of arbitrary order, systems of first-order differential equations, power series, and eigenvalue methods of solution, applications. (MATH 0122 or by waiver and MATH 0200) 3 hrs. lect./disc. DED

**MATH 0241 Elementary Number Theory (Fall 2010)**

Divisibility and prime factorization. Congruences; the theorems of Lagrange, Fermat, Wilson, and Euler; residue theory; quadratic reciprocity. Diophantine equations. Arithmetic functions and Mobius inversion. Representation as a sum of squares. (MATH 0122 or by waiver) DED

**MATH 0250 Ethnomathematics (Spring 2011)**

Ethnomathematics: A Multicultural View of Mathematical Ideas and Methods*
What are the cultural roots of the mathematics we study and use today? Even though it has been developed by individuals from widely varying cultural contexts, we take the verity, consistency, and universality of mathematics for granted. How does the western tradition stand in comparison to the mathematics developed by indigenous societies, labor communities, religious traditions, and other groups that can be studied ethnographically? By examining the cultural influences on people and the mathematics they practice, we shall deepen our understanding of mathematics and its relationship to society. 3 hrs. lect/disc. CMP, DED
MATH 0302 Abstract Algebra (Fall 2010, Spring 2011)

Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups, rings and ideals, integral domains and fields, the field of quotients of a domain, the ring of polynomials over a domain, Euclidean domains, principal ideal domains, unique factorization, factorization in a polynomial ring. (MATH 0200 or by waiver) 3 hrs. lect./disc. DED

MATH 0310 Probability (Fall 2010)

An introduction to the concepts of probability and their applications, covering both discrete and continuous random variables. Probability spaces, elementary combinatorial analysis, densities and distributions, conditional probabilities, independence, expectation, variance, weak law of large numbers, central limit theorem, and numerous applications. (concurrent or prior MATH 0223 or by waiver) 3 hrs. lect./disc. DED

MATH 0315 Mathematical Models in the Social and Life Sciences (Spring 2011)

An introduction to the role of mathematics as a modeling tool and an examination of some mathematical models of proven usefulness in problems arising in the social and life sciences. Topics will be selected from the following: axiom systems as used in model building, optimization techniques, linear and integer programming, theory of games, systems of differential equations, computer simulation, stochastic process. Specific models in political science, ecology, sociology, anthropology, psychology, and economics will be explored. (MATH 0200 or waiver) DED

MATH 0323 Real Analysis (Fall 2010)

An axiomatic treatment of the topology of the real line, real analysis, and calculus. Topics include neighborhoods, compactness, limits, continuity, differentiation, Riemann integration, and uniform convergence. (MATH 0223) 3 hrs. lect./disc. DED

MATH 0325 Complex Analysis (Spring 2011)

An introduction to functions of a complex variable. Mappings of the complex plane, analytic functions, Cauchy Integral Theorem and related topics. (MATH 0223 or by waiver) 3 hrs. lect./disc. DED

MATH 0335 Differential Geometry (Spring 2011)

This course will be an introduction to the concepts of differential geometry. For curves in space, we will discuss arclength parameterizations, Frenet formulas, curvature, and torsion. On surfaces, we will explore the Gauss map, the shape operator, and various types of curvature. We will apply our knowledge to understand geodesics, metrics, and isometries of general geometric spaces. If time permits, we will consider topics such as minimal surfaces, constant curvature spaces, and the Gauss-Bonnet theorem. (MATH 0200 and MATH 0223) 3 hr. lect./disc. DED
MATH 0345 Combinatorics (Fall 2010)

Special topics in combinatorics including Latin squares, theory of partitions, Kirkman's triple system, permutations and derangements, binomial coefficients, and design theory. (MATH 0200 or by waiver) 3 hrs. lect./disc. DED

MATH 0410 Stochastic Processes (Spring 2011)

Stochastic processes are mathematical models for random phenomena evolving in time or space. This course will introduce important examples of such models, including random walk, branching processes, the Poisson process and Brownian motion. The theory of Markov chains in discrete and continuous time will be developed as a unifying theme. Depending on time available and interests of the class, applications will be selected from the following areas: queuing systems, mathematical finance (Black-Scholes options pricing), probabilistic algorithms, and Monte Carlo simulation. (MATH 0310) DED

MATH 0500 Advanced Study (Fall 2010, Winter 2011, Spring 2011)

Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly suited for those who enter with advanced standing. (Approval required) 3 hrs. lect./disc.

MATH 0704 Senior Seminar (Fall 2010, Spring 2011)

Each student will explore in depth a topic in pure or applied mathematics, under one-on-one supervision by a faculty advisor. The course culminates with a major written paper and presentation. This experience emphasizes independent study, library research, expository writing, and oral presentation. The goal is to demonstrate the ability to internalize and organize a substantial piece of mathematics. Class meetings include attendance at a series of lectures designed to introduce and integrate ideas of mathematics not covered in the previous three years. Registration is by permission: Each student must have identified a topic, an advisor, and at least one principal reference source. 3 hrs. lect./disc.

MATH 1004 The Shape of Space (Winter 2011)

We know that the earth we live on is a sphere, but consider the three-dimensional shape of the universe. Does it go on forever, or could it wrap back on itself in some way? In this course we will consider the shape of space. We will learn how topologists and geometers visualize three-dimensional spaces, with a goal of learning about the eight three-dimensional shapes that form the building blocks of all three-dimensional spaces. In the process, we will learn about the celebrated Poincare Conjecture. The ideas we encounter will be deep, but we will study them in a hands-on way. DED, WTR

MATH 1038 Combinatorial Games and Puzzles (Winter 2011)

Games and puzzles with a combinatorial flair (based on counting and arrangement) have entertained and frustrated people for millennia. Mathematicians have developed new areas of research and discovered non-trivial mathematics upon examining these amusements. Students will play games (including nim, hex, dots-and-boxes, clobber, and Mastermind®) and be presented with puzzles (including instant insanity and
mazes) in an attempt to develop strategy and mathematics during play. Basic notions in graph theory, design theory, combinatorics, and combinatorial game theory will be introduced. Despite the jargon, this course will be accessible to all regardless of background. **DED, WTR**
Molecular Biology & Biochemistry

Required for the Major:
Requirements for the major in molecular biology and biochemistry provide an integrated approach to examining life at the macromolecular and cellular levels. The major is composed of 15 required courses that include background courses, advanced courses, and two electives. Required background courses in mathematics, physics, chemistry, and biology establish a foundation in science necessary for advanced study. Advanced Upper-level courses in the core areas of molecular biology and biological chemistry build on this science foundation, teaching students to approach the study of life broadly using a multidisciplinary approach. Elective courses offer opportunities to explore a wide variety of specific topics and may include independent research.

Optional Cognate Courses:
Note: students may be able to bypass introductory courses in biology, chemistry, mathematics, or physics on the basis of AP credit or proficiency exams. Those who bypass CHEM 0103 may begin with CHEM 0104 (fall or spring) or CHEM 0107 (fall only). Those students interested in the health professions or graduate study may wish to take a full two semesters of calculus and physics in order to meet professional school entrance requirements. Students considering taking summer courses, or courses abroad, which will be transferred for credit in the major, must get approval in advance from the program director. Students should consult with their adviser for assistance with transfer credit and optional cognate courses.

Required Background courses:
MATH 0116 Introduction to Statistical Science or BIOL 0211 Experimental Design and Data Analysis
MATH 0121 Calculus I
PHYS 0109 Newtonian Physics
BIOL 0140 Ecology and Evolution
BIOL 0145 Cell Biology and Genetics
CHEM 0103 or CHEM 0107 General Chemistry I
CHEM 0104 or CHEM 0107 General Chemistry II or Adv. General Chemistry
CHEM 0241 Organic Chemistry I
CHEM 0242 Organic Chemistry II

Advanced Courses:
BIOL 0310 or BIOL 0305 Microbiology or Developmental Biology
BIOL 0314 Molecular Genetics
CHEM 0322 Biochemistry of Macromolecules
MBBC 0324 or CHEM 0353 Bioinformatics and Geonomics or Physical Biochemistry

Two electives out of the following:
BIOL 0225 Human Genetics
BIOL 0305 Developmental Biology*
BIOL 0310 Microbiology*
BIOL 0330 Mechanisms of Microbial Pathogenesis
BIOL 0331 The Genetics of Cancer
BIOL 0450 Topics in Reproductive Medicine

CHEM 0353 Physical Biochemistry*
CHEM 0425 Biochemistry of Metabolism
CHEM 0430 Current Topics in Biochemistry
CHEM 0441 Organic Mechanisms of Enzyme Catalysis
MBBC 0324 Structural Bioinformatics and Geonomics*

BIOL 0500 Independent Studies in Biology
CHEM 0400 or CHEM 0500 Independent Studies in Biochemistry
MBBC 0700 Senior Thesis

Winter term courses in selected topics (e.g., Streptococcal Genetics, Key Issues in Genetic Engineering, Molecular Endocrinology, The Genetics of Cancer) as determined by the program may count for elective credit.

* When not taken as a requirement these courses may be used as an elective.

**There is no minor in molecular biology and biochemistry.**

The recommended progression through the required courses of the MBBC major is shown below. While there can be some deviation to this schedule, it is highly recommended that the students complete their introductory chemistry requirements (CHEM0103 and CHEM0104 or, with advanced placement, CHEM0107/CHEM0104) by the end of the first year and their introductory biology requirements (BIOL0140 and BIOL0145) by the end of their third semester. The decision to start the introductory biology sequence in the first semester along with introductory chemistry and calculus should be made with consultation with the students FYSE advisor and/or the MBBC Chairperson. All mathematics, physics, introductory chemistry and biology, and organic chemistry courses should be completed by the end of the second year. A college writing (CW) course should be completed by the end of the third year. BIOL 0331, BIOL 310, or BIOL 0305 are appropriate courses which have sections that fulfill the CW requirement.

First Year Fall

CHEM 0103 General Chemistry I OR (if satisfied) CHEM 0107 Advanced General Chemistry OR CHEM 0104 General Chemistry II

MATH 0121 Calculus I

BIOL 0104 Ecology and Evolution OR BIOL 0145 Cell Biology and Genetics

First Year Spring

CHEM 104 General Chemistry II (if not taken previously)

BIOL 0104 Ecology and Evolution OR BIOL 0145 Cell Biology and Genetics

Second Year Fall

CHEM 0241 Organic Chemistry I

PHYS 0109 Newtonian Physics

BIOL 0104 Ecology and Evolution OR BIOL 0145 Cell Biology and Genetics (if not taken previously)

Second Year Winter Term
BIOL 0211 Experimental Design and Data Analysis (or MATH 0116 in Spring)

Second Year Spring

CHEM 0242 Organic Chemistry II

MATH 0116 Introduction to Statistical Science (or BIOL 0211 in Winter Term)

Third Year Fall

CHEM 0322 Biochemistry of Macromolecules

BIOL 0310 Microbiology OR BIOL 0305 Developmental Biology

Third Year Spring

BIOL 0314 Molecular Genetics

CHEM 0353 Physical Biochemistry OR MBBC 0324 Structural Bioinformatics and Geonomics

Fourth Year

Senior Thesis Research and/or Electives

Molecular Biology & Biochemistry Research:
Research is an essential component of a well-rounded academic pursuit; it contributes to the development of independence and creativity, as well as to the depth of knowledge needed to become an active contributor to the scientific community. All majors are encouraged to undertake independent research with an MBBC faculty mentor. Any major is eligible to perform an independent study research project (BIOL 0500, CHEM 0500) with the consent of a mentor.

Requirements for Honors:
Senior thesis research may be initiated by any junior with the consent of a mentor. Students considering senior thesis research are urged to begin conversations with faculty early in their junior year (certainly by winter term) because many thesis projects begin during the summer preceding the senior year. Those eligible for high honors or honors in molecular biology and biochemistry will: (1) complete at least two semesters of research, which may include winter term; (2) enroll in MBBC 0700 for their final semester of research; (3) graduate with a minimum GPA of 3.3 for all courses counting towards the major; (4) present a public seminar describing the significance, methodology, results, and conclusions of their research; (5) successfully defend their thesis before a committee of three faculty, two of whom must be affiliated with the MBBC program; and (6) earn a grade of at least B+ for MBBC 0700, as determined by the members of the MBBC program, with the grade based on their research performance, their written thesis, their thesis presentation and their thesis defense.

MBBC 0324 Genomics, Bioinformatics and Systems Biology (Spring 2011)
The human Genome is both the chef and the chef’s recipe for building a human body. Three interrelated fields of study help understand this recipe. Genomics is the study of all of the genes of organisms. Bioinformatics is the interdisciplinary field that uses the techniques of statistics and computer science to interpret this genetic recipe and its protein products. And finally, Systems Biology looks at how the dynamic network interaction of genes and proteins give rise to the behavior of the system as a whole. Students will utilize online resources to understand how genome-scale information (e.g., DNA sequences, genome variations, microarrays, proteomics, and clinical studies) can provide a systems biology perspective. This course is aimed at making biological inferences from national repositories of biology information. Students will use the Perl programming language, cutting-edge databases, and open-source bioinformatics tools to visualize data and post their analyses online. This course also counts toward the biology major and the biochemistry major. (CHEM 0104 or CHEM 0107 and BIOL 0145 or by waiver) 3 hrs. lect., 1 hr. disc. DED, SCI

**MBBC 0700 Senior Thesis (Fall 2010, Winter 2011, Spring 2011)**

Students conducting independent thesis research in Molecular Biology and Biochemistry must register for MBBC 0700 while completing research projects initiated in BIOL 0500 or CHEM 0400. Students will organize and lead regular discussions of their research and research methods, and attend weekly meetings with their designated laboratory group to foster understanding of their special area, and practice the stylistic and technical aspects of scientific writing needed to write their thesis. (CHEM 0400 or BIOL 0500)
Music

**Required for the Major:** Majors are required to take MUSC 0209, MUSC 0220-0221, MUSC 0234, MUSC 0260-0261; a performance elective such as MUSC 0240 or MUSC 0500; two 0200-level or above elective music courses; and MUSC 0400, senior seminar.

Piano proficiency: All music majors will be required to take a piano proficiency test in the semester when the major is declared. If the test isn't passed, they will be required to take a semester of piano lessons geared to theory skills, arranged through the music office. Musicianship: All music majors will be required to take a sight singing test in the semester when the major is declared. If the test isn't passed, they will be required to take Musicianship (MUSC 0259). If possible, Musicianship should be taken before or during Theory II (MUSC 0260).

In addition to the curricular requirements, majors are required to participate for three semesters in at least one departmentally approved ensemble. Those approved ensembles are Middlebury College Orchestra, Middlebury College Choir, Middlebury College/Community Choir, the Middlebury College Sound Investment Jazz Ensemble, and the Middlebury College Men's and Women's Glee Club Choirs.

**Required for the Joint Major:** A minimum of eight courses, which must include MUSC 0260-0261, MUSC 0220-0221, MUSC 0234, plus MUSC 0400 (Music Senior Seminar) and or completion of senior work.

In addition to the curricular requirements, joint majors must participate for three semesters in at least one departmentally approved ensemble. Please see above for approved ensembles.

**Required for the Minor:** Students who pursue the minor in music are required to complete five music courses, two of which may be general introductory courses (0100-level). The three other courses would all be at an upper level (0200-0400- level); all three may be in a specific area of specialization, or two may be in a specific area with the third in another area. Students may also do an independent project (MUSC 0500), which counts as one course toward themusic minor.

**Music Theory Placement Exam:** It is possible for students to test into Music I (MUSC 0209) and Music Theory II (MUSC 0260) by taking a placement exam rather than taking Theory I (MUSC 0160).

The placement exam is available at the following times:

Incoming students:

Take the placement exam during the scheduled time before classes begin. No other time is available for placement exams for new students.

Current students: November 1, April 1 deadline for requesting placement exam for the next semester classes. Send an e-mail indicating your interest in taking the placement exam to Music Department Chair Peter Hamlin (phamlin@middlebury.edu). A time will then be arranged to administer the placement exam, before registration if possible.

**Departmental Honors:** Departmental honors in music reflect a student's overall achievement in and contribution to the department as well as excellence in an independentsenior work project (MUSC 0704). To be eligible for independent senior work, a grade average of at least B+ in all music courses is required. Eligible students may propose a senior work project (MUSC 0704) of one or two semesters in length; proposals must be submitted by April 1 of the junior year. A grade of B+ in senior work and B+ in departmental courses will be eligible for honors; A- in senior work and A- in departmental courses will be eligible for high honors; A in senior work and A in departmental courses will be eligible for highest honors.

**APPLIED MUSIC**

Private instruction in musical instruments and voice is available through the department. Registration for these lessons takes place the first week of each term in the main lobby of the Center for the Arts. Contact the
department at extension 5221 for further information. Contracts must be signed after the first lesson and are binding. The fee is to be paid to the cashier's office upon receipt of a bill at the mid-point of each term. No rebate is allowed for lessons missed except in the case of injury or continued illness. There are ten 45-minute applied music lessons per semester (four during winter term). Members of the Middlebury College Orchestra, Middlebury College Choir, Middlebury College Women's and Men's Glee Club Choirs, Middlebury College/Community Choir, the Middlebury College Sound Investment Jazz Ensemble, and MUSC 0240 are entitled to half-price lessons. The applied fee is waived for students who are music majors, music joint majors, or are enrolled in performance-related MUSC 0500 or MUSC 0704 projects. Music majors may receive a maximum of two complimentary series of private lesson per semester. Academic credit is not given for applied lessons.


The department will assist the student in securing instrumental instruction not provided by the staff. In some cases, however, it may not be possible to find a qualified instructor.

**ENSEMBLES**

**Middlebury College Orchestra:** The orchestra performs approximately four times a year in programs featuring music from all periods. Instrumentalists may arrange for an audition through the music department. Subsidized instrumental lessons with applied faculty members are available; see "Applied Music" above. See course listing for MUSC 0205. (A. Massey)

**Middlebury College Choir:** The College Choir performs concerts each fall and spring, participates in Baccalaureate and other College functions, and tours or engages in other projects annually. Audition required, with attention to sight-reading, listening skills and vocal production. Intent to participate full year/multiple semesters strongly encouraged. Open to all students without prerequisite. Subsidized voice lessons with applied faculty members are available; see "Applied Music" above. See course listing of MUSC 0205. (J. Buettner)

**College Community Chorus:** The Chorus performs concerts each fall and spring, usually including a major choral work for chorus and organ or orchestra. Open to all without audition; rehearsals focus on developing choral musicianship. Subsidized voice lessons with applied faculty members are available; see "Applied Music" above. See course listing of MUSC 0205. (J. Rehbach)

**Middlebury College Glee Clubs:** Mens and Womens Glee Clubs perform concerts each fall and spring and rehearse twice weekly. Glees perform a wide range of repertoire from a cappella madrigals and world folk songs to accompanied classical and new music. Audition required, with attention to vocal production, listening and sight-singing experience. Open to all students without prerequisite. Subsidized voice lessons with applied faculty members are available; see "Applied Music" above. See course listing of MUSC 0205E. (J. Allen, J. Buettner)

**Sound Investment Jazz Ensemble:** Using traditional big-band instrumentation, the Jazz Ensemble plays the best of contemporary jazz arrangements as well as classic charts from the 75 years of swing and jazz band history. The Ensemble also features student compositions and arrangements when available. An active performance schedule is typical. Subsidized lessons with applied faculty members are available; see "Applied Music" above. See course listing of MUSC 0205 (D. Forman)

**Middlebury College Spiritual Choir:** The Spiritual Choir rehearses twice a week and performs a few times a year. (F. Clemmons)

**Other Chamber Ensembles:** String quartets, wind instrumental ensembles, woodwind ensembles, and brass ensembles can be formed and coached for
interested students. Independent projects (MUSC 0500) can be arranged for these groups.

**MUSC 0101 Introduction to Western Music (Spring 2011)**

This course is designed to introduce students to the music created by the men and women of Western civilization. The styles and genres of art music from the Middle Ages to the present will be a focus for the course. The relationship of music to society, historical context, and the other arts will also be examined. Music reading skills are not required. 3 hrs. lect./disc. ART, EUR

**MUSC 0130 Topics in Music (Spring 2011)**

*Introductory Topics in Music History: Jazz from New Orleans to Now*

Beginning with jazz's African and European roots, this course traces the development of jazz from its New Orleans founders, through the midcentury innovators, to the present-day vanguard. With an emphasis on developing listening skills, we will explore jazz styles, identify the music's key historical figures, and examine the social conditions that have given rise to this uniquely American musical art. No previous musical experience is required. 3 hrs lect./disc. ART, NOR

**MUSC 0160 Music Theory I: Fundamentals (Fall 2010, Spring 2011)**

This course is an introduction to the basic elements and theoretical concepts of Western music. We will focus on such topics as basic keyboard skills, sight singing, musical notation, rhythm, and harmony. Theoretical work and drills will be combined with compositional and performance projects. The goal of the course is to expand students' musical intuition and skill and to provide the technical basis for further music study. No prior musical experience is required. (Students who wish to take upper-level composition or music theory courses must either complete this course or pass a theory and musicianship test administered by the department to demonstrate equivalent experience.) (Formerly MUSC 0109). 2 hrs. lect./1 hr. lab. ART

**MUSC 0205 Performance Lab (Fall 2010, Spring 2011)**

Credit can be conferred for performance in faculty-supervised ensembles: Middlebury College Orchestra, Middlebury College Choir, Middlebury College/Community Choir, Middlebury College Women's Glee Club Choir, Middlebury College Men's Glee Club Choir, and the Middlebury College Sound Investment Jazz Ensemble (see "Ensembles" above), one unit of such credit to accrue over two semesters (spring and fall only). The appropriate supervising faculty will give grades, based on attendance and quality of performance. A student should inform the ensemble director of intent to sign up for this course before starting, and should actually register for MUSC 0205 only the SECOND of the two terms by adding it as a fifth course. MUSC 0205 does not fulfill any major course requirements and may not be taken more than once. (Approval required) ART

**MUSC 0209 Music I (Fall 2010)**

Music I focuses on the materials and grammar of music through compositional exercises. As part of these explorations, we will examine the elements of harmony (scales, triads and seventh chords), notation, rhythm, polyrhythm, binary and ternary forms, two-voice counterpoint, variation, transposition, as well as skills in conducting, analysis, ear-training, and sight-singing. Students will write short pieces for a variety of
instruments and ensembles, notate their pieces, and rehearse and perform them, thereby learning about music through discovery and observation. The assignments are designed for students with or without compositional experience. (Ability to play an instrument or sing; MUSC 0109 or 0160, or passing score on the MUSC0160 placement exam) 3 hrs. lect./1 hr. lab. ART

**MUSC 0210 Music II (Spring 2011)**

This course is a continuation of MUSC 0209. While using the same format, including composing and labs, as in MUSC 0209, the course covers elements of modality (western and non-western), functional harmony, heterophony, fugal processes, strophic forms, melodic analysis, serial processes, and extensions of tonality and atonality. (MUSC 0209) 3 hrs. lect./1 hr. lab. ART

**MUSC 0212 History, Theory, and Practice of Electronic Music (Spring 2011)**

This course will provide a historical look at the development of electronic music from the earliest analog techniques to present-day computer technology. Students will learn about the theory of digital and analog sound, acoustics, and MIDI. Creative projects will guide the class through a range of techniques. Much of the focus will be on how the electronic medium enables composers to work with sound and musical forms in non-traditional ways. 3 hrs lect. ART

**MUSC 0220 Music History I: Music to 1800 (Fall 2010)**

In this course we will survey Western art music from the earliest notated Medieval music through the Renaissance, Baroque, and Classical periods. Beginning with Gregorian chant and troubadour song, we will explore Renaissance vocal polyphony, the development of opera and instrumental music in the 17th century, the late Baroque music of Bach and Handel, and the Viennese classicism of Haydn and Mozart. Analysis of the music is supplemented by consideration of the ways in which music relates to the other arts and reflects the history and culture of its time. (Assumes ability to read music.) 3 hrs. lect. ART, EUR, HIS

**MUSC 0221 Music History II (Spring 2011)**

This course is a survey of the principle genres and forms of Western art music from the 18th-century classical style of Haydn, Mozart, and their contemporaries to the present day. The approach of the course is historical, analytical, and cultural; we will try to understand the music both as music and as it reflects its times and the concerns of composers and their audience. (Assumes ability to read music.) 3 hrs. lect. ART, EUR, HIS

**MUSC 0230 Topics in Music History: (Spring 2011)**

*Topics in Music History: Romantic Symphony*

In this course we will survey the symphonic literature from Beethoven’s middle period through the early symphonies of Mahler. Score analysis will be supplemented by readings in the cultural history of the symphony, including issues such as aesthetic debates over the influence of Beethoven, program music versus absolute music, and the role of nationalism in music. Assumes ability to read music and some familiarity with orchestral scores. 3 hrs. lect.
MUSC 0232 Music in the United States (Fall 2010)

In this course we will examine folk, classical, and popular music in the United States from the 18th century to the present. We will use historical and analytical approaches to gain insight into the music, the musicians, and the social and cultural forces that have shaped them. Students will explore music’s relation to historical events, other artistic movements, technological changes, and questions of national identity and ethnicity. Topics may include music in the British colonies, minstrelsy, American opera and orchestras, the rise of the popular music industry, and the experimentalist composers of the 20th century. (Assumes ability to read music.) 3 hrs lect./disc. ART, NOR

MUSC 0240 Performing Musical Theatre (Fall 2010)

In this course we will explore the relations between music, text, character, and action in work created for the musical stage. The emphasis of the course will be on opera but will also include a consideration of musical comedy. The approach will be historical, analytical, and practical. We will study works from the 17th century to the present as verbal and musical texts and through films of staged productions. Our practical work will involve studying, rehearsing, and staging arias, songs, and ensembles from operatic and musical theater works. (Approval required, contact the instructor by April 2nd to set up an audition). 3 hrs lect./disc./lab ART

MUSC 0241 Performing Chamber Music (Fall 2010)

Performing Chamber Music
In this course students will play in small ensembles with intensive coaching by the professor and Middlebury College affiliated artists. We will balance practical performance matters with an analysis of the works being performed within the historical perspective. Students will research the biographical details of the composers and the place of the works within the composer's oeuvre. Ensembles to be formed will be limited to the classical repertoire (i.e., no jazz or popular styles) comprising instrumentalists and vocalists. Pre-existing ensembles are welcome. The course will culminate in a public performance. (Ability to play an instrument or sing; Approval required, contact the instructor by April 2nd to set up an audition; be prepared to perform a piece that you know well and have history with as well as a piece you are currently working with). 3 hrs lect./disc. ART

MUSC 0256 Topics in European Culture and History: Paris-Vienna-Moscow: The Birth of Modernism (Spring 2011)

The years between 1890 and 1920 represent one of the most creative periods in European history: the incubation of a new artistic culture which we call Modernism. In this course we will explore the cultural ferment in France, Austria and Russia during these crucial decades through the political, artistic, and musical history of the period. Readings will include Dostoevsky, Bely, Huysmans and duGard,. The Russian Realists, Suprematists, and Constructivists, as well as the Impressionists, Post-Impressionists, and Cubists and Viennese Secession will be discussed. The music of Mussorgsky, Rimskii-Korsakov, Stravinsky, Debussy, Satie and Mahler among others will be considered. ART, EUR, HIS
MUSC 0260 Music Theory II: Diatonic Theory (Fall 2010)

This course is an in-depth technical study of the materials of music, a study which expands one’s ability to analyze and create music and to understand different musical styles. We will cover harmonic materials, introduce musical form, and work with traditional compositional skills. These techniques are applied to the analysis of classical music, jazz and popular music. (MUSC 0109 or 0160 or passing score on the MUSC 0160 placement exam.) (Formerly MUSC 0301) 3 hrs. lect./disc. ART

MUSC 0261 Music Theory III: Chromatic Theory (Spring 2011)

This course is a continuation of MUSC 0260. Students study more advanced harmonic devices including modulation and chromaticism, jazz harmony and post-tonal techniques. In-depth analysis of classical music, jazz, and popular music supports a more advanced study of musical form. (MUSC 0260) (Formerly MUSC 0302) 3 hrs. lect./disc. ART

MUSC 0309 Advanced Composition (Fall 2010)

This course will focus on writing for string quartet, brass quintet, a cappella singing, piano, or performance art and involve issues of technique, style, and practical considerations, as well as study of selected elements of the literature. The course will culminate with a reading of student works by a professional ensemble or solo performer. (MUSC 0209 and 0210 or approval of instructor). 3 hrs. lect./disc.

MUSC 0310 Advanced Composition II (Spring 2011)

This course will focus on writing for string quartet, brass quintet, a cappella singing, piano, or performance art and involve issues of technique, style, and practical considerations, as well as study of selected elements of the literature. The course will culminate with a reading of student works by a professional ensemble or solo performer. (MUSC 0209 and 0210 or approval of instructor). 3 hrs. lect./disc.

MUSC 0400 Senior Seminar (Fall 2010)

Senior Seminar: Musical Borrowing, from Motet to Mash-up
From the late Middle Ages to the present, musicians have created new music by making expressive use of preexisting music. The emerging field of borrowing studies has arisen to account for the many ways musicians can quote or allude to older music to critique, provoke, editorialize, recontextualize, or otherwise defamiliarize the familiar. In this course we will study instances of borrowing in several musical styles, including music of Schubert, Ives, Stravinsky, and Berio, as well as popular music of Tin Pan Alley, bebop, and hip-hop. All music majors are expected to take this course in the fall of their senior year. 3 hrs. sem.

MUSC 0500 Independent Study (Fall 2010, Winter 2011, Spring 2011)

Admission by approval. Please consult published departmental guidelines and paragraph below.

Project and budget proposals for Independent Study and Senior Work should be submitted by the
MUSC 0704 Senior Work (Fall 2010, Winter 2011, Spring 2011)

Senior work is not required of all music majors and joint majors. However, students interested in and eligible for departmental honors (see guideline above, in "Departmental Honors" section) may propose one or two-semester Senior Work projects. Projects may be in history, composition, theory, ethnomusicology, performance, or electronic music, and should culminate in a written presentation, a public performance, or a combination of the two.

Project and budget proposals for Independent Study and Senior Work should be submitted by the previous April 1 for fall and winter term projects, and the previous October 15 for spring term projects. Budget proposals will not be considered after those dates. Project proposals will be considered after the deadline but are more likely not to be approved due to previous commitments of faculty advisors or other scheduling reasons.

MUSC 1013 The American Musical in Performance (Winter 2011)

A survey of the American Musical will lay the groundwork for a fully-mounted production of a significant work. The production, staged at Middlebury’s Town Hall Theater, will be a collaboration of college faculty, student actors, musicians and designers, and area residents. (Approval required, please contact Doug Anderson at danders@middlebury.edu or Carol Christensen at christen@middlebury.edu) ART, WTR

MUSC 1017 Beethoven (Winter 2011)

Ludwig van Beethoven was perhaps the most influential figure in the history of Western music. In this course we will explore Beethoven’s life and work in the context of European political, social, and musical currents in the late 18th and early 19th centuries. Through intensive listening, reading, and discussion, we will pursue three related goals: the development of critical listening skills; an examination of the relationship between an artist’s biography and creative work; and the critique of how and whether social and political events shape the development of music and vice versa. No previous musical experience is required. ART, CW, EUR, WTR

MUSC 1066 The History of The American Negro Spiritual and Its Influence On Western Civilization (Winter 2011)

There will be a common meeting time for the Social Justice cluster on Tuesday from 11:30-1:30 p.m. in Atwater Dining Hall. ART, NOR, WTR
Neuroscience

Required for the major
The major includes required background courses, upper-level courses, and senior study. Required background courses in biology, psychology, and chemistry, establish a foundation in science necessary for upper-level study. Upper-level core courses in biology, psychology, and philosophy teach students to approach neuroscience broadly from intellectually different directions. Upper-level elective courses offer opportunities to explore a wide variety of specific topics. Senior study requires all majors to integrate their specific training through research or a senior seminar.

Required Background Courses
BIOL 0145 Cell Biology and Genetics
BIOL 0216 Animal Behavior (complete before end of sophomore year)
PSYC 0105 Introduction to Psychology
PSYC 0201 Psychological Statistics or BIOL 0211 Experimental Design and Analysis
CHEM 0103 Fundamentals of Chemistry 1

Upper-Level Core Courses
BIOL 0370 Animal Physiology
PSYC 0301 Physiological Psychology (complete before end of Junior year)
PHIL 0352 Philosophy of the Mind or PHIL 0360 Consciousness or PHIL 0362 Philosophy of Psychology
Three electives to be chosen from (BIOL 0225; BIOL 0235; BIOL 0305; BIOL 0350; PHIL 0352, PHIL 0360, or PHIL 0362 (at least one must be taken as a required course); PSYC 0302; PSYC 0305; PSYC 0309; PSYC 0311).

Senior Study
A Senior Seminar (from BIOL 0440, BIOL 0470, BIOL 0480; PSYC 0411; PSYC 0430; PSYC 0433; PSYC 0435; or a PHIL 0400-level senior seminar, if approved in advance) OR Senior Research (NSCI 0500).
During winter term and as course offerings change there may be other seminars in BIOL, PHIL, or PSYC that are available for NSCI seminar credit.

Note: If students elect to pursue senior research (NSCI 0500) for their senior study, then a 0400-level senior seminar may fulfill one of the three required upper-level electives.

Students may be exempt from some introductory courses through placement or bypass exams. For more information on placing out of a specific course, contact the chairperson of the relevant department. Seniors can do research with any faculty in the program, or with certain faculty in other departments who will act as resources.

Optional Cognate Courses
Note: there are several optional cognates desirable for those considering post-baccalaureate study. For example, those interested in the health professions or graduate study in neuroscience may wish to take some or all of the following courses. Students should consult with their advisor for assistance.

BIOL 0140 Ecology and Evolution
CHEM 0104 Fundamentals of Chemistry 2
MATH 0121 Calculus 1
MATH 0122 Calculus 2
CHEM 0241 Organic Chemistry 1
Study Abroad

Study abroad can be a valuable experience that is encouraged, though majors must consult with the Office of Off-Campus Study and their advisor about the advisability of specific programs. Because the requirements for the NSCI major are complex, we recommend that students study abroad for a single term rather than an entire year. It is expected that the required courses listed for the major specifically by number (i.e. BIOL 0145, BIOL 0216, PSYC 0105, PSYC 0201 or BIOL 0211, BIOL 0370, PSYC 0301, PHIL 0352, PHIL 0360, or PHIL 0362) would be completed at Middlebury. However, NSCI electives may be taken abroad if they are determined to satisfy program requirements and are approved by the advisor and program director. Students generally receive major credit for a maximum of one or two courses taken abroad. The NSCI program does not grant major credit for Independent Study projects completed abroad.

Program Honors

Majors are encouraged to undertake independent research (NSCI 0500, NSCI 0700) with any faculty member in the program (primary or resource). Students considering any senior research should begin conversations with faculty early in their junior year. Those eligible for high honors in neuroscience must (1) complete at least two semesters of independent research (one term of NSCI 0500 and one of NSCI 0700); (2) have a minimum GPA of 3.3 in major courses (excluding NSCI 0500/0700); (3) present a public seminar describing the background, methodology, results, and greater significance of their research; (4) submit a written thesis and (5) successfully defend their thesis before a committee comprised of at least two Neuroscience faculty, plus others as needed, who may recommend High Honors after considering these four components of a thesis.

NSCI 0301 Physiological Psychology (Fall 2010, Spring 2011)

This course concerns the biological basis of human behavior. The course will consider the neurochemical, neuroanatomical, and neurophysiological bases of processes such as language, sensation, emotion, aggression, sleep, learning, and memory. In the laboratory the student will conduct experiments using standard (surgical, anatomical, biochemical, behavioral) techniques to investigate central nervous system function. (PSYC 0105 or any biology course; not open to first-year students; open to psychology and neuroscience majors; others by waiver) 3 hrs. lect./3 hrs. lab. SCI

NSCI 0305 Cognitive Psychology (Spring 2011)

Questions about the nature of the mind, thinking, and knowledge have a long and rich history in the field of psychology. This course will examine the theoretical perspectives and empirically documented phenomena that inform our current understanding of cognition. Lectures, discussions, demonstrations, and experiments will form the basis for our explorations of cognition in this class. Topics to be considered include attention, perception, memory, knowledge, problem solving, and decision making. (PSYC 0105; PSYC 0201 previously or concurrently; PSYC 0202 recommended; not open to first-year students; open to psychology and neuroscience majors) 3 hrs. lect./3 hrs. lab. SCI
NSCI 0309 Psychopharmacology (Fall 2010)

This course will examine ways in which drugs act on the brain to influence behavior. Students will learn the basics of brain function, will learn basic properties of drug action, and will learn how legal and illegal drugs, including drugs used to treat psychological disorders, alter the brain function and behavior of humans and experimental animals. (PSYC 0301 or BIOL 0370; not open to first-year students; open to psychology and neuroscience majors; others by waiver) 3 hrs. lect. SCI, SOC

NSCI 0430 Memory: A User's Guide (Spring 2011)

Why do we have trouble remembering our assignments, but do so well at "Jeopardy?" How can I remember names better? How can I best study for an exam? How accurate are our memories? A deep understanding of how people remember will allow us to answer these and many other questions. Topics covered in this course include working memory, the nature of encoding and retrieval, applied aspects of remembering, and neuroscientific approaches to understanding memory. Readings will be a mixture of textbook and journal articles. The class will have a seminar format, with emphasis on student presentations and contributions. Evaluations will be based on a research project, student-led discussions, and reaction papers. (PSYC 0201; open to junior and senior psychology and neuroscience majors only) 3 hrs. sem.

NSCI 0500 Independent Research (Fall 2010, Winter 2011, Spring 2011)

Individual projects involving laboratory or extensive library study on a topic chosen by the student and approved in advance by a NSCI faculty advisor. For seniors, who typically begin research in their Fall semester, there are bi-weekly meetings along with PSYC 0500 to meet the needs of advanced research students. After completing at least one semester of NSCI 0500, seniors may elect to do additional research toward a senior thesis, and should enroll in NSCI 0700 for the final term of research. (Approval required) 3 hrs. lect./disc.

NSCI 0700 Senior Thesis (Fall 2010, Winter 2011, Spring 2011)

Senior NSCI majors who have completed one or more terms of independent research (NSCI 0500), who have a GPA of 3.3 in their major courses, and who plan to complete a thesis should register for NSCI 0700. Students write a thesis, give a public presentation of their research, and present an oral defense of the thesis before a committee of at least two faculty members. Additional requirements may include participation in weekly meetings with advisors and/or lab groups and attending neuroscience seminars. (NSCI 0500, Approval required) 3 hrs. disc.
Philosophy

Required for the Major: Majors must complete no fewer than 10 courses in the department, to include:
1. Logic Requirement: PHIL 0180
2. History Requirement:
   a) PHIL 0201 or CLAS/PHIL 0175
   b) PHIL 0250
3. Distribution Requirement:
   a) one course in Ethics and Social & Political Philosophy (ESP)
   b) one course in Epistemology, Language, Metaphysics, Mind and Science (ELMMS)
4. Seminar Requirement: two 0400-level seminars (see below)
5. Electives: three courses

Additionally, it is highly recommended that students take either PHIL 0150 or PHIL 0151, preferably early in the program. PHIL 0180 must be completed by the end of the sophomore year. For students going abroad in their junior year, the history requirement should be completed prior to departure. Cognate courses may be substituted for no more than two departmental electives, but will not satisfy the departmental distribution requirement; such substitutions require the prior approval of a major's departmental advisor, and must be at the 0200 level or above. No more than one term of thesis work may count towards the 10 course requirement.

Seminar Requirement: Majors must take two department seminars (0400-level courses on advanced topics in philosophy). Junior majors should take the seminar currently offered in the spring term; seniors should take the seminar currently offered in the fall term. Students who are abroad during the spring of the junior year must take both seminars in their senior year. This requirement will not be waived for students doing departmental honors. These seminars will not normally satisfy the departmental distribution requirement, but may in exceptional cases by permission of the Chair.

Departmental Honors: Majors with at least a B+ average in philosophy courses may apply to the Chair to become candidates for departmental honors. To apply, a student must find a faculty member willing to supervise the project and then submit a proposal to that faculty member in writing. If (and only if) the proposal is accepted, the student should then register for two successive terms of PHIL 0700 (normally during the winter and spring terms of their senior year). To receive honors, students must complete a two-term project resulting in a thesis or a set of thematically related papers, give an oral defense (according to departmental regulations), and receive for their work a minimum grade of B+. In addition, they must maintain their B+ average in courses in the department.

Required for the Joint Major: For the philosophy component of a joint major, students must (1) take eight philosophy courses, including (a) PHIL 0180, to be taken by the end of the sophomore year; (b) one 0400-level seminar to be taken in the last three semesters; (c) One course from the history requirement; and (d) one course from the distribution requirement (ESP or ELMMS). Either PHIL 0150 or PHIL 0151 is also highly recommended, and, like PHIL 0180, should be taken early in the program whenever possible. In addition, students must (2) give evidence of having used the training in both major fields, usually in an independent project or thesis, but sometimes in a seminar paper. Joint majors are eligible for department honors, if they do a two-term thesis.

Required for the Minor: A total of six courses in philosophy, including PHIL 0180 and at least one course at the 0300 or 0400 level. Minors wishing to take a 400-level seminar must have completed three other philosophy courses first. Enrollment priority in 400-level seminars will be given to majors. Students electing the philosophy minor should arrange to have an advisor in the philosophy department.

PHIL 0150 Introduction to the Philosophical Tradition (Spring 2011)
This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistemology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as Plato, Aristotle, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud. Cannot be taken by students with credit for PHIL 0151. Students should register for a discussion session. 2 hrs. lect., 1 hr. disc. EUR, PHIL

PHIL 0151 Introduction to Philosophy: Mortal Questions (Fall 2010)

This course is an issue-based introduction to core philosophical questions such as the following: What is the nature of reality, and can we ever know it? What is the relation between mind and body, and could computers ever think? What is the nature of the self? Do humans have free will? Is there such a thing as an objective right and wrong? Can we say God exists in the face of all the evil in the world? Readings will be drawn from both traditional philosophers (e.g., Descartes, Hume, Locke, Russell) and contemporary reflections on the issues (e.g., Nagel, Searle, Williams). Cannot be taken by students with credit for PHIL 0150. 2 hrs. lect., 1 hr. disc. EUR, PHIL

PHIL 0180 Introduction to Modern Logic (Spring 2011)

The aim of this course is to provide a sound understanding of the principles of deductive reasoning through the study of modern symbolic logic. Students will learn how to translate natural arguments into the formal languages of propositional and predicate logic and study both natural deduction and truth-functional derivation systems for these languages, as well as learning techniques for analyzing and evaluating natural arguments. Mastery of these methods and techniques will enable students to evaluate the validity of a wide range of arguments. No prior knowledge of logic, formal mathematics, or computer science is presupposed in this course, which does not count towards the PHL distribution requirement but instead towards the deductive reasoning requirement. 3 hrs. lect., 1 hr. disc. DED

PHIL 0201 Ancient Greek Philosophy (Fall 2010)

This class introduces students to the range and power of Greek thought, which initiated the Western philosophical tradition. We will begin by exploring the origins of philosophy as found in myth (primarily Hesiod) and in the highly original speculation of the Pre-Socratic thinkers (such as Heraclitus and Parmenides). We will then focus on Socrates, Plato, and Aristotle, examining their transformations of these earlier traditions and their own divergent approaches to ethics and education. We will also consider the influences of Greek philosophy on later thought. 3 hrs. lect. EUR, HIS, PHIL

PHIL 0205 Human Nature and Ethics (Spring 2011)

This course offers a historical introduction to different views of morality and human nature, and the relationship between them. We will cover the central figures of both the ancient and modern periods of philosophy and consider their answers to questions fundamental to our lives and the decisions we make. We will consider the nature of the good life, happiness, and the virtues; whether or not a moral life is in our nature, and whether reason or emotions are the best guides to morality; and the nature of justice, and what role it plays for creatures like us. The philosophers we will study include Aristotle, Hobbes, Butler, Mill, and Kant. 3 hrs lect. EUR, PHIL
PHIL 0206 Contemporary Moral Issues (Fall 2010)

We will examine a selection of pressing moral problems of our day, seeking to understand the substance of the issues and learning how moral arguments work. We will focus on developing our analytical skills, which we can then use to present and criticize arguments on difficult moral issues. Selected topics may include world poverty, animal rights, abortion, euthanasia, human rights, just and unjust wars, capital punishment, and racial and gender issues. You will be encouraged to question your own beliefs on these issues, and in the process to explore the limit and extent to which ethical theory can play a role in everyday ethical decision making. 2 hrs. lect., 1 hr. disc. PHIL

PHIL 0208 Morality & War (Spring 2011)

Are there any Just Wars? What would make a war a Just War? In the first part of this course we will investigate the historical origins of Just War Theory. In the second part, we will analyze contemporary moral perspectives on whether war can be morally justified and if so, what actions in war are morally justified or prohibited. In the final part, we will read articles concerning war and humanitarian intervention and on what actions, e.g. punishment, are morally permissible or demanded after war. Authors will include Augustine, Grotius, Nagel, Walzer, Luban. 3 hrs. lect. PHIL

PHIL 0232 Philosophy of Religion (Fall 2010)

In the first part of this seminar we will focus on philosophical reflections on the existence of God, the relation between religion and morality, the existence of evil, arguments for and against religious belief, and religious experience. We will read texts by Pascal, Hume, Kant, Kierkegaard, William James, and Bertrand Russell. In the second part we will focus on the place of religion in society, considering what it means to live in a secular society, the relation between secularism and modernity, and the resulting modern forms of religious experience and practice. We will read selections from Max Weber, Sigmund Freud, Peter Berger, Charles Taylor and others. 3 hrs. lect. PHIL

PHIL 0233 Aesthetics (Spring 2011)

In this course we will investigate the nature of art and aesthetic experience through readings from historical and contemporary philosophers and artists. Is art essentially rational or non-rational, and can it offer a deeper insight into reality than discursive knowledge can? What is beauty, and is it essential to art? What is the relation between art and the ethical, the social, and the political? We will consider both influential traditional theories of art such as those of Plato, Aristotle, Kant, and Nietzsche, and more recent modern and postmodern critiques of traditional views. Readings will also include works by artists such as Van Gogh and Kandinsky. EUR, PHIL

PHIL 0234 Philosophy and Feminism (Fall 2010)

This course will examine the contributions of various feminists and feminist philosophers to some of the central problems of philosophical methodology, epistemology, philosophy of science, metaphysics, and ethics. Are there gendered assumptions in operation in the way particular philosophical problems are framed? For example, do the politics of gender contribute to accounts of objective knowledge and rationality? Are some philosophical perspectives better suited to the goals of feminism than others? We will also examine the general relationship between feminism and philosophy, and we will reflect on the relevance of theorizing and philosophizing for feminist political practice. CMP, PHIL
PHIL 0250 Early Modern Philosophy (Spring 2011)

This course offers an introduction to some of the most influential European philosophers of the 17th and 18th centuries: Descartes, Spinoza, Locke, Berkeley, Hume, and Kant. We will consider and critically examine the responses these thinkers gave to various questions in metaphysics and epistemology, including the following: What is the relationship between reality and our perception of reality? What is the nature of the mind and how is it related to the body? What is the nature of physical reality? Which of our beliefs, if any, do we have good reason to maintain in the face of radical skepticism? 3 hrs lect. EUR, PHL

PHIL 0273 Confucius and Confucianism (Spring 2011)

Perhaps no individual has left his mark more completely and enduringly upon an entire civilization than Confucius (551-479 B.C.) has upon that of China. Moreover, the influence of Confucius has spread well beyond China to become entrenched in the cultural traditions of neighboring Japan and Korea and elsewhere. This course examines who Confucius was, what he originally intended, and how the more important of his disciples have continued to reinterpret his original vision and direct it toward different ends. Pre-1800. 3 hrs. lect./disc. AAL, HIS, PHL

PHIL 0285 The Idea of the Ethical (Fall 2010)

What is the basis for morality? The great turning point of the history of modern European philosophy, particularly ethical philosophy, came at the end of the 18th century and the beginning of the 19th century with Kant's new account of the possibility of moral philosophy and Hegel's critique of that account. In this course, we shall investigate Kant's moral philosophy and Hegel's response to it, and then we will consider the ways in which a series of major thinkers attempted to rethink the idea of the ethical in the light of this dispute. We will consider Schopenhauer, Kierkegaard, Marx, Emerson, and Nietzsche and conclude with an account of 20th century developments. (Some prior work in philosophy would be useful background) 3 hrs. lect. EUR, PHL

PHIL 0303 Philosophy of Aristotle (Spring 2011)

In this class we will explore both the original breadth and the contemporary relevance of Aristotle's thought. We will read a diverse selection of his writings, beginning with ethical and political works, continuing to works on art and poetry, the soul, and nature, and concluding with logical and ontological works. We will ask why Aristotelian virtue ethics in particular has enjoyed a recent renaissance and generated special interest in Aristotle's ideas about the ethical role of friendship, the perceptive power of the emotions, and the different kinds of intelligence. (Previous course in philosophy or waiver.) CW, EUR, PHL

PHIL 0319 Readings in the Philosophy of History (Spring 2011)

Even before the appearance of Georg W. F. Hegel's classic study The Philosophy of History, a heated debate was being waged concerning the nature and substance of history. Is history, like science, expressible in predictable patterns or subject to irrevocable laws? What factors distinguish true history from the mere random succession of events? What should we assume to be the fundamental nature of historical truth, and are we to determine it objectively or subjectively? Is it possible to be human and yet be somehow "outside of" history? These are among the questions we will examine as we read and deliberate on a variety of philosophies of history, while concentrating on the most influential versions developed by Hegel and Karl
PHIL 0320 Seminar in Buddhist Philosophy: Yogacara Depth Psychology and Philosophy of Mind (Spring 2011)

Seminar in Buddhist Philosophy: Indian Buddhist Philosophy from Shakyamuni to Mahamdra (AT)*
How can there be personal responsibility without an unchanging self? Causal continuity in a world without substantial essences? Valid norms and meaningful action in an unstable and socially constructed universe?
Indian Buddhist philosophers addressed these and other philosophical problems in a systematic and sustained fashion over a 2000-year timespan, from the time of the Buddha (450 BCE) to the teachings of Mahāmudrā (1200-1500 CE). We will study their ideas in this course, relying on primary texts in translation, historically contextualized by secondary sources, and in constant dialogue with modern and post-modern philosophy. (RELI 0120, RELI 0220, RELI 0320, or any course in Philosophy) AAL, PHL

PHIL 0351 Theory of Knowledge (Spring 2011)

What is knowledge, and what, if anything, can we know? What is the difference between knowledge and opinion, and how can we justify our knowledge claims? Many have understood epistemology as forming the core of the discipline of philosophy. Plato's *Theaetetus* will set the stage for our investigation of the many problems and themes of epistemology. Our investigations will cover a variety of historical and contemporary approaches, including versions of scepticism, foundationalism, coherentism, and naturalized epistemology. Finally, we will consider the role of epistemology within philosophy today, given the numerous challenges it faces from both inside and outside of Philosophy. (Previous course in philosophy or waiver) PHIL

PHIL 0352 Philosophy of Mind (Fall 2010)

What is the nature of the mind, and how does it relate to the body and the physical world? Could computers ever think? Do animals have mental and emotional lives? This course will explore several of the major recent philosophical conceptions of the mind. A central focus will be on evaluating various attempts to explain the mind in purely physical terms, including the project of artificial intelligence (AI). Can these theories give us a complete understanding of the mind? Other key questions will include: What is the nature of thought, and how is it capable of representing the world? What is consciousness, and can it be explained physically? (Previous course in philosophy or neuroscience major or waiver.) 3 hrs. lect. PHIL

PHIL 0360 Consciousness (Spring 2011)

In this course we will focus on recent philosophical issues in the study of consciousness: What is the nature of our conscious subjective experience? What is the function of conscious states? Can we find neural correlates of consciousness, and if so, can consciousness simply be reduced to them? If not, how does consciousness relate to the physical? Is there something irreducible about the qualitative features of consciousness (qualia)? Could computers ever be conscious? Are animals conscious? We will consider such questions through the writings of contemporary philosophers and neuroscientists such as Dennett, Chalmers, Churchland, Nagel, Damasio, and Searle. (PHIL 0352 is strongly recommended but not required). 3 hrs. lect. PHIL

PHIL 0404 Morality and Its Critics (Fall 2010)

In this course we will examine critically the three main methods of morality: consequentialism, deontology,
and virtue theory. Questions to be considered include: What should be the aim of a moral theory? To what extent should considerations of the good life enter into a moral theory? Is morality even compatible with the good life? Do moral obligations have to play a central role in moral theory? To what extent should morality be compatible with social psychology? Familiarity with consequentialism, deontology, and virtue theory will be helpful, but not required. 3 hrs sem.

PHIL 0408 Global Justice (Spring 2011)

In this course, we will investigate questions of justice that arise in global affairs. We will inquire into whether there are moral principles that constrain the actions of states and how these principles support a conception of global justice. Also, we will seek to understand what global responsibilities are entailed by global justice. Specific topics that will be considered include global distributive justice, world poverty, human rights, humanitarian intervention, and the relationship between global justice and nationalistic moral concerns. Authors will include Beitz, Nussbaum, O'Neill, Pogge, Rawls, Singer, Miller, and Walzer. 3 hrs. sem. PHIL

PHIL 0418 Nietzsche and Greek Thought: Tragedy and Philosophy (Fall 2010)

This seminar explores the profound influence Greek thought wielded upon Nietzsche. We will focus on Nietzsche's understanding of the complex relation between tragedy and philosophy: Greek tragedy is born out of the spirit of music and the twin deities of Apollo and Dionysus; it dies under attack from Socratic rationalism; but it reemerges when philosophy reaches its limits and yields to a tragic insight, as exemplified by the "music-making Socrates." We will ask how this artistic Socrates relates to Nietzsche's own tragic hero, Zarathustra, and why tragedy affirms life and overcomes pessimism. Readings selected from Aeschylus, Sophocles, Euripides, the Pre-Socratics, Plato, Aristotle, and Nietzsche. 3 hrs. lect. EUR, PHIL

PHIL 0500 Resrch In Philosophy (Fall 2010, Winter 2011, Spring 2011)

Supervised independent research in philosophy. Admission by approval.

PHIL 0700 Senior Thesis (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)

PHIL 1024 Jewish Thinkers on Big Questions (Winter 2011)

What is atonement? How do we human beings confront our own flaws and mistakes? How do we respond to suffering? What is compassion for the Other? If there is revelation, can we know what it is? What is divine law? What is commandment? How do Jewish answers to these questions differ from Christian ones? These are perennial, looming questions in Jewish thought, and we will probe them with the help of texts from Martin Buber, Franz Rosenzweig, Hermann Cohen, and Emmanuel Levinas, as well as the great medieval
thinker Maimonides. PHL, WTR
Physics

Physics is the fundamental science; it leads to our most basic understanding of the natural world and of human technological achievements. The physics program at Middlebury is designed to integrate physics into the liberal arts curriculum, as well as to provide challenging courses and research opportunities for students majoring in physics. Courses and student research activities in astronomy are also part of the physics program.

Course offerings reflect the needs of three categories of students: (1) those majoring in physics; (2) those majoring in another science who need a basic introduction to physics and the analytical skills it provides; and (3) those majoring in areas outside the sciences, who seek to explore the concepts of physics with a minimum of mathematics.

Courses designed especially for nonscience students are PHYS 0155 (Introduction to the Universe), PHYS 0101 (Physical Reality and Human Thought), PHYS 0104 (Chaos, Complexity, and Self-Organization), and first-year seminars. Students majoring in the sciences, and others who desire a more analytical approach to physics, usually take the two-semester introductory physics sequence PHYS 0109-0110, and the winter term course PHYS 0111. In addition, they may elect more advanced courses at the 0200-level or above.

Students in premedical and other preprofessional programs requiring two semesters of physics should take PHYS 0109 and PHYS 0110; other 0100-level physics courses are not acceptable. Such students are advised to take the Winter Term course PHYS 0111 also.

For those majoring in physics, we offer a broad range of courses that emphasize a variety of topics in physics while building both theoretical understanding and experimental skills. Middlebury physics majors apply their education in a wide variety of careers. Some pursue graduate work in physics and related fields; others find their physics degrees valuable in engineering, medicine, business, law, teaching, government service, and other pursuits. The physics program is designed to serve the needs of both those intending advanced study in physics and those for whom formal work in physics will end with the Middlebury degree.

The physics department encourages its majors to study abroad to gain experience at international research facilities, learn different national styles of scientific practice, improve language proficiency, and pursue academic interests outside of physics. One upper-level physics course taken abroad may be eligible for physics course credit upon approval of the department chair; students are strongly encouraged to obtain this approval before going abroad.

Physics majors interested in obtaining high school physics teaching certification should notify the education studies program preferably no later than the middle of their sophomore year.

**Required for the Major in Physics:** The major program consists of eight required physics courses: PHYS 0109, PHYS 0110, PHYS 0111, PHYS 0201, PHYS 0202, PHYS 0212, PHYS 0301, and PHYS 0321; a minimum of three PHYS electives; and a one-term senior project (PHYS 0704). To be eligible for departmental honors, a student must also complete either a semester of senior thesis (PHYS 0705) or one additional elective beyond those required.

Electives must be chosen from physics courses at the 0200, 0300, or 0400 level, except that an upper-level physics course taken off campus or an advanced cognate course from another department at Middlebury may be used to satisfy one of the elective requirements. Acceptable cognate courses are CHEM 0353, CSCI 0202, and MATH 0335. Mathematics at least through the level of MATH 0122 is also required; this requirement may be satisfied either at Middlebury or through appropriate pre-college courses in calculus. Independent study courses such as PHYS 0500 may not be used for elective credit. In addition to the courses listed below,
PHYS courses that satisfy the elective requirement are occasionally offered during the winter term.

Prospective majors must begin the physics sequence no later than the sophomore year. Starting in the first year allows more flexibility in the choice of courses and senior work. Students planning graduate work in physics or a related subject should elect as many as possible of, PHYS 0302 (Electromagnetic Waves), PHYS 0330 (Analytical Mechanics), PHYS 0350 (Statistical Mechanics), and PHYS 0401 (Quantum Mechanics). In addition, MATH 0200 (Linear Algebra), MATH 0223 (Multivariable Calculus), and MATH 0225 (Topics in Linear Algebra and Differential Equations) are strongly recommended for those anticipating graduate study. Most physics majors will find computer programming skills through the level of CSCI 0201 extremely valuable.

Senior Program: The senior project (PHYS 0704) involves a significant piece of experimental or theoretical research to be completed in the final year at Middlebury. Topics in recent years have included work in astrophysics, atomic and optical physics, biophysics, condensed matter physics, cosmology, environmental applications, laser spectroscopy, nuclear magnetic resonance, plasma physics, and quantum computing. Outstanding performance in PHYS 0704 may, with the permission of the advisor, allow continuation of the senior project as a senior thesis (PHYS 0705).

Departmental Honors: A minimum grade average of B in physics courses is required of all honors candidates. To be eligible for departmental honors, a student must also complete either a semester of senior thesis (PHYS 0705) or one additional elective beyond those required. Honors in physics are awarded on the basis of excellent senior work, combined with depth and excellence of coursework in physics. A student's overall accomplishments in the department, including teaching assistantships and leadership, are also considered in the awarding of honors.

Required for the Minor in Physics for students who matriculated prior to Fall of 2010: The minor in physics consists of at least five courses, two of which must be PHYS 0109 and PHYS 0110. At least one of the others is to be chosen from among PHYS 0201 and PHYS 0202; any two additional PHYS courses, including those offered during winter term, complete the minor.

Required for the Minor in Physics for students matriculating in Fall of 2010 and beyond: The minor in physics consists of at least six PHYS courses, at least three of which must be at the 0200 level or above, and at least four of which must be taken at Middlebury College.

Pre-Engineering: Some students study physics with the intent of eventually doing engineering, either through a 3-2 program or in graduate school. Students who pursue a physics major en route to a 3-2 engineering degree should take the same eight-course sequence outlined above, and one elective chosen from physics courses at the 0200, 0300, or 0400 level; they also must complete a one-unit senior project (PHYS 0704). Four-year pre-engineering students take the normal physics major and choose electives in consultation with the pre-engineering advisor.

Advanced Placement: Students who seek advanced placement in physics should take the College Board AP examinations. Credit for PHYS 0109 and/or PHYS 0110 is given to students who achieve a score of 4 or 5 on the Physics C: Mechanics and/or Physics C: Electricity and Magnetism examination, respectively. One AP credit is given to students who take the Physics B examination and achieve scores of 4 or 5, but such students are advised to begin their study of physics with PHYS 0109.

PHYS 0104 Chaos, Complexity, and Self-Organization (Spring 2011)
A paradigm shift has occurred throughout the natural sciences in recent years. Our understanding of the strict determinism of the Newtonian world-view has been revised in surprising and fruitful new ways, providing an outlook that emphasizes the fundamental significance of open, evolving systems. This course explores recent work on chaos, fractals, complexity, and self-organization. Ideas from these fields suggest new ways of thinking about life and mind, and how they arise as emergent phenomena from a physical world of dead and mindless fundamental particles interacting through aimless fundamental forces. We will also explore the influence of these basic ideas on the humanities and the social sciences. Although the course is largely nonmathematical, students should be willing to use elementary high school algebra. 3 hrs. lect. DED, SCI

PHYS 0109 Newtonian Physics (Fall 2010, Spring 2011)

This course examines motion as it occurs throughout the universe. Topics covered include inertia, force, Newton's laws of motion, work and energy, linear momentum, collisions, gravitation, rotational motion, torque, angular momentum, and oscillatory motion. Emphasis is on practical applications in physics, engineering, the life sciences, and everyday life. Laboratory work and lecture demonstrations illustrate basic physical principles. (Students in PHYS 0109 should be enrolled concurrently in MATH 0121 or MATH 0122 or have completed a high school or college calculus course.) 3 hrs. lect., 3 hrs. lab. DED, SCI

PHYS 0110 Electricity and Magnetism (Fall 2010, Spring 2011)

The physical principles of electricity and magnetism are developed and applied to the electrical structure of matter and the electromagnetic nature of light. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PHYS 0109; MATH 0122 concurrent or prior) 3 hrs. lect., 3 hrs. lab. DED, SCI

PHYS 0111 Thermodynamics, Fluids, Wave Motion, and Optics (Winter 2011)

This lecture and laboratory course covers concepts from classical physics that are not included in PHYS 0109 and PHYS 0110, and that serve as a bridge between those two courses. Topics include thermal properties of matter, thermodynamics, fluid mechanics, wave motion, sound, and geometrical and physical optics. This course is strongly recommended for all students otherwise required to take PHYS 0109 and PHYS 0110 as part of a major or a premedical program, and is required for physics majors. (PHYS 0109 or equivalent) DED, SCI, WTR

PHYS 0155 An Introduction to the Universe (Fall 2010)

Our universe comprises billions of galaxies in a rapidly expanding fabric. How did it begin? Will it expand forever, or how may it end? How do the stars that compose the galaxies evolve from their births in clouds of gas, through the tranquility of middle age, to their often violent deaths? How can scientists even hope to answer such cosmic questions from our vantage point on a small planet, orbiting a very ordinary star? Are there other planets, orbiting other stars, where intelligent beings may be pondering similar issues? This introductory astronomy course, designed for nonscience majors, will explore these and other questions. Students will also become familiar with the night sky, both as part of our natural environment and as a scientific resource, through independent observations and sessions at the College Observatory. The approach
requires no college-level mathematics, but students should expect to do quantitative calculations using
scientific notation and occasionally to use elementary high-school algebra. (Students may not receive credit
for both PHYS 0155 and PHYS 0165.) 3 hrs. lect., 2 hrs. lab./disc.  DED, SCI

**PHYS 0165 Physics in the Universe (Fall 2010)**

This introduction to the phenomena and physical principles of the universe follows a similar syllabus to that
of PHYS 0155, but with an added emphasis on analytical material. Principles of Newtonian mechanics are
applied to the motions of planets, stars, and galaxies; statistical techniques help in understanding structures
ranging from the interiors of stars to clusters of galaxies; and quantum principles are used to understand the
radiation we receive from cosmic sources and the physical processes at work there. 3 hrs. lect., 3.5 hrs.
lab./disc. (PHYS 0109 or equivalent) (Students may not receive credit for both PHYS 0155 and PHYS 0165.)
DED, SCI

**PHYS 0201 Relativity and Quantum Physics (Fall 2010)**

This course probes a number of areas for which classical physics has provided no adequate explanations.
Topics covered include Einstein’s special relativity, quantization of atomic energy levels and photons, the
atomic models of Rutherford and Bohr, and wave-particle duality. (PHYS 0109, MATH 0122; PHYS 0110
concurrent or prior) 3 hrs. lect.  DED, SCI

**PHYS 0202 Quantum Physics and Applications (Spring 2011)**

This course introduces quantum theory and statistical mechanics, and explores the Heisenberg uncertainty
principle, the Schrödinger wave equation, and wave mechanics. These techniques are then applied to atomic,
molecular, nuclear, and elementary particle systems. (PHYS 0201; PHYS 0212 concurrent or prior) 3 hrs. lect.  DED, SCI

**PHYS 0212 Applied Mathematics for the Physical Sciences (Spring 2011)**

This course concentrates on the methods of applied mathematics used for treating the partial differential
equations that commonly arise in physics, chemistry, and engineering. Topics include differential vector
calculus, Fourier series, and other orthogonal function sets. Emphasis will be given to physical applications of
the mathematics. Both analytic and numerical methods are employed. This course is a prerequisite for all
0300- and 0400-level physics courses. (MATH 0122; PHYS 0110 concurrent or prior) 4.5 hrs. lect.  DED

**PHYS 0221 Electronics for Scientists (Fall 2010)**

An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical
use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and
laboratory experiments stress measurement and control applications in the physical and biological sciences.
Students will gain hands-on familiarity with the design, use, and troubleshooting of electronic
instrumentation. (PHYS 0110 or by waiver) 3 hrs. lect., 3 hrs. lab.  DED, SCI
PHYS 0301 Intermediate Electromagnetism (Fall 2010)

The unified description of electricity and magnetism is one of the greatest triumphs of physics. This course provides a thorough grounding in the nature of electric and magnetic fields and their interaction with matter. Mathematical techniques appropriate to the solution of problems in electromagnetism are also introduced. The primary emphasis is on static fields, with the full time-dependent Maxwell equations and electromagnetic waves introduced in the final part of the course. (PHYS 0212) 3 hrs. lect.

PHYS 0302 Electromagnetic Waves (Spring 2011)

Maxwell's theory of the electromagnetic field provides the basis of our understanding of the nature of light, radio waves, infrared radiation, X-rays, and other forms of electromagnetic radiation. This course examines the behavior of electromagnetic waves starting from Maxwell's equations, the fundamental laws of electromagnetism. Topics include wave propagation in different materials; reflection and refraction at interfaces; applications in space communications, optics, and other fields; and relativistic electrodynamics. (PHYS 0301) 3 hr. lect. DED, SCI

PHYS 0321 Experimental Techniques in Physics (Fall 2010)

This course will cover the design and execution of experiments, and the analysis and presentation of data, at an advanced level. Laboratory experiments will be chosen to illustrate the use of electronic, mechanical, and optical instruments to investigate fundamental physical phenomena, such as the properties of atoms and nuclei and the nature of radiation. Skills in computer-based data analysis and presentation will be developed and emphasized. This course satisfies the College writing requirement. (PHYS 0201 and PHYS 0202 and PHYS 0212; MATH 0200 recommended) 3 hrs. lect., 3 hrs. lab.

PHYS 0330 Analytical Mechanics (Spring 2011)

An intermediate-level course in the kinematics and dynamics of particles and rigid body motion. The topics will include: analysis and application of Newton's law of mechanics; the concepts of work, energy, and power; energy conservation; momentum and momentum conservation; torque, angular momentum, and angular momentum conservation; oscillatory motion; and central-force motion. Lagrange's and Hamilton's formulations of classical mechanics will be introduced with emphasis placed on developing problem-solving strategies and techniques. (PHYS 0109 and PHYS 0212, or by waiver; MATH 0200 recommended) 3 hrs. lect.

PHYS 0401 Quantum Mechanics (Fall 2010)

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schrödinger equation, one-dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PHYS 0202 and PHYS 0212; MATH 0200 recommended) 3 hrs. lect.

PHYS 0500 Independent Study and Special Topics (Fall 2010, Winter 2011, Spring 2011)
PHYS 0705 Senior Research and Thesis (Fall 2010, Winter 2011, Spring 2011)

Independent research in the fall, winter, and spring terms culminating in a written thesis (two units total). (Approval required)
Political Science

Required for the Major in Political Science: A major must take ten regular political science courses. One of these ten must be an introductory course in the political theory subfield (PSCI 0101 or PSCI 0107). Two additional courses must be introductory courses in two of the three other subfields: American politics (PSCI 0102 or PSCI 0104); comparative politics (PSCI 0103); and international relations (PSCI 0109). These three required introductory courses should normally be completed before the end of the sophomore year. Among the ten total courses required for the major, the student must also fulfill the field distribution requirement, and complete the 0400-level seminar. At least seven of these ten courses, including the 0400-level seminar, must be taken at Middlebury College in Vermont. Students may count a maximum of one political science winter term course as one of the ten required courses for the major. Winter term courses may not be used to fulfill the field distribution requirement.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: Political Theory, American Politics, Comparative Politics, and International Relations and Foreign Policy. Students must take at least two courses in any three of these fields and one course in the fourth field.

Senior Program: The senior program consists of a seminar of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 0400-level courses offered by the department. Seminars are open to juniors and seniors. Normally, the senior program requirement must be completed by taking a seminar offered by a member of the Middlebury faculty. Work done in programs abroad, at other North American colleges and universities, or in the Washington Semester program will not count as the equivalent of a Middlebury seminar. INTL seminars co-taught by PSCI faculty cannot substitute for 0400-level PSCI seminars but will count as an elective towards the 10 required courses in PSCI.

Departmental Honors: Students who elect to seek departmental honors write a thesis in the senior year. All students who plan to write a thesis are strongly encouraged to enroll in PSCI 0368 or PSCI 0347 before their senior year (and students writing a political theory thesis are encouraged to take a 0300-level theory course). Honors candidates should initiate the process by contacting their prospective faculty advisor during their junior year (including students who are abroad during their junior year). Candidates must submit an honors thesis proposal to their advisor prior to the term(s) in which the thesis is to be written. If the proposal is approved, the student may register for PSCI 0700 winter term thesis and PSCI 0700 for the spring term. After an oral examination of the completed thesis, honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis; and (2) the level of the average grade received in other fall and spring courses taken at Middlebury. Courses taken abroad do not count toward the grade point determination. Honors theses candidates will have a political science course average of at least 3.33 and a thesis grade of B+ or higher to attain honors; a political science course average of at least 3.50 and a thesis grade of A- or higher to attain high honors; and a political science course average of at least 3.67 and a thesis grade of A to attain highest honors. (For a full description of regulations, pick up a copy of Honors Theses Procedures and Regulations in Munroe 213 or check the PSCI web page at www.middlebury.edu/academics/ps/requirements/thesesproceduresandschedule.

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PSCI 0500). These projects are prepared under the supervision of a member or members of the department. The PSCI 0500 projects may not be substituted for the seminar requirement. The PSCI 0500 projects are reading and research courses; the department will not award PSCI 0500 credit for political experience such as congressional internships.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must take eight regular political science courses. One of these eight must be an introductory course in the political theory subfield (PSCI 0101 or PSCI 0107). Two additional courses must be introductory courses in two of the three other subfields: American politics (PSCI 0102 or PSCI 0104); comparative politics (PSCI 0103); and international relations (PSCI 0109). These three required introductory courses should normally be
completed before the end of the sophomore year. Among the eight total courses required for the major, the student must also take at least two courses in any two of the four fields of political science and one course in the third and fourth fields and complete a 0400-level seminar. Students must also give evidence of having used the training in both majors, usually in a seminar paper, but sometimes in an independent project or thesis. At least five courses including the 0400-level seminar must be taken at Middlebury College in Vermont. Joint majors do not qualify for honors in political science. (Double majors are eligible.)

International Politics and Economics Major: The IPE major allows students to combine the study of politics, economics, and languages, linking these disciplines with an appropriate experience abroad. Students wishing to pursue this major should refer to International Politics and Economics in both the General Catalog and the on-line catalog.

International Studies Major: To specialize in political science within the INTL major, students must take: PSCI 0103 or PSCI 0109; one course from PSCI 0101, PSCI 0102, PSCI 0104, PSCI 0107; four other courses from either the comparative politics or international relations and foreign policy categories, including one 0400-level seminar taken at Middlebury College in Vermont. INTL seminars co-taught by PSCI faculty cannot substitute for 0400-level PSCI seminars, but will count towards the six required courses in political science. In addition, it is highly recommended that INTL thesis candidates enroll in PSCI 0368 or PSCI 0347 before their senior year.

Minors in Political Science: The minor in political science will consist of five regular fall or spring term courses taken at Middlebury College, which must come from at least two of the four fields in the department. At least one of the courses must be at the 0300-level or above. The five course requirement will not be reduced by AP credits.

Advanced Placement: A score of 4 or 5 on the College Board Advanced Placement Examination in American politics will entitle the student to exemption from PSCI 0104; such a score may satisfy the requirement of one course in the American politics field. A score of 4 to 5 on the College Board Advanced Placement Examination in comparative politics will entitle the student to exemption from PSCI 0103; such a score may satisfy the requirement of one course in the comparative politics field. While supplying two college credits, advanced placement in both American politics and comparative politics will only count as one of the ten courses required for the political science major. Students will also receive only one distribution credit for AP courses, and notwithstanding the distribution credit, all students must take at least one course in each subfield.

PSCI 0101 Introduction to Political Philosophy (Spring 2011)

This course focuses on some of the most important texts in the field of political philosophy: Central issues concern the relationship between politics and philosophy, types of truth and forms of power, and generally, how a critical understanding of politics and the human condition is achieved. Specific works have included: Thucydides, History; Plato, Republic; Aristotle, Politics; Machiavelli, The Prince; Hobbes, Leviathan; Rousseau, Second Discourse;Shakespeare, Julius Caesar; Mill, On Liberty; Marx, Communist Manifesto, Capital; Nietzsche, The Birth of Tragedy;and essays by Weber, Arendt, and Havel. 3 hrs. lect./disc. (Political Theory)/ EUR, PHL, SOC

PSCI 0102 The American Political Regime (Spring 2011)

This is a course in American political and constitutional thought. The theme, taken from de Tocqueville's Democracy in America, is the problem of freedom. The first half covers the American founding up through the Civil War and the "refounding." This includes de Tocqueville, Madison's Notes on the Debates in the Federal Convention, the Federalist-Anti-Federalist ratification debate, Supreme Court decisions (Marbury, McCulloch), writings of Jefferson, Calhoun, and Lincoln. The second half considers basic problems in American politics, such as race, gender, foreign policy, and education. Readings include a novel, de Tocqueville, and Supreme Court decisions (Brown, Frontiero, Roe, Casey, Grutter, Lawrence). 4 hrs. lect./disc. (American Politics)/ NOR, SOC
PSCI 0103 Introduction to Comparative Politics (Fall 2010, Spring 2011)

Fall 2010

Introduction to Comparative Politics
This course offers an introduction to the comparative study of political systems and to the logic of comparative inquiry. How are different political systems created and organized? How and why do they change? Why are some democratic and others authoritarian? Why are some rich and others poor? Other topics covered in this course include nationalism and political ideologies, forms of representation, the relationship between state institutions and civil society, and globalization. The goal in this course is to use comparative methods to analyze questions of state institutions -- how they arise, change, and generate different economic, social, and political outcome. 3 hrs. lect./disc. (Comparative Politics) CMP, SOC

PSCI 0104 Introduction to American Politics (Fall 2010, Spring 2011)

This course introduces the institutions and practices of American government and politics. The aim is to give students a firm understanding of the workings of and the balance of power among the American Congress, President, bureaucracy, and court system. We begin with the Constitution, which provides the set of founding principles upon which the American government is based. We then look at how American citizens make decisions about politics. Finally, we examine how political institutions, interest groups, parties, elections, and legislative bodies and rules aggregate diverse, often conflicting preferences and how they resolve or exacerbate problems. 3 hrs. lect./disc. (American Politics)/NOR, SOC

PSCI 0107 Politics and the Studies of Politics (Fall 2010)

This course will consider classic texts of Western political thought. The aims of the course are to see what each of the texts says about politics, and to determine the modes of thought of the text. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works may include Thomas Aquinas, Summae; William Shakespeare, Julius Caesar; Thomas Hobbes, Leviathan; Edmund Burke, Reflections on the Revolution in France; Alexis de Tocqueville, Democracy in America; speeches by Thomas Macaulay; and writings by Karl Marx and Friedrich Engels. 3 hrs. lect./disc. (Political Theory)/EUR, PHL, SOC

PSCI 0109 International Politics (Fall 2010, Spring 2011)

What causes conflict or cooperation among states? What can states and other international entities do to preserve global peace? These are among the issues addressed by the study of international politics. This course examines the forces that shape relations among states, and between states and international regimes. Key concepts include: the international system, power and the balance of power, international institutions, foreign policy, diplomacy, deterrence, war, and global economic issues. Both the fall and spring sections of this course emphasize rigorous analysis and set theoretical concepts against historical and contemporary case studies. (formerly PSCI 0201) 3 hrs. lect./disc. (International Relations and Foreign Policy)/CMP, SOC
PSCI 0202 African Politics (Spring 2011)

This course surveys the challenges and possibilities that Sub-Saharan Africa presents in our era of globalization. We will look at the process of state formation to appreciate the relationships between historical legacies and political and economic development. Themes include state formation, democratic governance, sustainable development, and Africa in world affairs. Topics such as colonial rule and national responses, ethnic politics, the debt burden, HIV/AIDS prevention and treatment, natural resource access and management, and regional organizations will be discussed. Case studies from English-and French-speaking Africa will be used to illuminate such relationships. 3 hrs lect/disc. (Comparative Politics)/AAL, SOC

PSCI 0206 The American Presidency (Fall 2010)

This course examines the development and modern practice of presidential leadership. Focus is on presidential decision-making, changes in the structure of the presidency as an institution, differences among individual presidents, and the interaction of the president with other major actors, including national governing institutions (executive branch, Congress, courts), interest groups, media, and the public. The course includes an historical overview of the evolution of the presidency, and examines changes in the electoral process. (PSCI 0102 or PSCI 0104 or waiver) 3 hrs. lect./disc. (American Politics)/NOR, SOC

PSCI 0208 The Politics of the U.S. Congress (Fall 2010)

Introduces students to the analysis of Congress and congressional policy-making. Considers how congressional elections, institutions, and policy hang together roughly in equilibrium. Focuses on the internal organization of Congress-committees, parties, House and Senate leadership, rules and norms, and congressional staff. Analyzes the power of Congress relative to the president, the bureaucracy, and the courts, specifically in the policy process. Investigates how unified and divided party control of the government affects legislation in the House and Senate. Finally, applies congressional theories to determine the fates of specific policy proposals in Congress. (PSCI 0102 or PSCI 0104 or waiver) 3 hrs. lect./disc. (American Politics)/NOR

PSCI 0214 International Environmental Politics (Fall 2010)

What happens when the global economy outgrows the earth's ecosystem? This course surveys the consequences of the collision between the expanding world economy and the earth's natural limits: shrinking forests, falling water tables, eroding soils, collapsing fisheries, rising temperatures, and disappearing species. We will examine how countries with different circumstances and priorities attempt to work together to stop global environmental pollution and resource depletion. 3 hrs. lect./disc. (International Relations and Foreign Policy)/CMP, SOC

PSCI 0215 Federalism, State and Local Politics (Spring 2011)

What are the unique political opportunities and constraints facing state and local governments? How have these changed over time? In this course we examine the relationships between different levels of government in the U.S. federal system, considering the particular tasks and dilemmas facing states and cities, and scrutinizing the complex interactions between governments that characterize federalism in the United States. Topics include local political culture, intergovernmental grants, state parties, and state political economy.
Vermont, New York, and California will receive special scrutiny. 3 hrs. lect./disc. (American Politics)/ NOR, SOC

PSCI 0217 Politics of the Middle East and North Africa (Fall 2010)

This course is an introduction to important themes, concepts, and cases in the study of Middle Eastern and North African politics. We will examine key political issues in the region, focusing primarily on developments since World War II and issues of relevance to the region today. For the purposes of this course, the region is defined as the countries of the Arab world, Israel, Turkey, and Iran. The first half of the course introduces major themes in Middle Eastern politics. These include state development, nationalism, revolution, authoritarian rule, the petro-state, the Arab-Israeli conflict, conflicts in the Persian Gulf, civil conflict, the rise of Islamism, and attempts at liberal reform. The second half of the course examines how these themes have affected political development in a number of key cases. Primary cases include Egypt, Israel, Iran, Algeria, Turkey, Saudi Arabia, and Iraq. Students will have the opportunity to individually assess other countries of personal interest in the region. (PSCI 0103 or waiver) 3 hrs. lect./disc. (Comparative Politics)/AAL, SOC

PSCI 0221 Contemporary Chinese Politics (Fall 2010)

This introductory course provides students with a background on major political events in modern China beginning with the end of the Qing dynasty, and then investigates the major political issues in China today—civil society activity, problems and benefits associated with deepening economic liberalization, and discourse from within the CCP on political reform. This course focuses first on economic reform issues, such as income inequality, the floating population, and changes in the socialist welfare model, and then on political reform issues, such as the liberalization of news media, NGO and civil society activity, protest and social movements, environmental protection, and legal reform. Course readings range from selections by Marx and Lenin to recent works in political science and sociology on the transformation of state and society under Communist Party rule. 3 hrs. lect./disc. (Comparative Politics)/AAL, SOC

PSCI 0225 West European Politics (Fall 2010)

An introduction to the domestic politics of Western Europe since 1945, focusing on Britain, France, Germany, Italy, Spain, Sweden, and the European Union. Topics include representation, the role of the state in promoting economic growth, social capital and democratic performance, transitions to democracy, and the welfare state. The second half of the course will focus on issues high on the current European agenda, including unemployment, economic reform, the rise of far-right parties and globalization. 3 hrs. lect./disc. (Comparative Politics)/EUR, SOC

PSCI 0227 Soviet and Russian Politics (Spring 2011)

This course seeks to introduce the student to a major phenomenon of 20th century politics, the rise and decline of the Soviet Union and the emergence of Russia as its successor state. The first part of the course provides an overview of key factors that influenced Russian and Soviet politics under communism, including history, economy, ideology, institutions of the communist party, and the role of political leadership from Lenin to Gorbachev. The second part surveys radical political and social transformations in the 1990s and analyzes Russia's struggle with the twin challenges of democratic and market reform under Yeltsin and Putin. 3 hrs. lect./disc. (Comparative Politics)/EUR, HIS, SOC
PSCI 0228 Central and East European Politics (Fall 2010)

East European Politics
This introductory course surveys the key stages in the political development of East and Central Europe in the 20th century, including the imposition of communist rule, crises of de-Stalinization, the revolutions of 1989, the politics of post-communist transitions, the Balkan wars, and democratization. It focuses on those factors that either promote or impede the development of stable democratic regimes and assesses East Europe's prospects in the context of EU enlargement and NATO expansion. 3 hrs. lect./disc. (Comparative Politics)/EUR, HIS, SOC

PSCI 0235 Ethics and War (Fall 2010)

This course examines the problem of ethics and war from a variety of historical, cultural, and philosophical perspectives, including the theories of violence and its role in human society, the history of warfare, and the experience of battle. We then turn to some of the classical theories of "just war" and the rules of war, and look at the evolution of the international law of war. Finally, we apply the theories discussed to contemporary issues, such as humanitarian intervention, new technologies, sanctions, and post-conflict resolution. Contemporary cases have included the Gulf War, Rwanda, Bosnia, Kosovo, and Afghanistan. Readings include John Keegan's The History of War, Michael Walzer's Just and Unjust Wars, J. Glenn Gray's The Warriors, J. T. Johnson's Morality and Contemporary Warfare, and S. Hoffmann's Ethics and Humanitarian Intervention. 3 hrs. lect./disc. (Political Theory)/SOC

PSCI 0236 International Law (Spring 2011)

In this course, we will study the function and operation of international law in international politics. We will begin by comparing the approaches of political scientists and lawyers, scholars and practitioners, and judges and politicians. Next, we will examine several of the most prevalent international legal mechanisms that exist today, including the International Court of Justice, International Criminal Court, and the World Trade Organization Dispute Settlement Body. We will then study several of the major areas of international law, including treaties, human rights, and the use of force. Our course will culminate with a mock trial, a recapitulation of the Nuremberg Trials. 3 hrs. sem. (International Relations and Foreign Policy)/

PSCI 0240 Race Around the World: The Comparative Politics of Ethnic Diversity (Fall 2010)

This course aims to promote reflection on the interactions between the state and ethnic and racially diverse societies. We will examine the political development of concepts of race and racism and address topics such as slave emancipation, anti-Semitism and the Holocaust, and decolonization, as well as contemporary issues such as affirmative action, hate crimes, and Islamophobia. We will draw on readings and case studies from North America, South America, Europe, Africa and Asia. 3 hrs. lect./disc. (Comparative Politics)/CMP, SOC

PSCI 0242 International Politics and WMD (Spring 2011)

In this course we will examine the international ramifications of nuclear, biological, and chemical weapons use. What is a weapon of mass destruction (WMD)? How have WMD changed the way states behave toward international conflicts and within international crises? How has the development of these weapons influenced
the policies states have adopted in response? Beyond these questions, major course themes include the threats of proliferation and the highs and lows of weapons reduction initiatives. 3 hrs. lect./disc. (International Relations and Foreign Policy)/SOC

PSCI 0245 Power and Powerlessness (Spring 2011)

This course introduces students to the field of political theory through the study of the concepts of power, authority, and powerlessness. We study a wide range of theories and case studies on the origins and use of various types of power: political, institutional, cultural, personal, and religious. We study the difference between power and authority, how legitimacy is achieved and enacted, and how various "powerless" groups and individuals behave, react, and rebel. Readings include selections from the Bible, Thucydides, Hobbes, Luther, Marx, Nietzsche, Freud, Weber, Foucault, J. Gaventa, and H. Arendt. 3 hrs. lect./disc. (Political Theory)/PHL, SOC

PSCI 0251 Identity and Conflict in South Asia (Spring 2011)

In this course we will examine political development and conflict in South Asia through the concept of identity. South Asians take on a variety of identities -- ethnic, religious, linguistic, caste, national, etc. These identities often form the basis of political mobilization and both inter- and intrastate conflict. We will study the general concept of identity, including how identities are constructed and used, and then specific manifestations in South Asia. We will also examine the question of whether these identities were constructed during colonial or post-colonial times, or have an earlier basis. (International Relations and Foreign Policy)/AAL, SOC

PSCI 0258 The Politics of International Humanitarian Action (Spring 2011)

The Politics of International Humanitarian Action

Humanitarian intervention has emerged as a new moral imperative that challenges traditional concepts and practices in international relations. In this course we will consider how a range of actors--international organizations, states, NGOs--understand the concept of humanitarian intervention and engage (or not) in humanitarian actions. We will examine a variety of policy choices, including aid and military intervention, using specific case studies of Somalia, Kosovo, Rwanda, and the current crisis in Darfur. The goal of the course is to enable students to assess critically the benefits and challenges of a humanitarian approach to global politics. 3 hrs. lect./disc. (International Relations and Foreign Policy)/AAL, CMP, SOC

PSCI 0304 International Political Economy (Fall 2010, Spring 2011)

This course examines the politics of global economic relations, focusing principally on the advanced industrial states. How do governments and firms deal with the forces of globalization and interdependence? And what are the causes and consequences of their actions for the international system in turn? The course exposes students to both classic and contemporary thinking on free trade and protectionism, exchange rates and monetary systems, foreign direct investment and capital movements, regional integration, and the role of international institutions like the WTO. Readings will be drawn mainly from political science, as well as law and economics. (PSCI 0109 or PSCI 0201) 3 hrs. lect./disc. (International Relations and Foreign Policy)/SOC
PSCI 0306 American Constitutional Law: Individual Rights (Fall 2010)

This course focuses on the Supreme Court's interpretation of the first amendment freedoms of speech, press, and religion, and, to a lesser extent, the rights of the accused, as reflected in amendments four through eight. It includes consideration of philosophic arguments regarding speech and religion (Mill, Locke), the framing of the original bill of rights, and the constitutional history of free speech in America (Levy). Sullivan and Gunther's Constitutional Law is the text; written work includes three or four essays, a mock court exercise, and a final exam. (Sophomores, juniors, and seniors with PSCI 0102 or PSCI 0104 or PSCI 0205 or PSCI 0206 or PSCI 0305 or waiver) 4.5 hrs. lect./disc. (American Politics)/NOR, PHIL

PSCI 0307 The Politics of Virtual Realities (Spring 2011)

How has technology changed our politics? Are those changes all for the good? In this course we will explore the political, legal, and normative implications of the Internet for liberal democracy. We start with the US Constitution and explore arguments that it cannot by itself prevent the Internet from becoming a domain of manipulation rather than of freedom. How can we uphold the ideals of liberty and equality? And, since cyberspace has no country, whose laws should govern it? Cases will include President Obama's campaign and governance strategies, the virtual world Second Life, and Google's censorship policies in China. 3 hrs. lect./disc. (International Relations and Foreign Policy)/CW, SOC

PSCI 0311 American Foreign Policy (Fall 2010)

Does America exercise its power in the world in a distinctive way? If yes, has it always done so? In this course we will examine the evolution of American foreign policy from the time of the founding to the present. As we make our way from the height of the Cold War to the 21st century, we will assess how leaders, institutions, domestic politics, and the actions and inactions of other countries have shaped American international behavior. Topics considered include terrorism, nuclear proliferation, globalization, democracy promotion, whether the rich US has an obligation to help the less fortunate, how much power the Pentagon should have, what role the private sector can and should play in advancing American interests, and the Bush revolution in foreign policy. A central aim of the course is to map competing perspectives so that the student can draw his or her own political conclusions. 3 hrs. lect./disc. (International Relations and Foreign Policy)/NOR, SOC

PSCI 0318 Modern Political Philosophy (Fall 2010)

In this course, we will study: Machiavelli (Prince, Discourses); Bacon (Advancement of Learning); Hobbes (Leviathan); Locke (Second Treatise); Spinoza (Theological-Political Treatise); Montesquieu (Spirit of the Laws); Rousseau (Social Contract); Burke (Reflections); Kant (Foundations of the Metaphysics of Morals, Perpetual Peace); Hegel (Introduction to Philosophy of History); Marx (Communist Manifesto, German Ideology, Capital); Nietzsche (Beyond Good and Evil); Heidegger (Question Concerning Technology).

We will examine modernity's rejection of ancient thought, its later replacement of nature by history as the standard for right, and its subsequent rejection of any standard of right. Other topics include religion, freedom of speech, and the separation of powers. (PSCI 0101 or PSCI 0107 or PSCI 0317, or PSCI 0333, or waiver) 4.5 hrs. lect./disc. (Political Theory)/EUR, PHIL, SOC
PSCI 0322 War and Peace (Fall 2010)

What causes conflicts between states and within countries? What factors facilitate or impede their resolution? In this course we will examine interstate and intrastate conflicts and the challenges faced in resolving them, from both practical and theoretical perspectives. Employing some of the most prominent theories on war, and more recent theories of bargaining, negotiation, and conflict, we will draw upon a range of case studies to illustrate and evaluate the theoretical dynamics of conflict and conflict resolution. 3 hrs. lect./disc. (PSCI 0109 or PSCI 0201 or by waiver) (International Relations and Foreign Policy)/SOC

PSCI 0324 The Political Development of Western Europe (Spring 2011)

In what ways are the political systems and politics of France, Germany, Italy, and Britain similar? In what ways do they differ? How might we explain these patterns? This course attempts to answer these questions through comparative investigation of the processes and consequences of economic and political modernization in these nations from the feudal period to the 21st century. 3 hrs. lect./disc. (Comparative Politics)/CMP, EUR, SOC

PSCI 0330 Comparative Development Strategies (Spring 2011)

Why have some countries developed more rapidly than others? What do we mean by “development?” How can governments help or hinder development prospects? These broad questions are addressed by analyzing the development experiences of Asian, Latin American, and African countries. The course focuses particularly on what governments have done to try to accelerate the development process. To gain a historical perspective, the course begins with a brief consideration of the experiences of the now “developed” countries, followed by an examination of how difference countries have confronted the dilemmas of development of the 20th century. 3 hrs. lect./disc. (Comparative Politics)/CMP, SOC

PSCI 0333 Politics, Philosophy, and Education (Fall 2010)

We will explore the nature of these three activities and the relations among them. The course could be said to be an extended commentary on Socrates’ claim that education is turning the soul toward being; Aristotle's distinction between theoretical and practical knowledge; and Marx's claim that philosophers have only interpreted the world, but the point is to change it. We will ask what is liberal education and what is its business with political things. We will read Plato, Aristotle, Hobbes, Nietzsche, and some 20th century writers, including Michael Oakeshott, Allan Bloom, and Leo Strauss. Seniors needing to fulfill a political science seminar requirement may arrange with the instructor to do so. 3 hrs. lect./disc. (Political Theory)/EUR, PHL

PSCI 0344 Race, Sex, and the Constitution (Spring 2011)

In this course we will examine how courts in America have framed and decided cases involving sex and race. We will consider issues such as sex discrimination, birth control and abortion, and sexual orientation, as well as the Court's doctrine concerning heightened levels of scrutiny for suspect classifications and fundamental rights. Course readings will consist of Supreme Court decisions, relevant state supreme court and lower federal court decisions on same sex marriage, and scholarly commentary. We will examine both the
legitimacy and the efficacy of judicial power in these areas. Seniors needing to fulfill a political science seminar requirement may arrange with the instructor to do so. (PSCI 0102) 3 hrs. lect./disc. (American Politics)/ NOR, SOC

PSCI 0350 Franco-American Relations (Fall 2010)

In this course we will examine the complexity of Franco-American relations by focusing on recent as well as past issues of contention between the two partners. We will examine the impact of history, political culture, and national interest in defining clashing world visions. We will also reflect on the future of Franco-American relations based on the role of France in an enlarged and more closely integrated European Union. 3 hrs. lec./disc. (International Relations and Foreign Policy)/ CMP, EUR, SOC

PSCI 0368 Frontiers in Political Science Research (Fall 2010)

Nothing is more controversial among political scientists than the topic of how to study politics. In this course, we consider a variety of advanced techniques for studying political phenomena, including statistical methods, game theory, institutional analysis, case study techniques, experiments, and agent-based modeling. We will work with concrete examples (drawn from major political science journals) of how scholars have used these techniques, and consider the ongoing philosophical controversies associated with each approach. Students will have the opportunity to conduct original research using a method and subject of their choosing. (Two political science courses) 3 hrs. lect./disc. (Political Theory)/ DED, SOC

PSCI 0378 Civil Conflict in Africa and the Middle East (Spring 2011)

In this course we will examine the sources of civil conflict by investigating prominent cases of civil conflict and civil war in Africa and the Middle East, broadly defined. Major theories of political and ethnic conflict are introduced and applied to specific cases, including South Africa, Democratic Republic of the Congo, Sudan, Algeria, Lebanon, Afghanistan, and Iraq. Students will have the opportunity to make arguments about the causes and solutions to violent conflict, as well as individually examine a case study of their choice in the region. (PSCI 0103) 3 hrs. lect./disc. (Comparative Politics)/ AAL

PSCI 0404 Jihad vs. McWorld (Fall 2010)

In the new millennium, we may all be part of a global market economy, but can we live in a global market society? This seminar examines two major forces shaping the world today. One is â€œMcWorld,â€ a homogenizing global trend resulting from modern technology, communications, and an increasingly interdependent capitalist world economy. The other is â€œJihad,â€ a resurgence of ethnic politics, fundamentalist religious movements, and the politics of identity. We will analyze the origins, development, and interaction of these two seemingly contradictory trends through case studies from a variety of disciplinary perspectives. This course is equivalent to PSCI 0404. (Approval required) 3 hrs. sem. (International Relations and Foreign Policy)/
PSCI 0412 Seminar on Diplomacy (Spring 2011)

The practice of diplomacy and the techniques of bargaining, negotiation, and mediation are studied through theoretical works, diplomatic handbooks, memoirs, and studies of historical and contemporary cases. The seminar begins with an examination of a case of classical diplomacy at the Congress of Vienna. It then moves to consider Vietnam War negotiations and more contemporary examples of negotiation and mediation in interstate crises, peace settlements, and cooperative efforts at problem solving. Each student will complete a case study of a diplomatic event of his or her choice. (PSCI 0109 or 0201 or PSCI 0311 or waiver) 3 hrs. sem. (International Relations and Foreign Policy)/

PSCI 0416 Latin American Political Development (in Spanish) (Fall 2010)

This course will examine the political development of Latin America after independence. Major topics in the course will include: leadership and caudillismo, nationalism and the relationship between Latin America and the outside world, democracy and authoritarianism, revolutionary movements and electoral systems. Readings for the course will draw on the work of Latin American social scientists and novelists, and will also include speeches and writings from Latin American political leaders. A major goal of the course is to build an ability to carry on sophisticated discussion of Latin American politics in Spanish. Most readings will be in Spanish, and all classes will be conducted in Spanish. If there is sufficient student interest, a supplemental discussion in Portuguese will be added. This course will fulfill the advanced language course requirement for International Studies majors. Students may also use the course to receive elective credit in the Spanish department, though it does not fulfill the SPAN senior seminar requirement. 3 hrs. sem. (Comparative Politics)/

PSCI 0424 Seminar on Comparative Democratization (Fall 2010)

This seminar explores critical issues concerning transitions from authoritarian to democratic rule. It addresses such questions as: What factors account for the "third wave" of global democratic expansion? How do newly democratic societies confront their authoritarian past? Should the new leaders choose presidential or parliamentary government? What challenges confront states that are undergoing simultaneously processes of democratic change and economic transformation? What conditions favor consolidation of new democracies? Can democracy's "third wave" be sustained indefinitely, or will a wave of democratic breakdowns follow? To contend with such questions, we will analyze and compare the experience of many countries and regions. (One course in comparative politics) 3 hrs. sem. (Comparative Politics)/

PSCI 0425 Seminar on the American Presidency (Spring 2011)

In-depth examination of the exercise of presidential leadership from a normative and empirical perspective. What are the sources of presidential power, the constraints on its use, and the implications for the American political system? The focus is on the leadership strategies of the modern presidents (FDR through Bush). (PSCI 0102 or PSCI 0104 or PSCI 0206 or waiver) 3 hrs. sem. (American Politics)/
PSCI 0431 Seminar on African Government: The Political Economy of the Neo-Patrimonial State (Fall 2010)

Sub-Saharan Africa has been described as being in a state of permanent crisis, a place where disorder and chaos reign and where states are weak. How to political regimes form and stay in power in such an environment? What accounts for their survival in the face of tremendous political and economic challenges? This seminar examines the political economy of regime survival in neo-patrimonial states. Case studies include Nigeria, the Democratic Republic of the Congo, Liberia, and Sierra Leone. 3 hrs. sem. (Comparative Politics)/AAL

PSCI 0437 Understanding Intervention (Spring 2011)

In this seminar we will examine third-party intervention and its effects on conflict. Why do interveners get involved? In what ways do third parties try to manage or influence conflict? We will discuss various types of intervention, including economic sanctions, military assistance, and covert operations. We will then consider how interveners affect the outbreak, duration, and conclusion of conflict. Do interveners make conflict more or less likely to start? Do they shorten or lengthen fighting? How do they affect war outcomes? Case studies of intervention include Bosnia and Kosovo, World War I and World War II, and various Cold War conflicts. 3 hrs. sem. (International Relations and Foreign Policy)/SOC

PSCI 0438 Political Islam (Fall 2010)

In this course we will survey the central questions in studies of political Islam, focusing on the emergence of Islam as a political force in the contemporary period. Discussion will center on the following core topics: (1) the nature of political Islam and Islamic interests; (2) how Islamic political movements develop; (3) why Islamic political movements flourish or fail; (4) how Islamic interests are expressed in the political arena; and (5) what types of political systems are most compatible with politicized Islam? These questions will be addressed by looking at the general history of the contemporary Islamic resurgence and by examining case studies on Egypt, Algeria, Iran, Afghanistan, Turkey, West Africa, and Southeast Asia. 3 hrs. sem. (Comparative Politics)/AAL

PSCI 0449 Chinese Foreign Policy (Spring 2011)

China's grand strategy is "peaceful rise," meaning that soft power is used to accomplish policy goals. In this course we will examine China's foreign policy at three levels. At the neighbor-state level, we will focus on territorial conflicts like Taiwan and Tibet, nuclear proliferation in North Korea, and security alliances between Japan and the US. At the regional level, we will analyze economic and environmental issues involving Association of Southeast Asian Nations (ASEAN) states. At the international level, we will focus on oil diplomacy and China's role in the UN. In addition to international factors, we will examine domestic explanations of policy such as legitimacy, culture, and ideology. 3 hrs. sem. (International Relations and Foreign Policy)/AAL, SOC

PSCI 0454 Leadership: Politics and Personality (Spring 2011)

What difference do leaders make? Are leaders born or made? What accounts for effective leadership? Do answers to these questions change when the social, cultural, and political context varies? This course will...
approach the subject of leadership from a multidisciplinary perspective, focusing on (1) the individual personalities and values of leaders; (2) the relationship of leaders to the institutions they serve; (3) the role of the state and cultural context in which the leadership is exercised; and (4) the process of leading. (One course in comparative politics) 3 hrs. sem. *(Comparative Politics)*

**PSCI 0456 International Order in the 20th Century: Theories and Practice (Fall 2010)**

In this seminar we will study the organization of the international system throughout the 20th century, and evaluate some of the key mechanisms by which international relations are supposed to have been ordered: international institutions (like the World Bank), international organizations (like the United Nations), and international regimes (like the international gold standard). Reading both "secondary" and "primary" perspectives on these mechanisms, we will consider their interaction and assess the degree to which the international system was "ordered" in the most recent century. The course will impart to students greater knowledge of the international system's evolution and refine their tools for analyzing international organization. (PSCI 0109 or PSCI 0201 or PSCI 0304 or PSCI 0311 or waiver) 3 hrs. sem. *(International Relations and Foreign Policy)* / SOC

**PSCI 0457 Nonstate Actors in World Politics (Fall 2010)**

Although the state has traditionally been at the center of the study of international relations, actors outside the state play an increasingly important role in global politics. In this seminar we will explore the theoretical literature on non-state actors, and analyze their "real world" roles and significance in international politics. We will assess a range of non-state actors--terrorist groups, transnational advocacy networks, and multinational corporations--consider the conditions under which they are most influential, and discuss how international relations theory can and should incorporate these groups to better understand our increasingly interconnected world. (PSCI 0109 or PSCI 0201 or PSCI 0304 or PSCI 0311 or waiver) 3 hrs. sem. *(International Relations and Foreign Policy)* / SOC

**PSCI 0460 Seminar on West European Politics (Spring 2011)**

In this course we will examine various aspects of European politics. Topics covered will include how West European countries are responding to the contemporary economic environment, changes in domestic political party systems, the expansion of the European Union, the relationship between states and civil societies, and immigrant integration. Students will write a major research paper on an aspect of European politics that they have selected. 3 hrs. sem. *(Comparative Politics)* / EUR, SOC

**PSCI 0495 Seminar on Money and Politics (Spring 2011)**

Observers and political activists have long fought over how to best reconcile the existence of capitalism, with its necessary inequalities, and the principles of a democratic republic, which postulates equality with respect to rights. In this seminar, we consider what political science can teach us about the relationship between money and politics, and how best to assess the normative consequences of this interaction. 3 hrs. sem. *(American Politics)*
PSCI 0500 Independent Projects (Fall 2010, Winter 2011, Spring 2011)

A program of independent work designed to meet the individual needs of advanced students. (Approval required)

PSCI 0700 Honors Thesis (Fall 2010, Winter 2011, Spring 2011)

(Approval required)

PSCI 1003 Euro-Atlantic Relations (Winter 2011)

In this course we will examine the history, current condition, and prospective future of US-European relations, focusing primarily on security aspects of that relationship but with reference to political and economic contexts and bilateral ties. Issues covered include the persistent and changing aspects of the transatlantic bargain; the impact of 9/11 and the Iraq crisis; NATO's role in Afghanistan; US-European relations under the Obama administration; NATO enlargement and Russia; relations between NATO, the European Union, and the UN; NATO's new strategic concept; alternative futures for transatlantic relations. CMP, EUR, SOC, WTR

PSCI 1009 Public Opinion in American Politics (Winter 2011)

In this course we will explore the subject of public opinion in American politics. We will read major political science works on the sources of Americans' political attitudes and learn how political scientists analyze public opinion through major datasets such as the National Election Studies (NES). No prior knowledge of statistics is necessary to take this course, but students should be prepared to learn about and make use of statistical concepts, techniques, and computer software. NOR, SOC, WTR

PSCI 1010 Same Sex Marriage and Law (Winter 2011)

What are, or should be, the constitutional rights of same sex couples in the United States? The United States Supreme Court has struck down laws criminally punishing homosexual acts and it has held marriage to be a fundamental right, but it has not struck down traditional marriage laws. After a decade in which state courts have grappled with the subject under state constitutional law, celebrity lawyers Ted Olsen and David Boies have persuaded plaintiffs in California to make a "federal case out of it." We will study same sex marriage from the perspectives of philosophy and law. NOR, SOC, WTR

PSCI 1024 Charitable Action at Home & Abroad (Winter 2011)

What responsibilities do citizens owe their local and global communities? In what ways do people engage in volunteer and philanthropic activities? How do national or local politics influence one's propensity and ability to pursue such work? In this course we will explore the dynamics of charitable action at home and abroad by comparing the cultural norms and institutional arrangements of the charitable sector in four industrialized democracies: the United States, Japan, France, and Britain. Through case studies of both local
and national charitable organizations, we will examine the politics of charitable work and gain a practical perspective on the challenges facing charitable organizations and volunteers alike. CMP, SOC, WTR

**PSCI 1026 Advising the President (Winter 2011)**

In this course we will examine several key presidential decisions in American history from the perspective of presidential advisers using a formal modeling approach. After a general introduction to the structure and process of presidential decision making, students will participate in role-playing simulations designed to recreate the circumstances in each historical case. DED, NOR, SOC, WTR

**PSCI 1027 The Political Economy of Development (Winter 2011)**

In this course we will take an economic and political perspective in examining some of the most significant current questions in the field of development. Why have some countries developed more rapidly than others? How can governments help or hinder development prospects? These broad questions will be addressed by analyzing the development experiences of Asian, Latin American, and African countries. To gain historical perspective, we will study selected theories of development and the experiences of the now "developed" countries, followed by an examination of how countries have confronted the dilemmas of development such as poverty, inequality, and corruption. AAL, SOC, WTR

**PSCI 1029 Vermont Government and Politics (Winter 2011)**

Vermont is the second smallest state in America. Its state government is similarly small and accessible. How does it work? Does it work well? Are there lessons for other states that haven't fared as well during the recent economic downturn? Are there lessons Vermont can learn from other states? This course will offer an insider's perspective on the political landscape and governmental system of our host state. We will meet with those involved in the process and discuss the intricacies of state government and how the political system affects it. NOR, SOC, WTR
The Department of Psychology at Middlebury College has a strong commitment to the scientific study of human mental processes, emotions, and behavior. In keeping with this philosophy, the department offers a broad range of courses that provides students with the opportunity to learn about basic research and its applications in a variety of areas, including social, cognitive, behavioral, cultural, clinical, environmental, biological, and developmental psychology.

Requirements for the Major in Psychology: The psychology major consists of a minimum of 11 courses in four categories: Foundation courses, Area courses, Electives, and Senior Work.

I. Foundation courses: The foundation courses provide an overview of the field and provide students with the background and skills necessary to understand psychology as an empirical science. The required foundation courses are Introduction to Psychology (PSYC 0105) and the Statistics/Research Methods sequence (PSYC 0201 and PSYC 0202). Students are expected to complete the Statistics/Research Methods sequence by the end of their sophomore year, and no later than the end of their junior year.

II. Area core courses: Area courses ensure that students have a broad understanding of various subfields within the discipline. These areas are (Behavioral Neuroscience/Cognitive, Social/Applied, Developmental/Educational, and Personality/Clinical). Students are strongly encouraged to complete core courses no later than the end of their junior year. All students must take four area core courses, one in each of the four areas of the curriculum. Lab: All students must take one lab course in addition to Psychological Statistics and Research Methods in Psychology. This lab course also may fulfill a core course requirement. Lab courses are followed by (L) in the course lists below.

Area 1 - Neuroscience and Cognitive Psychology: PSYC 0301 (L), PSYC 0302 (L), and PSYC 0305 (L).
Area 2 - Social and Applied Psychology: PSYC 0203, PSYC 0230, and PSYC 0233.
Area 3 - Developmental and Educational Psychology: PSYC 0216 and PSYC 0225.
Area 4 - Personality and Clinical Psychology: PSYC 0204 and PSYC 0224.

III. Electives: All students must take two elective courses. The first (general) elective may be any psychology course, including a winter term course or directed or independent research (i.e., PSYC 0350, PSYC 0500, or PSYC 0703). The second elective must be a 0300-level course beyond the core course requirements (Note: PSYC 0350 cannot be counted for this 0300-level elective).

IV. Senior work: Senior work in psychology emphasizes the synthesis and integration of theory and research. Each student must take two senior seminars (0400-level courses) in psychology. Students who meet the department requirements also may elect to complete a senior honors thesis in psychology which requires students to apply their skills and knowledge of the field to the completion of a year-long empirical research project. (See description below.)

Departmental Honors in Psychology: Students who seek to graduate with departmental honors should consult with a faculty member no later than their junior year to actively begin planning their research. Students intending to complete honors work must submit the Thesis Intent Form by March 31 of their junior year. The psychology thesis requires three semesters (including Winter Term) of independent research. During the fall term of their senior year, candidates will enroll in PSYC 0500. During the winter and spring terms, after meeting the special requirements listed in the course description and being accepted into honors candidacy, they will enroll in PSYC 0703. A minimum GPA of 3.5 in psychology department courses is required for admission to honors candidacy. Students who complete an honors thesis in psychology can count PSYC 0703 for one of their two senior seminar requirements. Alternatively, PSYC 0703 may count towards a
student's general elective requirement; however, each course can only be used to satisfy one requirement.

V. Independent Research in Psychology or Optional Independent Work: Students may take Directed Research (PSYC 0350) or Advanced Research (PSYC 0500) under the supervision of a faculty member. Students need permission from a faculty member prior to enrollment in these courses. Students cannot take more than one independent research course in psychology per semester. Either PSYC 0350 or PSYC 0500 can be used to fulfill the general elective requirement; however, neither PSYC 0350 nor PSYC 0500 counts towards the 0300-level elective requirement.

Requirements for the Minor in Psychology: Five psychology courses, including the following: (1) PSYC 0105; (2) two core courses from among PSYC 0201, PSYC 0202, PSYC 0203, PSYC 0204, PSYC 0224, PSYC 0225 (or PSYC 0216), PSYC 0230, PSYC 0233, PSYC 0301, PSYC 0302, PSYC 0305, PSYC 0327; (3) one 0300- or 0400-level course (a course may not be double counted for both requirements (2) and (3); and (4) one general elective (any fall, spring, or winter term PSYC course).

Advanced Placement: Students who seek advanced placement in psychology should take the College Board Advanced Placement Examination. Credit for PSYC 0105 is given to students who achieve a score of 4 or 5 on the Psychology AP Examination. Credit for PSYC 0201 is given to students who achieve a score of 4 or 5 on the Statistics AP Examination.

Major in Neuroscience: See Neuroscience Program listing for a description of this major.

Joint Major in Psychology and Sociology: Required psychology courses: PSYC 0105; PSYC 0201; PSYC 0203; two core courses from PSYC 0204, PSYC 0224, PSYC 0225 (or PSYC 0216), PSYC 0230, PSYC 0233, PSYC 0301, PSYC 0302, PSYC 0305, PSYC 0327; one 0400-level seminar; and one elective. Required sociology/anthropology courses: SOAN 0105; SOAN 0252; either SOAN 0301 or SOAN 0302; SOAN 0305; one of SOAN 0103, SOAN 0191, SOAN 0288, or SOAN 0355; one 0400-level seminar; and one elective. Students who elect to do a senior project in sociology (either a one-semester project or a multi-semester project) or a senior thesis in psychology are required to take only one 0400-level seminar in either sociology or psychology. Students should consult their advisor about honors in the joint major.

Education Studies Minor with a Psychology Major: Up to two of the Psychology courses required for the Education Studies minors may also be counted towards the Psychology major.

Restrictions Concerning the Transfer of Courses in Fulfillment of the Psychology Major: Effective fall 2007, students may transfer no more than two psychology courses while enrolled as a full time student at Middlebury. Students wishing to obtain approval to transfer more than two courses must petition the department in advance.

PSYC 0105 Introduction to Psychology (Fall 2010, Winter 2011, Spring 2011)

Fall 2010

Introduction to Psychology
This course will provide a general introduction to the discipline of psychology. The most central and important theories, concepts, findings, controversies, and applications in the following areas will be considered: biological bases of behavior, learning, perception, thinking, development, personality, social behavior, and disorders and their treatment. (Open to juniors and seniors by waiver only) 3 hrs. lect./1 hr. disc. SOC
PSYC 0201 Psychological Statistics (Fall 2010, Spring 2011)

This course will examine statistical methods used in the behavioral sciences. Students will learn the logic underlying statistical analysis, focusing primarily on inferential techniques. They also will become familiar with the application of statistics to psychological research, including the use of computer software for conducting and interpreting statistical tests. (PSYC 0105; Fall: open to psychology and neuroscience majors and undeclared majors, others by waiver; Spring: open to psychology and neuroscience majors; others by waiver. Not open to students who have taken MA 106 or MATH 0116 or ECON 0210 previously or concurrently) 3 hrs. lect./1 hr. lab DED

PSYC 0202 Research Methods in Psychology (Fall 2010, Spring 2011)

This course will provide students with an understanding of the research methodology used by psychologists. Students will learn to read psychological studies and other related research as informed consumers. Students will collect, analyze, and interpret data during lab assignments. They will also design an empirical study, review the related literature, and write a formal APA-style research proposal. (PSYC 0105 and PSYC 0201; not open to first-year students; open to psychology and neuroscience majors) 3 hrs. lect./1 hr. lab DED

PSYC 0203 Social Psychology (Spring 2011)

Social psychology is the study of how social situations affect the thoughts, feelings, and behaviors of individuals. This course will provide an overview of social psychological theory and research findings, as well as reviewing the ways in which these findings are applied to the study of issues such as aggression, close relationships, prejudice, and altruism. Students will also learn about the research methods that social psychologists use to test their theories. (PSYC 0105; open to seniors by waiver only) 3 hrs. lect. SOC

PSYC 0204 Personality Psychology (Spring 2011)

This course provides an overview of personality psychology. Several central theories of personality, including psychoanalytic, humanistic, cognitive, trait, behavioristic, and social learning, will be discussed. The course will also emphasize the connection between personality theory and personality research. (PSYC 0105, open to seniors by waiver only) 2 hrs. lect./1 hr. disc. SOC

PSYC 0216 Adolescence (Fall 2010)

This course is designed to provide an overview of adolescent development, including the biological, cognitive, and social transitions of individuals during this period of life. Development also takes place in context, and we will pay particular attention to the role of family, peer group, school, work, and culture. Students will read research literature, as well as cases, in order to examine the central psychological issues of this developmental period, including identity, autonomy, intimacy, sexuality, and achievement. (PSYC 0105; open to seniors by waiver only) 3 hrs. lect. SOC

PSYC 0224 Psychological Disorders (Fall 2010, Spring 2011)

This course will provide an overview of the abnormal mental processes and behaviors currently classified as psychopathological. Data and issues related to the diagnosis, incidence, causes, and treatment of each disorder
will be examined. Case studies and current research efforts will provide focus for the discussion of the
neuropsychological, psychodynamic, behavioral, cognitive, humanistic, and social factors that contribute to
each disorder. (PSYC 0105; open to seniors by waiver only) 3 hrs. lect./1 hr. disc. SOC

PSYC 0225 Child Development (Fall 2010, Spring 2011)

This course will examine the nature of developmental changes from the prenatal period through adolescence.
A variety of theoretical perspectives will be considered, each focusing on a different domain of development.
The domains include biological, emotional, social, perceptual, cognitive, language, and moral development. A
major challenge for developmental psychologists is to understand how these domains relate to one another, a
problem we will work on throughout the semester. Developmental processes will be examined in a variety of
contexts, including the home environment, day care, play groups, and the classroom. (PSYC 0105; open to
seniors by waiver only) 3 hrs. lect./1 hr. disc. SOC

PSYC 0233 Environmental Psychology (Fall 2010)

This course will provide an introduction to environmental psychology. We will discuss the relevance of
psychology to understanding and addressing environmental problems as well as the potential for the natural
environment to serve as a protective factor in our own psychological health. In particular, we will focus on
using psychological theory to encourage conservation behavior. We will strive to understand not only the
relevant psychological theories and empirical findings, but also the practical implications of the research.
(PSYC 0105, or ENVS 0112, or ENVS 0211, or ENVS 0215; open to seniors by waiver only) 3 hrs. lect. SOC

PSYC 0300 Addiction (Fall 2010)

This course will review the current research and theories regarding the concept of addiction. Addictions to
both experiences and substances will be covered in detail. The treatment of the addicted person(s) in clinical
settings will also be addressed and evaluated. (One psychology course beyond PSYC 0105; open to first-year
students by waiver only; open to psychology and neuroscience majors; others by waiver) 3 hrs. lect.

PSYC 0301 Physiological Psychology (Fall 2010, Spring
2011)

This course concerns the biological basis of human behavior. The course will consider the neurochemical,
neuroanatomical, and neurophysiological bases of processes such as language, sensation, emotion, aggression,
sleep, learning, and memory. In the laboratory the student will conduct experiments using standard (surgical,
anatomical, biochemical, behavioral) techniques to investigate central nervous system function. (PSYC 0105
or any biology course; not open to first-year students; open to psychology and neuroscience majors; others by
waiver) 3 hrs. lect./3 hrs. lab. SCI

PSYC 0305 Cognitive Psychology (Spring 2011)

Questions about the nature of the mind, thinking, and knowledge have a long and rich history in the field of
psychology. This course will examine the theoretical perspectives and empirically documented phenomena
that inform our current understanding of cognition. Lectures, discussions, demonstrations, and experiments
will form the basis for our explorations of cognition in this class. Topics to be considered include attention,
perception, memory, knowledge, problem solving, and decision making. (PSYC 0105; PSYC 0201 previously or concurrently; PSYC 0202 recommended; not open to first-year students; open to psychology and neuroscience majors) 3 hrs. lect./3 hrs. lab. SCI

**PSYC 0307 Human Sexuality (Spring 2011)**

This course will provide an introduction to the biological, psychosocial, behavioral, and cultural aspects of human sexuality. Specifically, the course will cover topics such as the physiology of sexual response, love and the development of sexual relationships, sexual orientation, contraceptive use, and sexually transmitted diseases. Emphasis will be given to discussion of relevant social issues, including sexual harassment, pornography, and cyberspace sexuality. Students will be encouraged to critically evaluate the sexual norms, attitudes, and practices of their own and other cultures. (Two psychology courses; not open to first year students)

**PSYC 0309 Psychopharmacology (Fall 2010)**

This course will examine ways in which drugs act on the brain to influence behavior. Students will learn the basics of brain function, will learn basic properties of drug action, and will learn how legal and illegal drugs, including drugs used to treat psychological disorders, alter the brain function and behavior of humans and experimental animals. (PSYC 0301 or BIOL 0370; not open to first-year students; open to psychology and neuroscience majors; others by waiver) 3 hrs. lect. SCI, SOC

**PSYC 0313 Legal Psychology (Spring 2011)**

This course will provide an overview of the role of psychological research in the legal system. Students will be asked to consider how psychology is intertwined with legal decisions of guilt, a defendant's competency to stand trial, eyewitness behavior, jury selection, jury decision making, capital punishment, the insanity defense, and other relevant topics. In addition to the text, students will read empirical studies and Supreme Court decisions relevant to the above topics. As psychology’s role is contemplated, the strengths and limitations of the empirical research will be evaluated. (PSYC 0105 or PSCI 0102 or PSCI 0104; not open to first-year students) 3 hrs. lect. SOC

**PSYC 0315 Approaches to Psychotherapy (Fall 2010)**

This course presents the central theories and practices of clinical and counseling psychology with emphasis on methods of therapeutic intervention. Students will explore the theoretical assumptions of common approaches (e.g., psychoanalytic, humanistic, cognitive, behavioral, eclectic, and other systems), watch and participate in example interventions, and evaluate each approach on both theoretical and empirical grounds. Basic assumptions of the therapeutic relationship, how such relationships are established, and the role of these relationships in modern society, will also receive attention. Students will be expected to take an active role in class activities, demonstrations, and presentations. (Two psychology courses; not open to first-year students; open to psychology majors only) 3 hrs. lect. SOC

**PSYC 0327 Educational Psychology (Spring 2011)**

The goal of this course is to introduce students to a psychological understanding of teaching and learning through an overview of principles, issues, and related research in educational psychology. The course will examine theories of learning, complex cognitive processes, cognitive and emotional development, motivation,
and the application of these constructs to effective instruction, the design of optimum learning environments, assessment of student learning, and teaching in diverse classrooms. (PSYC 0105 and PSYC 0216 or PSYC 0225; open to psychology majors and education studies minors) 3 hrs. lect. SOC

PSYC 0350 Directed Research in Psychology (Fall 2010, Winter 2011, Spring 2011)

Directed research provides opportunities for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read background literature on the content area to be investigated and experimental methodologies to be used. Procedures involved in conducting psychological research will then be learned through firsthand experience. Potential activities include the design of research and the defining of conceptual variables and the gathering, analyzing, and interpretation of data. Finally, students will learn how to write technical articles in psychology by preparing a paper describing the project, using APA style. This course does NOT fulfill the 0300-level required elective. (Approval required, three psychology courses beyond the introductory level, not open to first-year students) 3 hrs. lect.

PSYC 0401 Environmental Problems and Human Behavior (Fall 2010)

Eco-psychologists believe there is a synergistic relation between our personal well-being and that of the earth. Viewed through this lens, damaging the eco-system is self-destructive behavior. In this course we will examine: (1) the state of the environment, (2) what motivates people to engage in pro-environmental behaviors (or not), and (3) the extent to which our views of self and happiness relate to our attitudes and beliefs about nature and the environment. In order to examine these issues we will investigate psychology's role in consumerism, community, and pro-environmental behaviors such as recycling. By the end of the semester we should be able to offer, based on the psychological research, suggestions for changes we can make as individuals, and as a society, to help protect the environment. (Any three psychology, neuroscience, or environmental studies courses; open to junior and senior psychology, neuroscience, and environmental studies majors; open to education studies minors by waiver; others by waiver) 3 hrs. sem.

PSYC 0403 Human Motivation (Fall 2010)

Why do we throw ourselves into some projects enthusiastically, while only a hefty bribe could induce us to work on others? In this seminar, we will explore the vicissitudes of human motivation across multiple perspectives (e.g., drive, learning, social-cognitive theories), domains of human activity (e.g., academics, athletics), and developmental periods. Through our own observational studies and critical reading of theory and research, we will challenge popular notions of what motivates, examine individual differences in motivation, and complicate our everyday intuitions of how motivation is experienced and measured. (PSYC 0105; open to junior and senior psychology majors only) 3 hrs. sem.

PSYC 0405 The Psychology of Racial/Ethnic Minorities (Spring 2011)

This course will explore areas within the field of psychology that relate to the experiences of racial and ethnic groups currently living in the United States. The course is also designed to be an interdisciplinary one. It will incorporate sociological and psychological perspectives to provide a comprehensive understanding of the
issues and problems confronted by members of various racial and ethnic minority groups today. The course will examine issues related to self-concept, cognitive development, family dynamics, assimilation, pluralism, acculturation, biculturalism, bilingualism, and mental health as they pertain to U.S. minorities. (PSYC 0105; open to junior and senior psychology majors, or by waiver only) 3 hrs. sem.

**PSYC 0406 Psychological Trauma (Fall 2010)**

Current evidence indicates that we have a 50/50 chance of being exposed to a psychologically-traumatizing event during our lifetime. This seminar explores psychological trauma from social, psychological, and biological perspectives. The course will cover the antecedents and consequences of trauma, past and present treatment approaches, and current controversies in the field (i.e., repressed memory, false disability claims). We will consider examples from literature, case studies, and current journal articles. Assessment will be based on participation, presentation, and written work. (PSYC 0105; open to junior and senior psychology and neuroscience majors only) 3 hrs sem.

**PSYC 0421 Psychotherapy with Children and Adolescents (Spring 2011)**

How is psychotherapy carried out with children and adolescents who are so different from adults? What therapeutic approaches meet their emotional, social, and developmental needs? How does a therapist use play and other expressive therapies to help children grow and flourish? In this seminar we will explore the central theories and practices of several therapeutic approaches using the research and clinical literature and clinical materials (e.g. case discussions, videotaped therapy sessions, artwork, narratives). Evaluation will be based on student led-discussions, group presentations, and research and reaction papers. (PSYC 0105; open to junior and senior psychology majors only) 3 hr. seminar

**PSYC 0426 Senior Seminar: Culture, Mind, and Education (Spring 2011)**

In this senior seminar we will examine the connections between mind and culture and the role schooling plays in this process. Among other topics, we will explore how individuals are socialized to cultural values and habits of mind, how cultural beliefs relate to learning and motivation, the relation between language and thought, and the psychological correlates of academic achievement across cultures. The course will focus on high contrast examples of "eastern" and "western" cultures, but students will be encouraged to bring their own cultural and educational interests to bear on the topic. Our goal is to develop a broader understanding of the role of culture in psychological processes, as well as to address implications of such psychological understanding for a global, multicultural society. (Open to junior and senior psychology majors, and to others by permission of the instructor.) 3 hrs. sem. CMP

**PSYC 0427 Stress & Coping: Across the Lifespan (Spring 2011)**

The ways we respond to stress can affect our physical and psychological well-being. In this course we will assess the strengths and weaknesses of the different conceptual models of coping. In addition, we will examine the validity and reliability of a variety of methods utilized to assess coping responses. We will investigate whether differences in gender or developmental stage account for individual differences in responses and whether coping mediates the association between exposure to stress and psychopathology.
Students will be evaluated on the basis of in-class participation, written assignments, and a research project. (Open to junior and senior psychology majors only.) 3 hrs. sem.

**PSYC 0430 Memory: A User’s Guide (Spring 2011)**

Why do we have trouble remembering our assignments, but do so well at "Jeopardy?" How can I remember names better? How can I best study for an exam? How accurate are our memories? A deep understanding of how people remember will allow us to answer these and many other questions. Topics covered in this course include working memory, the nature of encoding and retrieval, applied aspects of remembering, and neuroscientific approaches to understanding memory. Readings will be a mixture of textbook and journal articles. The class will have a seminar format, with emphasis on student presentations and contributions. Evaluations will be based on a research project, student-led discussions, and reaction papers. (PSYC 0201; open to junior and senior psychology and neuroscience majors only) 3 hrs. sem.

**PSYC 0431 Human Emotion (Fall 2010)**

What are emotions? Are feelings like love and fear 'real' or are they artificial labels humans have invented to organize our conscious experience? Do people from all cultures experience the same emotions? Finally, what purpose do emotions serve? Do they get in the way of 'rational' thought or do they serve a purpose? In this seminar, we will explore these questions and cover major theories and methodologies in the exciting new field of emotion in psychology. (PSYC 0105; open to junior and senior psychology majors or by waiver only) 3 hrs. sem.

**PSYC 0500 Advanced Research (Fall 2010, Winter 2011, Spring 2011)**

A program of research arranged to meet the needs of advanced students majoring in psychology. Note: All PSYC 0500 students are required to participate in the Psychology Department poster session held during spring term. (Approval required)

**PSYC 0703 Honors Candidacy (Fall 2010, Winter 2011, Spring 2011)**

Students hoping to be considered as candidates for departmental honors must enroll in PSYC 0500 under the sponsorship of a department faculty member and submit a formal, written research proposal to the department by 5 p.m. on Monday of the eleventh week of fall classes in their senior year. If the proposal is approved, the student will enroll in PSYC 0703 during the winter and spring terms of the senior year. The decision about awarding departmental honors will be made after the student submits a thesis by 5 p.m. on Monday of the eleventh week of spring classes. (Feb graduates should consult with their advisors about the appropriate semester in which to begin a thesis.) An oral defense of the thesis may be scheduled and is required if the thesis is to be considered for high or highest honors. (PSYC 0201 and PSYC 0202; approval required)

**PSYC 1014 Positive Approaches to Challenging Behaviors of School-aged Children (Winter 2011)**

In this course we will explore the different ways schools and parents manage challenging behaviors of
children. In particular we will contrast current western views, as reflected in psychological and educational research, with Native American child-rearing practices, particularly those of the Lakota, which focus on the basic needs of belonging, mastery, independence, and generosity. We will explore topics such as the differences between discipline and punishment, the communicative functions of behavior, building healthy adult/child relationships, and de-escalating a behavioral crisis. This course will be of interest to students pursuing education, psychology, or those who are, or plan to be, parents. (This course satisfies the Psychology general elective credit.) CMP, NOR, SOC, WTR

**PSYC 1015 Empathy, Sympathy, and Compassion (Winter 2011)**

How do we relate to other people? Are we truly able to feel what others feel? To what degree does an ability to experience emotions like empathy, sympathy, and compassion make us truly human? Is this ability something that distinguishes us or inexorably links us to the animal kingdom? In this course we will explore different approaches to understanding feelings for others through the writings of scientists and philosophers such as Darwin, de Waal, Nussbaum, Frank, and Sober and Wilson, as well as non-Western (particularly Buddhist) conceptions of compassion. CMP, SOC, WTR

**PSYC 1022 Buddhism and Modern Psychology (Winter 2011)**

Ernest Becker famously characterized human character as a "vital lie," a futile attempt to forestall dissatisfaction and mortality. How might this be so and what, if anything, can be done about it? We will discuss such challenging questions by examining traditional Buddhist theories of mind and meditation in dialogue with modern neuroscience, psychology, and psychotherapy. We will investigate early Buddhist practices of mindfulness and their modern medical applications, neuroscience and meditative practice, depth psychology in Buddhism and Freud, and current attempts to integrate all of these theoretically and therapeutically. AAL, CMP, PHL, WTR
Religion

Requirements for the major (11 courses):
(For students declaring a Religion Major beginning with the Spring 2011 semester)
The Religion major allows students to concentrate in particular Traditions (Buddhism, Christianity, Hinduism, Islam, or Judaism) and/or Areas (American Religion or Ethics). The major will consist of at least eleven courses, distributed as follows:

- a primary concentration of four courses in a specific Tradition or Area. These courses will include a 0100-level course and a 0300-level seminar that focus in that tradition/area.
- a secondary concentration of three courses in a specific Tradition or Area. These courses will include a 0100-level course and a 0300-level seminar that focus in that tradition/area.
- Two electives.
- RELI 0400, Seminar on the Study of Religion
- a Senior Project or Thesis (RELI 0601/0700). Normally senior work will relate to the majors primary concentration of study.

Important Notes:

(1.) Majors must take at least one course in Western Traditions (Christianity, Judaism, or Islam) and one course in Asian Religions (e.g., Hinduism, Buddhism, Taoism). These courses may be used toward the primary or secondary concentration, or they may be electives.

(2.) At least one of the two concentrations in a Religion major must focus on a Tradition. The other may focus on a second Tradition or an Area.

Students should consult closely with faculty advisors to determine which courses in the department satisfy a given concentration. The chair of the department, in consultation with the students advisor, will determine how transfer credits and courses taken during study abroad will be applied toward departmental requirements.

Joint major: Please note: the chair of the department must approve each joint major proposal.
For the Religion component of a joint major, a student will complete seven courses:

- A primary concentration of four courses in one Tradition or Area
- A secondary concentration of two courses in another Tradition or Area
- RELI 0400
- In addition, the student will complete a senior Project or Thesis that utilizes the expertise of both majors.

Religion Minor: The Religion minor will consist of at least five courses, three of which will focus in a single Tradition or Area. One of the courses in the focus must be a 0300-level seminar.

The Minor in Jewish Studies: Refer to Jewish Studies for description, or if searching the online catalog, please refer to Interdisciplinary Programs.

The Minor in Hebrew: Refer to Hebrew in the Course Catalog for description, or if searching the on-line catalog, please refer to Interdisciplinary Programs.

Departmental Honors: Graduation with departmental honors requires at least a B+ in courses counted toward the major. Students who meet this threshold and receive an A- or A on their senior project will be
awarded Honors. Students who meet the course grade threshold and write a thesis will be eligible for Honors if the thesis grade is at least a B+, and High Honors if the thesis grade is an A- or A. Highest Honors will be reserved for students who earn at least an A- in courses counted toward the major and an A on the thesis.

OLD Requirements for the major: (an option for students who declared before February 1, 2011) Students must take a minimum of eleven fall or spring courses. The major is designed to provide depth and breadth in, as well as systematic reflection upon, the study of religion. To facilitate this, religion courses are required from three Categories: A.) Western traditions (i.e., Judaism, Christianity, and Islam); B.) Asian traditions (e.g., Buddhism and Taoism); and C.) Areas (i.e., American religion, Ethics, and the study of Sacred Texts). Note that although some courses could fall into two categories, no single course will fulfill more than one requirement for a particular student. Courses are keyed as follows:

AR = American Religions
AT = Asian Traditions
ET = Ethics
ST = Sacred Texts
WT = Western Traditions

Requirements for the major may be calculated following the simple formula: 5-4-3-2-1.

5. To provide depth to their study in religion, students will have a major concentration of five courses in one of the Categories listed above. This concentration will include at least one 300-level seminar and a senior Project (RELI 0601). A student may choose to develop the senior project into a year-long senior thesis (RELI 0700) in consultation with his or her advisor. Note: Students fulfilling their major concentration in an Area listed in CategoryC must take all five courses within that specific area (i.e., five courses either in American Religion, in Ethics, or in the study of Sacred Texts).

4. To provide sustained, systematic reflection on the academic study of religion, students will take RELI 0400, preferably during their junior year.

3. To provide breadth and depth, students will have a minor concentration of three courses in a second of the Categories listed above. Note: Students fulfilling their minor concentration in an Area listed in CategoryC must take all three courses within that specific area (i.e., three courses in American Religion, or in Ethics, or in the study of Sacred Texts).

2. To provide breadth, students will take two courses in the third Category (i.e., the Category not fulfilling either #5 or #3).

1. Students must take at least one 100-level introductory course in an Asian and one in a Western tradition. These courses may also fulfill the other major requirements outlined above.

The Chair of the Department, in consultation with the student's advisor, will determine how transfer credits and courses taken during study abroad will be applied toward Departmental requirements.

Joint major: For the Religion component of a joint major, students will complete seven Religion courses plus a senior project (RELI 0601) which utilizes the training and content of both fields. These seven courses include: 4. RELI 0400. 3. A concentration of three courses in one of the Categories (including at least one 0300-level seminar). Note: Students fulfilling this concentration in an Area must take all three courses within that specific area (e.g., in American Religion, or in Ethics or in the study of Sacred Texts). 2. A minor concentration of two courses in a second category. 1. An elective of one course in the third and last category.

Religion Minor: The religion minor consists of at least five courses. Students should have a concentration of three courses (including at least one 0300-level seminar) in one of the categories listed above. Students
concentrating their minor in an Area must take all three courses within that specific area (e.g., Ethics). 

*The Minor in Jewish Studies:* Refer to Jewish Studies in the General Catalog for description, or if searching the on-line catalog, please refer to Interdisciplinary Programs.

*The Minor in Hebrew:* Refer to Hebrew in the Course Catalog for description, or if searching the on-line catalog, please refer to Interdisciplinary Programs.

*Departmental Honors:* Graduation with departmental honors requires at least a B+ on the senior project and a B+ average in courses counted toward the major. Only students who have completed a thesis are eligible for highest honors, which requires an A on the thesis and at least a B+ average in other courses counted toward the major.

**RELI 0120 Introduction to Asian Religious Classics AT (Fall 2010)**

An introduction to the classics of the major religious traditions of Asia: Taoism, Confucianism, Buddhism, and Hinduism. Central themes from these traditions will be studied through the selected scriptures and texts of each tradition. 3 hrs. lect., 1 hr. disc. AAL, CMP, PHL

**RELI 0130 The Christian Tradition WT (Fall 2010)**

An introduction to the ecclesiastical and theological development of Christianity. The course will begin with the formation of doctrine in the first five centuries. Attention will then be given to the development of Roman Catholicism, the Reformation, and the rise of Protestantism. The latter part of the course will deal with the changes that have occurred in the post-Enlightenment period and end with some contemporary issues. 2 hrs. lect., 1 hr. disc. EUR, PHL

**RELI 0140 Hindu Traditions of India AT (Spring 2011)**

An introduction to Hindu religious traditions of India, this course will trace the development of Hindu mythology, philosophy, and society from Vedic times to the present, with special reference to the law of karma, dharma, yoga, and liberation. Emphasis will be placed on gaining an appreciation of the rich multiplicity of Hindu religious thought and practice within the Hindu worldview through a study of its classical literatures, major sectarian divisions, and diversity of expressions. 3 hrs. lect., 1 hr. disc. AAL, PHL

**RELI 0160 The Jewish Tradition WT (Spring 2011)**

An introductory course on central themes and problems in Judaism and the life of "the People of the Book," with the goal of understanding contemporary ideas, institutions, and problems of Jewish life and thought in historical perspective. Topics will include: the formative ideas in Jewish thought monotheism, commandment, Torah; liturgy, ritual, and rhythm of Jewish life; theory and practice of the commandments; the tension between textual tradition and innovation; the origins and contemporary denominations of Judaism (Reform, Conservative, Reconstructionist, and Orthodox); Zionism and the meaning of Israel. 2 hrs. lect., 1 hr. disc. EUR, PHL

**RELI 0170 Religion in America AR (Fall 2010)**

America often has been defined paradoxically as both the "most religious" and "least religious" of nations. This course, a historical survey of American religious life, will trace the unique story of American religion

Religion 261
from colonial times to the present. Guiding our exploration will be the ideas of "contact," "conflict," and "combination." Along the way, we will examine the varieties of religious experiences and traditions that have shaped and been shaped by American culture such as, Native American traditions, Puritan life and thought, evangelicalism, immigration, African-American religious experience, women's movements, and the on-going challenges of religious diversity. Readings include sermons, essays, diaries and fiction, as well as secondary source material. 2 hrs. lect. 1 hr. disc. (formerly RELI/HIST/AMCV 0170) HIS, NOR, PHL

RELI 0220 Buddhist Traditions in India AT (Fall 2010)

An introduction to the development of Indian Buddhist thought, practice, and institutions. The course will begin with an examination of the life of the Buddha and the formation of the early tradition. It will then explore developments from early Nikaya Buddhism, through the rise of the Mahayana, and culminating in Tantric Buddhism. Attention will be given throughout to parallel evolutions of doctrine, practice, and the path to Nirvana. 3 hrs. lect./disc. AAL, PHL

RELI 0223 The Buddhist Tradition in East Asia AT (Spring 2011)

An introduction to the development of Buddhism within the East Asian cultural sphere of China, Korea, and Japan. We will consider continuities of thought, institution, and practice with the Indian Buddhist tradition as well as East Asian innovations, particularly the rise of the Chan/Zen and Pure Land schools. (Follows RELI 0220 but may be taken independently). 3 hrs. lect./disc. AAL, PHL

RELI 0228 Japanese Religions AT (Spring 2011)

We will begin our study of Japanese religions with the ancient mythology that forms the basis of Shinto (the way of the kami, or gods). We will then consider the introduction of Buddhism, Confucianism, and Daoism to Japan and examine how these traditions were accepted, absorbed, and adapted. We will also investigate Japanese reactions to Christianity in the 16th century and the appearance of "new" Japanese religions starting in the 19th century. Throughout, we will ask how and why Japanese have both adhered to tradition and been open to new religions. 3 hrs. lect./disc. AAL, PHL

RELI 0232 Philosophy of Religion WT (Fall 2010)

In the first part of this seminar we will focus on philosophical reflections on the existence of God, the relation between religion and morality, the existence of evil, arguments for and against religious belief, and religious experience. We will read texts by Pascal, Hume, Kant, Kierkegaard, William James, and Bertrand Russell. In the second part we will focus on the place of religion in society, considering what it means to live in a secular society, the relation between secularism and modernity, and the resulting modern forms of religious experience and practice. We will read selections from Max Weber, Sigmund Freud, Peter Berger, Charles Taylor and others. 3 hrs. lect. PHL

RELI 0237 Christianity in Early Modern Europe WT (Spring 2011)

In this course we will examine the theological ideas and social conditions that transformed European life and thought in the 16th and 17th centuries. Particular attention will be paid to the Protestant Reformation in
Germany and England, as well as the Catholic Counter-Reformation and changes within the Roman Catholic Church. We will study major theologians like Martin Luther, John Calvin, and Ignatius of Loyola, but we also will consider popular religious practices of the period. Finally, we will ask how cultural evolution and religious revolution influenced one another, especially in the rise of vernacular translations of the Bible and in the European colonization of the New World. 3 hrs lect. EUR, HIS, PHL

**RELI 0239 Pentecostalism and Liberation Theology (Spring 2011)**

In this course we will compare Pentecostalism and Liberation Theology, two movements of considerable popularity and influence in 20th and 21st century global Christianity. We will begin with an exploration of the central beliefs and practices in Pentecostalism, its origins in the Azuza Street Revival, and the reasons for its success around the world. Then we will turn our attention to Liberation Theology, beginning with the work of prominent Latin American theologians and extending in different forms to North America, the Caribbean, Africa, and Asia. Finally, we will consider how these movements represent different responses to the intellectual, cultural, and economic challenges of postmodern society. PHIL

**RELI 0243 Hindu Ethics (Fall 2010)**

Hindu Ethics AT, ET *

While "ethics" never emerged as a distinct branch of knowledge in its intellectual history, moral considerations are embedded in the various traditions that comprise Hinduism. In this course we will explore diverse forms of moral discourse in the Hindu context. We will focus on the concept of dharma as it emerged in the prescriptive literature of the Dharmashastras, as well as epic narratives like the Ramayana and the Mahabharata. We will then trace the evolution of ethical discourse in relation to other South Asian traditions such as Buddhism. Using caste, gender, vegetarianism, and non-violence as focal points, we will ask whether there even is such a thing as Hindu ethics. 3 hrs. lect./disc. AAL, PHL

**RELI 0254 Islam in South Asia AT (Fall 2010)**

Islam has played a significant role in shaping the culture and politics of the Indian subcontinent, from the seventh century to the present. Muslims are the largest religious minority in India, and Pakistan and Bangladesh were formed as independent states for the Muslim populations of British India. In this course we will consider the socio-cultural, religious and political impact of Islam on South Asia. We will pay particular attention to the influence of Sufism on South Asian literary and religious traditions, Islamic reform movements in colonial India, and the place of Islamic law in the secular Indian state. 3 hrs. lect./disc. AAL, HIS, PHL

**RELI 0272 African American Religious History AR (Spring 2011)**

This course offers an introduction to African American religious experiences in the United States. We will look at religious practices "imported" from Africa, slave religion, the growth of independent black denominations, the Back to Africa movement, black and new religious movements (such as Garveyism and the Nation of Islam), and the religious dimensions of the Civil Rights Movement. As we explore the influence of forced immigration, slavery, gender, segregation and freedom movements on the shape of African Americans' religious experiences, three questions will inform our discussion. What is "African" about
African American religions? As a group excluded from many of the freedoms of American society, what is "American" in African American religious experiences? How are notions of religion and religious practice nuanced when applied to these particular cultural contexts? 3 hrs. lect. HIS, NOR, PHL

**RELI 0280 Studies in Hebrew Bible/Old Testament ST, WT (Fall 2010)**

Studies in the Hebrew Bible/Old Testament is an introductory course that focuses on a major religious text in the Western tradition. We will closely read diverse selections from the Pentateuch, the Prophets, and the Writings in English translation; no familiarity with the Bible or background is presumed. Special attention will be paid to matters of genre and methods of modern biblical scholarship, as well as Jewish and Christian traditions of interpretation. 2 hrs. lect., 1 hr. disc.

*Note: Students with sufficient knowledge of Hebrew who would like to study selections from relevant texts in the original should register for RELI 0280B. Prerequisite HEBR 0102, HEBM 0103, or waiver./ HIS, PHL*

**RELI 0290 Women's Religious Life and Thought ST, WT (Spring 2011)**

This course will explore the female religious experience in Greco-Roman antiquity and Early Christianity. We shall trace the transition from the mystery religions of Demeter and Isis in the Eastern Mediterranean to the cult of Mary the Mother of God (Theotokos) and the worship of female saints. Drawing on a wide range of sources (hymns, saints' Lives, Apocryphal Gospels, Patristic texts, and icons), we shall study the varieties of female devotion and examine the roles available to women in the early Church: deaconesses and desert mothers, monastics and martyrs, poets and rulers. Different theoretical approaches will enable us to ask a series of questions: were women in the early Church considered capable of holiness? To what extent did the female 'gifts of the spirit' challenge church authority? What is distinct about the feminine experience of the divine? Finally, we shall consider the vision and poetics of female spirituality in select modern poets. 3 hrs. lect./disc. EUR, HIS, PHL

**RELI 0293 Religion and Bioethics (Fall 2010)**

Religion and Bioethics ET*

This course is an introduction to bioethics, or the principles, virtues, and other moral norms that guide decision-making in the health sciences. We will focus on moral norms accepted by Protestant, Catholic, Jewish, and humanistic traditions and embedded in a liberal, pluralistic society. We will consider the implications for euthanasia and assisted suicide, abortion, assisted reproduction, genetics, research on human subjects, and other health care issues that occupy public debate. Popular films and numerous actual and hypothetical cases that raise important issues in bioethics will be used throughout the course. 3 hrs. lect./disc. NOR, PHL

**RELI 0310 American Religion and Mass Media (Winter 2011)**

Are mass media â tools of Satanâ that will corrupt morals? Are they part of the divine plan to cultivate a moral community? Focusing on the 20th century, we will explore the interplay of religious individuals and groups and developing media technologies. What were the historical contexts evoking varied responses and uses of print and electronic media? Does the consumption of religious media privatize religion, or does it
require new ways of envisioning community? In discussing these and other questions we will discover the ways in which American religion was shaped by media and how media was shaped by religion. PHL

**RELI 0320 Seminar in Buddhist Philosophy: Yogacara Depth Psychology and Philosophy of Mind (Spring 2011)**

Seminar in Buddhist Philosophy: Indian Buddhist Philosophy from Shakyamuni to Mahamdra (AT)*
How can there be personal responsibility without an unchanging self? Causal continuity in a world without substantial essences? Valid norms and meaningful action in an unstable and socially constructed universe? Indian Buddhist philosophers addressed these and other philosophical problems in a systematic and sustained fashion over a 2000-year timespan, from the time of the Buddha (450 BCE) to the teachings of Mahāmudrā (1200-1500 CE). We will study their ideas in this course, relying on primary texts in translation, historically contextualized by secondary sources, and in constant dialogue with modern and post-modern philosophy. (RELI 0120, RELI 0220, RELI 0320, or any course in Philosophy) AAL, CMP, PHL

**RELI 0329 Persecution and Revival of Religion in Modern China AT (Fall 2010)**

In this study of the dramatic recent religious history of China, we will begin with "modern" critics and reformers at the end of the imperial era and then consider the communist suppression of religion and the "cult of Mao." Our focus, however, will be the remarkable revival of religion since Mao's death in 1976. We will investigate the activity itself-ranging from traditional practices to new religious movements to various forms of Christianity - and the complex cultural and political dynamics involved in this "return" to religion. (HIST 0232, RELI 0225, or waiver) 3 hrs. sem. AAL, PHL

**RELI 0331 History of the Bible (Fall 2010)**

History of the Bible ST, WT *
The Christian Bible is the best-selling book of all time, but also a text with complicated history. Beginning with an overview of book production in the ancient world, we will chart the historical development of the Bible as a physical text and a sacred object. We will explore the origins of the Bible's texts, including apocryphal works and non-western variations on the canon. We will examine different frameworks employed in the history of biblical interpretation, from allegorical and typological readings to the Reformation doctrine of sola scriptura. Finally, we will consider the rise of the English Bible and its influence on Anglo-American culture and Christian missions. (RELI 0130, RELI 0180, or waiver) 3 hrs. sem. EUR, PHL

**RELI 0345 Modern Hinduism (Spring 2011)**

Seminar in Hindu Studies: Colonialism, Reform, and Nationalism in Modern Hinduism
In this course we will study the historical and political contexts of modern Hinduism in South Asia. We will begin with the colonial critique of Hinduism in the 19th century and the resulting movements of reform, focusing on major debates on image worship, caste, and the position of women. We will then consider the rise of Hindu nationalism, paying particular attention to the role of mass media (print, television/film, and the Internet). Working with textual and visual material, we will explore the role of Hinduism in defining cultural and national identity. (RELI 0140) 3hrs. sem. AAL, PHL
RELI 0370 Seminar in American Religion: AR, WT (Fall 2010)

Seminar in American Religion: Race, Religion, and Gender in African-American Women's Experience AR, WT
African American women have stood at a unique intersection of race and gender in America. This course examines how African American women in the Christian tradition have negotiated this intersection and dealt with the multiple forms of oppression that grew out of the various socially constructed hierarchies related to race and gender. Through a combination of secondary, primary and biographical sources, the course explores the lives of African American women from the opening of the 20th century through the Civil Rights Movement with the aim of gaining insight into how religious experiences aided them in overcoming oppression and creating new opportunities. Drawing on insights drawn from these sources, the course will also ask how the past informs our understanding of women and race in contemporary American society. 3 hrs. sem. (This course satisfies elective credit for Woman's & Gender Studies.)

RELI 0376 Religion and American Politics AR, ET (Spring 2011)

Does religion belong in politics? Should religious reasons be permitted in public political debate? Should candidates for office publicly declare their religious beliefs? Are orthodox Christianity, Judaism, and Islam fundamentally incompatible with democratic principles? This course examines these and similar questions regarding the relationship between religion and American democracy. We will study the role religion does in fact play in American politics, but primarily we will ask what role, if any, religion should play in politics. We will consider this last question by consulting a number of important contemporary political philosophers and theologians. (RELI 0190 or RELI 0275 or RELI 0293 or any course in Political Science, Philosophy or American Civilization) 3 hrs. sem. NOR, PHL, SOC

RELI 0400 Seminar on the Study of Religion (Spring 2011)

This seminar for advanced religion majors examines important and influential theories and methods in the study of religion. (Open to junior and senior religion majors or by waiver.) 3 hrs. sem.

RELI 0500 Independent Research (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)

RELI 0601 Senior Project (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)

RELI 0700 Senior Research for Honors Candidates (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)
RELI 1020 Giving Meaning to Ordinary Time: Exploring the Jewish Sacred Calendar (Winter 2011)

Beginning with an overview of the history and evolution of Jewish culture and religion, we will examine the holy days and holidays of Judaism. We will study selected celebrations in terms of their development and practice, and their role in expressing a theology and system of values. We will explore themes such as the human condition and its challenges; forgiveness, repentance, and atonement; celebration; the tension between historical memory and spiritual reinterpretation; and the function of holidays in society. We will also examine contemporary issues of gender, emerging practices, and the portrayal of religious holidays in pop culture.

PHL, WTR

RELI 1022 Buddhism and Modern Psychology (Winter 2011)

Ernest Becker famously characterized human character as a vital lie, a futile attempt to forestall dissatisfaction and mortality. How might this be so and what, if anything, can be done about it? We will discuss such challenging questions by examining traditional Buddhist theories of mind and meditation in dialogue with modern neuroscience, psychology, and psychotherapy. We will investigate early Buddhist practices of mindfulness and their modern medical applications, neuroscience and meditative practice, depth psychology in Buddhism and Freud, and current attempts to integrate all of these theoretically and therapeutically.

AAL, CMP, PHL, WTR

RELI 1023 Early Taoist Texts (Winter 2011)

In this course we will concentrate on the two great early Taoist (Daoist) texts, the Tao te ching (Daode jing) and the Chuangâ tzu (Zhuangzi), both of which date from the Warring States period (475 -221 b.c.e.) of China and yet remain widely read and studied. We will read them closely, in multiple translations, and consider questions of authorship, audience, and philosophical and religious content. We will wrestle at length with these wonderful and difficult texts, with attention first to their original context and then to their reception and interpretation in later East Asian religion, philosophy, and literature. (This course is not open to students who have taken RELI 0227).

AAL, PHL, WTR

RELI 1024 Jewish Thinkers on Big Questions (Winter 2011)

What is atonement? How do we human beings confront our own flaws and mistakes? How do we respond to suffering? What is compassion for the Other? If there is revelation, can we know what it is? What is divine law? What is commandment? How do Jewish answers to these questions differ from Christian ones? These are perennial, looming questions in Jewish thought, and we will probe them with the help of texts from Martin Buber, Franz Rosenzweig, Hermann Cohen, and Emmanuel Levinas, as well as the great medieval thinker Maimonides.

PHL, WTR

RELI 1071 Voices of Nonviolence (Winter 2011)

We begin this course with an overview of the teachings of various world religions relating to the theme of nonviolence. We then proceed to examine the religious inspiration, activism, and writings of Tolstoy, Gandhi, Ghaффar Khan, Dorothy Day, Martin Luther King, Jr., CÅ©sar Chavez, and Thich Nhat Hanh. We will test the adequacy of nonviolence as a response to conflict by exploring themes such as the humanity of the opponent, the challenge of despair and cynicism in the face of great obstacles, the place of spiritual practices in
individual and community life, and the value (or problem) of redemptive suffering. (Students who have taken
INTD 1071 will not be eligible to register). PHL, WTR

RELI 1072 Contemplative Practice and Social Change
(Winter 2011)

This course is a scholarly endeavor that includes an invitation into experiential education. We will examine
the lives of those who have dedicated themselves to various kinds of social change (such as peace work, civil
rights, and environmental protection). Many individuals who have taken up the call for social change have
also maintained some kind of contemplative practice. We will examine the relationship between
contemplative practice and transformational work with attention to such figures as King, Gandhi, Pema
Châ¶dron, Thich Nhat Hanh, and Thomas Merton. Students also will be asked to participate regularly in
some forms of (non-religious) meditation practice. (Pass/Fail) PHL, WTR
Major Requirements: Normally, majors must complete second-year Russian, RUSS 0122, RUSS 0151, four other courses, including at least one mainstream course in Russia, and a senior seminar. (HIST 0247 and HIST 0248 may be substituted for RUSS 0122.) Each student's program is planned individually with the department chair. Students planning careers in government, business, or law are advised to consider a major in the Russian and East European studies track of the international studies program. Russian majors also frequently combine their language study with a minor in economics, geography, history, or political science, or do a joint or double major with one of these subjects. Majors planning teaching careers should study a second language, preferably through at least the third-year level, and should consult members of the education studies faculty regarding certification.

Departmental Honors: Majors with a B+ average in Russian courses and a B average overall are encouraged to prepare an honors thesis, the final copy of which is due April 20 of the year of graduation. Departmental honors are determined by a combination of thesis grade and grade point average in courses taken in the Russian Department, the Russian School and Middlebury's programs in Russia. Highest honors will be awarded for a GPA of 3.75 plus A on the thesis; high honors will be awarded for a GPA of 3.5 and A- or better on the thesis, and honors will be awarded for a GPA of 3.35 and a grade of B+ or better on the thesis.

Minors: The Russian department offers two minor programs: The Russian language minor includes RUSS 0101, RUSS 0103, RUSS 0201, RUSS 0202, RUSS 0311 and RUSS 0312. The Russian literature and culture minor includes any two of RUSS 0122, RUSS 0151, RUSS 0152, RUSS/DANC 0241RUSS/FMMC 0245, and three of the following: RUSS 0351, RUSS 0352, RUSS 0354, and RUSS/ENAM 0359. A first-year seminar may, on occasion, be substituted for one of these courses.

Junior Year in Russia: All majors and language minors are encouraged to study for a year in Russia. Middlebury's programs at Irkutsk State University, Russian State University for the Humanities in Moscow, and Yaroslavl State Pedagogical University are open to juniors who have completed 0300-level Russian. Students are strongly encouraged to spend a summer in the Kathryn Wasserman Davis School of Russian on the Middlebury College campus before studying abroad in Russia. Students who have completed only 0200-level Russian must spend the fall semester at Yaroslavl. In their first semester, all students will take conversation, composition, and culture/civilization courses organized exclusively for our students; students who have completed third year level Russian will also take a mainstream course with Russian students, selected from the full university curriculum. In the second semester, students who have not yet taken a mainstream course will take one, and students who have already taken one will take two or more, in addition to the courses organized for Middlebury. Majors are expected to take at least one mainstream course while in Russia. Students unable to attend for a full year may study in Russia for one semester, preferably in the fall. The following courses are among those offered at our programs in Russia in recent years. While we cannot guarantee that each of these courses will be available on a regular basis, they are representative of the kinds of offerings students may expect:

In Irkutsk:
- Russian Literature of the Nineteenth Century
- Language of the Mass Media
- Scientific Texts
- History of Russia 1917-1970 Through Film
- Siberian Culture and Ethnic Groups

In Moscow:
- Russian Folklore
RUSS 0101 Beginning Russian (Fall 2010)

This course is an approach to the language using four skills (speaking, listening, reading, and writing). It provides a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing, and a conscious understanding of the fundamentals of grammar prepare a strong foundation for work in advanced courses or for reading in specialized fields. 3 hrs. lect., 3 hrs. drill. LNG

RUSS 0102 Beginning Russian (Winter 2011)

This course is a continuation of RUSS 0101. (RUSS 0101 or equivalent) LNG, WTR

RUSS 0103 Beginning Russian (Spring 2011)

This course is a continuation of the approach used in RUSS 0102, but with increased emphasis on reading. (RUSS 0102) 3 hrs. lect., 3 hrs. drill. LNG

RUSS 0122 The Russian Mind (in English) (Fall 2010)

In this course we will study the dominant themes of Russia's past and their role in shaping the present-day Russian mind. Topics will include: Slavic mythology; Russian Orthodoxy; Russian icons; the concept of autocracy; the legacy of Peter the Great and Catherine the Great; the Golden Age of Russian Literature (Pushkin, Gogol, Tolstoy and Dostoevsky); Russian composers, including the "Mighty Five"; Russian theater and ballet; the origins of Russian radicalism; the Russian Revolution; the legacy of Lenin and Stalin; and Russia from Khrushchev to Putin. 3 hrs. lect. AAL, HIS, LIT

RUSS 0151 Russian Literature's Golden Age: 1830-1880 (in English) (Spring 2011)

Duels, ghosts, utopias, murders, prostitution, and adultery- these are the raw materials Russian authors turned into some of the world's greatest literature. This course is an introduction to Russian literature of the 19th century, from the short stories of Pushkin and Gogol to the great novels of Dostoevsky and Tolstoy. The centrality of literature in Russian society and the interrelations among the authors and texts will be discussed.
How do the authors combine reality, fantasy, and philosophy to make these works both uniquely Russian and universal? 3 hrs. lect. EUR, LIT

RUSS 0152 Russian Literature's "Bloody Age": Twentieth-Century Literature and Society (in English) (Fall 2010)

Writers die for literature in Russia. This course is a survey of Russian literature from before the Revolution to the present. Beginning with Chekhov's stories, we will read supernatural tales, futurist utopias, and harrowing realistic accounts of life in the prison camps of Siberia. Official, émigré, and underground literature will be read to show the complex role of literature in Russian life and politics. 3 hrs. lect. EUR, LIT

RUSS 0201 Intermediate Russian (Fall 2010)

Systematic review of grammar and development of the spoken and written skills attained in Beginning Russian. (RUSS 0103 or equivalent) 3 hrs. lect., 3 hrs. drill LNG

RUSS 0202 Intermediate Russian (Spring 2011)

Continuation of the approach used in RUSS 0201. Reading of contemporary Russian texts, conversation, and written assignments in Russian based on reading assignments. (RUSS 0201 or equivalent) 3 hrs. lect., 3 hrs. drill LNG

RUSS 0354 Chekhov (in English) (Fall 2010)

A study of Chekhov's major dramatic output: a survey of the history of Russian theatre before Chekhov; Turgenev's Month in the Country; Chekhov's evolution as a writer; analysis of his four major plays: Seagull, Uncle Vanya, Three Sisters, and Cherry Orchard; Chekhov's European contemporaries and his Russian successors. 3 hrs. lect. EUR, LIT

RUSS 0500 Advanced Studies in Language and Literature (Fall 2010, Winter 2011, Spring 2011)

Supervised individual study for highly qualified students. (Approval required)

RUSS 0700 Senior Independent Study (Fall 2010, Winter 2011, Spring 2011)

(Approval required)

RUSS 0704 Senior Seminar: Research, Recast, Relay (Fall 2010)
Senior Seminar (in Russian)
The topic changes each year. Recent seminar titles have included The History of Russian Poetry, A History of Short Narrative Fiction, Pushkin, The Master and Margarita, Nabokov's The Gift, and Literature on Film. Topics under consideration for future seminars include Russian Drama, Translation of Russian Literature, and 19th-Century Russian Novels. (senior majors) 3 hrs. sem.
Required for the Major in Sociology/Anthropology: A minimum of ten courses will constitute the major; at least eight of these courses (and all the CORE courses) must be fall and spring courses taught at Middlebury. The core of the departmental major consists of five required fall and spring courses (SOAN 0103, SOAN 0105, SOAN 0305 or SOAN 0306, SOAN 0301 or SOAN 0302, and SOAN 0700 or SOAN 0710), which emphasize basic concepts, theory, and research methods. Each student will also be required to take at least one 0400-level seminar (preferably in the junior year). In addition, each student may choose at least four electives from the variety of substantive courses offered by the department, no more than two of which may be 0100-level courses. No more than two courses may be taken outside of the regular fall and spring semesters at Middlebury (e.g., as Winter Term courses or transfer credits). Strongly recommended: at least one area studies course.

Students should take Research Process (SOAN 0301 or SOAN 0302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

Joint Major in Sociology and Psychology: Required sociology/anthropology courses: SOAN 0105; SOAN 0252; either SOAN 0301 or SOAN 0302; SOAN 0305; one of SOAN 0103, SOAN 0191, SOAN 0288, or SOAN 0355; one 0400-level seminar; and one elective. Required psychology courses: PSYC 0105; PSYC 0201; PSYC 0203; two core courses from PSYC 0204, PSYC 0224, PSYC 0225 (or PSYC 0216), PSYC 0230, PSYC 0233, PSYC 0301, PSYC 0302, PSYC 0305, PSYC 0327; one 0400-level seminar; and one elective. Students who elect to do a senior project in sociology (either a one-semester project or a multi-semester project) or a senior thesis in psychology are required to take only one 0400-level seminar in either sociology or psychology. Students should consult their advisor about honors in the joint major.

Joint Majors in Sociology/Anthropology and Environmental Studies-Human Ecology: (This focus requires 8 or 9 courses depending on senior work). SOAN 0103; SOAN 0105; SOAN 0211; SOAN 0301 or SOAN 0302; SOAN 0305 or SOAN 0306; two electives related to the topic of human ecology (to be selected in consultation with your advisor) from among Sociology-Anthropology offerings, or PSYC 0233, or PSYC 0401. In addition, students will take either SOAN 0700 (one-semester senior project) or SOAN 0710 (multi-semester senior project). (This focus qualifies students for joint major status.)

Joint Majors with other departments: Students wishing to do a joint major with another department or program must complete the following sociology/anthropology courses: SOAN 0103, SOAN 0105, SOAN 0301 or SOAN 0302, SOAN 0305 or SOAN 0306, SOAN 0700 or SOAN 0710 and two electives. Any departures from this program must be approved by the department chair.

International Studies Major: To specialize in sociology/anthropology within the international studies major, students must take: SOAN 0103, SOAN 0105, SOAN 0301 or SOAN 0302, SOAN 0305 or SOAN 0306, plus two other sociology/anthropology electives. SOAN concentrators doing a multi-semester senior project are also required to participate in the Senior Work Seminar that begins meeting the first week of fall semester.

Sociology Minor: SOAN 0105 and four elective courses in SOAN, no more than one of which can be at the 0100-level and no more than one of which can be an anthropology course.

Anthropology Minor: SOAN 0103 and four elective courses in SOAN, no more than two of which can be at the 0100-level and no more than one of which can be a sociology course.

Senior Project in Sociology/Anthropology: Each student must complete an independent research project of at least one semester. The student who meets the departmental requirements may elect to extend a one-semester project into a multi-semester project. During the first semester of their senior year, the major will enroll in SOAN 0700 under the supervision of the Senior Work Coordinator. The student who wishes to work on a project for more than one semester will present his/her progress to a panel of two professors who will decide whether the project qualifies for extended study. The student who wishes to, or who is advised to, complete the project within one semester will turn in a final report (25-40 pages) by the end of the semester. If the project advisor and another SOAN faculty member agree that the project deserves an A- or A, the student will receive Honors.
The student who wishes to continue working on the project, and who receives approval to do so, will enroll in SOAN 0710 for up two subsequent terms. The student will produce a final paper of substantial length (60-100 pages) and meet a deadline set by the department, earning up to two regular credits and one Winter Term credit. If the students project advisor and another SOAN faculty member agree that the project qualifies for Honors, the student will defend it before the two faculty members, who will then decide whether the student receives Honors B+, High Honors A-, or Highest Honors A.

A special non-credit but required senior seminar for both SOAN 0700 and SOAN 0710 begins the first week of fall semester and meets as necessary during the rest of the year.

**Departmental Honors:** To win Honors, students must a) achieve a minimum of a B average in all sociology/anthropology courses and b) achieve an A or A- for their one-semester project, or an A, A- or B+ for their multi-semester project.

**SOAN 0103 Selected Topics in Sociocultural Anthropology (Fall 2010, Spring 2011)**

This course introduces students to the varieties of human experience in social life and to the differing approaches and levels of analysis used by anthropologists to explain it. Topics include: culture and race, rituals and symbolism, kinship and gender roles, social evolution, political economy, and sociolinguistics. Ethnographic examples are drawn chiefly from non-Western societies, from simple bands to great agrarian states. The ultimate aim is to enable students to think critically about the bases of their own culture and about practices and beliefs previously unanalyzed and unexamined. 2 hrs. lect., 1 hr. disc., 2 hrs. screen CMP, SOC

**SOAN 0105 Society and the Individual (Fall 2010, Spring 2011)**

**Fall 2010**

**Society and the Individual**
This course examines the ideas and enduring contributions of the giants of modern social theory, including Karl Marx, Max Weber, Emile Durkheim, and Sigmund Freud. Readings will include selections from original works, as well as contemporary essays. Key issues will include the nature of modernity, the direction of social change, and the role of human agency in constructing the "good society." This course serves as a general introduction to sociology. 2 hrs. lect., 1 hr. disc. SOC

**SOAN 0110 Current Social Issues in Japan (Fall 2010)**

In this course we will use ethnography, fiction, and historical studies to examine some of the underlying themes of Japanese culture. Japan is a highly developed, post-industrial society renowned across the globe for economic success in the post-World War II period. What historical and social factors have shaped Japan’s contemporary culture, and how have interactions with other countries influenced Japanese society? We will study a number of different spheres of Japanese life including the family and the workplace to better understand contemporary society. We will pay special attention to Japan’s global position and its relationship to the United States. 3 hr. lect./disc. AAL, SOC

**SOAN 0191 Introduction to Sociology of Gender (Fall 2010)**
What is gender and what would a sociology of it look like? When did gender become a category of inquiry and more importantly why? We will look at how the meaning and performance of gender changed over time, from Classical Greece to Victorian England, to the contemporary U.S. We will also look at how gender changes depending on one’s position in social space, e.g. one’s race, class, sexuality, and nationality. Finally, we will consider how the need to look at gender is the result of a variety of discourses, from psychoanalysis to capitalism to movements of liberation such as feminism. 2 hrs. lect., 1 hr. disc. CMP, SOC

SOAN 0211 Human Ecology (Spring 2011)

Environmental issues are also cultural and political conflicts, between competing social groups, economic interests and cultural paradigms. This course introduces students to human ecology, the study of how our adaptations to the environment are mediated by cultural differences and political economy. Topics include: how ecological anthropology has evolved as a subdiscipline, with a focus on systems theory and political ecology; how ritually regulated societies manage resources; how rural communities deal with environmental deterioration; and how contradictions between environmental protection, economic development, and cultural values complicate so many ecological issues. Limited places available for students to satisfy the College writing requirement. (SOAN 0103 or ENVS 0112 or ENVS 0211 or ENVS 0215 or BIOL 0140) 2 hrs. lect., 1 hr. disc. CMP, SOC

SOAN 0212 The Family in Contemporary Society (Fall 2010)

This course will investigate the social, economic, and political forces that have brought about changes in family life in the beginning of the 21st century. We will begin by looking at various attempts to define "the family," and we will then explore a range of topics, including the webs of family relationships (e.g., mothering, fathering, kin networks), labor and family intersections (e.g., mediating between work and family; the household division of labor), gay and lesbian family life, and domestic violence. Although the focus will be on contemporary United States, we will also examine some cross-cultural and historical material. 3 hrs. lect./disc. CMP, NOR, SOC

SOAN 0215 Sociology of Education (Spring 2011)

In this course we will study education both as a social institution and as a social process. In our analysis of education and its relationship to the structure of society, we will pay particular attention to the intersection of gender, class, race, and ethnicity within schools. Our objective will be to explore the ways in which education might contribute to the reproduction of social inequalities, as well as its potential for social change. The substantive focus will be on American society. Limited places available for students to satisfy the college writing requirement. 3 hrs. lect./disc. CMP, NOR, SOC

SOAN 0230 Rethinking the Body in Contemporary Japan - In English (Fall 2010)

In this course we will examine attitudes toward and tensions related to the human body in Japan. Looking at art, music, style, and social issues we will examine the symbolic as well as material concerns of bodies in contemporary Japan. Religious, historical, martial, and aesthetic understandings of bodies will be addressed. We will analyze Japan's current attitudes toward organ transplantation, treatment of the deceased, plastic surgery, surrogacy, sex change surgery and other embodied practices. Readings will include Twice Dead and Commodifying Bodies. AAL, SOC
SOAN 0235 The City and Its People (Spring 2011)

We all live somewhere, and increasingly we find ourselves living in an urban environment. In this course we will explore current topics in urban sociology, with particular emphasis on the power of place, culture, and community in U.S. cities. We will study the historical, cultural, and political conditions that have shaped contemporary U.S. cities, such as New York City, Chicago, and Los Angeles. We will examine how cities change and resist change through the lens of such subjects as migration, poverty, urban arts, crime, and education as it pertains to the city. Students will read a variety of ethnographic and sociological materials, in order to gain an understanding of the complexities of both urban life and processes of representation. 3 hrs. lect./disc. NOR, SOC

SOAN 0252 Social Psychology in Sociology (Spring 2011)

The purpose of this course is to examine the relationship between self and society from a sociological perspective. Our initial focus will on the nature of symbols, language, and the social self as theorized by G. H. Mead and early "symbolic interactionists." We will then address the presentation of self through the works of Erving Goffman, and subsequently consider more contemporary concerns, such as emotions, emotional labor, and inequality in social interaction. The second half of the course will address questions of identity and debates surrounding the emergence of "postmodern" selves. Limited places available for students to satisfy the college writing requirement. 3 hrs. lect./disc. SOC

SOAN 0267 Global Health (Fall 2010)

This course provides an introductory survey of the basic issues and initiatives in contemporary global public health, including in-depth case studies of public health projects in locales including Haiti, Venezuela, Brazil, Rwanda, and Pakistan. We will explore the political, socioeconomic, and cultural complexity of health problems, and critically examine the structure and methods of global public health institutions. 3 hrs. lect./disc. AAL, CMP, SOC

SOAN 0288 Deviance and Social Control (Fall 2010)

This course will introduce students to sociological perspectives on the nature, causes and control of deviant behavior and populations. We will consider, historically and theoretically, the construction of deviance, the social purpose it serves, and the societal response deviance engenders. We will pay special attention to the ways in which the deviant body is constructed and managed through a variety of frameworks â€” including medical, punitive and therapeutic â€” and reflect critically on the social and political ramifications of the categorizations â€” deviantâ€” and â€” normalâ€” . Limited places available for students to satisfy the college writing requirement. 3 hrs. lect./disc. NOR, SOC

SOAN 0301 The Research Process: Survey Research (Spring 2011)

Introduction to the basic tools of sociological research from problem formulation (relationship of concepts, hypotheses, and theory) through strategies of design and data collection, to analysis and presentation of results. Exposure to interviews, structured observation, and participant-observation. Concentration on the survey approach, with the class conducting an actual sample survey. Submission of the senior project proposal. Strongly recommended for juniors. Three-hour research lab required. (SOAN 0103 or SOAN 0105)
SOAN 0302 The Research Process: Ethnography and Qualitative Methods (Fall 2010)

The aim of this course is to prepare the student to conduct research, to analyze and present research in a scholarly manner, and to evaluate critically the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structured and open-ended interviews, and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. Three-hour research lab required. (SOAN 0103 or SOAN 0105) 3 hrs. lect./disc., 3 hrs. research lab DED, SOC

SOAN 0304 Women, Culture, and Power in Comparative Perspective (Fall 2010)

This study of women cross-culturally raises a number of difficult and delicate issues. Do women constitute a legitimate category of analysis? What explains the diversity of women's roles across societies? How do we assess women's status and power? What forces create changes in women's roles? This course attempts to answer these questions and to compare and contrast women's roles in a variety of societies. Analysis will concentrate on three primary domains: family and kinship; symbolic systems; and political economy. Course readings deal primarily with non-Western societies, but not exclusively so. Limited places available for students to satisfy the College writing requirement. 3 hrs. lect./disc. AAL, CMP, SOC

SOAN 0305 Topics in Sociological Theory (Fall 2010)

This course provides an overview of major lines of development in 20th century social theory relevant to the field of sociology, focusing on how various theorists have grappled with the basic issues that have dominated 20th century social thought. Particular attention will be given to the questions arising from the conceptual distinctions between structure and action, on the one hand, and identity and culture, on the other. How is social order possible? How autonomous are human agents? How do we explain the persistence of observed patterns of human interaction and social practice? How do we analyze relations between the world of everyday life and the large-scale development of social systems? How does social change take place? (SOAN 0103 or SOAN 0105) 3 hrs. lect./disc. SOC

SOAN 0306 Topics in Anthropological Theory (Spring 2011)

This course gives an introduction to some important themes in the development of anthropological thought, primarily in the past century in anglophone and francophone traditions. It emphasizes close comparative reading of selections from influential texts by authors who have shaped recent discourse within the social sciences. (SOAN 0103 or SOAN 0105) 3 hrs. lect./disc.

SOAN 0308 Environmental Sociology (Spring 2011)

In this course we will explore the complex relations between society and the environment. We will look not at the science of nature, but rather its social construction, including environmental history, ethics, and politics. Our primary themes will be ideas and power. First, we will examine the dominant understanding of "nature" in the Modern era as well as alternatives that arose in opposition to this conception. Second, we will study
how control over the non-human, material world originally developed in the United States, viewed through the lens of various social and political movements that have attempted to change that dynamic. (SOAN 0103 or 0105) 3 hrs. lect/disc. NOR, SOC

SOAN 0314 Sociology of Heterosexuality (Spring 2011)

Sociology of Heterosexuality
Most people believe that heterosexuality is natural or rooted in biology and so never look very closely at it as a product of culture. In this course we will examine the artifacts, institutions, rituals, and ideologies that construct heterosexuality and the heterosexual person in American culture. We will also pay close attention to how heterosexuality works alongside other forms of social power, especially gender, race, and class. 3 hrs. lect/disc. NOR, SOC

SOAN 0315 Sociology of Freakishness (Spring 2011)

Sociology of Freakishness
P.T. Barnum taught us that freaks are always made, not born. A freak is a performance of otherness for fun and profit. In this course we will explore how the freak show gave birth to American culture and how American culture continues to organize itself around the display of freakishness. We will ask what configurations of power are at play in the performance of freaks. How do gender, race, nation, sexuality, and class come into play, and how are those forms of power translated into a performance of otherness that forces us to watch it over and over again? 3 hrs. lect/disc. NOR, SOC

SOAN 0319 Sociology of Drugs (Fall 2010)

Why are some mind-altering substances called "drugs" and others "medicine"? Why are some drug users called "criminals" while others are called "sick"? In this course, we will examine psychoactive drugs from an historical and sociological perspective. Drawing on a variety of sources - including films, documentaries, and ethnographies - we will consider the political, economic, legal, and social dimensions of drugs and drug use. Through an empirical and theoretical focus on drugs and the "moral panics" surrounding drug users, we will critically analyze a variety of drug control strategies to understand their sociopolitical origins and consequences. 3hrs. lect/disc. (SOAN 0105 or SOAN 0288) SOC

SOAN 0326 Latin American Culture and Society (Fall 2010)

Latin America is a paradise for cultural anthropologists because, with its long history of invasion and cultural hybridization, it is a meeting ground for people from all over the world. This course looks at how the Americas south of the Rio Grande have been symbolized, constructed and contested in debates over national character, the culture of poverty, and dependency on foreign powers. Case material includes peasants, shanty-town dwellers, immigrants to the U.S. and the iconic figures of the Vodoun healer, pop star, druglord and guerrillero. Topics include the polarities of identity along the U.S.-Mexican border, African possession cults of the Caribbean, the requirements of survival for the poor of the Brazilian Northeast, the hegemony of "whiteness" in the mass media, and the frustrated messianic strivings of revolutionary Cuba. (0200-level course on Latin America. This course is primarily for students doing study abroad in the region.) (SOAN 0103 or SOAN 0340 or HIST 0285 or HIST 0286 or ECON 0225 or PSCI 0223 or PSCI 0230) 3 hrs. lect./disc., 2 hrs. screen AAL, SOC
SOAN 0330 Global Japanese Culture - In English (Spring 2011)

In this course we will examine the transformation of Japanese cultural identity (Japanese-ness) as products, ideas, and people move across the borders in and out of Japan. Social scientists have been particularly interested in the Japanizing of non-Japanese practices and products such as hip hop and hamburgers, as well as the popularity of Japanese styles and products on the global scene. We will take an anthropological approach using texts such as *Millennial Monsters*, *Remade in Japan*, and *Hip Hop Japan* to examine the issues of cultural hybridity, identity, and globalization. AAL, SOC

SOAN 0332 Continuity and Change in Africa (Fall 2010)

Africa has long represented primitive mysteries for Europeans and North Americans who perceived it as a "Dark Continent" full of exotic people and animals. Even now, many Americans learn little about Africa and Africans except for thin media reports of political, economic, and ecological upheaval or persistent poverty, disease, and despair. This course provides a thick description and analysis of contemporary African conditions using ethnographies, films, and literature. Our focus will be on understanding both continuity and change, cultural diversity, and commonality. 3 hrs. lect./disc., 2 hrs. screen. AAL, SOC

SOAN 0340 The Anthropology of Human Rights (Fall 2010)

Human rights has become the master narrative for understanding moral responsibility between nations. High expectations have collided with brutal realities, raising difficult questions. Since cultures vary greatly in the rights they recognize, particularly for subordinate groups such as women and ethnic minorities, campaigning for human rights can become hard to distinguish from international intervention, complicating the issue of who is victimizing who. This course explores the anthropology of pre-state violence; contradictions between human rights and solidarity; the competing priorities of truth, justice and reconciliation; the synergy between international humanitarian relief and warlordism; ethnic fratricide and the failed state. Case studies include repression in Guatemala, vigilante justice in Peru, the South African Truth and Reconciliation Commission, and the flow of political and economic refugees to zones of safety such as the United States. 3 hrs. lect./disc., 2 hrs. screen CMP, SOC

SOAN 0343 Contemporary Israel: State and Society (Fall 2010)

In this course we will examine Israeli society in a period of rapid and profound transformation. Following an introductory unit, our topics will include the rise and decline of Ashkenazi hegemony; recent waves of immigration and the advent of multiculturalism; struggles over the role of religion in society; the changing character of core institutions; the Palestinian-Israeli conflict; civil rights and the democratic character of the state. Course materials will include books, articles, and films. This course is equivalent to INTL 0343. Occasional evening screenings. 3 hrs. lect./scr. AAL, SOC

SOAN 0345 The Anthropology of Food (Spring 2011)

Food not only sustains bodies, but also reflects and shapes cultures, social identities, and systems of power. In this course we examine the relationship between food and culture. Beginning with an examination of the origins of cooking, we will go on to analyze a variety of approaches to understanding the food/culture/society...
relationship. These include the symbolic meanings of food, the role of food in constructing social and cultural identities, and the relationship between food and political and economic systems. Our examples will be cross-cultural (Africa, South and East Asia, Europe, and the Americas). 3 hrs. sem. AAL, CMP, SOC

**SOAN 0355 Race and Ethnicity Across Cultures (Spring 2011)**

Ethnicity and race are social phenomena that influence group relations, as well as personal identity, in many areas of the world. But what is "ethnicity" and what is "race"? In this course we will explore the varied approaches that have been utilized to understand race and ethnicity across diverse cultural settings. No single explanation of race and ethnicity is all encompassing, and so we will explore a number of different approaches. Among the issues we will examine are: alternative explanations of ethnic and racial identity formation; the causes and consequences of ethnic violence and competition; the connections among ethnicity, gender, and class; and the processes through which distinctions between self and other are created. 3 hrs. lect./disc. CMP, SOC

**SOAN 0356 The Continuing Significance of Race in the United States (Fall 2010)**

This course will introduce students to theories of race and racism in the United States, how racial categories are formed and maintained in a variety of social arenas, and how race and racism influence social systems. In order to demonstrate the prevalence of race and racism in the U.S., the course will be a "topics" course in that each week, we will explore a different topic (such as education, crime, gender) and examine how they are influenced by race and racism. In addition, the course will compare and contrast the experiences of different racial and ethnic groups in the United States and examine how these different experiences influences the way they are seen, how they see themselves, and how they interact with other groups. Upon completion of the course, students will have a better understanding of the historic and contemporary significance of race and how race influences our everyday interactions in multiple different social arenas. 3 hrs. lect./disc. CMP, NOR, SOC

**SOAN 0376 Politics of Identity (Spring 2011)**

In this course we will introduce students to social diversity in the U.S. as it is reflected in four master identities: class, gender, race, and sexuality. We will examine what these identities mean for group membership, how group membership is attained or ascribed and maintained. Using both historical and contemporary materials, we will explore how identities have developed over time and how they have been challenged. In addition, we will examine how multiple identities intersect and the implications of these intersections have on individual identities. 3 hrs. lect./disc. NOR, SOC

**SOAN 0387 Medical Anthropology: Approaches to Affliction and Healing (Spring 2011)**

In this course, an introduction to medical anthropology, we will explore cultural and political-economic perspectives on health, illness, and disease. Topics covered include: (1) biocultural approaches to understanding health; (2) medical systems, including biomedicine and others; (3) the effects of poverty and inequality on health outcomes; and (4) the social construction of health and illness. Students will apply these concepts in understanding an aspect of health, illness, or healing in their own research project with an
ethnographic component. An introductory course in anthropology or familiarity with medical or public health issues is recommended. 3 hrs. lect./disc. CMP, SOC

SOAN 0447 Moral Economy (Spring 2011)

Moral economy is how social groups produce moral authority through ritual exchange. Wherever human beings mistreat each other in the name of religion or justice, moral economy provides a way of specifying the ideological imperatives at work. In this seminar we will begin with how groups produce sanctity through sacrifice, then explore the moral economies at work in a range of conflicts including the Culture War in the U.S. revolution vs. revivalism in Latin America, and witch wars in Africa. Our goal is to develop a typology of moral economies that can be applied to a wide range of situations (SOAN 0103, or SOAN 0105, or RELI 0110, or RELI 0120) 3 hrs. sem. AAL, CMP, SOC

SOAN 0465 Tourism, Globalization, and Cultural Change (Fall 2010)

Globalization is the growing interconnection of markets, people, and cultures across the world. One important link in this development is the rise of the global tourism. Tourists and tourist spaces abound, from weekends at Disneyland to safaris in Africa, and the tourist industry has become the world's largest. The rapid growth of tourism has been a mixed bag; while it has been an economic boon and encouraged certain types of cultural preservation, it promotes dependency, environmental degradation, and the commodification of cultures. Tourism offers an effective entry point for exploring where globalization is taking us. In this course we will explore tourism not only as an important human activity and industry, but also as a means to understanding the complex relationship between globalization and culture. 3 hrs. sem. SOC

SOAN 0475 Bad Boys and Wayward Girls: The Social Control of Problem Youth (Spring 2011)

Everyone worries about young people; we scrutinize their clothes, music, friends, grades, drugs, and sports. Families, schools, medicine, and psychology communicate what it means to be a "normal" young person. Reformatories and other disciplinary mechanisms convey the consequences for rule breaking. In this course, we will (1) look at the construction of childhood, the invention of delinquency, the creation of adolescence, and the ideas of normalcy embedded in these categories; (2) consider how class, race, and gender intersect with the mechanisms of social control exerted over those who deviate; and (3) explore how young people resist the social pressures to be good boys and docile girls. (SOAN 0105) 3 hrs. sem. SOC

SOAN 0500 Advanced Individual Study (Fall 2010, Winter 2011, Spring 2011)

Prior to registering for SOAN 0500, a student must enlist the support of a faculty advisor from the Department of Sociology/Anthropology. (Open to Majors only) (Approval Required)

SOAN 0700 One-Semester Senior Project (Fall 2010, Spring 2011)
Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. The student must also participate in a senior seminar that begins the first week of fall semester and meets as necessary during the rest of the year. The final product must be presented in a written report of 25-40 pages, due the last day of classes.

**SOAN 0710 Multi-Semester Senior Project (Fall 2010, Winter 2011, Spring 2011)**

Under the guidance of a faculty member, a senior will carry out an independent multi-semester research project, often based on original data. The student must also participate in a senior seminar that begins the first week of fall semester and meets as necessary during the rest of the year. The final product must be presented in a written report of 60-100 pages, due either at the end of the Winter Term or the Friday after spring break.

**SOAN 1014 Visual Sociology (Winter 2011)**

We live in a visual world. Thus, to understand society and culture, we must understand the images we produce and consume. This course provides a sociological lens to study the various ways we use and are used by images. We will study some key theories that analyze how visual contents (such as photographs, films, and videos) are shared with, viewed, and interpreted by various audiences. We will practice the two sides of visual sociology: picture making by researchers as data collection, and pictures social actors make in the context of everyday life. Students will learn to analyze the messages and imagery in videos and photographs to draw out their social meanings. Each student should have access to a camera to use during the course of the class. For those students who do not have their own, digital cameras are available for student check-out at the main library.

**SOAN 1020 East to America: Sociology of Asian Americans (Winter 2011)**

In this course we will explore contemporary issues for Asian Americans through a sociological lens. To do so, we will place contemporary Asian American experiences within the larger social and historical context by examining the social, political, historical, and economic institutions that have shaped the Asian American experience. As such, students will explore sociological concepts of immigration, adaptation, and assimilation while also examining issues of race, ethnic conflict, education, gender, sexuality, social movements, and media representations.

**SOAN 1021 Latin American Migration & the American Dream (Winter 2011)**

The United States is a nation of immigrants that enjoys the most unsustainable rates of consumption on the planet. In this course we will focus on migration streams from Latin America, the social forces that create them, and their contribution to the increasing diversity and inequality of U.S. society. The course will apply ethnographic research to debates over the southern borderlands, remittance economies in Mesoamerica and the Caribbean, low-wage labor markets in the U.S., and U.S. immigration policies. (This course is not open to students who have taken FYSE 1287 or SOAN 0329).
SOAN 1070 Introduction to Swahili and East African Culture (Winter 2011)

This course introduces students to Swahili, the lingua franca of East Africa. Students will acquire a foundation for speaking, reading, and writing Swahili, and will learn how to use it appropriately in East African culture. The use of English in the classroom will be kept to a minimum after the first meeting. Students will also be introduced to the geography, history, politics, and lifestyles of East Africa. This course is particularly useful for students who intend to do study abroad programs or tourism in East Africa because its linguistic and cross-cultural training will give them the resources to maximize such an experience. AAL, LNG, WTR
South Asian Studies Minor

Professor: Cynthia Packert (program director, art history); Associate Professor: Ian Barrow (history); Sujata Moorti (women's and gender studies); Yumna Siddiqi (English); William Waldron (religion); Other affiliated faculty: Febe Armanios (history), Jeffrey Lunstead (diplomat in residence, international studies); Colin Mackenzie (art history), Ellen Oxfeld (sociology and anthropology), Program Coordinator: Carolann Davis

This program offers a minor in South Asian Studies to students who complete the following requirements:

(1) Two of the following core courses which focus primarily on South Asia or the religions of South Asia:

- ENAM 0270 Postcolonial Literature: 20th-Century South Asia
- ENAM 0310 Postcolonial Studies and Politics
- HARC 0227 Poetry, Piety & Power: Indian Painting 1200-Present
- HIST 0229 History of Sri Lanka
- HIST 0238 Ancient and Medieval India
- HIST 0239 Modern India
- HIST 0414 Gandhi
- HIST 0415 Colonialism
- INTL 0250 International Diplomacy and Modern South Asia
- RELI 0140 Hindu Traditions of India
- RELI 0150 The Islamic Tradition
- RELI 0220 Buddhist Traditions in India
- RELI 0224 Tibetan Tantric Traditions
- RELI 0391 Seminar on Women and Religion (when offered as Goddesses of South Asia)
- Winter term East India Company

(2) Two courses, chosen from group 1 (above) or from the following courses, which include significant course materials on South Asia or Islam:

- HARC 0102 Monuments and Ideas in Asian Art
- HARC 0204 Approaches to Islamic Art
- HIST 0108 The Early History of Islam and the Middle East
- HIST 0109 The History of Islam and the Middle East
- INTL 0449 Imperialism and Culture
- RELI 0120 Intro to Asian Religions
- RELI 0255 Islam in the Modern World
- RELI 0320 Seminar in Buddhist Philosophy
- WAGS/ FMMC 0347 Remote Control: Global TV Culture

(3) One advanced, relevant 0400-level course (including those listed above in group 1) or an independent 0500-level project.

NOTE: Other courses offered during the fall and spring semesters, or during the winter term, or at universities in South Asia, may substitute for courses in category 2 at the discretion of the program director. The director or minor adviser will also approve courses to count in category 3.

There are many possibilities for study at universities in South Asia. Contact the Office of Off-Campus Study for details.
Spanish & Portuguese

Requirements for the major and minor in Spanish changed beginning Fall 2009. Students declaring a major or minor during the two previous academic years are to be governed by the requirements found in the 2008-09 catalog.

**Major in Spanish:** The major consists of a minimum of nine courses numbered 0300 or above. At least three of these courses must be taken at Middlebury during the academic year. The requirements are as follows:

I. SPAN 0300 (must be taken before studying abroad)

II. Seven elective courses from the 0301-0399 level.

- A maximum of three courses from the 0301-0349 level may count towards the major.
- At least four elective courses must be at the 0350 level or above.
- At least one elective must be in Spanish American literature or cultures.
- At least one elective must be in the literature or culture of Spain.
- At least one elective must be taken at Middlebury during the academic year.
- Elective courses may be taken on campus or at the Middlebury College summer Spanish School, the School in Spain, the School in Latin America, or, with departmental approval, at study abroad programs in Latin America sanctioned by Middlebury's Programs Abroad Committee.

III. A 0400-level seminar on campus during the senior year.

- Study abroad in the region of interest for at least one semester is highly recommended and a course on the culture of the region is highly recommended before studying abroad. Students are expected to consult with their advisor when selecting courses and making plans to study abroad.

**Joint Majors:** The Spanish component of a joint major will consist of at least six courses from departmental offerings numbered 0300 and above, as follows:

I. SPAN 0300 (must be taken before studying abroad)

II. Four elective courses from the 0301-0399 level.

- A maximum of one course from the 0301-0349 level may count towards the major.
- At least three elective courses must be at the 0350 level or above.
- At least one elective must be in Spanish American literature or cultures.
- At least one elective must be in the literature or culture of Spain.
- At least one elective must be taken at Middlebury during the academic year.
- Elective courses may be taken on campus or at the Middlebury College summer Spanish School, the School in Spain, the School in Latin America, or, with departmental approval, at study abroad programs in Latin America sanctioned by Middlebury's Programs Abroad Committee.

III. A 0400 level seminar on campus during the senior year.

- Study abroad in the region of interest for at least one semester is highly recommended and a course on the culture of the region is highly recommended before studying abroad. Students are expected to
consult with their advisor when selecting courses and making plans to study abroad.

**Spanish Courses**

Courses labeled SPAN 0100 through 0299 are Elementary, Intermediate and Advanced Intermediate language instruction focused on developing skills in speaking, listening comprehension, reading and writing.

Courses labeled SPAN 0300 through 0349 introduce writers and significant themes in literature, film, linguistics, and culture & civilization. These courses are closed to juniors and seniors returning from study in Spain or Latin America.

Courses labeled SPAN 0350 through 0399 are advanced offerings that explore in greater depth a specific line of inquiry, literary, cultural or linguistic issue, or theme in Spanish and Spanish American writing and thought, and satisfy the International Studies advanced language requirement in Spanish. Courses taken abroad will count as this level, regardless of their course number.

Courses labeled SPAN 0400 and above are reserved for seniors who are Spanish majors, Latin American Studies majors with a literature and culture track, and European Studies majors with a Spanish literature and culture track; others only by approval.

**Minor in Spanish:** The Spanish minor consists of at least four courses numbered 0300 or above, at least two of which are at the 0350 level or above. Courses can be taken on campus or at the Middlebury College summer Spanish School, the School in Spain, the School in Latin America, or, with departmental approval, at study abroad programs in Latin America sanctioned by Middlebury's Programs Abroad Committee.

**Senior Work:** During the senior year, majors and joint majors must complete a 0400-level seminar.

**International Studies:** Latin American studies and European studies majors with a discipline in Literature and Culture must take, in addition to their core requirements: six courses at the 0300 level or above, including SPAN 0300, at least one literature course in the area of interest, at least one culture course in the area of interest, and one 0400-level seminar during the senior year.

**Advanced Placement:** College credit is awarded for successful performance on the Advanced Placement Examinations in Spanish Language and/or Spanish Literature. In all cases the student must satisfactorily complete a course at the 0300 level before the credit will be awarded. AP credit does not affect course placement, nor does it count towards the major or minor. There is a maximum of one credit allowed for Spanish AP.

**Programs Abroad for Juniors:** The department expects that majors will spend at least one semester in residence in a Spanish-speaking country. Middlebury's School in Spain offers both year and semester programs in Madrid. Sites in Crdoba, Getafe, and Logroo are designed for immersion in the Spanish university system. Middlebury's School in Latin America (Argentina, Chile, Mexico and Uruguay) offers both year and semester programs. Internship opportunities are available. For more information on these programs, please see the Schools Abroad Web page: [http://www.middlebury.edu/academics/sa/](http://www.middlebury.edu/academics/sa/). Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the teacher education program should consult with their advisors in both areas as early as possible to avoid any conflict in plans.

Students who are planning to study abroad at the C.V.Starr-Middlebury Schools in Spain or Latin America are required to have taken at least one course at the 0300 level or above. Majors must take SPAN 0300 before their semester abroad.
Honors: The department will award honors on the basis of a student's work in the department and performance in SPAN 0705. All students interested in receiving honors must contact their advisors at the start of their last year at Middlebury; either in September or in February. Please see the course description for SPAN 0705.

Portuguese

Minor in Portuguese: The minor in Portuguese consists of five courses, beginning with PGSE 0201. It includes at least one course at the intermediate level (PGSE 0201, PGSE 0202 during the academic year) and three to four courses in literature and culture at an advanced level. These advanced courses can be taken at the C.V. Starr-Middlebury School in Latin America in Belo Horizonte, Florianopolis, or Niteroi, Brazil, at the summer Portuguese Language School (level 400), or through study abroad programs approved by the Latin American Studies program and sanctioned by Middlebury's Programs Abroad Committee.

International Studies: Latin American studies majors with a track in the literature and culture of Brazil must take, in addition to their core and regional requirements: PGSE 0202 or its equivalent, four upper level courses in literature or culture taken at Middlebury or in Brazil, and PGSE 0500 during the senior year.

PGSE 0101 Beginning Portuguese I (Fall 2010)

This course is a fast-paced introduction to Brazilian Portuguese and contemporary Brazilian culture. It focuses on the development of skills in listening, reading, speaking, and writing within a cultural context. Students are expected to continue with PGSE 0102 in winter term, and PGSE 0103 in spring term, after successful completion of PGSE 0101. 5 hrs. lect./disc. LNG

PGSE 0102 Beginning Portuguese (Winter 2011)

This course is a continuation of PGSE 0101 and a pre-requisite for PGSE 0103. (PGSE 0101) LNG, WTR

PGSE 0103 Beginning Portuguese III (Spring 2011)

This course is a continuation of Portuguese 0102. Intensive reading, writing, and speaking. (PGSE 0102) 5 hrs. lect./disc. LNG

PGSE 0201 Intermediate Portuguese I (Fall 2010)

This is a course designed to consolidate the linguistic skills and expand the cross-cultural knowledge acquired in the PGSE 0101 - PGSE 0103 sequence. A grammar review will accompany critical readings, discussions, and compositions on contemporary Brazilian culture. (PGSE 0103 or equivalent) 3 hrs. lect./disc. LNG

PGSE 0210 Beginning Port/Span Speakers (Fall 2010)

This course is designed for Spanish speakers and advanced Spanish learners at the 0300-level. It is an intensive introduction to Portuguese, covering all of the basic structures and vocabulary as well as important aspects of the cultures of lusophone countries. Language learning is based on the students' previous knowledge of Spanish. Students are expected to continue with PGSE 0211 in the Winter Term, after successful completion of PGSE 0210. (SPAN 0220 or placement at Spanish 0300-level or above or
PGSE 0215 Advanced Portuguese (Spring 2011)

This course is a continuation of either PGSE 0201 or PGSE 0210. It is designed to balance textual and cultural analysis with a thorough review of grammar at an intermediate/high level. Students will hone their critical thinking and linguistic skills through guided readings, oral discussions, and short written assignments on Lusophone cultural topics. (PGSE 0201 or PGSE 0210 or by waiver) 6 hrs. lect./disc. LNG

PGSE 0358 Principles of Poetry and the Works of Fernando Pessoa (Fall 2010)

In the first part of this course we will study general aspects of poetry. Some questions that will guide us are: "What is poetry?", "What has been its role in society since ancient times?", "How does one read a poem?", "How does one establish the value of a poem?". In considering these questions, we will analyze poetic pieces from Lusophone poets such as Camões, Drummond, and José Craveirinha. In the second part we will focus on the Portuguese poet Fernando Pessoa (1888-1935), his works, and his "case" which refers to the literary phenomenon called heteronym, which, roughly speaking, means the fragmentation of the "author" into other "authors". (PGSE 0215 or equivalent) 3 hrs lect./disc. EUR, LIT, LNG

PGSE 0405 Narratives from the Margins: Occupying Minds (Fall 2010)

In this course we will investigate the narratives that marginal voices create in order to symbolically occupy a "space" in society. Taking, as our starting point, the concept of ocupação developed by the MST (Movimento dos Trabalhadores Rurais Sem Terra), we will focus on marginal groups composing of Brazilian society, such as landless workers, inmates, or favelado. We will also analyze literary and filmic texts that express dissident viewpoints in the 20th century as well as the contemporary scene. In conjunction with these texts, we will discuss an array of online articles that deal with analyzed authors and/or issues that serve as context and counterpoint to these narratives. Texts analyzed will include Tetê Moraes's and Paulo Sacramento's documentaries, MST's poetry and songs, inmates' literature, or Carolina Maria de Jesus's narratives. (PGSE 0320 or equivalent) 3 hrs. lect./disc. AAL, LIT, LNG

PGSE 0429 Listening to Brazilian Popular Music (Spring 2011)

In this course we will study the roots, development, and contemporary trends in Brazilian popular music from both a historical and a cultural/literary perspective. We will focus on musical traditions as diverse as samba, bossa nova, and Brazilian rap, as well as on literary texts that, since the late 19th century, question the very notion of popular music in Brazil. Singers and composers analyzed will include Carmen Miranda, Tom Jobim, and MV Bill. Writers such as Machado de Assis and Lima Barreto will provide us with a literary counterpart to thinking about Brazilian popular music. Proficiency in Portuguese or Spanish recommended. AAL, HIS, LIT
PGSE 0500 Independent Study (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)

SPAN 0101 Beginning Spanish I (Fall 2010)

This course is an introduction to the fundamentals of grammar and focuses on the development of four skills in Spanish: comprehension, speaking, reading, and writing. Emphasis will be placed on active communication aimed at the development of oral and comprehension skills. This course is for students who have not previously studied Spanish. Students are expected to continue with SPAN 0102 and SPAN 0103 after successful completion of SPAN 0101. 5 hrs. lect./disc.

SPAN 0102 Beginning Spanish II (Winter 2011)

This course is a continuation of SPAN 0101. (SPAN 0101) WTR

SPAN 0103 Beginning Spanish III (Spring 2011)

This course is a continuation of SPAN 0102. Intensive reading, writing, and oral activities will advance students' proficiency in Spanish in an academic setting. (SPAN 0102) 5 hrs. lect./disc.

SPAN 0105 Accelerated Basic Spanish (Fall 2010, Spring 2011)

This accelerated course is designed to reinforce, in one semester, the basic linguistic structures that students need in order to reach the intermediate level of proficiency in Spanish. Strong emphasis will be given to reading and composition. SPAN 0105 is designed specifically for students with 2-3 years of high school Spanish, but who have not yet achieved intermediate proficiency. (Placement test required) 5 hrs. lect./disc.

SPAN 0210 Intermediate Spanish I (Fall 2010, Spring 2011)

A course designed to consolidate the skills attained in SPAN 0101, SPAN 0102, and 0103 or the equivalent (0105). A grammar review will accompany an intensive component of readings, discussions, and compositions. This course may not be used to fulfill the foreign languages distribution requirement. (SPAN 0103, SPAN 0105, or placement) 3 hrs. lect./disc. LNG

SPAN 0220 Intermediate Spanish II (Fall 2010, Spring 2011)

A course for students seeking to perfect their academic writing skills in Spanish. The course is also an introduction to literary analysis and critical writing and will include reading and oral discussion of literary texts. The course will also include a thorough review of grammar at a fairly advanced level. This course may be used to fulfill the foreign languages distribution requirement. (SPAN 0210 or placement) 3 hrs. lect./disc. LNG
SPAN 0300 An Introduction to the Study of Hispanic Literature (Fall 2010, Spring 2011)

This course in literature and advanced language is designed to introduce students to literary analysis and critical writing. The work will be based on the reading of a number of works in prose, drama, and poetry. Frequent short, critical essays will complement readings and provide students with practice in writing. This course is required for Spanish majors. (SPAN 0220 or equivalent) 3 hrs. lect./disc. AAL, LIT, LNG

SPAN 0304 Ideas and Cultures of Spain (Fall 2010)

An analysis of major sociopolitical and cultural elements in representative Spanish texts, from the Middle Ages to the present. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish civilization. (SPAN 0220 or equivalent) 3 hrs. lect./disc. EUR, LNG

SPAN 0305 Ideas and Cultures of Spanish America (Fall 2010, Spring 2011)

An analysis of major sociopolitical and cultural elements present in representative Spanish American texts, from the pre-Columbian period of the conquest to the present time. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish American civilizations. (SPAN 0220 or equivalent) fall: 4 hrs. lect./disc.; spring: 3 hrs. lect./disc. AAL, LNG

SPAN 0313 The Hispanic Short Story (Spring 2011)

In this course we will study the main literary, sociopolitical, and cultural issues in a selection of short stories from the Hispanic world. Emphasis will be on the close reading of texts with the purpose of developing critical vocabulary and writing skills. Authors may include: Pardo Bazán, Valle Inclán, Palma, Borges, Rulfo, Corazón, Quiroga, Matute. (SPAN 0220 or equivalent) 3 hrs. lect./disc. AAL, CW, LIT

SPAN 0315 Hispanic Film (Spring 2011)

This course will provide an introduction to the cinema of Spain and Spanish America. We will study, among other topics: the idiosyncrasies of film language in Hispanic cultures, the relationships between text and image, representation of history, culture and society. Films from Mexico, Cuba, Argentina, Spain, and other countries will be included in the course. Selected readings on film theory and social and political history, as well as various literary works. In Spanish (SPAN 0220 or equivalent) 3 hrs. lect./disc. AAL, LIT

SPAN 0318 Narratives of Spanish American Women Writers: Representations of the Self (Fall 2010)

In this course we will read selected texts by contemporary Spanish American women writers. The aim of the course is to explore the diverse writing strategies women use to represent themselves in their particular socio-cultural contexts. In the analysis of these texts, we will focus on the feminine characters of these narratives. We will also consider whether these characters might be representations of the authors. We will read texts by Elena Poniatowska, Rosario Ferré, Luisa Valenzuela, Cristina Peri Rossi, and others. This course is organized around a series of close readings and class discussions of short stories and theoretical
SPAN 0324 Images of America (Spring 2011)

In this course we will explore how America has been imagined by travelers, writers, photographers, and filmmakers from the 15th to the 21st century. We will study how Latin America was envisioned as a continent; how its internal regional differences have been depicted; and how it was pictured in comparison with its neighbor, North America. We will read Guamán Poma, Bolivar, Martí, Mario de Andrade, and Neruda and will consider the artistic production of Martin Chambi and Nelson Pereira Dos Santos, among others. Edmundo O'Gorman's conceptualization of the "invention of America" will inform our theoretical approach to the topic. lect./disc. (SPAN 0220) AAL, LIT, LNG

SPAN 0327 Gender and National Identities in Latin America (Spring 2011)

What did it mean to be a man in Mexico in the â 40s, a Chicana woman in the â 70s, a homosexual in Cuba in the â 90s, or a Puerto Rican mermaid at the turn of the new millennium? By studying these four specific gender constructions of the 20th century in Latin America we will explore the diversity and complexity that lies beneath the label latino. This will be a multidisciplinary course where students will analyze films, other visual arts, music, and literature by Mayra Santos-Febres, Reinaldo Arenas, and Senel Paz. Readings will also include theoretical texts by Judith Butler, Susan Bordo, and Marjorie Garber. (SPAN 0220 or equivalent) 3 hrs. lect./disc. AAL, ART, LIT, LNG

SPAN 0335 Modernity and its Discontents in Latin American Poetry (Fall 2010)

In this course we will read selected texts by modern Latin American poets from different times and regions. The aim of the course is to understand the tensions and paradoxes inherent to socioeconomic modernization as expressed in the aesthetics of José Martí, Rubén Darío, César Vallejo, Vicente Huidobro, among others. This course is organized around a series of close readings of poems, manifestoes, and essays. The student is expected to become familiar with linguistic and literary terminology and to apply these concepts in the readings of poems. There will be individual in-class oral presentations of poems, as well as outside-class assignments and cultural activities. (SPAN 0220 or equivalent). 3 hrs. lect./disc. AAL, LIT, SOC

SPAN 0340 Representations of Social, Cultural, and Political Identities in Spain (Fall 2010)

In this course we will study the different representations of Spanish culture and politics. We will emphasize specific aspects that make Spain richly varied: SpainÁ’s breathtaking reinvention and reaffirmation of its own identity after the Disaster of 1898, religious customs and conflicts, gender relations, political values of Spaniards. At the same time, the cultural impact of Don Quixote, Goya, Lorca, republicanism and dictatorship, civil war, flamenco, bullfighting, and soccer. Works to be discussed include a short selection of literary pieces, cultural, visual, musical, and film representations. This course is recommended for students planning to study in Spain. (SPAN 0220 or equivalent) 3 hrs. lect. disc. EUR, LNG
In 1959, British novelist and scientist C.P. Snow argued that the breakdown in communication between the sciences and the humanities was a major obstacle to solving the world's problems. In this course we will explore the intersections of Snow's â€œtwo cultures,â€ science and literature, in Latin American narrative. We will examine how works of literature are informed by scientific thinking, how they reflect attitudes toward science and technology, and how the discourse of science functions within their discursive fields. By looking at narratives that engage evolutionary theory, mathematics, chaos theory, quantum physics, medicine, and cybertext, this course will explore the relations of culture, literature, the sciences, and technology in Latin America. Readings will include works by Sigüenza y Góngora, Borges, Cortázar, Bioy Casares, García Márquez, Giardinelli, Paz Soldán, and Iparraguirre. This course satisfies the IS advanced language requirement in Spanish. (At least two Spanish courses at the 0300 level or above, or by waiver) 3 hrs. lect./disc. AAL, LIT

SPAN 0352 Spanish Literary Realism (Spring 2011)

Literary Realism, a trend in the second half of 19th century Spain, depicts contemporary life and society as it is instead of a romanticized or stylized presentation. In this course we will read the most significant writers for the study of Spanish Realism: Valera, Pereda, Pardo Bazán, Clarín, and Galdós. Students will be required to work with theory and criticism. Satisfies the IS advanced language requirement in Spanish. (At least two Spanish courses at the 0300 level or above, or by waiver) 3 hrs. lect./disc. EUR, LIT, LNG

SPAN 0359 Captains, Kings, and Caudillos (Fall 2010)

The figure of the â€œstrong leaderâ€ in the history of both Spain and Latin America had, and still has, a correspondingly strong presence in the literature of those regions. From the Middle Ages to today, the â€œstrong man,â€ and the occasional â€œstrong woman,â€ have attracted the attention of writers of poetry, theater, fiction, and the essay. We will study a representative sample of works that feature this figure and will consider their historical and political background. Readings will include the anonymous Poem of the Cid, and works by Lope de Vega, Sarmiento, Azuela, and Vargas Llosa (Not open to students who have taken FYSE 1256). AAL, LIT

SPAN 0373 Painting and Poetry in the Spanish Golden Age (Fall 2010)

In this course we will explore the relationship between painting and poetry during the Spanish Renaissance and Baroque by focusing on relevant themes of the time: the revival of interest in figures from pagan mythology (e.g. Europa, Venus, Vulcan, Laocoön); the Council of Trent and its influence on Christian painting and literature; the representation of women according to the period norms of beauty; and melancholy as sickness. Paintings of El Greco, Zurbarán, Velázquez, among others, will be analyzed in conjunction with their counterparts in literary texts by Theresa of Avila, Garcilaso de la Vega, Lope de Vega, Francisco de Quevedo, and Sor Juana Inés de la Cruz. Satisfies the IS advanced language requirement in Spanish. (At least two Spanish courses at the 0300 level or above, or by waiver) 3 hrs. lect./disc. ART, EUR, LIT
SPAN 0395 José María Arguedas: Beyond Indigenismo (Spring 2011)

In this course we will study texts by Peruvian writer José María Arguedas in the context of the indigenista literary and political movement, which aimed to rethink social inequalities in the Andes. Arguedas's writing approaches this topic through powerful linguistic, formal, and theoretical innovation. Among the texts to be read are: Oda al Jet (poetry), Señores e indios (ethnography), Diamantes y pedernales (short stories), Yawar fiesta (short novel), Todas las sangres, and El zorro de arriba y el zorro de abajo (novels). (At least two Spanish courses at the 0300-level or above, or by waiver) 3 hrs. lect./disc. AAL, LIT

SPAN 0403 What is Baroque? (Spring 2011)

In this seminar we will explore the concept of the Baroque in the literature, arts, and sciences of the 17th and 18th centuries, taking special care to differentiate between aesthetic and historical definitions of the term. We will study representations of the Baroque in Hispanic poetry, drama, painting, architecture, and music. We will also focus on its connections with philosophy, astronomy, mathematics and anatomy. Students will also be encouraged to look for traces of the Baroque in contemporary culture. Other questions to be considered include: What is the difference between Baroque and neo-Baroque? What do we mean when we use the adjective "baroque" to describe a contemporary painting, a film or a video game? Can we talk about a Baroque revival in the 20th or even the 21st century? ART, EUR, HIS

SPAN 0420 Latin American Comic Books and Visual Culture (Fall 2010)

In this course we will explore the development of Latin American serialized comic books and graphic novels, and their rise from pulp entertainment to iconic national narratives. We will examine the cultural aspects that mark these Hispanic comic books as different from those produced within the framework of the U.S. visual industry. However, we will also establish a parallel with the texts' multiple esthetic and cultural influences from the United States, Europe, and Japan. Discussion topics will include controversial race issues such as the import of blackface esthetics into Mexican narratives (e.g. MemÃ–n PinguÃ–n), political and relationship humor in serials (e.g. Elpidio ValdÃ©s and Condorito), and the variations among the narratives according to their respective countries of origin and ideology. We will pay special attention to the new global culture in which international influences merge into new narratives that defy traditional ideas of Hispanic identity (e.g. Gilbert HernÃ¡ndez' Poison River and Tom Beland's True Story Swear to God). (Senior majors with at least two Spanish courses numbered 0350 or above, or by waiver.) 3hrs. sem. AAL, ART

SPAN 0458 Narratives of Love in Modern Spain (Spring 2011)

This is a course in contemporary Spanish literature, gender politics, and cultural history. We will review characters from history, mythology, and popular culture that have influenced our contemporary ideas and attitudes toward love, men, women, marriage, and sexual equality (e.g. Eva, Venus, Helena de Troya, Don Juan, etc.). Readings will include fiction by Zorrilla, Pardo BazÃ¡n, Adelaida GarcÃ–a Morales, BelÃ©n Gopegui, MuÃ±oz Molina, and Javier MarÃ–as. We will also read texts by Plato, Sigmund Freud, Robert Solomon, Shulamith Firestone, Drucilla Cornell, Carol Anne Douglas, Judith Butler, among others. (Senior majors with at least two Spanish courses numbered 0350 or above, or by waiver.) 3 hrs. sem. LNG, SOC
SPAN 0488 Borges (Fall 2010)

This course will be a detailed analysis and discussion of representative works of Jorge Luis Borges, with additional readings from major literary and cultural sources. We will discuss examples of Borges's poetry, short stories, essays, and translations. The Argentine author's work will serve as a gateway to such topics as literary theory, the role of the author, reproduction and teratology, philosophy, modernity and post-modernism, genre and subterfuge. (Senior majors with at least two Spanish courses numbered 0350 or above, or by waiver.) 3 hrs. sem. AAL, LIT

SPAN 0500 Independent Study (Fall 2010, Winter 2011, Spring 2011)

The department will consider requests by qualified juniors and senior majors to engage in independent work. (Approval only)

SPAN 0705 Senior Honors Thesis (Fall 2010, Winter 2011, Spring 2011)

The department will award honors, high honors, or highest honors on the basis of a student's work in the department and performance in SPAN 0705. (Approval only)

SPAN 1007 Spain 1975 to the Present (Winter 2011)

According to a recent worldwide study conducted by UNESCO, Spain is the western country where the most profound social and material changes have occurred in the last 30 years. We will look at the historical, cultural, and social development of Spain from the death of Franco in 1975 to the present. Also, one of the main goals of the course will be to provide an array of opportunities to practice oral expression in the Spanish language. We will do so through the analysis and discussion of a wide variety of materials: literary texts, essays, films, music, and visual arts. Topics will include Europeanization, the challenge of regional/national identities, and contemporary social issues such as the changing role of women, religion, sexual attitudes, and immigration. (SPAN 0300, SPAN 0304, or SPAN 0305) EUR, SOC, WTR

SPAN 1015 Two Mexican Icons of the Baroque and their Legacy (Winter 2011)

Two female figures of the Baroque have deeply influenced the way contemporary Mexico imagines itself as a nation: the Virgin of Guadalupe and Sor Juana Inés de la Cruz. Apparitions of the Virgin of Guadalupe are dated from 1531, and she has evolved into a symbol of the Mexican nation since the first texts about her were published in 1648. We will study the history of the representation of the Virgin in art, poetry, and popular culture from the 17th to the 21st century. We will also explore the figure and writings of Sor Juana Inés de la Cruz (1651-1695), known as the first feminist of the New World, some of whose poetry, drama, and autobiography reflect on the Virgin Mary and the Virgin of Guadalupe. (At least two Spanish courses at the 0300 level or above, or by waiver.) AAL, ART, LIT, WTR
Studio Art

Required for the Major: ART 0159 and another introductory level studio practice course from the following list: ART 0160, ART 0161, ART 0162, ART 0163, ART 0164, ART 0165, ART 0180, THEA 0101, THEA 0111, THEA 0113, THEA 0119, THEA 0129, THEA 0205, FMMC 0105, FMMC 0335, FMMC 0243, FMMC 0346, HARC 0130; two history of art courses; plus eight additional courses in art, at least six of which must be in studio art at the 0300 level or higher. Seniors who have demonstrated their ability to work independently may apply by portfolio review to do a year of senior work (ART 0720, three course credits) culminating in a spring exhibition. Students enrolling in studio courses should be aware that there will be expenses for materials beyond those supplied by the Program in Studio Art. For estimates, consult the instructors of the courses you are considering.

Joint Major Requirements: Minimum requirements ART 0159 and another introductory level studio practice course from the following list: ART 0160, ART 0161, ART 0162, ART 0163, ART 0164, ART 0165, ART 0180, THEA 0101, THEA 0111, THEA 0113, THEA 0119, THEA 0129, THEA 0205, FMMC 0105, FMMC 0335, FMMC 0243, FMMC 0346, HARC 0130; 1 history of art course; 4 upper-level (0300 and above) studio art courses or approved equivalents. Senior work to be determined with advisors.

Minors in Studio Art: ART 0159 and another introductory level studio practice course from the following list: ART 0160, ART 0161, ART 0162, ART 0163, ART 0164, ART 0165, ART 0180, THEA 0101, THEA 0111, THEA 0113, THEA 0119, THEA 0129, THEA 0205, FMMC 0105, FMMC 0335, FMMC 0243, FMMC 0346, HARC 0130, four courses at the 0300-level or higher.

Honors: Categories of honors are based upon cumulative departmental averages as follows: honors, 3.1 or higher; high honors, 3.5 or higher; highest honors, 3.7 or higher.

Teacher Training: Students interested in teacher training in art should consult with the chairs of the education studies program and the studio art program.

ART 0159 Studio Art I: Drawing (Fall 2010)

This course is a complete and thorough basic drawing course. Mediums used will be pencil, charcoal, conte crayon, and pastel. Work will be done from observation and invention. Line, perspective, value, composition, and introduction to color will be discussed. Assignments will involve students with the formal and technical aspects of drawing and with the idea of drawing as an individual means of expression. No prior drawing experience is assumed or expected. Required of all art majors and minors. Junior and senior non-majors will be assigned unfilled spaces only after art majors have been accommodated. Each section is limited to 20 students. Note that many winter term courses in studio art will count as a substitute for ART 0159. 6 hrs. lect. ART

ART 0164 Sculpture and Video (Spring 2011)

In the first half of this course we will use mixed materials to construct sculptural projects ranging from the symbolic to installation to body/performance. In the second half we will employ basic video shooting and editing to create short art videos. Both media will be used as means for individual conceptual expression. This course qualifies as one of the two introductory level studio art courses required of all studio art majors and minors. 6 hrs. lect. ART

ART 0165 Fundamentals of Two and Three-Dimensional Design in Visual Image-Making (Spring 2011)
In this class we will explore basic methods of sculptural and graphic processes used to make visual images. The first part of this course will address three-dimensional fabricating principles: reductive (carving); constructive (architecture); and perceptual (working from the live model). The second part will use our three-dimensional creations to invent imaginative image-worlds using ink, marker, paint, and digital photography. 6 hrs lect./lab. ART

**ART 0180 Sculptural Architecture (Fall 2010)**

Architecture is a projection of our dreams as well as a practical necessity. In this course we will explore making architecture as imaginative sculpture. Working on a table-top scale, we will draw, build, and digitally photograph structures confronting challenges of site, population, and aesthetics. We will use a variety of traditional materials including foam-core and balsa, as well as unusual processes of flame-worked and fused glass. 6 hrs lect/lab

**ART 0300 Advanced Drawing: Making Your Mark (Spring 2011)**

In this course students will develop their drawing skills as well as an understanding of formal pictorial language. Drawing from observation, imagination, abstraction, and unconventional techniques will be options to explore. Critical thinking and material exploration will be stressed. (ART 0159 and another introductory level studio practice course from the following list: ART 0160, ART 0161, ART 0162, ART 0163, ART 0164, ART 0165, ART 0180, THEA 0101, THEA 0111, THEA 0113, THEA 0119, THEA 0129, THEA 0205, FMMC 0105, FMMC 0335, FMMC 0243, FMMC 0346, HARC 0130) 6 hrs. lect.

**ART 0309 The Landscape Re-Imagined: Painting, Drawing, Photography, and Glass (Fall 2010)**

In this course we will explore various art-making methods to image the campus landscape and architecture. We will use oil paint, magic marker, spray paint, digital photography, and sculptural glass in a multi-disciplinary approach to picture-making. New technical processes will be taught, with a goal of making meaningful contemporary images. This class will not be based on an assignment driven structure, but will involve a collaborative studio workshop, close individual instruction, and personal/formal artistic development. (ART 0159 and another introductory level studio practice course from the following list: ART 0160, ART 0161, ART 0162, ART 0163, ART 0164, ART 0165, ART 0180, THEA 0101, THEA 0111, THEA 0113, THEA 0119, THEA 0129, THEA 0205, FMMC 0105, FMMC 0335, FMMC 0243, FMMC 0346, HARC 0130) 6 hrs. lect.

**ART 0315 Scratching the Surface (Spring 2011)**

In this course we will explore studio instruction in traditional and contemporary methods of intaglio printmaking with a critical emphasis on different methods of working directly on the plate. The general term intaglio (from the Italian intagliare, which means to engrave, carve, or cut) covers a multitude of processes. The incised line in the plate holds the ink while the surface is wiped clean. Only the line prints when paper is placed on the plate and both are run through the etching press. The course is augmented by slide lectures to provide the students with a thorough background in the intaglio medium. (ART 0159 and another introductory level studio practice course from the following list: ART 0160, ART 0161, ART 0162, ART 0163, ART 0164,
ART 0318 Silkscreen Printmaking (Fall 2010)

In this course students will explore the silkscreen medium with guided studio instruction. This will include paper stencil method, film stencil method, photographic stencil method, and multicolor printing. The students will learn to use basic computer-aided imagery. Students will explore both the role of silkscreen printing in contemporary art as well as its use in popular culture. Depending on resources, students may have the opportunity to be part of an intensive collaborative print project to produce an edition of prints with a professional artist. (ART 0159 and another introductory level studio practice course from the following list: ART 0160, ART 0161, ART 0162, ART 0163, ART 0164, ART 0165, ART 0180, THEA 0111, THEA 0113, THEA 0119, THEA 0129, THEA 0205, FMMC 0105, FMMC 0335, FMMC 0243, FMMC 0346, HARC 0130) 6 hrs. lect. ART

ART 0319 Form and Structure in Sculpture (Fall 2010)

Form and Structure in Sculpture
In this course we will investigate the techniques and principles of sculpture in relation to form and structure. We will explore construction in wood, metal, and mixed materials in both figurative and non-figurative forms of expression. This course and ART 0320 can be taken in any order. Limited to 15 students. (ART 0159 and another introductory level studio practice course from the following list: ART 0160, ART 0161, ART 0162, ART 0163, ART 0164, ART 0165, ART 0180, THEA 0111, THEA 0113, THEA 0119, THEA 0129, THEA 0205, FMMC 0105, FMMC 0335, FMMC 0243, FMMC 0346, HARC 0130) 6 hrs. lect. ART

ART 0327 Black and White Photography (Fall 2010)

Black and White Photography
In this course we will explore traditional and contemporary B&W photographic expression, including portraiture, landscape, street, and collage. This course will include some study of the history of photography, as well as basic camera, darkroom and digital techniques. Students must have a 35 mm film (preferable), or 6MP (or bigger) digital, SLR camera with manual controls of focus, aperture and shutter. (ART 0159 and another introductory level studio practice course from the following list: ART 0160, ART 0161, ART 0162, ART 0163, ART 0164, ART 0165, ART 0180, THEA 0111, THEA 0113, THEA 0119, THEA 0129, THEA 0205, FMMC 0105, FMMC 0335, FMMC 0243, FMMC 0346, HARC 0130) 6 hrs. lect. ART

ART 0328 Color Photography (Spring 2011)

Color Photography
This course is an introduction to color photography with an emphasis on the construction of images using personal and social ideas. It will include some study of the history of photography and basic digital imaging techniques to make color prints. Students must have a 35mm film, or 6MP (or bigger) digital, SLR camera with manual controls of focus, aperture and shutter. ((ART 0159 and another introductory level studio practice course from the following list: ART 0160, ART 0161, ART 0162, ART 0163, ART 0164, ART 0180, FMMC 0105, FMMC 0243, FMMC 0335, FMMC 0346, HARC 0130, THEA 0101, THEA 0111, THEA 0113, THEA 0119, THEA 0129, THEA 0221, THEA 0223) 6 hrs. lect. ART
ART 0370 Figuring the Face and Facing the Figure: Portraiture In Sculpture, Polychrome, and Adornment (Spring 2011)

Figuring the Face and Facing the Figure: Portraiture In Sculpture, Polychrome, and Adornment
In this class we will make object-images of the human figure in contemporary style. Our approach will include clay, metal, plaster, glass, and copper-enameling. Strategies of poly-chroming (coloring) three-dimensional forms, concepts of decoration, jewelry, and clothing will be explored. Digital photography will be used throughout to record, analyze, and invent. This class will be based on close individual instruction within a collaborative workshop atmosphere. (ART 0159 and another introductory level studio practice course from the following list: ART 0160, ART 0161, ART 0162, ART 0163, ART 0164, ART 0165, ART 0180, THEA 0101, THEA 0111, THEA 0113, THEA 0119, THEA 0129, THEA 0205, FMMC 0105, FMMC 0335, FMMC 0243, FMMC 0346, HARC 0130) 6 hrs lect/lab ART

ART 0500 Special Project (Winter 2011)

Supervised independent work with a special project proposed by a student or a collaboration between a student and a faculty member on a special project. Admission by permission of a faculty member. 3 hrs. lect.

ART 0520 Advanced Studies in Studio (Fall 2010, Spring 2011)

Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art faculty and the other senior studio independents. Recommendation of resident faculty member is required; admission is determined by portfolio review by all Studio Art faculty members. Students are encouraged to submit proposals the week prior to registration, but proposals will be accepted up until 5:00 p.m. the first Wednesday of the term. Contact the department coordinator to arrange for submission of portfolio. 3 hrs. lect.

ART 0720 Senior Independent Study in Studio (Fall 2010, Winter 2011, Spring 2011)

Three terms of supervised independent work. Culmination of independent work will be an exhibition. All senior studio art independents will meet for regular group critiques with the studio art faculty and other senior studio independents. (Admission by portfolio review and recommendation of resident faculty member is required.) 3 hrs. lect.

ART 1018 Out of Line (Winter 2011)

In this course we will investigate line through drawing in both two and three dimensions. Students will be introduced to a traditional use of line in drawing with pencil, charcoal, and ink on paper and will extend this understanding to a sculptural form of drawing in space using wire, string, and various other media. We will also stretch the conventional boundaries of drawing to include the digital line generated by sound and found/document line occurring in the world around us. Projects will challenge students both technically and conceptually. (This course will count as the ART 0159 prerequisite for 0300-level Studio Art courses). There will be a materials fee of approximately $50 per student. ART, WTR
Theatre

Core courses in theatre include: The Creative Process (ARDV 0116), Acting I: Beginning Acting (THEA 0102), Theatre History (THEA 0208), Directing I (THEA 0214), one THEA literature course, one THEA elective course, one THEA design course to be determined in consultation with the advisor (THEA 0125 History of Western Dress does not satisfy the design requirement for the acting, directing, playwriting, or literature focus), Twentieth-Century Performance Aesthetics (THEA 0406), and Senior Independent Project (THEA 0700). There is also a crew requirement which must be completed by the end of the 5th semester at Middlebury.

In addition, students will choose one focus among the following: acting, design, directing, literature, or playwriting.

- **Acting Focus**: Three additional courses: two of three advanced acting courses, and one additional THEA literature course, to be determined in consultation with the advisor.
- **Design Focus**: Three additional courses: Monuments and Ideas in Western Art (HARC 0100), or Monuments and Ideas in Asian Art (HARC 0102) or Modern Art (HARC 0202) and two additional courses in design (see below), to be determined in consultation with the advisor.
- **Directing Focus**: Three additional courses: Directing II: Advanced (THEA 0324), Fall Production Studio or Spring Production Studio as AD or SM (THEA 0210 or 0220), one additional THEA literature course, to be determined in consultation with the advisor.
- **Literature Focus**: Three additional courses: Two additional THEA literature courses, one THEA elective, to be determined in consultation with the advisor.
- **Playwriting Focus**: Three additional courses: Playwriting II: Advanced (THEA/ENAM 0318), one additional THEA literature course, to be determined in consultation with the advisor.

- **Joint Major**: Core courses in the theatre joint major include: The Creative Process (ARDV 0116), Acting I: Beginning Acting (THEA 0102), Theatre History (THEA 0208), one course in design to be determined in consultation with the advisor (THEA 0125 History of Western Dress does not satisfy the design requirement for the acting, directing, literature or playwriting focus), Twentieth-Century Performance Aesthetics (THEA 0406) and Senior Independent Project (THEA 0700). There is also a crew requirement which must be completed by the end of the 5th semester at Middlebury.

In addition, students will choose one of the following focus: acting, design, directing, literature, or playwriting.

- **Acting Joint Major**: Two additional courses: Directing I (THEA 0214), and one of three advanced acting courses (THEA 0202, THEA 0302, or THEA 0402) to be determined in consultation with the advisor. (Joint majors who wish to undertake a 0700 project in acting must take 2 out of 3 advanced acting courses.)
- **Design Joint Major**: Two additional courses: Monuments and Ideas in Western Art (HARC 0100), or Monuments and Ideas in Asian Art (HARC 0102) or (HARC 0201) or Modern Art (HARC 0202) and one additional THEA design course (see listings below) to be determined in consultation with the advisor.
- **Directing Joint Major**: Two additional courses: Directing I (THEA 0214), and Directing II: Advanced (THEA 0324).
- **Literature Joint Major**: Two additional courses: Directing I (THEA 0214), and one additional THEA literature course.
- **Playwriting Joint Major**: Two additional courses: One THEA Playwriting course, and Playwriting II: Advanced (THEA 0318).
- **The Theatre Minor**: The theatre minor consists of six courses, as follows: one THEA design course, Theatre History (THEA 0208); one production studio course; and any three additional theatre courses in dramatic literature/theory.
The program in Theatre at Middlebury requires of its majors an ongoing and significant advising relationship with departmental faculty. This relationship will build, rather than diminish, through a student's time at the College, culminating in the advising relationship for senior work.

Course Categories:

- **Literature/History**: Post Colonial Drama (THEA 0106), Analyzing Characters in 20th-Century American Drama (THEA 0126), Contemporary Women Playwrights (THEA/WAGS 0206), Theatre History (THEA 0208), Contemporary British Playwrights (THEA/ENAM 0228), Contemporary American Playwrights (THEA/ENAM 0236), Twentieth-Century Performance Aesthetics (THEA 0406), Seminar in Theatre: Literature and Society (THEA 0426)

- **Performance**: Acting I: Beginning Acting (THEA 0102), Acting II: Voice for the Actor (THEA 0202), Production Studio: Acting/Directing (THEA 0210/0220)*, Directing I (THEA 0214), Playwriting I (THEA/ENAM 0218), Playwriting II: Advanced (THEA/ENAM 0318), Acting III: Scene and Monologue Study (THEA 0302), Directing II: Advanced (THEA 0324), Acting IV: Styles of Acting (THEA 0402), Production Company (THEA 0404)*, Spring Repertory (THEA 0429) *Only one

- **Design**: Visual Creativity for the Stage (THEA 0101), Scenic Design I (THEA 0111), Lighting Design I (THEA 0113), History of Western Dress (THEA 0125) does not satisfy design requirement, Costume Design I (THEA 0205), Costume Design II (THEA 0325), Scenic Design II (THEA 0221), Lighting Design II (THEA 0223), Production Studio: Design (THEA 0119/0129) does not satisfy design requirement.

- **Independent Projects**: Students may propose an independent project in directing, acting, design, playwriting, or history/criticism. In consultation with a faculty advisor, preliminary proposals for projects need to be turned in by March 1st or October 1st in the term prior to the term for which credit is being requested. Each area of study has specific prerequisites.

- **Honors-Theatre**: Honors, high honors, or highest honors are awarded to graduating seniors in the theatre program based upon their grade point average in theatre courses of A- or better and overall distinction in the department. Normally only full majors will be eligible for high or highest honors.

**THEA 0101 Visual Creativity for Stage (Fall 2010)**

Students will develop an understanding of color, line, form, shape, texture, and balance as they apply to historical and current theatrical literature. Projects in figure drawing, charcoal and chalk, watercolor painting, and model making are intended to stretch the student's research ability, artistic imagination, critical-analysis, and presentation skills. The class is designed for all students interested in the visual and the performing arts and serves as an introduction to set, costume, and light design. 25 hours of production lab work will be assigned in class. 3 hrs. lect. ART

**THEA 0102 Acting I: Beginning Acting (Fall 2010, Spring 2011)**

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are expected to audition for departmental shows. (First- and second-year students only) 3 hrs. lect. ART
THEA 0111 Scenic Design I: Beginning (Fall 2010)

Exploration and development of basic set design skills for theatre and dance. Class projects will introduce the student to sketching, sculpting, script analysis, and presentation skills. The design projects will challenge the student's imagination and creativity through historical and current theatrical literature, the study of artistic movements in theatre, concept development, and research. In addition, students will work on productions in order to understand better how theory relates to practice. 25 hours of production lab work will be assigned in class. 3 hrs. lect. ART

THEA 0113 Lighting Design I: Beginning (Spring 2011)

This course examines historical and present lighting theories, theatrical artistic movements, and theatrical literature, leading to the planning and conceptual development of the lighting plot. Class projects will also introduce the student to sketching, painting, sculpture, script analysis, and presentation skills. In addition, students will work on productions in order to understand better how theory relates to practice. 25 hours of production lab work will be assigned in class. 3 hrs. lect. ART

THEA 0119 Fall Production Studio: Design (Fall 2010)

In preparing a fully produced theatrical production for the stage, students will participate in and be exposed to professional production practices in all areas of theatrical design, including sets, costumes, props, lights, and sound. Students will be involved in planning, building, painting, constructing, and running and striking of shows. More advanced students may speak to the professors about taking on special projects, but those with little or no experience backstage are very much encouraged to participate. 8 hrs. lab ART

THEA 0129 Spring Production Studio: Design (Spring 2011)

In preparing two fully produced theatrical productions for the stage, students will participate in and be exposed to professional production practices in all areas of theatrical design, including sets, costumes, props, lights, and sound. Students will be involved in planning, building, painting, constructing, and running and striking of shows. More advanced students may speak to the professors about taking on special projects, but those with little or no experience backstage are very much encouraged to participate. 8 hrs. lab ART

THEA 0202 Acting II: Voice for the Actor (Fall 2010)

Using the Linklater technique for the voice, students will study the physiological foundations of voice and alignment. By means of interrelated physical and vocal exercises, students will discover ways of changing patterns that restrict a full range of physical and vocal expressiveness. Students will study and present passages from Shakespeare to explore ways in which their new physical and vocal skills may be used to express a greater range of intellectual and emotional understanding. (THEA 0102 and ARDV 0116; Approval required) 4 hrs. lect.

THEA 0205 Costume Design I: Beginning (Spring 2011)

This introductory course will explore the art and practice of costume design for the theatre. Topics will include the psychology of dress, play-script and character analysis, concept development, historical research, figure drawing, and fabric considerations. (No prior drawing experience is assumed or expected.) 4 hrs. lect.
THEA 0208 Theatre History (Fall 2010)

Using the dramatic text as the primary focus, this course will chart the progression of theatre from its ritualistic origins to the advent of modern drama. This survey will include an overview of theatrical architecture, the evolution of design and acting styles, and the introduction of the director. Since theatre does not exist in a void, a consideration of the social, cultural, political, and scientific milieu of each era studied will be included in the course. Through a major paper, students will have the opportunity to more closely research aspects of a particular period. 2 1/2 hrs. lect./discussion & 1 screening per week ART, CMP, EUR, HIS

THEA 0210 Fall Production Studio: Acting (Fall 2010)

The cast works as part of a company interpreting, rehearsing, and performing a play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions held the previous term. (Approval required) 3 hrs. lect. ART

THEA 0214 Directing I: Beginning (Spring 2011)

As a group, students will analyze one or two plays to discover the process involved in preparing a script for production. Attention will be given to production and design concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. Students will also cast and direct one or more scenes to be worked on and performed in class. The practical work is combined with written analysis. (ARDV 0116, THEA 0102 and approval) 4 hrs. lect.

THEA 0218 Playwriting I: Beginning (Spring 2011)

The purpose of the course is to gain a theoretical and practical understanding of writing for the stage. Students will read, watch, and analyze published plays, as well as work by their peers, but the focus throughout will remain on the writing and development of original work. (Formerly THEA/ENGL 0218) 2 1/2 hrs. lect./individual labs ART, CW

THEA 0220 Spring Production Studio: Acting (Spring 2011)

The cast works as part of a company, interpreting, rehearsing, and performing a play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions held during the term prior to the performance. (Approval required) 3 hrs. lect. ART

THEA 0228 Contemporary British Playwrights (Fall 2010)

This course will explore Great Britain's controversial theatrical movement, beginning in the late sixties, which came to be known as "The Fringe." Plays by David Hare, Howard Brenton, Stephan Poliakoff, Howard Barker, David Edgar, Caryl Churchill, Snoo Wilson, Trevor Griffiths, and others will be discussed. Particular focus will be on the plays' dramaturgical and theatrical values, as well as their impact on the overall development of the Fringe theatre movement and its influence on the more traditional theatrical establishment.
THEA 0250 Greek Drama in Performance (Spring 2011)

In this course we will study selected Greek tragedies and comedies with special attention to the dimension of performance. In addition to viewing the plays staged in their original setting, the theater of Dionysus in 5th century BCE Athens, we will also consider stagings of these tragic and comic dramas for modern audiences all over the world. The course will combine lecture, discussions, screenings, writing assignments, and performance work. Texts will include Aeschylus' Oresteia, Sophocles' Ajax, Euripides' Hecuba and Helen, and Aristophanes' Birds and Frogs. (Not open to students who have taken INTD 0250) 3 hrs. lect., 1 hr. disc. ART, EUR, LIT

THEA 0302 Acting III: Scene and Monologue Study (Spring 2011)

Designed primarily for majors who have had experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I and Acting II are given intensive application to different kinds of dramatic texts, primarily realistic in nature. Attention will be given to expanding the performer's range of emotional and intellectual expressiveness. (ARDV 0116, THEA 0102 and approval) 4 hrs. lect.

THEA 0318 Playwriting II: Advanced (Fall 2010)

For students with experience writing short scripts or stories, this workshop will provide a support structure in which to write a full-length stage play. We will begin with extended free and guided writing exercises intended to help students write spontaneously and with commitment. Class discussions will explore scene construction, story structure, and the development of character arc. (ENAM 0170 or THEA 0218 or ENAM/THEA 0240; by approval) (Formerly THEA/ENGL 0318) 2 1/2 hrs. lect./individual labs ART, CW

THEA 0324 Directing II: Advanced (Fall 2010)

This is a course for the upper level theatre student with previous experience in directing. Students will be exposed to various contemporary performance modes and styles and will devote half the semester to the exploration, rehearsal and performance of a substantive text. Attention will be given to the director/designer collaboration, working with actors, and the pragmatic aspects of mounting a production. This course is required for students hoping to propose independent work in directing, but is open to any student with the appropriate prerequisites. (THEA 0214, additional directing experience or by waiver) 4 hrs. lect.

THEA 0325 Costume Design II: Advanced (Fall 2010)

Continued instruction in costume design and figure illustration. Design projects will focus on the further development of students' graphic and conceptual abilities. (THEA 0205 or by approval) 3 hrs. lect. ART

THEA 0354 Chekhov (in English) (Fall 2010)

A study of Chekhov's major dramatic output: a survey of the history of Russian theatre before Chekhov; Turgenev's Month in the Country; Chekhov's evolution as a writer; analysis of his four major plays: Seagull,
Chekhov's European contemporaries and his Russian successors. 3 hrs. lect. EUR, LIT

THEA 0406 Twentieth-Century Performance Aesthetics (Fall 2010)

Twentieth-Century Performance Aesthetics
An intensive exploration of the evolution of the theory and practice of theatrical experimentation in the 20th century. Starting with the early challenges to Stanislavskian naturalism manifested in the work of Meyerhold, Craig, Brecht, Grotowski, and Artaud, the course will examine how these challenges influenced theatrical innovation throughout the century. Students will write papers and do presentations on the work of such artists as Peter Brook, Joseph Chaikin, Richard Schechner, Ariane Mnouchkine, Augusto Boal, and others. Questions about Modernism and the relationship between art and reality will guide an exploration of the performance aesthetics that have dominated this century. (Approval required; ARDV 0116 and THEA 0208) 3 hrs. lect./1hr. screen. ART

THEA 0500 Intermediate Independent Project (Fall 2010, Winter 2011, Spring 2011)

In consultation with their advisors, theatre majors in design may propose a THEA 0500 Intermediate Independent Project. Preliminary proposal forms approved by the student's advisor will be submitted to the program by March 1st of the preceding academic year for those wanting credit in the fall or winter terms and by October 1st for those wanting credit in the spring term. Projects will conform to the guidelines that are available in the theatre office. Students are required to attend a weekly THEA 0500/0700 seminar.

THEA 0505 Intermediate Independent Project (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)

THEA 0700 Senior Independent Project (Fall 2010, Winter 2011, Spring 2011)

Senior work is required. In consultation with their advisors, theatre majors may propose a THEA 0700 Independent Project. Preliminary proposal forms approved by the student's advisor will be submitted to the program by March 1st of the preceding academic year for those wanting credit in the fall or winter terms and by October 1st for those wanting credit in the spring term. Projects will conform to the guidelines that are available in the theatre office. Students are required to attend a weekly THEA 0500/0700 seminar.

THEA 1020 Performing Others: Writing and Staging the Solo Show (Winter 2011)

Theatre artists such as Anna Deavere Smith, Danny Hoch and Sarah Jones make a habit of writing and performing roles they were not born to play. Jumping over barriers of race, religion, ethnicity, gender, sexual orientation, these soloists are committed to embodying the other. In addition to analyzing professional
works, students in *Performing Others* will create and develop a variety of monologues featuring characters that may be fictional, biographical, or based upon interviews. Together we will form an ensemble for developing new material and for processing issues that necessarily arise when we dare to imagine ourselves as others. **ART, CW, WTR**
Women's and Gender Studies

Requirements for a Women's and Gender Studies Major: The major consists of four parts and a minimum of ten courses as outlined below. Some of the courses can be double-counted if they fulfill different requirements within the major.

1) a solid grounding in the theories and methods of women's and gender studies,
2) specialized expertise within a traditional discipline (the field requirement),
3) a non-Western requirement, and
4) senior work: students must submit their senior work proposal, which can be downloaded from the WAGS website, before their senior year. It must be signed by both the WAGS chair and an advisor.

1. Women's and gender studies courses (10 courses, some of which may also serve the second and third requirements outlined below):
   - SOAN/WAGS 0191
   - WAGS 0200
   - WAGS 0400
   - One introductory-level course in women's and gender studies: This may be chosen from among the list of courses indicated below, under introductory courses offered in departments. (Appropriate first-year student seminars may be substituted for an introductory course with the permission of the program director.)
   - At least five other women's and gender studies courses in the 0200-to 0500-level range (in at least two different academic categories). These five courses may also serve the second and third requirement outlined below.
   - Students will take four to six courses in a discipline of their choice (the requirements for each discipline participating in the program are listed below). At least one of these courses must be a course that is cross-listed in women's and gender studies (if none is available then an independent study should be arranged). In choosing a discipline, students must also consult with the WAGS program director as well as with an advisor from their field. If a discipline is not listed below, students may construct a disciplinary focus, in consultation with an advisor from the field and the WAGS program director. (Note: the field requirement is satisfied automatically by joint majors, but not for double majors).

2. Field Requirements:
   - American Studies: AMST 0210, AMST 0211, one or two other AMST courses, each with a gender component.
   - Film: FMMC 0131, FMMC 0231, FMMC 0232, FMMC 0340, or FMMC 0347; one foreign national or international cinema course, and FMMC 0230
   - French: any four courses above FREN 0205, including one course cross-listed in WAGS. Some, but not all of the courses may be taken in English.
   - Geography: GEOG 0100, two of the following: GEOG 0206, GEOG 0210, GEOG 0212, GEOG 0213, GEOG 0310 or 0320, GEOG 0410.
   - German: any four courses above the 0200-level, including one course cross-listed in WAGS. Some, but not all of the courses may be taken in English.
   - History: one 0100-level course, a research seminar (any course in the 0450's), and three other history courses, at least two of which should focus directly on women and/or gender.
   - History of Art: HARC 0100 or HARC 0102, four courses at the 0200-level or above, one of which must be HARC/WAGS 0209.
   - English and American Literatures: ENAM 0103 or from the literature program LITP 0101. Two of the
following courses: ENAM 0205, ENAM 0206, ENAM 0207, ENAM 0242, ENAM 0270, ENAM/WAGS 0260, ENAM/WAGS 0114. Other literature courses may be substituted with approval. 

**Music:** one course cross-listed in WAGS, four courses above the 0200-level, and two semesters in a departmental ensemble or approved ensemble.

**Religion:** RELI 0110 or RELI 0120, one cross-listed course in WAGS, one 0400-level seminar, and one elective (these courses should be in either the Eastern or Western tradition).

**Philosophy:** five courses, including PHIL/WAGS 0234, one course in history of philosophy, one course in ethics and/or social and political philosophy, and one 0400-level philosophy seminar. Additionally, both PHIL 0150 and PHIL 0180 are strongly recommended.

**Psychology:** PSYC 0105, PSYC 0203, two of the following courses: PSYC/WAGS 0307, PSYC/WAGS 0420, and 0429, and one other PSYC course.

**Sociology/Anthropology:** SOAN 0103, SOAN 0105, SOAN 0301 or 0302, SOAN 0305 or 0306, and one elective cross-listed in WAGS.

**Theatre:** THEA 0102 (Acting 1), THEA/WAGS 0206, and two other courses in theatre.

### 3. Non-Western requirement:

At least one non-Western course. This must be satisfied by a course in the field discipline or by a designated women's and gender studies course.

### 4. Senior work:

Majors are required to complete an independent project based in the core field that applies feminist theory and methodology. The project may be either a one-semester senior essay or other creative work (WAGS 0700), or a two term senior thesis (WAGS 0710). [This can involve a Fall/Winter Term, Fall/Spring, or Winter Term/Spring combination]. A senior work advisor should be selected from either program faculty in the students core field or from among faculty members with an appropriate expertise. Students are required to meet with the WAGS Program Chair and their prospective project or thesis advisor before entering their senior year at Middlebury. All senior projects must be approved in advance by the project advisor and by the chair of Women's and Gender Studies. Students are expected to do an oral presentation of their work at the end of the Spring Semester., normally during a specially scheduled session of senior work presentations in WAGS. For additional information, please consult Guidelines for Senior Projects in WAGS.

**Honors:** To qualify for honors, a major must have at least a B+ average in all courses taken in the women's and gender studies program and the field requirements. The degree of honors will be based on senior work, normally a student must write a thesis to qualify for honors. Honors: thesis grade of B+; high honors: thesis grade of A-; highest honors: thesis grade of A.

**Joint Major in WAGS and another department:** Students who choose a joint major will not need to fulfill a field requirement in WAGS. The joint major is comprised of 7 courses in each field. For WAGS, the requirement includes SOAN/WAGS 0191, one more introductory course in women and gender studies, WAGS 0200, WAGS 0400, two electives and senior work. Senior work should combine both fields, and should be chosen in consultation with both the WAGS chair and an advisor with appropriate expertise.

**Minor in Women's and Gender Studies:** The women's and gender studies minor consists of five courses, including: at least one introductory course in WAGS from among ENAM/WAGS 0114, SOAN/WAGS 0191, or an appropriate first-year student seminar, with the approval of the program director; WAGS 0200, WAGS 0400, and two electives.

### WAGS 0191 Introduction to Sociology of Gender (Fall 2010)

What is gender and what would a sociology of it look like? When did gender become a category of inquiry and more importantly why? We will look at how the meaning and performance of gender changed over time,
from Classical Greece to Victorian England, to the contemporary U.S. We will also look at how gender changes depending on one’s position in social space, e.g. one’s race, class, sexuality, and nationality. Finally, we will consider how the need to look at gender is the result of a variety of discourses, from psychoanalysis to capitalism to movements of liberation such as feminism. 2 hrs. lect., 1 hr. disc. CMP, SOC

**WAGS 0200 Foundations in Women's and Gender Studies**

**(Fall 2010, Spring 2011)**

This course provides an introduction to the interdisciplinary field of women's and gender studies. Examining gender always in conjunction with the categories of race and class, the course foregrounds how inequalities are perpetuated in different fields of human activity and the creative ways in which groups have resisted these processes. The course is organized in sections to illuminate the effects of particular social institutions and structures on our gendered lives. Each section will introduce a broad overview of feminist interventions in different fields of inquiry. Cumulatively, the course reveals the importance of gender as an analytical category to understand social reality and to comprehend important areas of culture. 3 hrs. lect. CMP, SOC

**WAGS 0201 Writing for Social Change**

**(Spring 2011)**

This course explores the many choices we face as speakers and writers when communicating across race, gender, sexuality, religion, culture, class and ability. Drawing on works by W. E. B. Dubois, James Baldwin, Beverly Tatum, Paulo Freire, Dorothy Allison, Arundhati Roy, Amy Tan, Seyyed Hossein Nasr, Desmund Tutu, and others, the class explores a range of genres and voices and examines patterns of domination and subordination in diverse cultural contexts. Students will learn strategies for both creative and critical writing and respond to formal and informal writing assignments. The class will hold occasional writing workshops, and final projects will provide opportunities for collaboration. ART, CW, LIT

**WAGS 0212 The Family in Contemporary Society**

**(Fall 2010)**

This course will investigate the social, economic, and political forces that have brought about changes in family life in the beginning of the 21st century. We will begin by looking at various attempts to define "the family," and we will then explore a range of topics, including the webs of family relationships (e.g., mothering, fathering, kin networks), labor and family intersections (e.g., mediating between work and family; the household division of labor), gay and lesbian family life, and domestic violence. Although the focus will be on contemporary United States, we will also examine some cross-cultural and historical material. 3 hrs. lect./disc. CMP, NOR, SOC

**WAGS 0223 Introduction to Gay and Lesbian Studies**

**(Spring 2011)**

This course will provide an introduction to the interdisciplinary field of gay and lesbian studies. We will explore three topics: the construction and representation of homosexuality in history, queer culture before and after Stonewall, and queer theory. Readings will include works by Martin Duberman, Lillian Faderman, Oscar Wilde, Radclyffe Hall, Tony Kushner, Sarah Schulman, Eve Sedgwick, and Michel Foucault. SOC
WAGS 0234 Philosophy and Feminism (Fall 2010)

This course will examine the contributions of various feminists and feminist philosophers to some of the central problems of philosophical methodology, epistemology, philosophy of science, metaphysics, and ethics. Are there gendered assumptions in operation in the way particular philosophical problems are framed? For example, do the politics of gender contribute to accounts of objective knowledge and rationality? Are some philosophical perspectives better suited to the goals of feminism than others? We will also examine the general relationship between feminism and philosophy, and we will reflect on the relevance of theorizing and philosophizing for feminist political practice. CMP, PHL

WAGS 0250 Gender in Japan (Spring 2011)

In this course we will examine changing ideas about gender and sexuality in Japan in the 10th through 20th centuries, with special attention to the modern period. Sources will include literary texts, films, and social/historical studies. We will discuss topics, including women's writing in classical Japan; the commercialization of sexuality in the 18th century; ideas of "homosexuality" in late-medieval and modern times; and women's social roles and political struggles in the 20th century. 3 hr. lect./disc. AAL, LIT

WAGS 0264 Indian Cinema: Romance, Nation, and Identity (Spring 2011)

In this course we will use the lens of romance to examine the world's largest film-making industry. Focusing primarily on Hindi cinema produced in Bombay/Mumbai, we will examine the narrative conventions, aesthetic devices (such as song-dance sequences), and other cinematic conventions that are unique to Indian films' narration of romance. Through a historical overview of films from the silent, colonial, and post-colonial eras into the contemporary era of globalization, we will track how the family is configured, the assignment of gender roles, and how national identity is allegorized through family romance. The course includes weekly screenings of films, which will be sub-titled in English. 3 hrs. lect. AAL, ART, SOC

WAGS 0267 Gender/Sexuality/Media (Fall 2010)

In this course, we will explore the intersecting roles played by gender and sexuality in our media, focusing specifically on film, television, and digital culture. We will examine the multiple ways in which popular media texts construct and communicate gender and sexuality, and we will analyze the role of gender and sexuality in the processes of spectatorship and meaning-making. We will study a wide range of theories of gender and sexuality in media including feminist film theory, queer media theory, and literature on gender and sexuality in video game history and culture. (FMMC 0102 or FMMC 0104 or WAGS 0200 or by approval of instructor ) 3 hrs. lect./3 hrs. screen. SOC

WAGS 0290 Women's Religious Life and Thought (Spring 2011)

This course will explore the female religious experience in Greco-Roman antiquity and Early Christianity. We shall trace the transition from the mystery religions of Demeter and Isis in the Eastern Mediterranean to the cult of Mary the Mother of God (Theotokos) and the worship of female saints. Drawing on a wide range of sources (hymns, saints' Lives, Apocryphal Gospels, Patristic texts, and icons), we shall study the varieties of female devotion and examine the roles available to women in the early Church: deaconesses and desert
mothers, monastics and martyrs, poets and rulers. Different theoretical approaches will enable us to ask a series of questions: were women in the early Church considered capable of holiness? To what extent did the female 'gifts of the spirit' challenge church authority? What is distinct about the feminine experience of the divine? Finally, we shall consider the vision and poetics of female spirituality in select modern poets.

**WAGS 0304 Women, Culture, and Power in Comparative Perspective (Fall 2010)**

This study of women cross-culturally raises a number of difficult and delicate issues. Do women constitute a legitimate category of analysis? What explains the diversity of women's roles across societies? How do we assess women's status and power? What forces create changes in women's roles? This course attempts to answer these questions and to compare and contrast women's roles in a variety of societies. Analysis will concentrate on three primary domains: family and kinship; symbolic systems; and political economy. Course readings deal primarily with non-Western societies, but not exclusively so. Limited places available for students to satisfy the College writing requirement.

3 hrs. lect./disc. EUR, HIS, PHL

**WAGS 0314 Sociology of Heterosexuality (Spring 2011)**

**Sociology of Heterosexuality**

Most people believe that heterosexuality is natural or rooted in biology and so never look very closely at it as a product of culture. In this course we will examine the artifacts, institutions, rituals, and ideologies that construct heterosexuality and the heterosexual person in American culture. We will also pay close attention to how heterosexuality works alongside other forms of social power, especially gender, race, and class.

3 hrs. lect./disc. NOR, SOC

**WAGS 0318 Narrative Spanish-Amer Women (Fall 2010)**

**Narratives of Spanish American Women Writers: Representations of the Self**

In this course we will read selected texts by contemporary Spanish American women writers. The aim of the course is to explore the diverse writing strategies women use to represent themselves in their particular socio-cultural contexts. In the analysis of these texts, we will focus on the feminine characters of these narratives. We will also consider whether these characters might be representations of the authors. We will read texts by Elena Poniatowska, Rosario FerrÁ©, Luisa Valenzuela, Cristina Peri Rossi, and others. This course is organized around a series of close readings and class discussions of short stories and theoretical texts. (SPAN 0220 or equivalent).

3 hrs. lect./disc. AAL, LIT, LNG

**WAGS 0320 Romance, Desire, Sex: Selected Topics in Feminist Theory (Spring 2011)**

The course offers an overview of some key feminist texts and theories that have shaped the analysis of gender and sexuality. How have feminist theories addressed the issues of romance, desire and sex? Working within a transnational perspective, course materials will examine: (1) how the concepts of choice, freedom, and agency translate in different cultures; (2) the concept of gender identity and the viability of the category woman in different locales; and (3) the political economy of romance, desire, and pleasure. In each section the readings will locate feminist theories in relation to histories of colonialism and postcolonialism, as well as theories of nationalism and globalization.

(WAGS 0200 or SOAN 0191) 3 hr. lect. CMP, SOC
WAGS 0327 Gender and National Identities in Latin America (Spring 2011)

What did it mean to be a man in Mexico in the â€” 40s, a Chicana woman in the â€” 70s, a homosexual in Cuba in the â€” 90s, or a Puerto Rican mermaid at the turn of the new millennium? By studying these four specific gender constructions of the 20th century in Latin America we will explore the diversity and complexity that lies beneath the label latino. This will be a multidisciplinary course where students will analyze films, other visual arts, music, and literature by Mayra Santos-Febres, Reinaldo Arenas, and Senel Paz. Readings will also include theoretical texts by Judith Butler, Susan Bordo, and Marjorie Garber. (SPAN 0220 or equivalent) 3 hrs. lect./disc. AAL, ART, LIT, LNG

WAGS 0373 History of American Women: 1869-1999 (Fall 2010)

This course will examine women's social, political, cultural, and economic position in American society from 1869 through the late 20th century. We will explore the shifting ideological basis for gender roles, as well as the effects of race, class, ethnicity, and region on women's lives. Topics covered will include: women's political identity, women's work, sexuality, access to education, the limits of "sisterhood" across racial and economic boundaries, and the opportunities women used to expand their sphere of influence. 3 hrs lect./disc. CMP, HIS, NOR

WAGS 0393 A History of Gender in Early America (Spring 2011)

Exploration, conquest, settlement, revolution, and nation-building: no course in early American history should ignore such traditional topics. In this course, though, we will examine the various ways that gender shaped these historical processes. How, for example, did colonials' assumptions about manhood and womanhood affect the development of slavery in America? Or how did the Founding Fathers' identities as men inform their attitudes about democracy and citizenship? We will scrutinize historical documents, of both a private and public nature, and discuss several recent scholarly works on gender from 1600-1850 to consider these kinds of questions. Pre-1800. 3 hrs. lect./disc. CMP, HIS, NOR

WAGS 0408 Readings in American History: Gender & Race in the American Experience (Fall 2010)

This course will explore a variety of ways that gender and race have shaped the lives of Americans living in the 19th and 20th centuries. We will also examine how Americans from all walks of life have used gender and racial distinctions to manipulate their identity, improve their circumstances, resist oppression, and gain leverage over others. Readings will address the negotiation of gender and racial boundaries from the antebellum period, through the great migration and immigration waves at the turn of the 20th century, during military conflicts, and up through the Civil Rights movement. 3 hrs. sem. HIS, NOR

WAGS 0416 Readings in Middle Eastern History: Women and Islam (Fall 2010)
In this course we will examine women's lives in Islamic societies from the seventh century to the contemporary period, focusing on the Middle East and North Africa. Readings will explore a variety of topics including the changing role of women from pre-Islamic to Islamic societies; women in Islamic law and practice; gender roles in relation to colonialism, nationalism, and radical Islam; non-Muslim women in Islamic societies; and Western images of Muslim women. 3 hrs. sem. AAL, HIS, PHL

WAGS 0422 Gender, Power, and Politics on the Stage (Spring 2011)

In this course we will explore the construction of gender in modern and pre-modern culture primarily through an analysis of the theatrical embodiment of gender. We will read both early modern and contemporary theoretical accounts of gender as a performance, using Judith Butler's conception of performativity as a touchstone for our investigation. Beginning with such critical theatrical issues as the use of boy actors on the early modern English stage, the representation of specifically "female" disorders (e.g., "suffocation" or hysteria) in both medical and dramatic texts, the scapegoating of powerful female figures as witches, and the treatment of same-sex eroticism in Cavendish's early lesbian drama, we will consider how some of these issues reappear in contemporary plays, including for instance David Hwang's M Butterfly. The class will also explore the transgender themes in playwrights such as Doug Wright and Michel Marc-Bouchard. We will play close attention to other cultural products that shed light on these dramatic representations of gender, including medical texts, betrothal and marriage law, sumptuary codes, contemporary films, and contemporary marketing products that highlight the performative nature of gender. (This course satisfies the ENAM seminar requirement; this course meets the major requirement for WAGS 0400 for 2010-2011 only). ART, EUR, LIT

WAGS 0460 Sexing the Canon (Spring 2011)

Human sexuality has been the topic of scientific and artistic explorations for centuries. Regulatory norms of individual cultures enable or deny the expression of specific forms of sexuality in life and literature. As Foucault states: "What is at issue, briefly, is the over-all 'discursive fact,' the way in which sex is 'put into discourse.' In this course we will explore and compare the ways theories of sexuality from different times and places inform and determine our readings of literature. Theoretical texts form the basis for discussions of the works of authors such as Plato, Boccaccio, Choderlos de Laclos, Stifter, Henry James, Woolf, Genet, James Baldwin, Wittig, Thomas Mann, and Santos-Febres. 3 hrs. sem. CMP, EUR, LIT

WAGS 0500 Independent Study (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)

WAGS 0700 Senior Essay (Fall 2010, Spring 2011)

(Approval Required)

WAGS 0710 Senior Thesis (Fall 2010, Winter 2011, Spring 2011)

(Approval Required)
WAGS 1015 Two Mexican Icons of the Baroque and their Legacy (Winter 2011)

Two female figures of the Baroque have deeply influenced the way contemporary Mexico imagines itself as a nation: the Virgin of Guadalupe and Sor Juana Inés de la Cruz. Apparitions of the Virgin of Guadalupe are dated from 1531, and she has evolved into a symbol of the Mexican nation since the first texts about her were published in 1648. We will study the history of the representation of the Virgin in art, poetry, and popular culture from the 17th to the 21st century. We will also explore the figure and writings of Sor Juana Inés de la Cruz (1651-1695), known as the first feminist of the New World, some of whose poetry, drama, and autobiography reflect on the Virgin Mary and the Virgin of Guadalupe. (At least two Spanish courses at the 0300 level or above, or by waiver.) AAL, ART, LIT, WTR

WAGS 1043 Making Babies in a Brave New World (Winter 2011)

In this course we will examine the fundamentals of human reproduction and its modern reproductive intervention strategies. As rapid discoveries in medical technologies have allowed us to push the limits of the human body, questions remain as to whether we should pursue, permit, or regulate such advances. We will explore scientific, societal, legal, ethical, and individual issues surrounding the control of fertility and infertility, fetal life, birth, and the neonatal period. Through critical review of the literature, class discussion, and writing assignments, students will acquire an understanding of key topics in reproductive medicine. (This course is not open to students who have taken FYSE 1232) SOC, WTR
Writing Program

Within their first two years, all matriculated students must complete a First Year Seminar and at least one other writing-intensive class (all classes marked "CW" in the catalogue are writing-intensive and will satisfy this requirement). All academic departments participate in the College Writing Program, offering "writing intensive" courses within the major and in the First-Year Seminar Program.

Writing is not simply "assigned" in writing intensive courses. Instead, the writing done in these courses helps students develop their analytical and persuasive powers. Additionally, in many courses, students are encouraged to use writing to learn. Because learning, like writing, is a constant process of collecting, connecting, discarding and reorganizing, instructors may encourage students to think through new or difficult ideas and terminology in writing.

Instructors of writing intensive courses frequently employ both informal and formal writing assignments. Informal writing might be graded or ungraded and might include journals, diaries, field notes, responses to discussion questions, and/or free writing. Informal writing might be used as a way to begin a formal paper, as a means to generate good class discussion, or as an end in itself. Formal writing assignments are usually graded, and might include critical, creative or researched papers, or might combine formal writing strategies, like outlining, with an oral presentation. The formal writing done in these courses averages 20-25 pages, although the number of papers and the number of pages per paper vary. In some courses, formal writing is submitted for assessment in a portfolio once or twice during the semester.

WRPR 0100 The Writing Workshop I (Fall 2010)

This course is for students who would like extra work on critical thinking and analytical writing. All sections of this course will address a variety of writing strategies and technologies, from free writing to online writing. Each section will focus on a particular theme to be determined by the instructor. This course does not fulfill the college writing requirement. 3 hrs. lect./disc.

WRPR 0101 Writing Workshop II (Fall 2010)

This second level workshop is for students who have completed a first-year seminar. All sections of this course will address a variety of writing techniques and communications tools. Each section will focus on a particular theme. This course does not fulfill the college writing requirement. 3 hrs. lect./disc.

WRPR 0102 English Lang in Global Context (Spring 2011)

In this course, we will discuss and write about the dominance of English in the global landscape. The course reader, The Handbook of World Englishes (2006), offers an interdisciplinary approach to the topic. We will begin the course with a geographic and historical overview of World Englishes and then will examine the impact of English language dominance on individuals and societies, emphasizing themes such as migration, globalization, education, and identity. Throughout the course, we will explore the relevance of these issues to educators, linguists, and policy-makers around the world. CMP, SOC

WRPR 0201 Writing for Social Change (Spring 2011)

This course explores the many choices we face as speakers and writers when communicating across race, gender, sexuality, religion, culture, class and ability. Drawing on works by W. E. B. DuBois, James Baldwin,
Beverly Tatum, Paulo Freire, Dorothy Allison, Arundhati Roy, Amy Tan, Seyyed Hossein Nasr, Desmund Tutu, and others, the class explores a range of genres and voices and examines patterns of domination and subordination in diverse cultural contexts. Students will learn strategies for both creative and critical writing and respond to formal and informal writing assignments. The class will hold occasional writing workshops, and final projects will provide opportunities for collaboration. **ART, CW, LIT**

**WRPR 0202 Writing To Heal (Spring 2011)**

This writing-intensive course examines writing as a catalyst for healing after loss or grief. In a workshop focused on student writing, we will analyze the fiction, drama, poetry and creative nonfiction of Arthur Miller, Jane Austen, Frank McCourt, C.S. Lewis, Sharon Olds, William Wordsworth, Christopher Noel, Madeleine Blais, Susan Minot. Reading James W. Pennebaker's *Opening Up* and Louise DeSalvo's *Writing As A Way of Healing* will create a theoretical underpinning for our discussions. Assignments for this course will include formal analytical essays, creative work (published online), as well as electronic journals and oral presentations. **CW, LIT**

**WRPR 0203 Media, Sports, & Identity (Winter 2011)**

In this course we will examine the relationship between media, sports, and the formulation of one's identity. We will examine issues pertaining to gender identification, violence, and hero worship. Reading critical essays on the subject, studying media coverage of sporting events, and writing short analytical essays will enable us to determine key elements concerning how sports are contextualized in American culture. Student essays will form the basis of a more in-depth inquiry that each student will then present, using media, at the end of the course. (Not open to students who have taken WRPR 1002) **CW, NOR, SOC**

**WRPR 0500 Special Project: Literature (Fall 2010, Winter 2011, Spring 2011)**

(Approval Required)
Other Courses

The following courses are listed in Banner but not included in the department and program listings above.

INDE0500 Independent Project (Fall 2010, Winter 2011)

INDE0800 Ind Scholar Thesis (Fall 2010, Winter 2011, Spring 2011)

INTN0600 Winter Term Internship (Winter 2011)

PHED0110 Archery (Fall 2010)

PE

PHED0120 Canoeing (Fall 2010)

PE

PHED0126 Competitive Athletic Training (Fall 2010)

PE

PHED0128 Cyclocross Intro (Fall 2010)

PE

PHED0130 Fencing (Fall 2010)

PE

PHED0132 First Aid/CPR (Fall 2010)

PE

PHED0134 Golf - Beginning (Fall 2010)

PE

PHED0135 Golf-Int (Fall 2010)

PE
PHED0140 Kickboxing - Beginning (Fall 2010)
PE

PHED0152 Massage (Fall 2010)
PE

PHED0153 Meditation (Fall 2010)
PE

PHED0154 Paddle Tennis (Fall 2010)
PE

PHED0156 Resistance Training - Beg. (Fall 2010)
PE

PHED0159 Riding Lessons (Fall 2010)
PE

PHED0166 Swim for Conditioning (Fall 2010)
PE

PHED0170 Spinning (Fall 2010)
PE

PHED0174 Tennis-Beginning (Fall 2010)
PE

PHED0176 Sailing-Beg. (Fall 2010)
PE

PHED0192 Yoga (Fall 2010)
PE
PHED0209 Aqua Cardio (Fall 2010)
PE

PHED0212 Badminton (Fall 2010)
PE

PHED0232 First Aid/CPR (Fall 2010)
PE

PHED0240 Kickboxing - Beginning (Fall 2010)
PE

PHED0253 Meditation (Fall 2010)
PE

PHED0256 Resistance Training-Beg (Fall 2010)
PE

PHED0259 Riding Lessons (Fall 2010)
PE

PHED0266 Swim for Conditioning (Fall 2010)
PE

PHED0270 Spinning (Fall 2010)
PE

PHED0274 Tennis-Beginning (Fall 2010)
PE

PHED0275 Tennis-Intermediate (Fall 2010)
PE
PHED0292 Yoga (Fall 2010)

PE

PHED0302 Alpine Ski Lessons (Winter 2011)

PE

PHED0304 Aqua Cardio (Winter 2011)

PE

PHED0312 Badminton (Winter 2011)

PE

PHED0315 Basic Energy Balancing (Winter 2011)

PE

PHED0326 Competitive Athletic Trng. (Winter 2011)

PE

PHED0329 Dodgeball (Winter 2011)

PE

PHED0330 Fencing (Winter 2011)

PE

PHED0332 First Aid/CPR (Winter 2011)

PE

PHED0340 Kickboxing - Beginning (Winter 2011)

PE

PHED0347 Nordic Ski Lessons (Winter 2011)

PE
PHED0348 Martial Arts (Winter 2011)

This course carries a $75 fee. Wed. 7:00-9:00 p.m. 3rd Floor Field House. Jan. 4-Jan. 29, 2010. Tae Kwon Do and traditional Korean Martial Arts taught by a 3rd degree Black Belt. Beginners and experienced students are welcome. Learn the art of blocking, punching and kicking for self defense as well as discipline and humility. Come prepared for a rigorous workout. PE

PHED0352 Massage (Winter 2011)

PE

PHED0353 Meditation (Winter 2011)

PE

PHED0354 Platform Tennis (Winter 2011)

PE

PHED0356 Resistance Training - Beg. (Winter 2011)

PE

PHED0359 Riding Lessons (Winter 2011)

Horseback riding lessons are offered by area farms/stables. For information on these farm/stables, please contact Carolyn LaRose at x5189. PE

PHED0361 Snowboarding (Winter 2011)

PE

PHED0362 Snowshoeing (Winter 2011)

PE

PHED0366 Swim for Conditioning (Winter 2011)

PE

PHED0371 Speed, Agility and Quickness (Winter 2011)

PE
PHED0373 Telemark Skiing (Winter 2011) PE

PHED0392 Yoga (Winter 2011) PE

PHED0430 Fencing (Spring 2011) PE

PHED0432 First Aid/CPR (Spring 2011) PE

PHED0440 Kickboxing - Beg. (Spring 2011) PE

PHED0444 Lifeguard Training (Spring 2011) PE

PHED0452 Massage (Spring 2011) PE

PHED0453 Meditation (Spring 2011) PE

PHED0456 Resistance Training - Beg. (Spring 2011) PE

PHED0459 Riding Lessons (Spring 2011) PE

PHED0464 Squash - Beg. (Spring 2011) PE
PHED0466 Swim for Conditioning (Spring 2011)  
PE  
PHED0470 Spinning at Vermont Sun (Spring 2011)  
PE  
PHED0474 Tennis - Beg. (Spring 2011)  
PE  
PHED0492 Yoga (Spring 2011)  
PE  
PHED0509 Archery - Beginning (Spring 2011)  
PE  
PHED0525 Fly Fishing (Spring 2011)  
PE  
PHED0526 Competitive Athletic Training (Spring 2011)  
PE  
PHED0532 First Aid/CPR (Spring 2011)  
PE  
PHED0534 Golf - Beginning (Spring 2011)  
PE  
PHED0535 Golf - Intermediate (Spring 2011)  
PE  
PHED0540 Kickboxing - Beg. (Spring 2011)  
PE  
Other Courses 322
PHED0552 Massage (Spring 2011)
PE

PHED0553 Meditation (Spring 2011)
PE

PHED0556 Resistance Training - Beg. (Spring 2011)
PE

PHED0559 Riding Lessons (Spring 2011)
PE

PHED0564 Squash-Beg. (Spring 2011)
PE

PHED0565 Strength Training (Spring 2011)
PE

PHED0570 Spinning at Vermont Sun (Spring 2011)
PE

PHED0571 Speed, Agility & Quickness (Spring 2011)
PE

PHED0574 Tennis - Beginning (Spring 2011)
PE

PHED0577 Road Bike Conditioning (Spring 2011)
PE

PHED0588 Yoga for Sport (Spring 2011)
PE
PHED0592 Yoga (Spring 2011)

STLD1005 Collaborative Video Production (Winter 2011)

Working together collaboratively, students will work throughout the month to write, produce, and edit videos to be distributed online and screened publicly at the end of the term.

WNTR0000 No Credit-Not on Campus Winter (Winter 2011)