

Graduate Courses

Anthropology

ANTH 204 School Culture and Policy (1)

Methods and theories from cultural anthropology in the study of educational institutions. Methods include participant observation, the case study approach, comparative analysis, and public interest anthropology. Public policies for equity in high schools will be explored in the perspective of cultural theory. **Spring**

Art History

ARTH 239 History of Performance Art (1)

Performance art developed in the '60s, a highly theatrical as well as political decade. The course examines work by contemporary performance artists, primarily in the United States, and earlier performance history beginning with the European personality and theatrical experiments of the Dada, Surrealist, Futurist, and Russian revolutionary art movements. Performance art is also placed in a wider context of experimental theater, dance and music, and the Dandy tradition. Online course materials. **Spring**

ARTH 286 Japanese Painting and Prints (1)

This course traces the persistence of tradition and the development of an aesthetic that prevails in Japan's visual arts. Heian court paintings that include the *Tale of Genji*, which were to influence Japanese aesthetics to the present day, will be studied. Ukiyo-e, woodblock prints of Floating World that reflect the popular tastes of Edo's merchants, will also be studied. **Spring**

Art (Studio)

ARTS 201 Concentrations in Ceramics, Painting, Photography, Sculpture, Electronic Arts, Video (1-1.25)

These courses are devoted to independent studio work, which is reviewed and critiqued by each student's graduate committee. Must be taken each of four semesters. **Fall and Spring**

Letter grade only.

Note(s): 1.25 credit option with additional assignment.

This course may be taken four times.

ARTS 205 Concentrations in Ceramics, Painting, Photography, Sculpture/Intermedia (1)

This course deals with the concerns of specific media, and its content will vary depending on the instructor. Each medium area will be offered once every two years. **Fall and Spring**

Letter grade only.

This course may be taken four times.

ARTS 229 Sculpture 1 (1)

Building on the concerns introduced in Three-Dimensional Concepts, this class will focus on contemporary sculptural practice with an emphasis on how content can generate materiality and form. Through a combination of technical demonstrations, hands-on work time, field trips, and in-class discussions, the course will emphasize the development of a critical vocabulary and expose the student to the wide range of materials and methods available to them. Examination of contemporary sculptural practice through slides, video, class discussion and local exhibitions is a cornerstone of this class.

Prerequisite(s): ARTS 007.

This course may be taken three times.

ARTS 247 Installation (1)

This class will focus on the creation of work for a specific place. We will address how one perceives and notates the space and culture of a chosen situation for an installation. How can one be sensitive to the context and continue to develop one's own personal vocabulary? This process will include sketches, diagrams, photographs, and models leading to the choice of materials and the appropriate scale. This class will include field trips and discussion. **Spring**

Instructor consent required.

Prerequisite(s): ARTS 007.

This course may be taken four times.

ARTS 287 Topics in Contemporary Art (1)

The course explores the multifaceted world of contemporary art. A broad array of current artists and their work will be presented and discussed. **Fall**

Letter grade only.

ARTS 288 Contemporary Art and Critical Thinking (1)

This graduate course focuses on contemporary art in its theoretical, historical, and critical aspects. **Spring**
Letter grade only.

ARTS 291 Graduate Seminar (.5)

The graduate seminar is required for all first-year students. Course content includes studio visits, readings, discussions, presentations, and guest speakers. Must be taken twice in the first year. **Fall and Spring**

Letter grade only.

This course may be taken two times.

ARTS 293 Degree Exhibition and Artist Statement (.25)

The exhibition in the Mills College Art Museum and the artist's statement complete the degree requirements. Must be taken twice in the second year. **Fall and Spring**

Letter grade only.

This course may be taken two times.

Book Art

BOOK 213 (113) Artists' Books: Concept, Content, Form (1)

What are some conceptual building blocks for artists' books? How do form and content interact in their creation? By what critical standards are they judged? To explore these questions students will create their own artists' books. We will read from literature, visual studies, and the history and practice of bookmaking, and curate small exhibitions to document concepts and working methods of contemporary book artists as an exploration of current professional practice. **Fall**

Letter grade only.

Open to sophomores, juniors, seniors, and graduate students.

This course may be taken two times.

BOOK 217 (117) Visible Language: Typography, Books, and Printing (1)

This course explores the language of type and its relevance to our own written and visual creations. Students can produce printed books of their writing or explore the use of type as image. We will examine contemporary trends in visual poetics and legibility and study typographic history and culture. Students will learn studio techniques that range from letterpress printing to the creation of a web "zine." Workshops, guest artists, and field trips. **Fall**

Letter grade only.

Note(s): No auditors.

Recommended Course(s): BOOK 027.

This course may be taken two times.

BOOK 220 (120) Bookbinding: Traditional Forms and Modern Variations (1)

This course begins with the construction of several traditional hardcover bindings before moving to more complex techniques such as multi-section exposed sewing and basic leather binding. Students will design their own variations on traditional techniques and materials. Students will also learn basic box construction and methods of surface decoration. Students will also learn how to design and create artists' books using techniques learned in class. **Fall**

Note(s): No auditors.

This course may be taken two times.

BOOK 221 (121) Bookbinding: Building the Contemporary Book (1)

Students will develop a strong working knowledge of the tools and materials used in contemporary bookbinding while learning how to integrate structure with content in the development of their own one-of-a-kind artists' books. We will move from simple non-adhesive structures through various hardcover bindings and on to innovative three-dimensional book forms. Students will use various binding methods and simple mark-making methods to explore the structure and content of artists' books. **Spring**

Note(s): No auditors.

Recommended Course(s): BOOK 027.

This course may be taken two times.

BOOK 230 Artists' Books: Conceptual Approaches (1)

This course explores the broad range of historical, conceptual and theoretical approaches that encompass the medium of the artist's book. Through readings, close examination of historical and contemporary examples, and hands-on creative projects, we will consider the artists' book as a form and locate it within the broader context of contemporary writing and visual art. **Fall**

Instructor consent required.

Letter grade only.

Recommended Course(s): ENG 218.

BOOK 233 Introduction to Printmaking (1)

This course will cover a wide variety of printmaking techniques and processes including woodcut, linoleum block, monoprinting, paper lithography, and etching. Students will learn how to translate their drawings and ideas for images into prints that can be made both on and off the press. We will explore mark-making and the development of visual content and composition for both books and two-dimensional works. **Spring**

Letter grade only.

Note(s): No auditors.

BOOK 236 Work in Context: Writing, Book Art, and Public Presentation (1)

This class will examine the intersection of text, form and visual art in contemporary art and creative writing practice. In addition to exploring the critical literature, students will consider the role of the curator in exhibitions and publishing through a series of visual and written projects and public presentations. **Fall**

Instructor consent required.

Letter grade only.

Note(s): This seminar is open to students in the MFA in book art and creative writing. Graduate students not in this degree program should apply to the instructor and the program chair. No auditors.

Prerequisite(s): BOOK 230.

BOOK 240 The Book in Time and Space (1)

This course explores the artist's book as a time-based medium. What common issues does the book have in relation to other time-based media such as music, film, and performance, and how do they diverge? How can the physical structure of the book be used to draw the reader into a deeply focused viewing experience? Students will learn how to create movable paper mechanisms, how to approach the structured use of time in the book form, as well as how to incorporate three-dimensional book structures and simple image making techniques into their own content for artists' books. **Spring**

Letter grade only.

Note(s): This class is available for letter grade only. No auditors.

Recommended Course(s): BOOK 027, BOOK 113, BOOK 121.

This course may be taken two times.

BOOK 250 Thesis for the MFA Degree (1)

Thesis supervision by two-member faculty committee (book art and creative writing). **Fall and Spring**

Instructor consent required.

Letter grade only.

Note(s): Book 250 is reserved for graduate students pursuing the MFA in book art and creative writing. No auditors.

Prerequisite(s): BOOK 230 and BOOK 236.

This course may be taken two times.

BOOK 261 Seminar in Professional Practice (.5)

This seminar will prepare students for their professional practice in book art. Topics to be explored include issues concerning the design and production of professional-level work, preparation of a professional portfolio and CV, teaching practicum, approaches to involvement in the book art professional community, and various aspects of running a professional book art studio practice. Field trips, guest artists, and lecturers. **Spring**

Instructor consent required.

Letter grade only.

Note(s): Letter grade only. No auditors.

Prerequisite(s): BOOK 230.

BOOK 284 The Book in an Edition (1)

Producing books in editions is a complex and challenging undertaking. Students will create or compile content of their choosing, then edit, design, and produce their own books in small editions. We will focus on the interdependence of form and content through studio work, readings, and the examination of historical and contemporary models while we explore contemporary publishing practice. Especially suitable for students in creative and performing arts and those who are interested in publishing. **Spring**

Letter grade only.

Note(s): No auditors

Recommended Course(s): BOOK 217.

This course may be taken two times.

Computer Science

CS 214 Programming Languages (1)

Theory, design, and implementation of programming languages. Topics include different programming paradigms, such as declarative, functional, concurrent, and logic programming languages; specification of a language's syntax and semantics; definitions, implementation, and inferences of types; and automatic memory management.

Note(s): Concurrent lab required.

Prerequisite(s): MATH 006 and CS 124.

CS 222 (122) Operating Systems (1)

Basic issues in process management, memory management, protection, and distributed systems. These concepts are illustrated through examples drawn from modern operating systems. **Spring**

Prerequisite(s): CS 111 and CS 124.

CS 225 (125) Theory of Algorithms (1)

An introduction to general algorithmic techniques including divide-and-conquer, dynamic programming, and greedy algorithms. Construction and analysis of some important classes of algorithms such as graph algorithms and string algorithms. An introduction to the complexity classes P, NP, and NP-complete (tractable versus intractable problems). If time allows, special topics, such as approximate algorithms, parallel algorithms, computability, and undecidability, may be included. **Spring**

Note(s): Concurrent workshop required.

Prerequisite(s): MATH 006 and CS 124.

CS 227 (127) Linear Optimization (1)

Introduction to linear optimization, optimizing a linear function subject to a set of linear constraints, emphasizing quantitative modeling, methodology, and the underlying mathematical structures and geometrical ideas. Topics include problem formulation, simplex method, sensitivity analysis, and duality theory. **Spring**

Note(s): Concurrent workshop required. Prerequisite of MATH 004 or MATH 047 or ECON 081 may be waived by instructor.

Prerequisite(s): MATH 004 or MATH 047 or ECON 081.

CS 228 Theory of Computation (1)

An introduction to the mathematical basis for the study of computability and to the formal theory behind compiler design. Topics include the formal models of computation such as finite state automata, pushdown automata, and Turing machines; languages and grammars, such as regular languages and grammars, context-free languages and grammars, and recursively enumerable languages and grammars; and the problems that a machine can and cannot solve. **Spring**

Note(s): Concurrent workshop required. Prerequisite of MATH 006 or MATH 048 may be waived by the instructor.

Prerequisite(s): MATH 006 or MATH 048.

Crosslisted with: CS 228.

CS 231 Computer Networks (1)

In this course students will learn the different types of computer networks, and their many components, protocols and technologies. The students will study many important issues of networks, such as congestion control, flow control, routing and security. Students will conduct small-scale research, where they will identify a problem, executive network research, and write up the results. **Fall**

Prerequisite(s): CS 064.

CS 232 The Interdisciplinary Computer Science Research Process (1)

This course teaches the research process in the Interdisciplinary Computer Science Program at Mills College. The students will learn to find research topics, critically read research papers, and write and communicate research results effectively. Other topics include intellectual property, publishing, funding, performance evaluation, and statistical techniques. During the course, students will work toward their research thesis proposal or their final thesis write-up. **Fall**

Note(s): Course is intended primarily for graduate students in the first year of the ICS Program.

Prerequisite(s): CS 064.

CS 250 Thesis for Degree of Master of Arts in Interdisciplinary Computer Science (1)

Before commencing work on the thesis project, the student must submit a thesis proposal for review and acceptance by the director of the ICS Program and the faculty members of the student's thesis advisory committee. Only upon completion of a successful review process may the student proceed with the thesis. **Fall and Spring**

Letter grade only.

CS 270 Software Engineering (1)

A course designed to help students transform themselves into skilled software engineers, able to apply their knowledge of coding, algorithms, and systems to write elegant, efficient, and correct programs. Topics include techniques and tools for design, documentation, collaboration, development, building, testing, debugging, and maintenance, primarily using the extreme programming methodology.

Spring

Note(s): Prerequisite CS 222 (122) may be taken concurrently.

Prerequisite(s): CS 124 and CS 122.

CS 280 Topics in Computer Science (1)

Offers topics that are not offered in the regular curriculum. Topics may include neural networks and other specialized topics in artificial intelligence, networking, very large-scale integrated systems, multimedia design and development, parallel and distributed computing, and information retrieval. **Fall**

Open to seniors only.

Note(s): Only open to graduate students or undergraduates in the BA/MA ICS Program.

This course may be taken nine times.

CS 286 Web Programming (1)

This course studies the design and implementation of Web applications. Students will learn HTML, JavaScripts, CSS, XML, PHP, MySQL, and contemporary Web technologies. There will be several programming assignments and a final project, where each student will build a Web application with components covered during the semester. **Fall**

Prerequisite(s): CS 064.

Dance

DNC 231 Dance for Camera (.5)

When dance is videotaped it can explode off the stage, reaching vast new audiences. But maintaining vitality in dance in an electronic medium requires a reorientation of thinking. This class is a laboratory for investigating these challenges. Participants will explore film grammar, story structure and experimental narrative, and contemporary and historical context through hands-on creative work, classroom viewings and discussion, and readings. Students will learn camera use, storyboarding, and basic Final Cut editing, and will produce four dance videos.

Letter grade only.

Prerequisite(s): DNC 282 or DNC 285.

DNC 243 Independent Project (.5-1)

Research and fieldwork in dance movement that has an experiential component. Development of methods and materials for dance in particular contexts (education or other art forms). **Fall and Spring**

Note(s): This class may be taken two times for a maximum of 1 credit.

This course may be taken two times.

DNC 250A Thesis: Research Project (.5)

This course is designed for dance MA and MFA candidates as preparation for the written thesis. Students will explore various research methodologies, topic ideas, thesis guidelines, and will complete preliminary research for their projects, culminating in a thesis prospectus and abstract. **Spring**

Letter grade only.

DNC 250B Thesis: Writing (.5-1.5)

In section B of the Thesis series, candidates, under supervision of a thesis advisor, will complete original scholarly research begun the previous semester and write a formal 30-50 page paper that contributes to scholarship in the field. Students will also complete an oral comprehensive exam with both a written and verbal component. **Fall**

Letter grade only.

Prerequisite(s): DNC 250A.

DNC 250C Thesis: Concert (.5)

Candidates for the MFA in choreography and the MFA in choreography and performance must create a substantial and original ensemble dance work using a minimum of three dancers. Those pursuing a combined degree in performance and choreography will additionally create a solo performed by the candidate. Course is two semesters, beginning in fall semester of the second year and completed in the spring semester of the same academic year. A total of 1 credit must be taken to fulfill the 250 requirement. **Fall and Spring**

Letter grade only.

Prerequisite(s): DNC 250A and DNC 250B.

This course may be taken two times.

DNC 253 Theory of Teaching Dance (.5)

Teaching dance as a human art experience, establishing a philosophy, and developing material for a course of study. **Fall**

Open to seniors only.

Note(s): No audits.

This course may be taken two times.

DNC 254 Laboratory Teaching of Dance (.5)

Analysis, structuring, and practicing of teaching skills. **Spring**

Letter grade only.

Note(s): No auditors.

Prerequisite(s): DNC 253.

DNC 255A (155A) Repertory Dance Company (.5)

The Mills Repertory Dance Company brings forward the creative process of dance professionals and provides performing experience to a group of student dancers chosen by an audition process. To be eligible, you must have prior dance experience, be registered in an advanced technique class, or be at the intermediate level with the approval of the artistic director. The course involves rehearsals with renowned choreographers, performances on campus, and participation in festivals and outreach events. Each company member must make a one-year commitment. **Fall**

Instructor consent required.

Letter grade only.

Note(s): Student has to be registered in a modern technique class for .5 credit.

Must be taken with: DNC 107.

This course may be taken three times.

DNC 255B (155B) Repertory Dance Company (.5)

The Mills Repertory Dance Company brings forward the creative process of dance professionals and provides performing experience to a group of student dancers chosen by an audition process. Eligibility for the company includes having prior dance experience, and being registered in an advanced technique class (or intermediate level with the approval of the artistic director). The course involves rehearsals with renowned choreographers, performances on campus, and participation in festivals and outreach events. Each company member must make a one-year commitment. **Spring**

Instructor consent required.

Letter grade only.

Note(s): Students must be registered in a modern technique class for .5 credit.

Prerequisite(s): DNC 255A.

Must be taken with: DNC 109, DNC 107.

DNC 265 (165) Modern to Contemporary Performance: History, Theory, and Practice (1)

This course investigates 19th-21st century Western concert dance as a hybrid art form inextricably linked to social, political, technological, and economic forces. We study major canonical dance in the US (with some attention to Europe and Russia), and examine various genres within the form as a series of kinesthetic, social, and aesthetic relationships. Our goal is to grasp the place of concert dance in time as personal and social expression, with its paradoxical ability to both pioneer liberated emotion and physicality and solidify traditional ideas of gender, race, ability, and the body. **Fall**

Crosslisted with: DNC 165.

DNC 270 Seminar in Interdisciplinary Collaboration (.5-1)

Focusing on hybrid performance works, this seminar for musicians, poets/writers, dancers, and visual and video artists will explore the interdisciplinary nature of the collaborative process in various settings. Explorations in specific tenets of each art form will become the basis for developing a new language and discovering its own sense of "spatial dynamics of time." Participants will identify and share their disciplines, strengths, and aesthetics and create interdisciplinary projects, which may be looked at as proscenium work, installation, site-specific, or audience participation work. **Fall**

Note(s): Admission must be approved by faculty.

Prerequisite(s): DNC 181 and DNC 282.

DNC 282 Group Choreography (.5)

This course will explore methods for developing, seeing, and understanding ensemble choreography. Several approaches will be used including: working with structural devices that focus on counterpoint; working with improvisational strategies to help both generate and organize materials; and building materials in response to specific creative problem solving tasks. **Fall**

Prerequisite(s): DNC 037 and DNC 181

DNC 284 Choreography: Construction Project (.5)

The creation and presentation of a dance work designed for performance in a non-proscenium environment. The students will work closely with the teacher and will have the opportunity to present a solo or duet. **Spring**

Prerequisite(s): DNC 282 and DNC 285 and DNC 286.

Recommended Course(s): DNC 107, DNC 109.

DNC 285 Sources and Inventions (.5)

A wide range of sources are investigated as possible tools to cultivate new processes of personal expression. Some of these sources can originate in theater, literature, video, film, spoken word, music, current events, and digital art. **Fall**

Letter grade only.

Note(s): Students who take choreography courses must also register for a dance technique class.

Prerequisite(s): DNC 181.

Recommended Course(s): DNC 282.

DNC 286 Contemporary Choreography: Stylistic and Contextual Investigations (.5-1)

Students research and use various styles of art making (including Expressionism, Surrealism, Dada, Pop, Minimalism, installation art, digital art, etc.) to cultivate new structures and movement material. This exploration deepens and challenges the conceptual nature of making dances. **Spring**

Letter grade only.

Note(s): Students who take choreography courses must also register for a dance technique class.

Prerequisite(s): DNC 282.

DNC 288 Critical Acts (1)

Critical Acts is designed to enlarge and critically challenge dancers' thinking about dance through experience, observation, analysis, interpretation and theory. We will encounter ideas that have given birth to and continue to shape dance and performance theory, and weigh them in light of experience of the body's knowledge. Our goal is to test modes of perception, record and analyze events as faithfully as possible, sharpen individual understanding of experience, and deepen our grasp of movement as an art form never divorced from thought, culture and history. **Spring**

Letter grade only.

DNC 291 Early Modern Women: Western Dance Pioneers (.5-1)

This graduate seminar examines the role women played in shaping contemporary dance in the first half of the 20th century. Discussions, dance viewings, and readings will focus on the intellectual and artistic contributions of early European and American choreographers, looking at their work in terms of historical context, race, gender, and national identity. **Fall**

Letter grade only.

DNC 292 The Diaghilev Ballets Russes and the Making of Modern Culture (.5-1)

This course examines the contribution of Diaghilev's Ballets Russes to 20th-century modernism. We will investigate the cultural context in which he worked, as well as the revolutionary collaborations he fostered between innovative choreographers, composers, artists, and writers. **Fall**

Letter grade only.

DNC 293 Contemporary Issues in Choreography (.5-1)

This seminar will investigate contemporary dance/theatre works and artists that have been influenced by the race, gender, intercultural, social injustice, physically challenged, and cultural/aesthetic issues of their times. We will look at new processes and ways of thinking in dance which have emerged in the global context of aesthetics and current directions, and the impact on society. These topical investigations may result in the creation of dance/theatre works either independently or involving community partnerships. **Spring**

Instructor consent required.

Letter grade only.

DNC 296 (196) Live and Media Performance (.5-1)

This interdisciplinary performance seminar combines physical training, multimedia performance making, lively theoretical debate, and performance critique. From a variety of readings in new media theories, feminist film theories, gender studies, and performance studies, we examine live and mediated bodies in dance theatre, film, photography, multimedia performance art, video installation, and web-based art. Informed by a theory-in-practice model, students create experimental, multimedia performance works using live action/choreography, still projection, video, music/sound, and text. **Spring**

Note(s): Enrollment is limited due to use of equipment, performance time, and rehearsals.

DNC 297 Ideas about Space (.5)

This course explores the particulars of both geometric and mythic space and their potential use in creating choreography. Geometric space concerns the absolutes of the natural world's points, constants, and directions, whereas mythic space is realized by our spatial perceptions, our senses, our intuitive and emotional selves. Readings such as Gaston Bachelard and Ernst Cassirer are discussed. Artists from other disciplines will visit the class to describe the use of space in their work. **Spring**

Letter grade only.

DNC 298 Dance Theatre in Traditional and Contemporary Performance (.5-1)

Dance theatre provides an intellectual, artistic, and somatic understanding of Western dance theatre from its origins in ritual practice to its development as an interdisciplinary art form with fluid and elastic boundaries. We begin by examining the form's essential components, such as time, space, and the body's basic expressive acts, and then explore the ways in which these elements are utilized for aesthetic, political, social, ritualistic, or religious ends. Studio practice is a component of every class. **Fall**

Note(s): Undergraduates may take course with consent of instructor.

Economics

ECON 204 Essentials of Economics (1)

ECON 204 provides a broad survey of the field of economics. It covers topics in microeconomics (economic decisions of individual consumers, workers, managers, and investors) and macroeconomics (the behavior of the economy as a whole). **Fall**
Letter grade only.

Note(s): This course is This course may be taken two times.

Education

EDUC 201 (101) Social Foundations of Education (1)

Overview of the historical, philosophical, and social influences shaping educational practices, beliefs, and goals through history, from the Greeks to the present, focusing on major historical events and selected educational reformers. This course (or an approved equivalent) is required for all credential candidates who earn master's degrees, and is strongly recommended for students in early childhood education. It is also recommended for all Mills students who are interested in schools and their role in society. **Fall**

EDUC 202 (102/402) Teaching for Diversity (1)

Emphasizes the effects of cultural, racial, gender, and social class influences on what children learn and how they are taught. **Fall**

EDUC 203 (103) Public Policy: Children, Youth, and Family Issues (.5-1)

Provides an overview of theory and trends in public policy and federal programs affecting services for children and families. Examination of the networks of agencies, the legislative maze and process at both state and federal levels, advocacy and lobbying, and ways of identifying sources of funding in both the public and private sectors. **Fall and Spring**

This course may be taken two times.

EDUC 204 (404) Instructional Leadership (1)

The course is designed to prepare administrators to lead faculties, staffs, and community members to informed and collaborative decisions about curriculum and instruction, consistent with constructivist learning theory and reflective practice. Students will study the history of curriculum development in the US; contending philosophies and views on the purposes of education in American public schools; and current theories and principles regarding the design, implementation, and evaluation of curriculum and instruction for diverse learners. **Fall**

EDUC 207A Inquiry into the Teaching Process: Practice into Theory (1)

EDUC 207A is the first semester of the core course for the second year of the Master's in Education with an Emphasis in Teaching (MEET) Program. Drawing on the collective experiences of the teacher/learners in the class, a body of scholarship and writing of other practicing teachers, and the research literature of the university scholarly community, students hone their inquiry skills to collectively examine the phenomena of teaching and learning in urban school settings. **Fall**

Letter grade only.

Note(s): Prerequisite: Must be a candidate for the master's in education with an emphasis in teaching (MEET) or consent of the instructor.

EDUC 207B Inquiry into the Teaching Process: Practice into Theory (1)

EDUC 207B is the second semester of the core class for MEET students. Continuing in the tradition of their first-semester work, students study current research on urban school teaching as they hone their skills of applying theory to understand and challenge their practice. In a similar fashion, they also work to hone their skills of drawing on instances of practice to challenge and better understand current educational theory. **Spring**

Instructor consent required.

Letter grade only.

Note(s): Prerequisite: Must be a candidate for the master's in education with emphasis in teaching (MEET) or consent of the instructor.

Prerequisite(s): EDUC 207A.

EDUC 214 (114) Diversity in Children with Special Needs: Cultural and Family Systems (.5)

This course examines the significance of cultural values, traditions, and practices in childrearing, health, and education for young children at risk and with special needs. Understanding the special needs of children in a multicultural society requires knowledge of child development including expertise on a wide range of biomedical factors affecting the special-needs child. Equally important is knowledge of and sensitivity to family culture and the ability to communicate with children and parents from diverse cultures. **Spring**

Note(s): Meets the state requirements for early childhood special education certification.

EDUC 227 (427) Issues of Race and Ethnicity in Education (1)

This course will explore the social, cultural, economic, pedagogical, and psychological experiences of race and ethnicity in schools and classrooms. We will focus on developing a deeper understanding of the ways race and ethnicity shape students' educational experiences; investigating why even well-meaning educational reforms often fail to adequately address racial and ethnic inequity in education; and exploring effective efforts to better address the needs of students of color and their families. **Spring**

EDUC 229 (129) Schools, Sexuality, and Gender (1)

This course has two complementary aims: to ground students in queer theory and its usefulness for questioning normativity around gender and sexuality in education and to prepare students to be agents of change in making schools places that not only include LGBT and queer people but make the world more just for all. Topics include identity construction and intersection for teachers and students; “coming out” and “safe schools”; explicit and hidden curriculum about gender, sexuality, and family; and anti-oppressive education and student activism. **Fall**

EDUC 230 History of Education in the United States (1)

Working chronologically from the colonial era to the present day, the course examines education at the elementary, secondary, and university level in political, economic, social, and cultural contexts. In addition to specific historical knowledge about the philosophy, processes, and outcomes of education, the course develops historical perspectives to help understand current issues in education including tensions around equity, excellence, assimilation, economic development, and democracy. **Fall**
Letter grade only.

EDUC 231 Assessment and Intervention for Children with Special Needs (1)

Provides an overview of early childhood special needs assessment and intervention strategies. A variety of assessment techniques used in early childhood developmental diagnosis and program planning are included, along with demonstrations of the assessment tools and techniques, and models of planning individual programs for young children at risk in collaboration with families and community agencies.

Spring

Instructor consent required.

Prerequisite(s): EDUC 255 and EDUC 258.

This course may be taken two times.

EDUC 233 (133) Curriculum and Environments in Early Childhood Education Programs (1)

Curriculum to facilitate age-appropriate learning in each area of development. Creative, thoughtful use of space and appropriate equipment and activities will be evaluated and explored. The creation and use of infant and toddler outdoor play areas as an extension of the classroom and how to create age-appropriate constructive and purposeful yard spaces for the preschool child will be discussed. **Fall**

Instructor consent required.

Letter grade only.

Note(s): Open to majors and graduate students in child development.

Prerequisite(s): EDUC 234.

EDUC 234 Research Methodology for Observing Children (.5)

Focus on systematic techniques of observation and interpretation of children's behavior and development with particular focus on the Reggio Emilia pedagogical methods. Four hours of observation laboratory required weekly. **Spring**

EDUC 236 Development and Learning in Young Children (1)

Overview of developmental processes related to planning educational programs for the preschool- and elementary school-aged child, with an emphasis on cognitive development. Implications of physical, cognitive, affective, and social development will be studied. Techniques for assessing individual development within clinical and classroom settings will be discussed and tried. Theories of development, particularly those of Piaget and Vygotsky, will be considered in light of educational issues such as developmental, cultural, socioeconomic, and linguistic differences. **Fall**

Instructor consent required.

Note(s): Must be enrolled in the credential or MA in education program.

EDUC 237 Child Language Acquisition (1)

Theories and research on the stages of child language acquisition, first and second language learning, the relationship between language and cognition, and (briefly) the relationship between the development of oral and written language. Students will complete mini research projects in one of these areas. **Spring**

Open to undergraduates only.

Note(s): Required for all child development majors.

Prerequisite(s): PSYC 140.

Recommended Course(s): EDUC 136.

EDUC 238 Social, Emotional, and Moral Development and Learning (1)

Theories and research on children's social, emotional, and moral development and its relation to school learning. Students will complete mini research projects in relation to one of these areas. **Spring**

Instructor consent required.

Prerequisite(s): PSYC 140.

EDUC 242 (142) The Hospitalized Child (1)

Consideration of special problems arising through hospitalization of children from infancy through adolescence. Designed for, but not limited to, the student interested in a career as a child life specialist. Developmental perspective used has applicability for understanding children's responses to other critical experiences. Course includes fieldwork in hospitals, clinics, or community agencies. **Fall**
Instructor consent required.
Prerequisite(s): PSYC 140.

EDUC 246 (446) Working with Families and the Community (.5)

This course will prepare educators to be culturally responsive professionals. Students will explore what a community is, how it functions, its role in education, and how to develop strategies for building community within institutions supporting the care, education, and development of youth. Students will develop practical communication skills that will enhance their ability to work with all members of the community toward the education of children and youth. **Spring**
Letter grade only.

EDUC 250 Thesis for the Degree of Master of Arts in Education (1)

Fall and Spring

Letter grade only.

EDUC 252 Supervision of Adults in Children's Programs (.5)

Working successfully with adults is a key skill needed for leaders in early childhood programs. This course will look at the literature examining adult learning styles, leadership, and organizational and staff development. Methodologies such as mentoring, coaching, and team building will be explored, with analyses on when and how each is appropriate and most effective. Self-reflection on students' own learning styles and adult communication will be emphasized. **Spring**

Instructor consent required.

Letter grade only.

Prerequisite(s): EDUC 253.

EDUC 253 (153) Administering Early Childhood Programs (.5)

Legal, ethical, and practical problems included in establishing, supervising, and directing preschools, day-care facilities, and other educational programs for young children. Work with parents, paraprofessionals, and professional teams. Project proposals, budgets, and professional reports. **Fall**

EDUC 254 (154) Medical Information: Children in Hospitals and Clinics (.5)

Medical and physiological details of the chronic and acute illnesses for which children are hospitalized, as well as the attendant diagnostic and treatment procedures, defined and discussed with a view toward better understanding the impact of the experiences on children. **Fall**

Note(s): Prerequisite: EDUC 242, PSYC 140, or declared pre-health science majors with consent of instructor.

Prerequisite(s): EDUC 242.

EDUC 255 (155) Children with Special Needs: Infants and Young Children (1)

Focus on special education issues that arise in teaching infants and young children. The course examines the identification process of special needs and remediation and support available in child care, schools, and hospitals. **Fall**

Instructor consent required.

Letter grade only.

Note(s): PSYC 140 or equivalent, or instructor consent required.

Prerequisite(s): PSYC 140.

EDUC 256 (156) Topics in Child Health and the Exceptional Child (.5)

Selected issues and social problems influencing contexts of healthcare in pediatrics. Hospital organizations; perspectives of professionals in children's healthcare; social dimensions in prematurity, chronic illness, and adolescent health problems; community interactions associated with pediatric AIDS; and ethnic issues in children's medical experiences are included for examination. A review of health-related issues and problems with implications for educators, professionals in the field of health and child welfare, and parents. Exemplary health curricula for children and adolescents are critically examined. Community health resources most frequently utilized by educators and families will be identified. **Spring**

Instructor consent required.

Letter grade only.

Prerequisite(s): EDUC 242.

EDUC 258 (158) Early Childhood Curricula for Children with Special Needs (.5)

Describes major curriculum models for early intervention and pre-K special education. Reviews developmental and behavioral characteristics of young children with special needs and the intervention strategies that facilitate optimal learning in the least restrictive environment. Includes specific topics such as the development of early literacy and preacademics, multicultural education for preschool children, interagency coordination, collaboration with families, and developmentally appropriate practice adapted for children with disabilities. **Spring**

*Instructor consent required.
Letter grade only.
Prerequisite(s): EDUC 255.*

EDUC 260 History and Theories of Play in Human Development, Culture, and Education (.5)

A study of theories of play in historical and contemporary perspectives, including explanations of play in human and animal behavior and the relationships of play to child development and cultural values. Issues about play and learning in childhood are explored through research, reading, and observation of children at play. Anthropology, psychology, sociology, and education are used as interdisciplinary sources for study and discussion. **Fall**
Letter grade only.

EDUC 261 Interpersonal Communication (1)

This course focuses on the theory and practice of dyadic communication, reduction of defensive climates as a means of facilitating effective communication, the role of communication in establishing and maintaining organizational cultures, and multicultural communication issues. Special emphasis on perception, interpersonal dynamics, conflict resolution, active listening skills, and verbal and nonverbal communication. **Spring**
Letter grade only.

EDUC 263 Administrative Practicum in Early Childhood Programs (.5-1)

Teaching and administrative experiences in preschool and primary grades or healthcare settings. **Fall**
This course may be taken two times.

EDUC 273A Field Experience in Child Life in Hospitals (.5-1)

Students work in a hospital or clinic child life program or in a community agency serving children. Supervision is provided by the hospital staff or by agency staff and Mills faculty. **Fall**
Note(s): This course is only open to child life majors. Fieldwork hours individually arranged with hospital placement; time required varies according to credit received.

EDUC 273B (173B) Field Experience in Child Life in Hospitals (.5-1)

Students work in a hospital or clinic child life program, or in a community agency serving children. Supervision is provided by the hospital staff or by agency staff and Mills faculty. **Spring**
*Note(s): Open to child life graduate students only. Fieldwork hours individually arranged with hospital placement; time required varies according to credit received.
Prerequisite(s): EDUC 242.*

EDUC 275 (475) Field Experience in Early Childhood Settings (.5-1)

Graduate students in early childhood special education work in early intervention and preschool placements under the supervision of school staff and a Mills supervisor. Graduate students in the Leadership in Early Childhood Education Program work in settings such as early care and education, family service centers, child mental health consultation agencies, child care resource and referral agencies, legislative offices, public benefit law firms, and charitable foundations, under the guidance of Mills faculty and site supervisors. **Fall and Spring**
*Note(s): Will be offered in the summer as well as fall and spring.
Must be taken with: EDUC 276A
This course may be taken three times.*

EDUC 275A Field Experience in Early Childhood Special Ed or Infant Mental Health (1)

Graduate students who are working on their early childhood special education specialist credential will work in early intervention and preschool placements under the supervision of school staff and a Mills supervisor. Hours of seminar are arranged with the Mills supervisor. **Fall**
*Instructor consent required.
Note(s): Graduation students who are working on their early childhood special education credential will work in early intervention and preschool placements under the supervision of school staff and a college supervisor.
Limit 12 students.
Prerequisite(s): EDUC 255.*

EDUC 275B Field Experience in Early Childhood Special Ed or Infant Mental Health (1)

Graduate students who are working on their early childhood special education specialist credential will work in early intervention and preschool placements under the supervision of school staff and a Mills supervisor. Hours of seminar are arranged with the Mills supervisor. **Spring**
*Instructor consent required.
Letter grade only.*

Note(s): EDUC 275B is a class that accompanies field placement in early childhood special education. Students enrolled in this class must be doing student teaching and have passed the CBEST test.
Prerequisite(s): EDUC 275A.

EDUC 276A Leadership in Early Childhood Seminar (.5-1)

This seminar accompanies the fieldwork component of the Leadership in Early Childhood Education Program. Goals of the seminar include the connection of theory, policy, and systems analysis to the practical experience gleaned from the field placement. Students will keep ongoing journals and conduct inquiry projects under the guidance of both Mills faculty and the supervisors in the field. **Fall**
Note(s): Restricted to students enrolled in the Leadership in Early Childhood Education Program. Offered summer, fall, and spring
Must be taken with: EDUC 275.
This course may be taken five times.

EDUC 276B Leadership in Early Childhood Seminar (.5)

This seminar accompanies the fieldwork component of the Leadership in Early Childhood Education Program. Goals of the seminar include the connection of theory, policy, and systems analysis to the practical experience gleaned from the field placement. Students will keep ongoing journals and conduct inquiry projects under the guidance of both Mills faculty and the supervisors in the field. **Spring**
Note(s): Restricted to students enrolled in the Leadership in Early Childhood Education Program. Offered summer, fall, and spring
Must be taken with: EDUC 275B.
This course may be taken two times.

EDUC 276C Leadership in Early Childhood Seminar (.5-1)

This seminar accompanies the fieldwork component of the Leadership in Early Childhood Education Program. Goals of the seminar include the connection of theory, policy, and systems analysis to the practical experience gleaned from the field placement. Students will keep ongoing journals and conduct inquiry projects under the guidance of both Mills faculty and the supervisors in the field. **Summer**
Note(s): Restricted to students enrolled in the Leadership in Early Childhood Education Program.
Must be taken with: EDUC 275.
This course may be taken four times.

EDUC 277 Special Education Pre-Induction Seminar (.25)

This course discusses and integrates the core academic and non-college activities to be taken under the professional level II early childhood special education specialist credential. Students meet with the College advisor and support provider to develop a professional induction plan that outlines specific course work, individual performance goals, and professional non-college activities. **Fall and Spring**
Instructor consent required.
Letter grade only.

EDUC 278 Special Education Post-Induction Seminar (.25)

This course is the final process in obtaining the professional level II early childhood special education specialist credential. Students meet with the College advisor and the field support provider to evaluate the completion of the professional induction plan and the credential program. **Fall and Spring**
Instructor consent required.
Letter grade only.

EDUC 280(180/480) Special Topics in Education (1)

Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**

EDUC 290 Advanced Seminar in Child Development (1)

Advanced seminar in theories of child development and the application of developmental theory to early childhood educational practice. **Fall**
Note(s): Limited to early childhood and early childhood leadership graduate students.
This course may be taken two times.

EDUC 291A Theory and Practice of Early Childhood Education (1-1.5)

First of a two-semester series. Survey of theoretical bases of early childhood curriculum, examination of current practices, and application of theory through participation in a teaching team under the supervision of the professional staff in the Children's School. Three half-days each week with daily sessions critiquing practice and a weekly seminar on the theoretical foundations. **Fall**
Note(s): Arrangements must be made in the summer prior to enrollment.
Prerequisite(s): EDUC 234 and EDUC 134A.

EDUC 291B Theory and Practice of Early Childhood Education (1-1.5)

Continuation of first-semester course. Survey of theoretical bases of early childhood curriculum, examination of current practices, and application of theory through participation in a teaching team under the supervision of the professional staff in the Children's School. Three half-days each week with daily sessions critiquing practice and a weekly seminar on the theoretical foundations. **Spring**
Note(s): Arrangements must be made in the fall prior to enrollment. Prerequisite EDUC 291A or permission of instructor.
Prerequisite(s): EDUC 134A and EDUC 234 and EDUC 291A.

EDUC 293A Graduate Seminar: Research in Education—MEET (1)

Review and critical analysis of current educational research. Includes reviewing pertinent literature and designing a master's research project to be submitted for approval by the Committee for Protection of Human Subjects. This course is the first in the two-course research series EDUC 293A and EDUC 293B. **Fall**
Note(s): Required for MEET candidates. Other students may take the course with the approval of the instructor and the School of Education.

EDUC 293B Research Seminar—MEET (1)

Through a combination of lectures, demonstrations, hands-on exercises, and workshops, this course, the second in the master's degree research project sequence for MEET students, provides the continued support and guidance necessary to complete their master's degree research project. This course is a continuation of EDUC 293A. **Spring**
Note(s): Required for MEET candidates. Other students may take the course with the approval of the instructor and the School of Education.

EDUC 294A Graduate Seminar: Research in Education—ECE (1)

Review and critical analysis of current educational research. Includes designing and, where appropriate, initiating a pilot research study. This course is the first in the two-course research series EDUC 294A and EDUC 294B. There are two sections of EDUC 294A: section one is for ECE/DPT and SPED students; section two is for child life and ECE students. **Fall**
Note(s): For ECE and education graduate students. Other students may take the course with special approval of the instructor and the department. Two sections are offered: section one is for ECE/DPT and SPED students; section two is for child life and ECE students.

EDUC 294B Research Seminar—ECE (1)

Through a combination of lectures, demonstrations, hands-on exercises, and workshops, this course, the second in the master's degree research project sequence for ECE/DPT, SPED, and child life students, provides the continued support and guidance necessary to complete their master's degree research projects. This course is a continuation of EDUC 294A. There are two sections of EDUC 294B: section one is for ECE/DPT and SPED students; section two is for child life and ECE students. **Spring**
Note(s): For ECE and education graduate students. Other students may take the course with special approval of the instructor and the department. Offered in two sections: section one is for ECE/DPT and SPED students; section two is for child life and ECE students.

EDUC 300A Curriculum and Instruction in the Elementary School (1)

EDUC 300A and 300B present an overview of curriculum and instruction issues for all elementary credential candidates. Fall: general approaches to classroom management, lesson planning, and methods of teaching and assessment in diverse settings are considered through the lenses of equity and social justice. Spring: these ideas are applied to specific areas—social studies, science, art, music, drama, and physical education. Review of health-related issues, including mainstreaming, are examined throughout the year. **Fall**
Letter grade only.
Note(s): Open to undergraduates admitted to the education 4+1 program and graduate students enrolled in the MSK credential program.

EDUC 300B Curriculum and Instruction in the Elementary School (1)

EDUC 300A and 300B present an overview of curriculum and instruction issues for all elementary credential candidates. Fall: general approaches to classroom management, lesson planning, and methods of teaching and assessment in diverse settings are considered through the lenses of equity and social justice. Spring: these ideas are applied to specific areas—social studies, science, art, music, drama, and physical education. Review of health-related issues, including mainstreaming, are examined throughout the year. **Spring**
Letter grade only.
Open to seniors only.
Note(s): Open only to undergraduates admitted to the education 4+1 program and graduate students enrolled in the MSK credential program.

EDUC 301A Curriculum and Instruction for Secondary Teachers (1)

The first of a two-semester series. Provides core instructional component for secondary credential candidates in art, English, and social studies. Includes overview of issues of curriculum and instruction for secondary classrooms. Structure of knowledge in content areas as basis for understanding curricular planning as student-teacher considers what and how to teach, and for what reasons. Other topics include instructional/classroom management strategies, planning and assessment, and mandated state and local frameworks for secondary subjects. **Fall**
Letter grade only.
Note(s): Open to undergraduates with instructor approval.

EDUC 301B Curriculum and Instruction for Secondary Teachers (1)

The second of a two-semester series. Provides core instructional component for secondary credential candidates in art, English, and social studies. Includes overview of issues of curriculum and instruction for secondary classrooms. Structure of knowledge in content areas as basis for understanding curricular planning as student-teacher considers what and how to teach, and for what reasons. Other topics include instructional/classroom management strategies, planning and assessment, and mandated state and local frameworks for secondary subjects. **Spring**

Letter grade only.

EDUC 303 Teaching Children Mathematics (1)

The course explores recommendations from research, the National Council of Teachers of Mathematics, the California Department of Education, and others about appropriate elementary school mathematics education. The three-fold emphasis will be on how to plan and enact mathematical lessons, how to understand and promote students' mathematical thinking, and how to provide children a balanced program of mathematical study that results in conceptual understanding, procedural fluency, and sound reasoning. The great diversity found in California classrooms will be a prime consideration. **Spring**

Note(s): Admission to Teachers for Tomorrow's Schools Credential Program is required for graduates. Undergraduates must have advisor and instructor approval and intend to apply for Teachers for Tomorrow's Schools Credential Program. All enrollees must have Prerequisite(s): EDUC 300A.

EDUC 305A Instruction for Secondary Math and Science Teachers (1)

Two semester-long courses provide core instructional component for secondary math and science credential candidates. Includes an overview of issues of curriculum and instruction for secondary classrooms. Structure of knowledge in content areas is used as basis for understanding curricular planning as the student-teacher considers what and how to teach, and for what reasons. Also includes instructional/classroom management strategies, planning, technology, assessment for secondary classrooms, and mandated state and local frameworks for secondary subjects. **Fall**

EDUC 305B Teaching Methods for Integrated Secondary Science and Math Instruction (1)

The second of a two-semester series demonstrates approaches to and materials for the activity-oriented interdisciplinary teaching of science and mathematics. Students will be required to design and implement lessons in their student teaching assignments that manifest techniques and approaches shown. California Science and Mathematics Frameworks and adolescent cognition theories will help students assess effectiveness of their teaching and curriculum. **Spring**

Instructor consent required.

Note(s): Graduate students enrolled in the Teaching Credential Program who have passed the required exams (CBEST, CEST)

Prerequisite(s): EDUC 305A.

Must be taken with: EDUC 385B.

EDUC 313 Introduction to Computers in Education (.5)

Study of development and learning used to analyze issues and trends in applying computers to public school disciplines. Course provides students in credential programs experience in using databases, spreadsheets, and word processing for classroom record keeping, curriculum development, and assignment and test question preparation. Students will explore and evaluate software currently available for use in developing student skills or enhancing education through use of simulations or experiments in different academic and vocational disciplines taught in schools. **Fall**

Instructor consent required.

EDUC 339 Development and Learning in Adolescents (1)

Overview of developmental processes related to planning educational programs for the junior and senior high school student. Implications for the physical, cognitive, affective, and social growth characteristics of adolescents, and techniques and materials for assessing individual development studied. Reviews health-related issues with implications for educators, professionals in the field of health and child welfare, and parents. Health curricula for children and adolescents examined. Community health resources most frequently utilized by educators and families identified. **Fall**

Note(s): By permission of instructor.

EDUC 347A Introduction to the Profession of Teaching Diverse Learners (.5)

This course provides an overview of the issues and dilemmas facing educators and the profession of teaching. The course is designed to assist students in making the transition from student to teacher by examining in depth their assumptions about teaching, learning, and schooling. The course focuses considerable attention on the moral and ethical dimensions of the teacher's work, and on the complexities of teaching in settings characterized by diversity. **Fall**

Note(s): Open to undergraduates admitted to the education 4+1 program.

EDUC 347B Introduction to the Profession of Teaching Diverse Learners (.5)

A continuation of EDUC 347A provides an overview of the issues and dilemmas facing educators and the profession of teaching. The course is designed to assist students in making the transition from student to teacher by examining in depth their assumptions about

teaching, learning, and schooling. The course focuses considerable attention on the moral and ethical dimensions of the teacher's work, and on the complexities of teaching in settings characterized by diversity. **Spring**

Letter grade only.

Open to seniors only.

Note(s): Open to undergraduates admitted to the education 4+1 program.

Prerequisite(s): EDUC 347A.

EDUC 348 Building Structures for Equity, Excellence, and Access (.5)

A laboratory workshop to accompany EDUC 347A. The purpose of this laboratory is to explore issues involved in becoming a teacher-leader for educational equity. This course will have students examine personal, interpersonal, and institutional impacts of the intersection of oppressions surrounding race, ethnicity, language, gender, and class. The central question for the course is: how can we teach each child well in a racist society? **Fall**

Letter grade only.

Note(s): By permission of instructor.

Must be taken with: EDUC 347A.

EDUC 352 English Language Development and Content Instruction Methods-Multiple Subj. (1)

An exploration of teaching practice for multiple subject preservice teachers of English learners that is informed by second language acquisition theory and research. Through demonstrations and analyses of tasks associated with the teaching of listening, speaking, reading, and writing skills as well as readings, in-class discussions, and lectures, students will develop the pedagogical skills and theoretical expertise to teach both English and subject-matter content to English-language learners. An additional 3 to 5 hours of field work in local schools required every week for undergraduates.

Instructor consent required.

Letter grade only.

Note(s): Open to undergraduates with instructor approval.

EDUC 353 English Language Development and Content Instruction Methods-Single Subj. (1)

An exploration of teaching practice for single subject preservice teachers of English learners, informed by second language acquisition theory and research. Through demonstrations and analyses of tasks associated with the teaching of listening, speaking, reading, and writing skills as well as readings, in-class discussions, and lectures, students will develop the pedagogical skills and theoretical expertise to teach both English and subject-matter content to English-language learners. An additional three to five hours of field work in local schools required every week for undergraduates

Instructor consent required.

Letter grade only.

Note(s): Open to undergraduates with instructor approval.

EDUC 373A Student Teaching in the Elementary School (.5-3)

The first in a two-semester fieldwork sequence for elementary credential students. The graduated introduction to full classroom teaching responsibility begins during the fall semester with observation, classroom assistance in the form of individual tutoring, small group leadership, and team teaching. **Fall**

Letter grade only.

Note(s): Only for graduate students enrolled in the MSK or MSP credential programs and for students pursuing the undergraduate 4+1 program.

EDUC 373B Student Teaching in the Elementary School (.5-3)

Second semester of two-semester fieldwork sequence for elementary credential students. The graduated introduction to full classroom teaching responsibility begins during the fall semester with observation, classroom assistance in the form of individual tutoring, small group leadership, and team teaching. During the second semester, the student will gradually assume responsibility for planning and teaching all parts of the curriculum. **Spring**

Letter grade only.

Note(s): Open only to graduate students enrolled in the MSK credential program.

Prerequisite(s): EDUC 373A.

EDUC 379 Teaching Reading, Language Arts and Literature in Elementary School (1)

Two-semester sequence: EDUC 379 and 380. Reading instruction in elementary school, including development of oral language and listening comprehension as a basis for learning to read; English language structure; planning, organizing, and managing reading instruction based on ongoing assessment; word analysis; fluency; vocabulary; academic language and background knowledge; and comprehension. Awareness and planning for cultural, linguistic, and ethnic diversity, and for children with special needs, will be stressed. Three to five hours of fieldwork in schools also required for undergraduates. **Fall**

Instructor consent required.

Note(s): Open to undergraduates with instructor approval.

EDUC 380 Teaching Reading and Language Arts in the Elementary School (1)

Methods, materials for planning, and evaluating instruction of reading and language arts in the elementary school. Classroom organization, planning for small group and individual instruction, and diagnostic techniques for assessing progress. Attention given to techniques for teaching reading and language arts for student use in different contexts. Appreciation for cultural and linguistic diversity and importance in language arts instruction emphasized. The teaching of writing is the focus in this course. Three to five hours of fieldwork in schools also required for undergraduates. **Spring**

Note(s): Permission of instructor required for undergraduates.

Prerequisite(s): EDUC 379.

EDUC 385A Student Teaching in the Secondary School (1-3)

First part of a two-semester fieldwork sequence for secondary credential students. The introduction to classroom teaching responsibility begins during the fall semester with observation, individual tutoring, small group leadership, and team teaching. By the end of the first semester, the student-teacher assumes full responsibility for a unit of classroom instruction. Team teaching, observation, and assistance in additional classes may also be part of fieldwork. **Fall**

EDUC 385B Student Teaching in the Secondary School (1-3)

Part two of a two-semester fieldwork sequence for secondary credential students. The introduction to classroom teaching responsibility continues during the spring semester with the student-teacher assuming full responsibility for a minimum of one unit of classroom instruction. Team teaching, observation, and assistance in additional classes are also part of the fieldwork experience during the spring.

Spring

Prerequisite(s): EDUC 385A.

Must be taken with: EDUC 305B.

EDUC 389 Teaching Reading and Writing in the Secondary Schools (.5)

Application of theory and methods of instruction to improve reading and writing skills in middle school and high school. Consideration of problems in reading and writing about specific content areas, assessment and remediation of students with limited literacy skills, enhancement of the literacy skills of gifted and talented students, and techniques for improving the literacy of students for whom English is a second language. An additional three to five hours of fieldwork in local schools required every week for undergraduates. **Spring**

Letter grade only.

Note(s): Open to undergraduates with instructor approval.

EDUC 393 Topics in Chemistry (.5)

A survey of recent major developments in chemistry. Designed to provide a background for teaching in the secondary school. **Fall and Spring**

EDUC 394 Topics in Mathematics (.5)

Topics chosen to provide a background for teaching in the secondary school. **Fall**

EDUC 395 Topics in Biology (.5)

A survey of recent major developments in biology. Designed to provide a background for teaching in the secondary school. **Fall and Spring**

EDUC 396 Topics in Physics (.5)

A survey of recent major developments in physics. Designed to provide a background for teaching in the secondary school. **Fall and Spring**

EDUC 398 Teaching Methods for Integrated Secondary Science and Mathematics Instruction (1)

Various approaches to and materials for the activity-oriented interdisciplinary teaching of science and mathematics will be demonstrated. Students will be required to design and implement lessons in their student-teaching assignments that manifest techniques and approaches shown. California Science and Mathematics Frameworks and adolescent cognition theories will help students assess effectiveness of their teaching and curriculum. **Spring**

Letter grade only.

EDUC 401 School Leadership (1)

Core course for students seeking the administrative services credential (ASC). Along with study of the changing nature of leadership, students will examine the changing role and nature of the public school leader. Students will study and experience some key challenges of the job: leading faculty, parents, students, and other constituents toward leveraging the school's resources and talents to the levels needed to create the optimum conditions for teaching and learning. **Spring**

Letter grade only.

Note(s): Only open to graduate students in educational leadership.

EDUC 402 (102/202) Teaching for Diversity (1)

Emphasizes the effects of cultural, racial, gender, and social class influences on what children learn and how they are taught. **Spring**

EDUC 403 Administrative Leadership: Theory, Concepts, and Practice (1)

This course explores and reflects on various, sometimes contending, purposes of education. Related theories of leadership, strategies, and practices will be the basis for the development of a personal professional perspective, including a philosophy of education and leadership and a conception of the educational system. Draws from literature on leadership, management, organizational behavior, and systems analysis, along with other relevant studies. **Fall**

EDUC 404 (204) Instructional Leadership (1)

The course is designed to prepare administrators to lead faculties, staffs, and community members to informed and collaborative decisions about curriculum and instruction, consistent with constructivist learning theory and reflective practice. Students will study the history of curriculum development in the US; contending philosophies and views on the purposes of education in American public schools; and current theories and principles regarding the design, implementation, and evaluation of curriculum and instruction for diverse learners. **Fall**

EDUC 406 Fiscal and Business Services (.5)

This course challenges the view that the primary role of business managers should be as guardians of budget limits. Instead, it explores the use of business services as a primary instrument for achieving school and district educational goals. Students will learn to assess the cost-effectiveness and cost-benefits of programs, and to coordinate, leverage, and converge resources toward creating optimum conditions for teaching and learning. **Summer**

EDUC 407 Perspectives on Human Resource Management (.5-1)

This course prepares future administrators with theory, knowledge, skills, and sensibilities to attract, select, and develop personnel; create policies and conditions to retain the best; and provide opportunities for their growth and advancement to enhance the quality of education for students. This course draws from the substantial literature on the management of human resources, organizational development, human relations, professional development, and other areas of study relevant to the purposes of this course. **Spring**

EDUC 409A Field Experience (1)

Places students in administrative settings to conduct projects, preferably collaboratively with a group of teachers who will provide them with leadership experiences where they can apply course work, including theory, concepts, and strategies. The intent is to enable the students to begin to develop competencies necessary to lead and manage an organization or group to attain its goals effectively, efficiently, and with integrity. **Fall**

EDUC 409B Field Experience (1)

Places students in administrative settings to conduct projects, preferably collaboratively with a group of teachers who will provide them with leadership experiences where they can apply course work, including theory, concepts, and strategies. The intent is to enable the students to begin to develop competencies necessary to lead and manage an organization or group to attain its goals effectively, efficiently, and with integrity. **Spring**

EDUC 412 School Law and Public Policy (.5)

This course is designed to develop students' knowledge and understanding of the crucial role of the ethical and legal execution, formulation, and enforcement of policy in the successful management of schools and school systems. Students will review the California Educational Code, examples of school policies, and the administrator's role in both executing and formulating policy. Emphasis will be placed on the interpretation of law in serving the educational interests of students and families. **Summer**

EDUC 413 Qualitative Methods (1)

As applications of inquiry in school settings require more holistic and site-specific research designs, this course prepares students' use of qualitative research tools by introducing concepts of grounded theory and theoretical sensitivity in designing field methods. Fieldwork methods, strategies for qualitative observation, interviewing, and accurate and detailed field notes are included. Analysis strategies, case development, cross-case comparison, pattern matching, and theme mapping are used to illustrate ways of working with qualitative data. **Fall**

EDUC 414 Quantitative Methods (1)

This course introduces students to the application of quantitative methods in educational research. Major topics include formulation and testing of hypotheses, sampling, establishing validity and reliability, and instrumentation. Examples of various types of observation and survey instruments are used to illustrate the uses and limitations of such tools. The forms and uses of standard design (such as pre- and post-testing) and their applications to specific interventions or research questions are covered. **Spring**

EDUC 417A Individualized Professional Development Plan (.5)

As required by the California Credential Accreditation Commission, candidates for the administration services credential (ASC) develop, in consultation with their advisor, an individualized professional plan that maps out course work as well as non-college experiences that lead to the development of required competencies. **Fall**

Note(s): This course is required to complete the Tier II credential requirements.

EDUC 417B Individualized Professional Development Plan (.5)

As required by the California Credential Accreditation Commission, candidates for the administration services credential (ASC), in consultation with their advisor, assess their learning of competencies identified in EDUC 417A. **Spring**

Note(s): This course is for Tier II administrative credential students.

EDUC 419 Educational Technology and Information Systems (.5)

Technology is revolutionizing the organization and management of information that an organization needs to carry out its missions. Educational leaders need to know and be able to use technology for managing and designing educational systems. This course provides practical and experimental frameworks for applying technology to student and institutional needs. **Fall**

Letter grade only.

EDUC 420 Education Research Colloquium (.5)

This colloquium is designed to introduce doctoral students to the breadth of possibilities for research topics in education, the variety of ways to frame research questions, and the diverse methods of answering research questions. The texts for this course will draw on scholarly work from faculty in the Mills School of Education. Students will understand not only the particular interests of Mills faculty, but begin to identify faculty with scholarly interests similar to their own that inspire their thinking and who may work with them on their dissertation committee. **Spring**

Letter grade only.

EDUC 421A Inquiry into Leadership: Practice into Theory I (1)

Introduces students to the theory and practice of action research, with a special focus on issues of leadership in education. Emphasis on designing and implementing an action research project related to one's practice. **Fall**

Letter grade only.

EDUC 421B Inquiry into Leadership: Practice into Theory II (1)

Continues the exploration of theoretical and practical issues in action research. Emphasis on the analysis of data and drawing conclusions leading to action for educational leadership. **Spring**

Letter grade only.

Prerequisite(s): EDUC 421A.

EDUC 422 Current Policy Issues in Early Childhood (.5)

An overview of current research on disciplines and domains that influence early childhood, including neuroscience, pedagogical perspectives, family support systems, family mental health, and cognitive development of young children. Includes social policy issues related to young children, and focuses on the importance of linking public policy development with research and best practices. **Summer**

Letter grade only.

This course may be taken two times.

EDUC 423 Educational Leadership and Public Policy (.5)

Legislation and public policy determine the fiscal, programmatic, and operational purview of childhood programs. Increasingly, educational administrators and other leaders must exercise political skills to influence policy supportive of their aims. This course explores the interdependence of educational and other disciplines that impact young children and their families through legislation and regulatory decisions, and examines the role of leader-practitioners in influencing policy and regulatory development on local as well as state and national levels. **Fall**

Letter grade only.

EDUC 424 Educational Program Evaluation (1)

Students will study efforts of school systems to establish systems of accountability. In doing so, they will encounter and learn the uses and limitations of evaluation as an instrument of policy and for improving educational programs, as well as develop skills and awareness of the important role well-designed evaluation systems play in the operation of an effective educational institution. **Spring**

Letter grade only.

EDUC 425 Introduction to Research Design (1)

The course explores the challenges facing those working to design, implement, and evaluate educational policies and programs. Students will deepen their sense of the practical challenges of the policy process and their sense of the roles scholars have and can play in relation to these issues. Attention will also be paid to oral presentations of ideas and facilitation of classroom discussion. **Summer**

EDUC 426 Ethical and Moral Considerations in Educational Leadership (1)

This course is organized around the concept of education as a moral enterprise and of the role of educational leadership in modern society, and provides students with opportunities to examine their own values, beliefs, and attitudes in relationship to their leadership responsibilities and practice. Emphasis is given to the exercise of leadership in the service of the school community. Presents various ethical frameworks and perspectives on ethics, including the importance of ethical principles in decision making. **Fall**

Letter grade only.

EDUC 427 (227) Issues of Race and Ethnicity in Education (1)

This course will explore the social, cultural, economic, pedagogical, and psychological experiences of race and ethnicity in schools and classrooms. We will focus on developing a deeper understanding of the ways race and ethnicity shape students' educational experiences; investigating why even well-meaning educational reforms often fail to adequately address racial and ethnic inequity in education; and exploring effective efforts to better address the needs of students of color and their families. **Spring**

EDUC 428 Organizational Development and School Improvement (1)

Examines the application of organizational theory to school change and improvement. Presents views of organizations as rational, human, political, and symbolic systems and examines ways in which these conceptual frames shape the interpretation of events and experiences. Examines research on educational change and the implications for leaders. **Spring**

Letter grade only.

EDUC 432 Curricular Leadership (1)

This course focuses on the role of educational administrators as curriculum leaders. Emphasis is given to the concept of schools as communities of learners and to the use of inquiry as a basis for curriculum planning and development. **Spring**

Note(s): Must be in Educational Leadership Program.

EDUC 434 Research Methods: Proposal Design and Development I (1)

This course introduces students to the elements of a research/dissertation proposal. The course examines the importance of varied aspects of proposal design, including development of a research question and problem statement; identification and review of relevant literatures; formulation of conceptual frameworks; description and justification of research methods; and consideration of ethical research practices. Students will study these issues as they relate to proposal design in general and in relation to their specific research interests. **Spring**

Letter grade only.

EDUC 435 Research Methods: Proposal Design and Development II (1)

Focuses on refinement of research questions and conceptual frameworks, the use of literature to contextualize research questions, and advanced instruction on research methods. Supports students as they complete the doctoral qualifying exam, defend a dissertation research proposal, and gain approval for research from the Mills College Human Subjects Review Committee. **Fall**

Letter grade only.

Prerequisite(s): EDUC 434.

EDUC 446(246) Working with Families and the Community (.5)

This course will prepare educators to be culturally responsive professionals. Students will explore what a community is, how it functions, its role in education, and how to develop strategies for building community within institutions supporting the care, education, and development of youth. Students will develop practical communication skills that will enhance their ability to work with all members of the community toward the education of children and youth. **Spring**

Letter grade only.

EDUC 450 Dissertation Research (.5-1)

The dissertation research course provides an opportunity for students who are working on their dissertations to receive ongoing support and guidance. Students are only eligible to enroll in this course once they have completed all their doctoral course work. Students must enroll in this course during the time they are working on their proposals and their dissertations. Students may take this course for up to six semesters. **Fall and Spring**

Pass/No Pass only.

This course may be taken six times.

EDUC 475 (275) Field Experience in Early Childhood Settings (.5-1)

Graduate students in early childhood special education work in early intervention and preschool placements under the supervision of school staff and a Mills supervisor. Graduate students in the Leadership in Early Childhood Education Program work in settings such as early care and education, family service centers, child mental health consultation agencies, child care resource and referral agencies, legislative offices, public benefit law firms, and charitable foundations, under the guidance of Mills faculty and site supervisors. **Fall and Spring**

Note(s): Will be offered in the summer as well as fall and spring.

*Must be taken with: EDUC 276A
This course may be taken three times.*

EDUC 480 (180/280) Special Topics in Education (1)

Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**

EDUC 497 Directed Reading for Dissertation (.5-1)

Students read extensively in their area of interest under the direction of a faculty member. This directed reading is a requirement for students in the doctoral program. **Fall and Spring**

This course may be taken four times.

English

ENG 201 (101) Development of the English Language (1)

This course examines the development of the English language, from its Anglo-Saxon roots to its modern American dialects. We will also explore the larger political and cultural functions of language, including the role the English language played (and plays) in the development of English and American identity, its use in the project of colonization, and the way language intersects with constructions of class, race, and gender. **Fall**

ENG 202 (102) Advanced Expository Writing (1)

A course in expository writing for students who feel they need to polish their styles, and for those who still need some work on basic problems. A good deal of emphasis is placed on sentence patterns and on paragraph organization. In addition to expository and persuasive writing exercises, the student will also practice descriptive and narrative prose. **Spring**

Note(s): Students looking specifically for work on style and syntax should consider taking ENG 207, Artful Prose: Grammar and Style for Writers.

ENG 203 The Craft of Fiction (1)

Graduate class in the craft of fiction, limited to MFA students. Discussion will focus on the techniques of successful fiction, using the works of various published writers and organized around a theme, structure, or sub-genre. Students will respond to the published works in class discussion, in response papers, and in their own creative writing. **Fall and Spring**

Letter grade only.

Note(s): Limited to students in the Master of Fine Arts in Creative Writing Program.

This course may be taken three times.

ENG 204 The Craft of Poetry (1)

Graduate class in the craft of poetry. Discussion will focus on students' writing as well as the poetry of several published writers. **Fall and Spring**

Note(s): Open to graduate students in the English Department only; graduate students in other departments need consent of the chair of the English Department.

This course may be taken four times.

ENG 205 Topics in Late Medieval and Early Modern Literature and Culture (1)

This course provides an intensive introduction to aspects of late medieval and early modern literature and culture through the study of a specific genre, topic or theme. Possible course foci include Chaucer, non-Chaucerian medieval literature, medieval and early modern drama, non-Shakespearean drama, premodern sexuality, witchcraft, premodern colonialism or race and ethnicity in premodern Europe. See the English Department's list of course descriptions or contact the professor to find out the particular focus of the class for a given semester. **Fall**

This course may be taken two times.

ENG 206 Medieval Romance (1)

This course deconstructs the term "romance," exploring some of its decidedly "unromantic" concerns, such as the construction of categories of race, class, and gender, and the consolidation of national identity. Authors may include: Andreas Capellanus, Jean de Meun, Chrétien de Troyes, the Pearl-Poet, Chaucer, Malory, and Marie de France. **Fall**

ENG 207 (107) Artful Prose: Grammar and Style for Writers (1)

This class focuses on syntax as style—the essential structure of the sentence and the relation of style to the craftsmanship, artistry, and voice of the writer. Designed to enhance students' ability to think about and incorporate issues of prose style in deliberate and sophisticated ways, the class will offer students a vocabulary and a skill set for implementing nuanced issues of English style and syntax. Class is recommended for creative and critical writers. **Spring**

Note(s): Students seeking more work on the structure and development of critical papers and argumentation are welcome, but may also want to consider ENG 102(202) Advanced Expository Writing.

ENG 209 (109) The Craft of the Young Adult Novel (1)

This course will examine a wide selection of fiction aimed at readers aged 10-16, focusing on the authors' crafting of the novel, including plot and theme, style, and character development. We will consider the historical events, social issues, genres, and series that have shaped generations of American readers in the 20th century. **Fall**

Letter grade only.

Note(s): Limit sixteen students.

Recommended Course(s): ENG 255.

ENG 211 Contemporary Magazine Production (.25)

Introduces students to contemporary literary magazine editing. Course will involve discussion about the history and trends of literary magazines and their role in contemporary culture, as well as offer production support and faculty oversight for *580 Split*, the English Department's graduate-student-edited magazine which is distributed nationally. **Fall**

Pass/No Pass only.

Note(s): Open only to English graduate students with instructor consent.

This course may be taken two times.

ENG 215 (115) Shakespeare (1)

This course provides an intensive introduction to Shakespeare. Close reading will be augmented by examinations of Shakespeare's social and cultural context and secondary scholarship. **Fall and Spring**

ENG 217 (117) 20th-Century African American Literature (1)

This course will investigate some of the literary forms, artistic strategies, and intellectual concerns that shaped and defined African American literature during the 20th century. Writers may include DuBois, Hughes, Hurston, Baldwin, Wright, Himes, Morrison, Shange, Lorde, and others. The course will also focus on the sociopolitical and historical context for these writers and their works. **Fall**

ENG 218 (118) Listening to Reading (1)

We will examine the interrelation of sound, shape, and meaning in contemporary "experimental" poetry. We will look from certain ancestors (Mallarm, Stein, Zukofsky, Niedecker, Creeley, and Cage) to descendants of current writers (Bernstein, Berssenbrugge, Coolidge, Eigner, Guest, Grenier, Hejinian, Howe, Palmer, and Scalapino). We will read their essays in "poetics" to frame our reading of innovative writing and to see how the traditional boundaries between criticism and/or theory and poetry might be reimagined and redefined. **Fall**

ENG 219 (119) Fiction Since 1960 (1)

Students will read late 20th- and early 21st-century works of fiction, many of which explore how public events impinge on private lives in times of intense historical pressure. Close reading and discussion, term paper, and final exam. Graduate students will give oral reports on secondary texts. Primary texts by James Baldwin, Raymond Carver, Milan Kundera, Jhumpa Lahiri, Gabriel García Márquez, Lorrie Moore, Sigrid Nunez, Michael Ondaatje, Grace Paley, Jean Rhys, and Marilynne Robinson. **Spring**

Open to sophomores, juniors, seniors, and graduate students.

Prerequisite(s): ENG 010.

ENG 221 (121) English Renaissance Poetry (1)

Reading and discussion of 16th- and 17th-century English poetry, including work by Wyatt, Raleigh, Sidney, Spenser, Shakespeare, Donne, Jonson, Herrick, Herbert, Marvell, and others. Issues will include how these poets went about making poems; the (inter)connection between form and content; the elements of poetry, speaker, and audience; the theory and poetics of English Renaissance poetries; the formation of canon; and attitudes toward love (carnal and divine) and toward women. **Spring**

ENG 226 Craft of Creative Nonfiction (1)

This class includes a study of the literature of creative nonfiction as well as a discussion of techniques and strategies in the writing. The thematic focus may change each year. **Spring**

This course may be taken four times.

ENG 231 (131) 18th-Century Poetry and Prose (1)

Eighteenth-century England is often referred to as the Age of Reason, a period of seemingly political stability and formally elegant literature. However, the 18th century was also a period of chaos. In a world seemed turned upside down, daily life was dangerous and unpredictable, and women and the lower classes—both disenfranchised—posed new threats to the social order. We will read canonical and lesser-known works in light of these views of that period. **Fall**

ENG 232 18th-Century English Novel (1)

The course traces the evolution of the English novel from the Restoration through the Romantic era. We read canonical and lesser-known writers in conjunction—as they were read by their own audiences. We read each novel with close attention to form and the development of narrative, as well as placing it within its various historical contexts. We explore the ways in which novelistic narrative shaped and was shaped by social constructions of law, nation, economics, and religion, as well as shifting notions of subjectivity. Authors may include: Behn, Haywood, Defoe, Richardson, Fielding, Burney. **Fall**

ENG 246 Contemporary Writers Series: A Reading Group (.25)

This class, limited to .25 credits, meets before each of the readings in Mills' CWS reading series. Students read a book by each visiting writer and then discuss it. **Fall and Spring**
This course may be taken five times.

ENG 247 (147) Survey of 19th-Century African American Literature (1)

This course will investigate some of the literary strategies and intellectual concerns of African American writers before and after the Civil War. It will examine works by writers such as Equiano, Jacobs, Douglass, Harper, Hopkins, and DuBois. **Fall**

ENG 250 Thesis for the MFA Degree (1)

Supervised by a major advisor with an appointed two-member faculty committee. **Fall and Spring**

ENG 250A MA Research Project (1)

All English MA candidates will take this course during their last semester. In the course, they will each complete a publishable paper of 25–40 pages as a thesis. They will also polish professional skills such as: presenting conference papers, teaching literature, completing an annotated bibliography, researching literary criticism, revising work into different forms, etc. **Spring**
Letter grade only.

ENG 252 (152) Poets of Color of the 20th and 21st Centuries (1)

This course examines the movements of poets of color of the last hundred years with emphasis on how the Harlem Renaissance foreshadowed the Black Arts Movement, the Spoken Word Movement, and poetry by writers of color. Through discussion, research, writing, and presentation, we examine and create methodologies that address characteristics and cultural attributes of the writing. Special attention is paid to creation of new forms, themes, tributes, and historic testimony. **Fall**

ENG 255 Graduate Fiction for Children and Young Adults Workshop (1)

In this graduate-level writing workshop focusing on fiction (especially the novel) for children and teenagers, students will read extensively to familiarize themselves with a sampling from the body of children's literature, and will write chapters and an outline of their own novel for younger readers. Special emphasis in class discussion will be on character and plot development, structure, subplots, setting, atmosphere, and dialogue. We will also look at issues in children's publishing. **Spring**

Note(s): Open to graduate students in English Department programs only; consent of the chair of the English Department required for all other graduate students.

Recommended Course(s): ENG 209.

This course may be taken two times.

ENG 257 Topics in African Literature (1)

Focusing primarily on fiction, we will explore works in English by writers from all over Africa paying particular attention to aspects of craft as well theoretical priorities and cultural positions. Discussions will focus on matters of exile, place and displacement, language, colonialism, gender, sexuality, and more. We will also examine theoretical work that helps locate the writings within the historical, philosophical, and aesthetic traditions of the literature. **Spring**

ENG 258 Contemporary Fiction by Women (1)

This course examines short fiction in English written by women after 1960. We consider form, style, and aesthetics, as well as historical context. We also examine literary representations of identity with special attention to the intersections of race, gender, class, nationality, and sexuality. **Spring**

ENG 259 Graduate Novel Workshop (1)

Designed to offer the MFA student a series of workshops in which to initiate, develop, and complete a full-length novel. **Fall**

Note(s): Open to graduate students in English Department programs only; consent of the chair of the English Department required for all other graduate students.

ENG 260 Graduate Novel Workshop (1)

Designed to offer the MFA student a series of workshops in which to initiate, develop, and complete a full-length novel. **Spring**

Note(s): Open to graduate students in English Department programs only; consent of the chair of the English Department required for all other graduate students.

ENG 261 (161) Modern Drama (1)

A study of 20th-century drama in America and Europe. Includes some discussion of traditions and social conditions that have influenced the development of the theater. Readings from O'Neill, Brecht, Ibsen, Hellman, Miller, Beckett, Pinter, Williams, and Stoppard. **Spring**

ENG 263 (163) American Literature to 1865: Romanticism (1)

With an emphasis on the years 1830 to 1865, this course will explore several works that have significantly influenced the study of literature in the US. Writers include Emerson, Hawthorne, Douglass, Stowe, Jacobs, Poe, Whitman, Dickinson, and Melville. Discussions will focus on issues such as the American Renaissance, historical context, and national identity. **Fall**

ENG 264 (164) Modern American Fiction (1)

We will have an opportunity to trace formal and thematic developments in American fiction since 1920. Discussions will include considerations as to the effects of two world wars and the Great Depression on American writing, the nature of artistic experimentation and aesthetic reevaluation initiated by the famous Lost Generation of the '20s, and the increasing role of women and writers from ethnic minorities in changing the role of literature in the academy and in society. **Spring**

ENG 265 (165) American Literature from 1865 to 1920: Realism (1)

The course focuses on American fiction between the Civil War and World War I. Readings selected from: Cather, Chestnut, Chopin, Crane, Dreiser, Far, Harper, Howells, James, Johnson, Mourning Dove, Twain, Wharton, Zitkala-Sa, and others. In addition to analysis of literary form and theme, we will consider the historical context for these works, including urbanization, industrialization, the rise of big business, women's suffrage, and post-Civil War race relations. **Fall**

ENG 266 (166) Modern American Poetry (1)

The focus of this course is modernism in American poetry. We will try to understand what modernism was by looking at some 19th-century backgrounds (Whitman and Dickinson), by reading a selection of poems by the classic modernist poets (Stein, Stevens, Williams, Pound, Eliot, H. D., and Moore) and poets writing in traditions that followed these writers (Objectivist, Black Mountain, Confessional, Beat, and New York School). **Spring**

ENG 267 Graduate Creative Nonfiction Workshop (1)

This course will explore the techniques and characteristics of writing that weave creativity into nonfiction writing. In the workshop setting, the writers will exchange and discuss their works of autobiography, memoir, family history, biography, personal essay, writing about travel and place, and letters. Emphasis will be placed on personal research, historical reconstruction, representation of truth, literary license, and the development of voice. **Fall and Spring**

Note(s): Open to graduate students in English Department programs only; consent of the chair of the English Department required for all other graduate students.

This course may be taken four times.

ENG 268 Graduate Fiction Workshop (1)

A workshop, discussion, and mutual criticism class for the student who has already begun to achieve an individual voice. Frequent consultations with the instructor. **Fall and Spring**

Note(s): Open to graduate students in English Department programs only; consent of the chair of the English Department required for all other graduate students.

This course may be taken four times.

ENG 269 Graduate Nonfiction Magazine Workshop (1)

A journalist's approach to writing nonfiction. Workshop, discussion, and mutual criticism. Includes the study and practice of elements that strengthen nonfiction: interviews, anecdotes, factual research, and background narrative. Instruction about how to do primary and secondary research for nonfiction articles; how to explore markets and shape work for specific publications; how to approach editors and develop relationships with them; how to create a professional network; and what to look for in contracts. **Fall**

Note(s): Open to graduate students in English Department programs only; consent of the chair of the English Department required for all other graduate students.

This course may be taken two times.

ENG 270 Graduate Poetry Workshop (1)

A workshop, discussion, and mutual criticism class for the student who has already begun to achieve an individual voice. Frequent consultations with the instructor. **Fall and Spring**

Note(s): Open to graduate students in English Department programs only; consent of the chair of the English Department required for all other graduate students.

This course may be taken four times.

ENG 271 Theories of Creativity and the Teaching of Creative Writing (1)

Through the study of historical and current theories on creativity, we will examine and evaluate the practices of teaching creative writing. Topics will include the origins of creativity, the relevance of craft to creativity, and whether creative writing can be taught. **Spring**

ENG 272 Theories and Strategies of Teaching Writing (1)

An introduction to current theories of writing pedagogy with an emphasis on issues related to first-year college composition. Includes practical strategies and techniques for teaching writing in college/university courses. Course requires 2-hour-per-week practicum in relevant college writing course. **Fall and Spring**

Note(s): Required for graduate students receiving departmental assistantships in the college writing program. Enrollment may be concurrent with assistantship.

ENG 275 (175) English Romantic Poetry (1)

This course is a selective survey of British poetry from 1789–1832, a time of rapid, often violent, political and cultural changes and reaction to these changes. We will consider the intersections of large and small revolutions, turning points, circles, moments, including for example: political revolutions—French and American—and revolutions of manners, science, and industry. We will muse on the ways in which poets of the era engage with notions of the fantastic, the ethical, the self, theatricality, museums, sex, nationalism, gender, religion/spirituality, violence/resistance. **Spring**

ENG 276 (176) The Victorian Period: Prose, Poetry, and Drama (1)

Although the Victorian period (1832–1901) has been read as the bastion of prudish, conservative British culture, recent approaches cite it as offering a rich spectrum of divergent voices concerned with political, social, and literary reforms. This course explores writers and poets who transformed genres of the essay, lyric and dramatic poetry, and autobiography, in order to engage contemporary issues such as gender identity, political and religious reform, and modernization. **Spring**

ENG 277 Advanced Practicum in English (.25-1)

This course covers a variety of directed and supervised experiences in classroom teaching at Mills. They are restricted to students with appropriate background and proven ability as determined by the faculty supervisor, and require approval of the head of the department in which they are undertaken. **Fall and Spring**

Pass/No Pass only.

This course may be taken two times.

ENG 280 (180) Special Topics in Literature and Culture (1)

Topics are selected to offer interdisciplinary or cross-cultural perspectives on literature and culture. Examples of such topics are: African American poetry since 1965, autobiography, characterization in Western literature, lesbian literature, and literatures of Asian/Pacific Americans and the Asian Diaspora. **Fall and Spring**

ENG 281 (181) The British Novel in the 20th Century and Beyond (1)

The 20th century presented special problems for writers of fiction. We shall consider these and explore the new techniques that were used to deal with them. The early modern experimenters, Virginia Woolf, James Joyce, E. M. Forster, and D. H. Lawrence, will be carefully considered. We shall also read selected texts by Buchi Emecheta, Doris Lessing, Zadie Smith, and Jeanette Winterson. **Fall**

ENG 282 Critical Theory (1)

This course, open to students at an advanced level of literary study, will examine the development and implications of a variety of critical schools and methods that have arisen within the past 50 years and how they have transformed the study of literary texts. Emphasis will be given not only to understanding the critical methods and assumptions, but also to applying them to literary texts read in class. Areas to be covered will include historical/cultural studies, structuralism and post-structuralism, and feminist criticism. **Fall**

ENG 283 (183) Advanced Seminars in English (1)

Topics vary from year to year. The following are samples: Henry James and Edith Wharton; imperial fictions: empire and the British novel, 1660 to present; Toni Morrison; Virginia Woolf; Doris Lessing; the Gothic; characterization in Western literature; epistolarity; 19th-century British women's poetry; Gertrude Stein and her descendants; and queer alchemy. **Fall and Spring**

Prerequisite(s): ENG 001.

This course may be taken two times.

ENG 284 (184) Studies in Creative Nonfiction Prose (1)

An exploration and analysis of works of creative nonfiction with varying emphases on genres of memoir, essay, travel writing, oral history, and more. We examine the recent influx of these works in the 20th and 21st centuries, and explore their generic elements and implications as “true” as well as “creative” texts. Literatures written in and translated to English provide a global perspective. **Spring**

ENG 285 Prose Revision and Publication for MFA Students in Fiction and Nonfiction (1)

Students will read early and late drafts of successfully published works, books on revision, the writing life, the practice of prose and prose style, and professional handbooks on marketing their work. They will submit revised drafts of prose previously discussed in a graduate workshop and do research on work published by individual literary magazines, which they will present to the class, and learn how to submit their own work for publication. **Spring**

Letter grade only.

Note(s): Open only to MFA students in creative writing.

ENG 286 Teaching English as a Second Language (1)

Students will study common areas of interference confronting non-native speakers writing in English and learn approaches to using all four content areas (listening, speaking, reading, and writing) in teaching composition, focusing not only on what content to teach but when and how (through pedagogy, lesson planning, and creating exercises). Contents will include grammar, logic of English composition, connection of rhythm and phrasing in pronunciation to writing, and literary accounts of teaching ESL or being a non-native speaker.

Spring

Letter grade only.

Note(s): Open only to graduate students.

ENG 287 (187) Teaching English as a Second Language (1)

Students will study common trouble spots for non-native and multilingual speakers writing in English and learn approaches to using listening, speaking, reading, and writing in teaching written expression. Course includes grammar; the logic of English composition; contrastive rhetoric; the interplay of language, culture, and identity; the politics of language; and literary accounts of teaching English language learners or being a non-native or multilingual speaker. Students will put skills to use in a practicum and will leave the class with practical teaching skills for use here or abroad. **Spring**

Note(s): Undergraduates should see ENG 187 for undergraduate enrollment restrictions.

Recommended Course(s): ENG 207, ENG 201, PSYC 070.

ENG 288 (188) The 19th-Century British Novel (1)

An examination of the development of the British novel, focusing on the transformation of the novel from popular to "high" culture, and how writers used it as a vehicle for speaking on many of the central political and social issues of the day. Writers include Dickens, Thackeray, Eliot, Gaskell, the Brontës, and Hardy. Topics include the rise of women writers, the moral and social function of the novel, realism, and the art for art's sake movement. **Spring**

ENG 297 Practicums and Internships (.25-1)

Under faculty supervision, a graduate student in English may receive up to 1 credit for work in the field. This includes internships on magazines, reviews, and scholarly journals, work with publishers and book companies, or teaching on a regular basis in a school or community center. Faculty supervisor and department head approval is required. **Fall and Spring**

Pass/No Pass only.

Ethnic Studies

ETHS 239 Asian/Pacific American Women Writers (1)

Reading works by Asian/Pacific American women, we focus on how these writers represent distinctly Asian/Pacific American experiences. We explore past and present social and political issues of particular relevance to APA women, and consider how these issues appear in the texts. Additional topics include the impact of feminist thought, debates regarding feminism versus cultural nationalism, and resistance and compliance to Orientalist depictions of APA women. **Spring**

Government

GOVT 221 (121) The Public Policy-Making Process (1)

The politics and major institutions involved in the formulation and execution of public undertakings. Analysis of specific public policies and the political environment within which they operate. Students will craft a policy analysis that defines and describes a public problem, assesses an existing policy in relation to that problem, and proposes a policy alternative. **Fall**

Intermedia Art

IART 219 (119) Electronic Arts (1)

This studio course will take a broad look at the ways in which computers are affecting contemporary art making. Through an investigation of history, current discourses, and extensive applications of digital media, students will become familiar with basic operating systems, software, and peripheral devices, as well as underlying architectures that comprise the digital terrain. Students are expected to use some facet of computer technology in the completion of a final project.

IART 220 (120) Advanced Electronic Arts (1)

This studio course expands the exploration of digital media in contemporary art with an emphasis on time-based applications, interactivity, multimedia scripting, and the integration of computers into installations, environments, and performance. Students are expected to use some facet of computer technology in the completion of a final project. **Spring**

IART 241 (141) Constructing the Technological "Other" (1)

Humans, in our search for understanding, have constructed models of ourselves throughout history. Mechanical, figurative, responsive, and problem solving, these models take on previously unimagined possibilities as they incorporate new technologies. This course presents introductory methods for building our own robots, automata, and artificial intelligences. Combining an exploration of these intriguing disciplines with contemporary art theory and practice, science fiction, and popular culture, each student will build on simple methods to create a unique technological "other." **Fall**

*Open to sophomores, juniors, seniors, and graduate students.
This course may be taken three times.*

IART 243 History of Intermedia and Electronic Art (1)

This course addresses the recent history of artworks that evolved out of experiments with technology. Enabled by the emergence of industrial, military, medical, digital, and electronic technologies, artists have persistently moved into these new realms of media, with the history of experimentalism providing aesthetic and conceptual continuity. Whether utopian or critical, theoretical or functional, these artworks present a fresh and challenging approach to technology resonant within the art historical context. **Spring**

Crosslisted with: ARTS 143

IART 247 Video I (1)

This course integrates video production with a critical examination of experimental video as an art form, political tool, and social practice. Through substantial production projects, readings, screenings, analysis, and in-class discussion and critique, this course will explore contemporary issues in video. It is designed to introduce students to the technical and conceptual aspects of production and develop individual aesthetic, analytic, and critical skills. **Fall and Spring**

Prerequisite(s): IART 147.

Recommended Course(s): IART 119, IART 143, IART 141.

This course may be taken two times.

Crosslisted with: ARTS 147, ARTS 247.

IART 248 Video II (1)

This course emphasizes the continued acquisition and refinement of individual aesthetic, conceptual, critical, and technical skills in video production and analysis. In addition to readings, screenings, and in-class discussion and critique, students are each required to conceive and complete a large-scale video production project which reflects their particular interests in the methods and modes of video practice.

Fall and Spring

Prerequisite(s): IART 247.

This course may be taken three times.

Letters

LET 211 (111) Theorizing Cultural Studies in the Americas (1)

This course examines key theories in cultural studies from the Caribbean and North America. We will study the intellectual roots of cultural studies to determine who produces and theorizes culture; the relation between culture, resistance, and social change; and the inscription of culture in hegemonic power systems. Issues discussed include Caribbean creolization, popular culture such as the Bollywood film industry, borderland thinking, Rastafarian resistance, food as philosophy of thought, subaltern identity. **Spring**

LET 215 African and Caribbean Literatures (1)

A study of African oral tradition and its impact on written forms of literary expression. The course will focus on the political, literary, and cultural importance of the Négritude movement and the Harlem Renaissance. Readings will be based on selected works by Caribbean, West and North African, and African American authors. **Fall**

LET 231 (131) Aspects of Hispanic American Cultures (1)

Intellectual, social, and political factors will be considered in this critical examination of selected periods and aspects in the cultural formation of Hispanic peoples, from pre-Columbian America and early Spain to present-day cultural developments in Latin America and Hispanic communities in the United States. Theoretical grounding for the analysis of cultural production will also be provided.

Note(s): Check course schedule for availability.

LET 249 (149) Post-Colonial Conditions: Contemporary Women's Writings from Africa (1)

Exploration of contemporary social issues in Africa through the work of contemporary women writers from Francophone and Anglophone traditions, including Ken Bugul (Senegal), Flora Nwapa (Nigeria), Ama Ata Aidoo (Ghana), Nawal El Saadawi (Egypt), Bessie Head (Botswana), Farida Karodia (South Africa), and Calixthe Beyala (Cameroon/France). Issues include women's education,

women and nation building, female sexuality, spirituality, exile and expatriate writing, indigenous African feminisms, and changing gender roles. Students will also be introduced to post-colonial theory. **Fall**

LET 255 (155) Reading War in Post-Colonial Literature from Africa and the Middle East (1)

This course will focus on representations of war in post-colonial novels from Nigeria, Algeria, Rwanda, Somalia, Lebanon, and Iraq. We will explore the historical contexts of war in literature, creative resistance to military and political oppression, the link between trauma and memory, women's efforts to "wage peace," and war and sexuality in novels by Assia Djebar, Nuruddin Farah, Buchi Emecheta, Hanan Al-Shaykh, Nuha Al-Radi, and Boris Diop, among others. **Spring**

LET 262 (162) US Latino Literature and Culture (1)

A study of US Latino literature and culture with special emphasis on the 20th century. Works by Chicano, Puerto Rican, Mexican, Cuban, Dominican, and other authors writing in the US will be analyzed. By examining works of fiction, poetry, theater, and popular culture, attention will be given to gender, class, and ethnicity in the representations of the experience of US Latinos. The course will introduce critical concepts for the study of Latino/a literature and culture.

Note(s): Offered fall or spring. Check course schedule for availability.

LET 266 National Literatures of Latin America (1)

The literary expression of a particular region through a variety of authors, genres, and periods, concentrating on literary accounts of historical events, sociopolitical developments, and the phenomena of mass media and transculturation since the 1930s. Areas of study include the Caribbean (Cuba and Puerto Rico), Mexico, and the Cono Sur (Uruguay, Argentina, and Chile).

Note(s): Offered fall or spring. Check course schedule for availability.

Recommended Course(s): LET 131, LET 171.

LET 268 Women in the Cinema of Spain (1)

Analysis and discussion of films about women and gender issues in the cinema of Spain, Latin America, and US Latinos. Topics include gender roles, the woman as "Other," the construction of the female subject, women in/and relations of power, traditional and canonical representations of women's social practices, and the role of cinema in women's practices of resistance and critical opposition.

Note(s): Offered fall or spring. Check course schedule for availability.

LET 269 Hispanic Cinema (1)

Structural and historical analysis of major exponents in contemporary Hispanic film, including the cinema of Latin America, Spain, and US Spanish-speaking communities. Drawing from both formal and sociocultural models of description, the course examines the film production of well-known directors. A grounding in film theory is concurrently provided and developed throughout the semester. Films in original language with English subtitles.

LET 271 (171) Fantastical Writings: 20th-Century Latin American Fiction (1)

The focus emphasizes short narrative texts which designate "uncanny," "abnormal," and/or "extraordinary" experiences as a challenge to some of the fundamental assumptions underpinning realist fiction, and as a way to engage in critical consideration of philosophical, literary, and other humanistic questions. Topics include the nature of reality, being and existence, time and space, death, humor, the power of words and imagination, and the limits of human knowledge. **Fall and Spring**

Mathematics

MATH 242 (142) Real Analysis II (1)

Continuation of Real Analysis I. Topics include: local and global behavior of functions of a single variable; continuity and limits; Intermediate Value Theorem; continuous functions on compact intervals and on the plane; Rolle's Theorem; Mean Value Theorem; l'Hospital's; linearization and convexity; Taylor polynomials; the Riemann integral; Fundamental Theorems of Calculus; sequences and series of functions; the Lebesgue integral; point-sets in the plane, integrals with a parameter; differentiating improper integrals, Picard iteration and applications to differential equations. **Spring**

Note(s): MATH 242 is designed for students in the BA/MA program in mathematics.

Prerequisite(s): MATH 141.

MATH 250A Thesis for the Degree of Master of Arts in Mathematics (1)

The MA thesis is developed over two semesters during the last year of the BA/MA program, under the supervision of the student's MA advisor. Before commencing work on the thesis, the student must submit a thesis proposal for review and acceptance by the student's MA advisor. The thesis can be expository in nature based on graduate-level books and/or research papers, or original work on graduate-level material. **Fall and Spring**

Letter grade only.

MATH 250B Thesis for the Degree of Master of Arts in Mathematics (1)

Completion of the master's thesis begun in MATH 250A. The student will defend her/his completed thesis in a public presentation with the mathematics faculty in attendance. **Fall and Spring**
Letter grade only.

MATH 252 (152) Abstract Algebra II (1)

Groups, subgroups, group homomorphisms and isomorphisms, Lagrange's Theorem, normal subgroups, quotient groups, fundamental group isomorphism theorems, symmetric and alternating groups, direct products, classification of finite abelian groups, integral domains, Euclidean domains, principal ideal domains, unique factorization domains, factorization of quadratic integers, and the field of fractions of an integral domain. Additional topics include: Sylow Theorems, structure of finite groups, abstract vector spaces, subspaces, linear independence, bases, field extensions, and splitting fields. **Spring**

Instructor consent required.

Note(s): MATH 252 is designed for students in the BA/MA Program in mathematics at Mills College.

Prerequisite(s): MATH 151.

MATH 254 Foundations of Geometry (1)

A survey of various systems of geometry from a modern point of view, using techniques from algebra and logic. Possible topics include Euclidean geometry, non-Euclidean geometries (such as elliptic, hyperbolic, and parabolic geometry), affine geometry, projective geometry, and finite geometries. **Fall**

Note(s): Prerequisite of MATH 050 may be waived with instructor consent.

Prerequisite(s): MATH 050.

MATH 260 (160) Complex Analysis (1)

An introduction to the calculus of functions that have complex numbers as arguments and values. Topics include algebra and geometry of complex numbers; elementary functions of a complex variable; differentiation and integration of complex functions; Cauchy's Integral Theorem; Taylor's and Laurent's (infinite) series for complex functions; residues; and conformal mapping. **Spring**

Prerequisite(s): MATH 141.

MATH 280 (180) Topics in Mathematics (1)

Offers topics that are not offered in the regular curriculum from the following fields: algebra, algebraic geometry, algebraic logic, analysis, applied linear algebra, combinatorics, geometry, linear algebra, mathematical logic and foundations of mathematics, number theory, representation theory, and topology. **Fall**

MBA

MGMT 200 Microeconomic Theory (1)

A comprehensive introduction to advanced principles of microeconomics, including consumer and firm behavior. Conceptual emphasis is on price-directed markets and resource allocation, with additional treatment of welfare economics and government regulation. **Fall and Spring**

Note(s): Open to MBA students only.

Recommended Course(s): ECON 050.

Crosslisted with: ECON 100.

MGMT 201 Macroeconomic Theory (1)

Theory of income and employment; role of the monetary system; history of business fluctuations; analysis of the "cycle"; and fiscal, monetary, and direct measures for mitigating fluctuations. **Spring**

Letter grade only.

Recommended Course(s): ECON 050.

Crosslisted with: ECON 101.

MGMT 202 Administrative Behavior (1)

Information gathering, decision making, and implementation processes of modern organizations, and the possible "pathologies" to which they are subject. **Spring**

Letter grade only.

Crosslisted with: GOVT 102.

MGMT 203 Organizational Theory (1)

Major theories of organizational structure, leadership, communication, and control processes. **Fall**

Letter grade only.

Crosslisted with: GOVT 101.

MGMT 211 Money and Financial Institutions (1)

An introduction to the study of financial institutions. The American banking system as an industry and its relationship to the behavior of the economy is the primary subject. Other financial institutions, such as savings and loan firms, credit unions, savings banks, and financial markets in common stocks, bonds, and commodities are also examined. **Fall**

Prerequisite(s): ECON 050.

Crosslisted with: ECON 113.

MGMT 212 Intermediate Financial Accounting (1)

This course expands upon the financial accounting concepts and principles developed in the first financial accounting course ECON 073/MGMT 214. It further covers the detailed rules of GAAP, their interpretation, real-world application, and their impact on the readers of the financial statements. **Spring**

Letter grade only.

Prerequisite(s): MGMT 214.

Crosslisted with: ECON 112.

MGMT 213 Individual Investment (1)

An investigation of securities markets and individual investment in equities, bonds, and options. Course explores investment principles, fundamental and technical analysis, and online investment resources to develop and maintain model portfolios. **Spring**

Letter grade only.

Prerequisite(s): MGMT 281.

Crosslisted with: ECON 114.

MGMT 214 Financial Accounting (1)

Elementary accounting theory, with emphasis on the preparation and interpretation of financial statements.

Note(s): Priority given to MBA students.

Crosslisted with: ECON 073.

MGMT 215 Managerial Accounting (1)

This course describes and analyzes the tools available for measurement, control, and planning of business firms. Emphasis will be on the accounting of costs in business. **Fall and Spring**

Note(s): The course is open to MBA students only.

Prerequisite(s): ECON 073 or MGMT 214.

Crosslisted with: ECON 115.

MGMT 216 Corporate Finance I (1)

An introduction to the concepts and tools of corporate finance, and a discussion of the practical realities of financial decisions. Topics, among others, include present value and the internal rate of return, portfolio theory, debt-versus-equity financing, and the efficiency of capital markets. **Fall**

Crosslisted with: ECON 116.

MGMT 218 Financial Derivatives (1)

Covers derivatives markets, including options, futures contracts, and swaps. Explores methods for valuing derivatives and developing risk management strategies. Develops analytical tools such as binomial trees, the Black-Scholes model, and values at risk. **Spring**

Note(s): This course is open to MBA students only.

Prerequisite(s): ECON 116 or MGMT 216.

Crosslisted with: ECON 118.

MGMT 219 International Finance (1)

A comprehensive introduction to international financial markets and international financial strategy for multinational business. Foreign exchange and international capital markets are discussed in detail, as well as practical issues such as financing international trade, international investment, joint ventures, and foreign currency management. **Spring**

Letter grade only.

Prerequisite(s): ECON 155 or MGMT 255.

MGMT 220 Competitive Strategy (1)

Covers the strategy decisions of firms and individuals. Topics include game theory and the theory of firm boundaries. Explores such emerging topics as dynamics of pricing rivalry, entry and exit strategies, competitive rivalry and cooperation, contract incompleteness, specific investments, and agency problems. **Fall**

Letter grade only.

Note(s): This course is open to MBA students only.

Prerequisite(s): ECON 136 or MGMT 236.

MGMT 221 Labor Economics (1)

The labor market, labor movement, and employee-employer relations with emphasis on current issues. **Spring**

Prerequisite(s): ECON 050.

Crosslisted with: ECON 121.

MGMT 222 Legal Environment of Business (1)

An introduction to legal processes and substantive legal issues relating to business. We examine substantive areas of business law including contracts, torts, intellectual property, employment law, business entities, and real estate. We also explore how cases are brought to court, alternative dispute resolution, and other practical considerations of business law. **Fall**

Letter grade only.

MGMT 223 Advertising and Public Relations (1)

Managing advertising and public relations as part of the broader promotional mix. Creating and executing successful advertising and PR campaigns; messaging and copy development. Emphasis is on methods for measuring and testing campaign effectiveness. **Fall**

Letter grade only.

MGMT 224 Communication for Business (1)

Communication is fundamental to successful business planning and execution. This course examines the professional written and verbal communication skills utilized in business today. Students will develop their business writing skills through establishing strategy, audience analysis, and using correct media. They will also develop and practice effective presentation skills. Other topics include effective listening, meeting management, conflict management, and other interpersonal communication techniques required in today's business environment.

Spring

Letter grade only.

Note(s): This course is open to MBA students only.

MGMT 225 Information Technology (1)

In this advanced hands-on class students are introduced to computer applications used for simulation and analysis in the social and policy sciences. Topics vary, but typically include advanced applications of standard desktop software, statistical packages, relational databases, network analysis, geographic information systems, intelligent agent models, and systems dynamics simulation. Data and examples are drawn from economics, history, political science, public policy, anthropology, and sociology. **Fall**

Letter grade only.

Note(s): Students expected to possess basic computer skills and an openness to things mathematical, and to have undertaken previous course work in social sciences beyond the introductory level.

MGMT 226 Management Information Systems (1)

Gives future business managers a broad introduction to the theory and reality of planning for the use of technology in business, of choosing and managing the introduction of necessary business technology, and of managing the IT (information technology) function. Will make business managers far better informed consumers of the business technology. Will help IT managers work more effectively with business partners. Course does not teach the nuts-and-bolts details of technology. **Spring**

Letter grade only.

Note(s): This course is open to MBA students only.

MGMT 227 Negotiations (1)

The course examines the dynamics that occur before, during, and after negotiations and the theory behind various negotiation approaches. Topics to be addressed will include: claiming versus creating value (also known as distributive and integrative bargaining); preparation strategies; the nature of power; psychological aspects of negotiation; experience and expertise; multi-party/group negotiations; culture and gender; communications and perception; mediation and other alternative dispute resolution systems; working with lawyers; and organizational change and salary negotiations. **Fall and Spring**

Letter grade only.

Note(s): This course is open to MBA students only.

MGMT 228 Governmental Accounting and Nonprofit Accounting (1)

This course is a comprehensive examination of the basic accounting concepts and practices used in governmental and nonprofit agencies. The course is designed to teach the preparation of financial statements for nonprofit and governmental organizations; the student will gain a thorough understanding of the financial activities of nonprofit and governmental agencies through an analysis of the basic financial statements—specifically, the balance sheet, the income statement, and the statement of cash flows. **Spring**

Letter grade only.

Prerequisite(s): MGMT 214.

Crosslisted with: ECON 128.

MGMT 230 Marketing Management (1)

Applies the case study method to marketing management and problem solving in a multicultural environment. Teaches methods for managing product positioning, pricing, distribution, and external communications. Examines customer behavior, demand determination, and marketing research. Emphasis is on developing fully integrated marketing programs. **Fall**

Letter grade only.

Note(s): This course is open to MBA students only.

MGMT 231 Marketing Strategy (1)

This course builds upon MGMT 230 Marketing Management with a stronger emphasis on the strategic considerations associated with each element of the marketing mix. In addition to a mix of cases and lectures, we will use a computer simulation over several weeks to allow for practice in marketing decision making. Students will make resource allocation decisions, determine market entry/exit strategies, and analyze competitors. The simulation provides a hands-on approach for learning these aspects of marketing strategy. **Spring**

Letter grade only.

Prerequisite(s): MGMT 230.

MGMT 232 Operations Management (1)

Introduces operations as a functional area of management and examines its link with other functional areas of the firm. Teaches about the acquisition and allocation of resources to support the production and delivery of goods and services. Both manufacturing and service systems will be covered. Introduces contemporary issues faced by operations managers today, such as total quality management, just-in-time approaches, and process reengineering to improve productivity and control costs. The case method is emphasized and computer applications are used. **Fall**

Letter grade only.

Note(s): This course is open to MBA students only.

Prerequisite(s): MGMT 201 and MGMT 215 and MGMT 263.

MGMT 233 Marketing Research (1)

The course is targeted for students who are expecting to be marketing managers or marketing researchers. By the end of the course, students will be able to translate a marketing problem into a feasible research question; understand various types of research that exist and the conditions under which each of them is appropriate; and interpret the results of marketing research to make actionable recommendations for decision makers. **Spring**

Letter grade only.

Note(s): This course is open to MBA students who have already completed MGMT 230.

Prerequisite(s): MGMT 230.

MGMT 234 Human Resources Management (1)

Provides an overview of the essential functions and theories of human resources management in a global work environment. Illustrates the need for management to understand an integrated approach toward human resources planning, staffing, performance management, compensation and benefits, labor relations, and employee separation. Special attention is paid to the role of HRM in ensuring compliance with legal regulations within the employment relationship. **Fall and Spring**

Letter grade only.

Note(s): Open to MBA students only.

MGMT 236 Managerial Economics (1)

This course develops methods for solving business and administrative problems. The course provides a link between economic theory and practice by showing—through examples, case studies, and discussion—how economic analysis can be usefully applied to managerial decision making. The topics to be covered include risk analysis, econometric studies of demand, costs and productivity, the design of optimal pricing schemes, strategic thinking, and global business issues. **Spring**

Letter grade only.

Prerequisite(s): ECON 100 or MGMT 200.

Crosslisted with: ECON 136.

MGMT 237 Public Sector Economics: The Economics of Government (1)

Public Sector Economics explores how government can protect our collective well-being when markets fail. It examines market failures and explores policies to address the problems they cause, like pollution, congestion, poverty, inequality, and the underprovision of public goods such as public safety and scientific research. It examines who really bears the burden of taxes, and analyzes government programs like welfare, food stamps, Medicare, and Social Security. It specifically addresses issues of fairness. **Spring**

Prerequisite(s): ECON 050.

Crosslisted with: ECON 134, PPOL 215.

MGMT 238 Environmental Sustainability and Business (1)

This course explores issues of environmental sustainability from the perspective of business and nonprofit organizations. The course covers definitions of environmental sustainability, the relationships between environmental sustainability and other business goals, strategies for improving environmental sustainability, obstacles to sustainability, and environmental policies that affect for-profit and non-

for-profit organizations. Course work includes examples and cases, as well as readings, discussions, and problem-solving exercises.

Spring

MGMT 239 Urban Economics (1)

Urban Economics uses economic analysis to explore why and where cities develop and how they grow. It also examines important issues cities face, including land use, transportation, education, housing, funding, crime, concentrated poverty, and segregation. **Fall**

Recommended Course(s): ECON 050.

Crosslisted with: ECON 139.

MGMT 240 Health Economics (1)

This course applies the tools of microeconomics to the study of the healthcare sector in the United States, with a focus on issues of equity and efficiency. It analyzes healthcare as a commodity, the demand for health and medical care, the incentives facing care providers, the functioning of insurance markets, and the roles of government and the private sector. It examines current programs as well as competing proposals for reform of the system. **Spring**

Letter grade only.

Prerequisite(s): ECON 050.

Crosslisted with: ECON 140.

MGMT 242 Industrial Organization and Public Policy (1)

Microeconomic principles applied to everyday market interactions between firms, consumers, and public agencies. Emphasis is on real examples of business competition and strategy, consumer welfare, and the role of government in overseeing and regulating market outcomes. **Spring**

Letter grade only.

Prerequisite(s): ECON 050.

Crosslisted with: ECON 142.

MGMT 244 Ethics and Leadership (1)

Surveys critical topics in business ethics including: theories from classical philosophy useful in analyzing ethical dilemmas, corporate character vs. individual responsibility, whistleblowing, corporate governance, and determining acceptable levels of consumer, investment, and environmental risk. Leadership skills—such as wielding power, communication, and conflict management—are covered. Students solve cases that present ethical and leadership challenges. Includes guest speakers, case analysis, historical and contemporary readings, and videos. **Spring**

Letter grade only.

Note(s): This course is open to MBA students only.

MGMT 245 Women and Leadership in Organizations (1)

This course uses business cases, journal articles, "live" cases, and class discussions to explore a variety of issues relevant to career and leadership experiences of women of diverse backgrounds in managerial and professional positions. Students will explore how gender and other aspects of identity shape leadership opportunities and outcomes for women. They will also learn strategies that successful women organizational leaders and entrepreneurs use to manage gender dynamics at work and build successful careers. **Fall**

Letter grade only.

Note(s): Priority in enrollment is given to MBA students.

Recommended Course(s): MGMT 244.

MGMT 246 Multinational Business Strategy (1)

This course provides a comprehensive introduction to strategic business practices in an era of globalization. After a review of the principles of international trade and finance, we cover management, operations, marketing, and financial strategy in the context of multinational business. Students should have a high level of interest in all issues related to globalization. **Spring**

Letter grade only.

MGMT 253 Environmental Economics (1)

This course will focus on the application of economic analysis to the problems of resource depletion and environmental pollution. Several fundamental questions will be addressed: Does economic growth necessarily imply environmental destruction? What are the optimal levels of pollution control and energy conservation? What policy options exist for achieving these goals? Should the government sell permits to pollute, tax polluters, or impose direct legal restrictions on the quantities of pollutants? We will also examine the effects of market structure and uncertainty on the rate of resource depletion. **Fall**

Letter grade only.

Prerequisite(s): ECON 050.

Crosslisted with: ECON 153.

MGMT 255 International Trade (1)

A comprehensive introduction to the theory and institutions of international economic relations. Both classical and modern trade theories will be covered, and discussion will focus on current issues of US trade and the world economy. **Fall**
Letter grade only.

MGMT 260 Capital Markets, Real Estate, and Consulting (1)

This course provides an in-depth understanding of three business disciplines; recent areas examined were management consulting, capital markets, and real estate. The instructors, one for each five-week segment, are business professionals currently working in these fields. They familiarize students with the overall scope of the field, the variety of transactions that take place, and the specialty areas that exist. By doing hands-on projects, students are introduced to skills necessary for success in these specialties. **Spring**
Letter grade only.

MGMT 263 Quantitative Methods for Business (1)

Introduction to standard statistical methods for analyzing business and financial data. Covers descriptive statistics, probability, sampling distributions, statistical inference and hypothesis testing, and multivariate regression analysis. Emphasis on developing proficiency with standard statistical software, and on becoming a critical consumer of statistical information for purposes of decision making. **Fall and Spring**
Letter grade only.

MGMT 264 Econometrics and Business Forecasting (1)

A comprehensive introduction to statistical methods for economic and business decisions. Emphasis is on practical applications of statistical software and data interpretation. **Spring**
Letter grade only.
Prerequisite(s): ECON 050 and ECON 081.
Crosslisted with: ECON 164.

MGMT 265 Cost Accounting (1)

This course covers the various methods of accounting for materials, labor and the application of overhead in discrete and process manufacturing environments. The course also explores activity-based costing (ABC) and standard costing. Emphasis will be placed on the managerial and GAAP implications of these methods. Course is oriented for CPA exam preparation. **Fall**
Letter grade only.
Note(s): This course is open to MBA students only.
Prerequisite(s): MGMT 212 and MGMT 214 and MGMT 215.

MGMT 266 Tax Accounting (1)

This course will cover federal taxation as related to individuals, corporations, partnerships, gifts, estates, and trusts. The topical coverage includes: determination of individual tax liability; gross income inclusions and exclusions; capital gains and losses; property transactions; corporate and partnership tax liability; and taxation of gifts, estates and trusts. This course is oriented towards preparation for the CPA exam. **Spring**
Letter grade only.
Note(s): This course is open to MBA students only.
Prerequisite(s): MGMT 214.

MGMT 267 Auditing (1)

This course addresses the independent auditor's role and function, and its impact on the business world. Topics include: auditing standards; risk assessment; internal control; transaction cycles; evidence; procedures and reports. This course is oriented towards preparation for the CPA exam. **Fall**
Letter grade only.
Note(s): This course is open to MBA students only.
Prerequisite(s): MGMT 212 and MGMT 214 and MGMT 215.

MGMT 270 Nonprofit Management (1)

Designed for individuals who plan to provide leadership within the nonprofit sector, either as funders, managers, or board members. Provides an overview of the nonprofit sector, followed by several sessions focused on the importance of mission and strategy. Discusses marketing/branding, nonprofit sources of income including fundraising and earned income, governance and nonprofit boards, managerial control and financial statements, organizational evolution and strategic change, and the future of the sector. **Fall**
Letter grade only.
Note(s): This course is open to MBA students only.

MGMT 271 Strategic Philanthropy and Social Enterprise (1)

This elective examines two trends relating to profit motives and social causes. The first trend focuses on strategic philanthropy by exploring how emerging models have become more strategic through planning, subject focus, and a clear definition for their social impact. Corporate, venture, and engaged philanthropy will be discussed along with traditional models. The second trend discusses how "social

entrepreneurs "and" social enterprise" drive social impact in both for-profit and nonprofit sectors. How these enterprises get started and the challenges they face will be explored. **Spring**

Letter grade only.

Note(s): MBA students are given priority in enrollment.

MGMT 272 Corporate Social Responsibility (1)

This course will examine the definitions of corporate social responsibility and examples of good and bad corporate citizenship based on some of those definitions. The course places an emphasis on green business and ways in which corporations minimize their impact on the environment and, by extension, on communities and people living in that environment. **Fall**

Letter grade only.

MGMT 274 Innovation in Business (1)

The course will examine the innovation process in business, the role of the entrepreneur in that process, and the factors that enable, or hinder, that process. The course will provide examples and information from around the world, since innovation and entrepreneurship, despite the perception of the popular press, is not unique to the US. **Fall**

Letter grade only.

Note(s): Open to MBA students only.

MGMT 275 Entrepreneurship (1)

The course is organized around the preparation of a strategic plan and process for successfully launching a new business venture. Plans may be within the for-profit and/or nonprofit sectors. Additionally, actual start-up processes may be undertaken and supported by course work per students' readiness to execute. The teaching approach emphasizes hands-on access to information and people via case studies, guest speakers, and fieldwork. **Spring**

Letter grade only.

Note(s): Open to MBA students only.

Prerequisite(s): MGMT 215 and MGMT 216.

MGMT 280 Topics in Business (1)

Discussion of a specific business topic(s). **Spring**

Letter grade only.

MGMT 281 Introduction to Statistics (1)

Experimental design, descriptive statistics, probability, probability distributions, random variables, sampling, estimation, and hypothesis testing. Understanding statistical inference; examples drawn from social science. **Fall**

Crosslisted with: ECON 081, PPOL 201.

MGMT 282 Modeling and Data Analysis (1)

Provides analytical concepts/tools for the management of operations and decision making within organizations. Enhances students' ability to perform the quantitative analysis necessary to make good decisions. Includes decision analysis, forecasting, simulation, and quantitative modeling in spreadsheets. **Fall and Spring**

Letter grade only.

Note(s): This course is open to MBA students only.

Prerequisite(s): MGMT 281.

MGMT 283 Advanced Seminar (1)

In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**

Letter grade only.

Crosslisted with: ECON 183.

MGMT 286 The Business of Being an Artist (1)

This course is a result of a collaborative effort between artists, faculty, and practitioners to provide important business education necessary for students to build successful careers in the arts. Students are given the opportunity to learn from an outstanding group of professionals about the business skills essential for artists in the real world. **Spring**

Letter grade only.

MGMT 287 Internship in Management (0)

Required prior work experience for the MBA Program generally takes the form of a paid or unpaid internship over the summer prior to the final year of MBA course work. Placement assistance for this internship is available from the College upon or after admission to the MBA Program. In some cases, significant prior work experience will be recognized in lieu of the internship. **Summer**

Pass/No Pass only.

Note(s): No credit is given for these summer internships as they are done in preparation for the MBA Program, not as part of the program.

Crosslisted with: ECON 187.

MGMT 288 Management Practicum (1)

A faculty-supervised field practicum, which provides experience directly related to a student's career goals and academic program, may be taken for credit. The Bay Area offers numerous opportunities for such a hands-on type of learning experience. **Fall and Spring**
Letter grade only.

Music

MUS 205 Selected Issues in Composition (.5-1)

Individual problems in composition, planned to strengthen the student's knowledge of contemporary techniques and forms and to develop the student's fluency and stylistic growth. **Fall and Spring**

MUS 210 Selected Issues in Contemporary Performance and Improvisation (1)

Evolution of performance practice in contemporary music is examined through seminar discussion, research, and ensemble participation. Special topics will be selected that will include examination of the literature and techniques of innovative performers. Students will create individual and collaborative projects using improvisation, and ways of integrating improvisation into formal compositional structures, as the central focus. May be repeated for credit with the permission of the instructor. **Spring**

Letter grade only.

This course may be taken two times.

MUS 211 (111) Improvisation Workshop (1)

This course will offer practical experience of non-idiomatic or pan-idiomatic improvisation in small and large group contexts. Emphasis will be on listening, understanding social structures and how they affect improvisation, basic ear training to improve rhythmic and melodic skills, and building self-confidence. Students should have at least intermediate instrumental or vocal skills. **Fall**

Instructor consent required.

MUS 212 Seminar in 20th-Century Literature and Theory (1)

Intensive studies in various aspects of the history, theory, and literature of contemporary music. Topics may include the New York School; theories of the 20th-century avant-garde; 20th-century theories of musical time; postmodernist aesthetics and criticism; the American experimentalist tradition; minimalism, music and politics in the 1960s, Morton Feldman, Karlheinz Stockhausen, and John Cage. **Spring**

This course may be taken two times.

MUS 219 (119) Performance Practice of Baroque and Classical Music (1)

A study of historical performance practices of Baroque and classical music, with emphasis on both research and performance. A survey of the musical forms and compositional and performance styles of each period through music examples and source readings. Small ensemble work with class performances and guest lectures by prominent early music specialists. The course concludes with a final concert. **Fall**

MUS 224 (124) Contemporary Instrumentation and Orchestration (1)

Historical, analytical, and practical study of instrumentation and orchestration, with emphasis on gaining advanced facility in writing for the orchestral instruments. The course surveys fundamental and advanced techniques for writing for each instrument. The course also covers the basics of score reading, notation, and copying. Focus will be on instrumentation and orchestration from the standpoints of 20th-century and world musics. Students are required to turn in several small and one large orchestrational assignment, as well as analytical projects. **Spring**

MUS 225 Individual Instruction in Performance and Composition (.5)

Open to all graduate students. Lessons are not covered by tuition and must be arranged in person through the Music Department's administrative assistant prior to the first day of classes. Students may audition for lesson scholarships which must be applied for through the Music Department's administrative assistant prior to the first day of classes. **Fall and Spring**

Note(s): See individual lesson instructors in faculty roster.

This course may be taken four times.

MUS 227 Contemporary Performance Ensemble (.5)

This ensemble is dedicated to the study and performance of contemporary music from a wide range of perspectives, including both established "classics" and selected new works written by student composers especially for the group. All instruments and voices are welcome. Auditions for new members of the ensemble are held during the first session of each semester. **Fall and Spring**

Instructor consent required.

This course may be taken eight times.

MUS 228 (128/028) Gamelan Ensemble (.5)

The performance practice and theory of Javanese gamelan music are studied through playing and composing in this traditional Indonesian percussion ensemble, using the famed American gamelan built by composer Lou Harrison with William Colvig. All levels of musical expertise are welcome. **Fall and Spring**

This course may be taken eight times.

MUS 229 African Drumming (.5)

Renowned performer and teacher CK Ladzekpo introduces the rhythmic principles and drumming practices of the music of the Ewe of West Africa—a people who live in a region that traverses southeast Ghana, coastal Togo, Benin, and western Nigeria. In the communal view of the Anlo-Ewe, rhythm provides the regular pulsation or beat which is the focal point in uniting the energies of the entire community in the pursuit of their collective destiny. This course provides a grounding in drumming and rhythmic techniques within a cultural focus that accentuates their origins in the lives of a people.

This course may be taken eight times.

MUS 230 (030/130) Vocal Jazz Improvisation Ensemble (.5)

The ability to sing in tune is required; an adventurous spirit is suggested. This class explores the boundaries of vocal ensemble through an array of improvisational exercises and lesser-known, yet expanded, jazz choral arrangements. Voice technique; ensemble blend and balance; and jazz rhythms, song forms, and scat singing are also integral to this work which often yields greater personal and creative freedom. Informal group audition at the first rehearsal. Culminates in a "salon" performance. **Fall and Spring**

This course may be taken four times.

MUS 231 Performance Collective (.5)

This class is devoted to the practice and performance of vocal and instrumental chamber music from the Baroque era to the 20th century. Through participation in weekly master classes students enhance their skills as chamber musicians, develop their interpretations of a variety of musical styles and periods, and prepare for and perform in concerts held in Mills Hall and the Littlefield Concert Hall. **Fall and Spring**

Note(s): Entry to the course is determined by informal audition.

This course may be taken four times.

MUS 232 Early Music Vocal Ensemble—Beginning (.5)

The purpose of this vocal ensemble is to study and perform early music. Emphasis is on the musical styles and forms of the Middle Ages, Renaissance, and Baroque periods. Students will develop their ability to perform in small ensembles and improve such aspects of singing as intonation, articulation, phrasing, balance, and interpretation. This course is geared toward students and faculty who have not had much vocal or choral experience and have beginning sight-reading skills. **Fall and Spring**

This course may be taken eight times.

MUS 233 Early Music Vocal Ensemble—Intermediate (.5)

The purpose of this vocal ensemble is to study and perform early music. Emphasis is on the musical styles and forms of the Middle Ages, Renaissance, and Baroque periods. Students will develop their ability to perform in small ensembles and improve such aspects of singing as intonation, articulation, phrasing, balance, and interpretation. This course is designed for students and faculty with choral experience and sight-reading skills who are interested in working on more advanced repertoire. **Fall and Spring**

This course may be taken eight times.

MUS 234 Early Music Instrumental Ensemble—Renaissance (.5)

The Renaissance Ensemble provides both experienced and beginning students with an opportunity to play 15th- and 16th-century music. The Music Department has a collection of Renaissance instruments such as recorders and a viola de gamba for loan to ensemble members. The course will culminate in a lunchtime concert. Performing Renaissance music will develop skills in rhythm, sight-reading, intonation, and ensemble playing. **Fall and Spring**

This course may be taken four times.

MUS 235 Early Music Ensemble—Baroque (.5)

This class explores the music of the 17th and 18th centuries for mixed ensembles of instruments and voices. All instrumentalists and singers are welcome. The department has harpsichords for keyboard players who wish to gain experience playing figured bass. The course will culminate in a lunchtime concert. Participation in the Baroque Ensemble will develop skills in rhythm, sight-reading, intonation, ensemble playing, and ornamentation. **Fall and Spring**

This course may be taken eight times.

MUS 236 Music Instrument Building (.5)

The primary objective of this course is for each student to construct a musical instrument of her own design within the duration of a single semester. Guidance is furnished for all phases of the project—conception, design, planning, and construction. Emphasis is placed on maintaining a consistent connection between concept, process, and result, with a working prototype being the primary goal rather than a

polished final product. Research on acoustics, electronics, and traditional instrument construction may be required between classes. No prior hand-tool or machine-tool experience necessary. **Spring**
This course may be taken four times.

MUS 237 (137) Seminar in Music Literature and Criticism (1)

This seminar is devoted to the intensive examination of a major topic in musical literature (recent topics include Orientalism and Western music; and music, dance, and culture in fin-de-siècle France), with exploration of appropriate research methods and bibliographical resources. Students may choose a focus for their research depending on their individual emphasis, whether historical studies, analysis, compositional style, or performance practice. Emphasis on developing advanced skills in oral and written communication through in-depth interdisciplinary studies.

Open to seniors only.

Note(s): Graduate students from other disciplines who have some musical background are welcome. Graduate theses may be developed out of this seminar's research paper and presentation.

This course may be taken two times.

MUS 242 Music Improvisation Ensemble II (.5)

This intensive course gives experienced musical improvisers a chance to further refine their skills at every level. Revisiting the basic building blocks of music we will examine questions of form, rhythm, timbre, and melody from the improviser's perspective, while working to improve both individual and group improvising techniques. The semester will culminate in a public performance conceived and directed by the ensemble members. **Fall and Spring**

Instructor consent required.

Note(s): Registration for this course requires the instructor's consent for any student who is not in the improvisation specialization of the MFA Performance Program.

This course may be taken four times.

MUS 243 Mills College Percussion Group (.5)

This ensemble performs music based on percussion that sometimes includes other instruments, from a tradition started at Mills College in the 1930s by composers Lou Harrison, Henry Cowell, and John Cage. It performs both classic works from the 20th century, and new pieces written especially for the group. **Fall and Spring**

Instructor consent required.

Note(s): Students must be able to read music proficiently.

This course may be taken five times.

MUS 248 (148) Post-Tonal Theory and Analysis (1)

An intensive study of theoretical issues associated with music from the early 20th century to the most recent experimental works. Emphasis is placed on developing and learning analytical methods and compositional techniques applicable to post-tonal music (such as pitch-class sets, centricity and important referential collections, invariance, combinatoriality, and integral serialism). The structure of the course may vary from a focus on a specific analytical method to analyses of a series of works approached through different theoretical perspectives. **Fall**

Recommended Course(s): MUS 101, MUS 102.

This course may be taken two times.

MUS 250 Thesis for the Master's Degree (1)

The thesis requirement, supervised by a faculty committee, consists of a written paper and a performance component that takes place either as part of the Signal Flow Festival or as a separate recital. Students also participate in group meetings to discuss preliminary plans for their performance and written thesis, and attend two graduate review sessions during which they critically evaluate their own work and that of their peers. **Fall and Spring**

Letter grade only.

MUS 251 Seminar in Computer Music (1)

Theory and practice of computer music: digital audio recording and mixing, software synthesis, digital signal processing, and instrument and sound design. Presentation and discussion of student works of electronic music, development of experimental compositional strategies made possible by electronic technology. **Fall**

Note(s): Qualified undergraduates may take this class as an Independent Study, only with instructor's sponsorship.

Recommended Course(s): MUS 154.

This course may be taken two times.

MUS 252 Seminar in Electronic Music Performance (1)

Real-time performance systems, concert audio, and interactive electronics: sound diffusion, MIDI controllers, analog-to-digital interfaces, electronic instrument building, interactive sound installations, composition languages, and computer music networks. Presentation and discussion of student works of electronic music; development of experimental compositional strategies made possible by electronic technology. **Spring**

Note(s): Undergraduates may enroll as Independent Study students with the consent of instructor.

MUS 256 (156) Tonal Analysis (1)

An intensive study of a single analytical method or a comparative survey of various 20th-century analytical techniques, such as Schenkerian analysis, Schoenbergian tonal theory, and Lehdahl and Jackendoff's generative theory for tonal music, as applied to a selection of tonal music. Readings from older treatises may also serve as possible guides to analysis and the formulation of historically tempered analytical methodologies. **Fall**

This course may be taken two times.

MUS 257 (157) Seminar by Visiting Professor (.5-1)

Fall and Spring

MUS 259 (159) Seminar in Musical Performance, Composition, and Improvisation (1)

A seminar in creative music making and improvisation for composers and performers, including students from other disciplines. Emphasis is placed on developing individual styles in composition and performance. Students work individually and collaboratively.

Interdisciplinary collaborations are highly encouraged. Improvisation across disciplines is part of this exploration. We also evaluate compositions and interdisciplinary works from the last 30 years. **Fall**

Note(s): Open to non-majors with permission of instructor.

MUS 260 (160) Practicum (.5)

Individual instruction in composition and improvisation. Students may also enroll to study topics in music history, theory, ethnomusicology, or performance literature that are relevant to their creative practice. **Fall and Spring**

Instructor consent required.

Note(s): Maximum enrollment varies by instructor, in a range from 4 to 10 available places.

This course may be taken three times.

MUS 261 (161) Sound Techniques of Recording (1)

This course in recording engineering covers basic acoustics, the design and use of microphones, mixing consoles, tape machines (analog and digital), compressors, limiters, equalizers, reverb units, noise reduction, and other peripheral equipment. Students will become proficient in our professional recording studios. May be taken two times for credit. No previous music experience is required. **Fall**

Note(s): Enrollment priority to upper-level music majors, graduate students in music, upper-level intermedia arts majors, then other upper-level students.

This course may be taken two times.

MUS 264 (164) Advanced Audio Recording (1)

This course will concentrate on the 24-track recording studio, utilizing multi-track recording and overdubbing, advanced microphone, equalization and compression techniques, mixing, and the use of digital signal processors. Digital recording and editing will also be covered as well as CD-burning techniques. No previous music experience is required. **Spring**

Note(s): Prerequisites: MUS 261 or consent of instructor.

Prerequisite(s): MUS 261.

MUS 265 (165) Sound Art (1)

An introduction to the history and practice of sound art, an interdisciplinary field with influences from music, sculpture, and interactive electronic arts. This course will survey groundbreaking work done by sound artists during the last three decades, and discuss the critical responses to it. Technologies relevant to the practice will be introduced and used in directed projects. Students will create and install their own sound artworks as the final outcome of the course. **Fall**

Recommended Course(s): MUS 147, MUS 154, MUS 261.

MUS 266 Advanced Orchestration Seminar (1)

A seminar combining analysis of the orchestration of selected 20th-century works with practice in scoring original compositions for large ensembles. Students will be required to compose short compositions for standard instrument choirs, and organize a performance of a composition for any instruments of their choosing for a final class concert. **Spring**

Prerequisite(s): MUS 224.

MUS 291 Composition Seminar (1)

Individual and group work, discussion and performance of student works, and examination of past and present composers. MUS 291 in the fall is recommended for students entering the MA in composition. MUS 291 in the spring is recommended for students preparing compositions for their Signal Flow presentations. **Fall and Spring**

This course may be taken two times.

Public Policy

PPOL 200 (100) Methods of Policy Analysis (1)

This course aims to prepare citizens to help their communities make informed and effective decisions. We will explore practical applications of the principal methods of policy analysis. These include a variety of quantitative and qualitative analytical tools used by policy analysts to frame issues, generate alternative options, project outcomes, and inform decision making in a democratic society. In addition, we will develop and practice oral and written communication skills relevant to policy analysis, culminating in a policy analysis paper and presentation. **Spring**

Prerequisite(s): PPOL 202.

Recommended Course(s): PPOL 209, PPOL 201.

PPOL 201 Introduction to Statistics (1)

This course covers the following topics: descriptive statistics, probability, probability distributions, random variables, sampling, estimation, hypothesis testing, statistical inference, and linear regression. Examples used are drawn largely from social science. **Fall**

Crosslisted with: ECON 081, MGMT 281.

PPOL 202 Introduction to Economics (1)

An introduction to economic theory and its application to contemporary economic problems. **Fall and Spring**

Crosslisted with: ECON 050.

PPOL 203 Feminist Social Ethics (1)

An analysis of ethical issues of current concern including preferential hiring, sexual harassment, pornography, rape, and reproductive issues such as abortion, sterilization, and surrogacy. **Spring**

Crosslisted with: WMST 094.

PPOL 205 Law and Society (1)

The dynamic relationship between law and the society it serves and controls, with an emphasis on the judicial and legislative roles in the legal process. Special consideration of some of the more difficult social goals and problems confronting the legal system. **Fall**

Crosslisted with: SOSC 093.

PPOL 207 Philosophy of Law (1)

Analytical and normative investigation of legal concepts, emphasizing the application of those concepts in the US legal system. Analysis and evaluation of the relation between laws and morals; the role of liberty and justice in constitutional decisions regarding free speech, privacy, and forms of discrimination; and the relation between legal systems and persons subject to those systems, focusing especially on the nature of criminal responsibility and the moral justification of punishment. **Fall**

Crosslisted with: PHIL 125.

PPOL 209 The Public Policy-Making Process (1)

The politics and major institutions involved in the formulation and execution of public undertakings. Analysis of specific public policies and the political environment within which they operate. Students will craft a policy analysis that defines and describes a public problem, assesses an existing policy in relation to that problem, and proposes a policy alternative. **Fall**

Crosslisted with: GOVT 121.

PPOL 210 Public Policy and Economic Analysis (1)

This course introduces students to the professional practice of policy analysis, including the uses and limitations of economics in analyzing public problems in their institutional, political, and social contexts. Students develop an understanding of the ways in which markets may not produce socially optimal outcomes. They learn how economic concepts inform the definition of social conditions as public problems, the development of policy instruments for addressing problems, and the evaluation of policy outcomes. **Fall**

PPOL 213 Economic Policy Analysis (.25)

PPOL 213 workshops study the relevance of economic theory and its application to policy analysis. This course is a supplement to PPOL 202 Introduction to Economics and should be taken concurrently with PPOL 202 unless PPOL 202, or its equivalent, has already been satisfied. PPOL 213 is a core course requirement for the MPP, though it is open to anyone with PPOL 202 or equivalent. **Fall and Spring**

Instructor consent required.

Must be taken with: PPOL 202.

PPOL 214 Social Policy Analysis (1)

This course applies core frameworks and tools of policy analysis to key social policy contexts, including housing, health, education, labor, criminal justice, and social safety net policies. Students learn the policy history and structures of key domestic social programs, and utilize this knowledge to conduct policy analyses of current reform proposals. This course both introduces students to major areas of policy-making and offers them the opportunity to apply their core learning to real-world policy contexts. **Spring**

PPOL 215 Public Sector Economics: The Economics of Government (1)

Public Sector Economics explores how government can protect our collective well-being when markets fail. It examines market failures and explores policies to address the problems they cause, like pollution, congestion, poverty, inequality, and the underprovision of public goods such as public safety and scientific research. It examines who really bears the burden of taxes, and analyzes government programs like welfare, food stamps, Medicare, and Social Security. It specifically addresses issues of fairness. **Spring**

Prerequisite(s): PPOL 202.

Crosslisted with: ECON 134, MGMT 237.

PPOL 216 (116) Qualitative Methods in Policy Research (1)

Introduces students to the theory and methods of qualitative research, including philosophical foundations, formulation of research questions, negotiation of entry and access, the ethics of fieldwork, sampling, data collection techniques, recording and transcription, analysis and presentation of qualitative data, and the evaluation of qualitative research. Students will be required to conduct some field research, such as a few interviews and some field observations, so the course will be particularly appropriate to those engaging in, or preparing for, a research project. **Fall**

PPOL 217 Ethical Reasoning in Politics and Public Policy (1)

Investigation of major normative disputes in such areas as public assistance and entitlements, the environment, civil rights, and healthcare policy making. An examination of the difficulties of applying ethical argument to policy making. **Spring**

Crosslisted with: GOVT 139.

PPOL 220 Organizational Efficacy (1)

This course is informed by the concept of reflective practice, in which the professional develops a repertoire of actions and then employs this repertoire in ways that incorporate the constraints and opportunities presented by any given situation. The case studies and theoretical material focus on organizational contexts, so that students become adept at reading these and devising appropriate policies or strategies for implementation. **Fall**

Letter grade only.

Note(s): This is a required course for the MPP.

PPOL 221 Political Efficacy (1)

A major challenge for any policy analyst and policy change agent is to match policy design to the requirements for enactment and implementation. This course will offer a practicum in political feasibility, first teaching the student how to do an institutional inventory of major organizations and institutions necessary for implementation of specific policies. Students will also examine the political environment of specific policy arenas and learn strategies for coalition building, negotiation, and generating public support. **Spring**

Letter grade only.

Note(s): This is a required course for the MPP.

PPOL 225 Simulation in the Social and Policy Sciences (1)

In this advanced hands-on class, students are introduced to computer applications used for simulation and analysis in the social and policy sciences. Topics vary, but typically include advanced applications of standard desktop software, statistical packages, relational databases, network analysis, geographic information systems, intelligent agent models, and systems dynamics simulation. Data and examples are drawn from economics, history, political science, public policy, anthropology, and sociology. **Spring**

Note(s): Students expected to possess basic computer skills and an openness to things mathematical and to have undertaken previous course work in social sciences beyond the introductory level.

Crosslisted with: SOC 125.

PPOL 227 Local and Community Policy Making, Planning, and Management (1)

This course covers analytical techniques and management practices for policy making at the local level. Substantive learning goals include understanding the varying needs and opportunities of "localities" and "communities"; appreciating the role of local government and community-based organizations; and the application of geographic information systems (GIS) to local issues such as transportation, environment, and housing. Course material is drawn from the Bay Area and students undertake a field practicum as part of the course. **Fall**

Instructor consent required.

Letter grade only.

Note(s): This is a required course for the MPP.

PPOL 230 Integrative Core I: Application/Integration of Policy Analysis Frameworks (1)

The Integrative Core sequence, a two-semester capstone of the MPP Program, is designed to integrate and deepen skills developed in the foundation courses. Students analyze a series of policy and managerial problems, using foundation skills along with new techniques introduced in this course. Methodological tools include statistical techniques, organizational analysis, economics, political analysis, legal and ethical reasoning, and other social science frameworks. **Fall**

Instructor consent required.

Letter grade only.

Note(s): This is a required course for the MPP. Prerequisite courses are also crosslisted at the undergraduate level (PPOL 100, ECON 081, ECON 134).

Prerequisite(s): PPOL 200 and PPOL 201 and PPOL 215.

PPOL 231 Integrative Core II: Application/Integration of Policy Analysis Frameworks (1)

This second semester of the MPP Integrative Core sequence serves as a research seminar for students writing their Masters Policy Reports (MPRs). By the first class meeting, each student will have identified a government agency or nonprofit organization that will serve as the client, and will have specified a policy problem facing that agency or organization to be the focus of the MPR research. Students will give presentations on the progress of their projects, provide feedback to each others' presentations and written drafts, and discuss relevant methodological issues. **Spring**

Instructor consent required.

Letter grade only.

Note(s): Open to MPP candidates in their final semester only.

Prerequisite(s): PPOL 230.

PPOL 235 Environmental Policy Analysis (1)

This course is a reading seminar exploring political responses to environmental problems. Students will examine the social and cultural origins of attitudes toward the exploitation and conservation of natural resources, and the institutional structures that shape public policy in this field. American and international case studies will be considered in comparing the effects of ecological crises and policies on different populations and in applying alternative analytical approaches such as political ecology and environmental impact assessment. **Spring**

Psychology

PSYC 242 (142) Attachment and Loss (1)

John Bowlby's seminal work in attachment, separation, and loss. Explores the influence of separation and loss on normative and atypical development. **Fall**

Letter grade only.

Note(s): Prerequisites: PSYC 049 and a grade of "C" or better in PSYC 140.

Prerequisite(s): PSYC 049 and PSYC 140.

PSYC 243 (143) Parents and Caregiving (1)

This course examines the topic of parents and caregiving from an interdisciplinary perspective, looking closely at both the content and structure of several influential discourses. Contemporary approaches to conceptualizing parents and caregiving specifically of infants and small children within the fields of developmental and clinical psychology, evolutionary biology, sociology, and cultural studies are reviewed. Gender, race and class—as well as other salient aspects of culture—constitute a central focus throughout. **Spring**

Instructor consent required.

Prerequisite(s): PSYC 049 and PSYC 140.

Recommended Course(s): PSYC 142.

PSYC 265 (165) Infancy (1)

Theories and research in physical growth, perception, cognition, and socioemotional and language development in infants. **Spring**

Prerequisite(s): PSYC 049 and PSYC 140.

PSYC 291 (191) Thesis Project (1)

Design and execution of an original experiment or other research work in conjunction with a psychology faculty member's research. Each student must plan her own project in consultation with a psychology faculty member and must obtain the faculty member's agreement to supervise her project. **Fall and Spring**

Instructor consent required.

Letter grade only.

Prerequisite(s): PSYC 084 and PSYC 151.

PSYC 292 Thesis Research (1)

The completion of an original experiment or research study under the supervision of a psychology faculty member. Each student must obtain the faculty member's agreement to supervise her/his project completion. **Spring**

Instructor consent required.

Letter grade only.

Sociology

SOC 225 (125) Simulation in the Social and Policy Sciences (1)

In this advanced hands-on class, students are introduced to computer applications used for simulation and analysis in the social and policy sciences. Topics vary, but typically include advanced applications of standard desktop software, statistical packages, relational databases,

network analysis, geographic information systems, intelligent agent models, and systems dynamics simulation. Data and examples are drawn from economics, history, political science, public policy, anthropology, and sociology. **Fall**

Note(s): Students expected to possess basic computer skills and an openness to things mathematical and to have undertaken previous course work in social sciences beyond the introductory level.

SOC 245 (145) Sociology of Education (1)

This course is organized around issues of diversity, acculturation, and quality in educating children and adults in the United States. Students will examine the dynamic complexities of formal education as it reflects the norms, values, mores, and traditions of the society. Utilizing structural-functionalist, symbolic interaction, and conflict theories, we will explore the processes of social control and social change endemic to the American system of education and its attendant institutions. United States educational policies are critically assessed through cross-national comparisons with coun **Spring**

Instructor consent required.

Note(s): Limited to 25 undergraduate and 6 graduate students.

Women's, Gender & Sexuality Studies

WGSS 282 Feminist Theories (1)

An examination of contemporary theories of women's identities and oppression, with particular attention to the mutual construction and the intersections of gender, class, race, nationality, and sexuality. **Fall**

Instructor consent required.

Note(s): By consent of instructor.