

# Undergraduate Courses 2015-16

## Anthropology

### **ANTH 004 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**

*Instructor(s): Robert Anderson*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

### **ANTH 057(157) Human Evolution (1)**

Human ancestors, with an emphasis on prehistoric apes, apelike humans, the Neanderthals, and the Cro-Magnon people as revealed by research in physical anthropology. Prehistoric styles of life reconstructed by workers in prehistoric archaeology. **Fall**

*Instructor(s): Robert Anderson*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **ANTH 058(158) Cultural Anthropology (1)**

Cultural anthropology is the study of the peoples of the world with special emphasis on non-Euro-American tribal and traditional societies. Includes family and social organization, language, ecology and economics, political structure, life cycle, personality, art, and symbolic and religious systems. Examples will be drawn from native societies in Africa, South and North America, Australia, Asia, and the Pacific. The latter part of the course will focus on culture change and modernization. **Spring**

*Instructor(s): Ann Metcalf*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Multicultural Perspectives*

### **ANTH 104(204/004) 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**

*Instructor(s): Robert Anderson*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

### **ANTH 107 The Ethnography (1)**

A critical analysis of major ethnographic texts in anthropology. Texts will be examined within their intellectual and historical contexts and from the perspective of the authors' theoretical frameworks and personal experiences. How have these factors influenced the presentation of data and the authors' conclusions about the people in the cultures studied? How has ethnographic writing changed over time? How have these changes influenced the academic discipline of anthropology? **Spring**

*Instructor(s): Ann Metcalf*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Note(s): The seminar format requires a cap on enrollment.*

*Prerequisite(s): ANTH 058*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

### **ANTH 109 Public Interest Ethnography (1)**

Public Interest Ethnography is concerned with how sociologists and anthropologists use their research and data to promote social reform and/or social justice, as well as how they politically engage the public through methodologically rigorous and competent research. The course begins by familiarizing students with the history, politics, methodologies, and ethics of public interest ethnography. Students then work collaboratively to develop responsible and progressive qualitative research materials designed to help a local social organization.

**Spring**

*Instructor(s): Staff*

*Instructor consent required.*

*Limit fifteen students.*

*Note(s): Students may only enroll with instructor's permission.*

### **ANTH 115 Anthropological Theory (1)**

The works of leading anthropological theorists, the historical-ideological setting of each theorist, and major trends in the development of anthropological thought, including current feminist and postmodernist ideas. **Fall**

*Instructor(s): Robert Anderson*

### **ANTH 121 Controversies in Archaeology (1)**

Archaeologists are continually asked to evaluate claims about the past. This course will examine the critical lens and rigorous methods archaeologists use to assess various claims, which range from the fraudulent and the fantastic to ones in which serious scholars disagree about reasonable interpretations—Atlantis, the Goddess, pyramids, the first Native Americans. The course will also examine the role that archaeology plays in ethnic and gender identity, contemporary politics, economics, and popular culture. **Fall**  
*Instructor(s): Staff*

### **ANTH 122 Ancient Complex Societies (1)**

This course will investigate a dozen key complex societies of the ancient world—in Mesopotamia, Egypt, China, southern Africa, the Andes, and others—looking at the evidence that archaeology provides about daily lifeways, social structures, economic patterns, and the relationship of these societies to their environment. Commonalities and differences between these societies will be explored and comparisons made to our modern Western culture. **Spring**

*Instructor(s): Staff*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Historical Perspectives*

### **ANTH 123 Archaeology and the Bible (1)**

This course will treat the Bible as one of many sources for the history of the Levant between 2000 BC–400 AD, comparing it with archaeological data and other textual and visual materials from the eastern Mediterranean, Egypt, and Mesopotamia. Class sessions will be organized around biblical topics such as the creation stories, the Exodus, or the life of Jesus, which will be deconstructed for their historical value and compared with available archaeological and textual data. **Spring**

*Instructor(s): Staff*

### **ANTH 124 Reconstructing the Past (1)**

Archaeology is concerned with the reconstruction of lifeways of peoples of the past through their material remains. Archaeologists have developed techniques for analyzing sites and objects and for understanding them in their physical, functional, and ideological contexts. This course will examine those techniques—and how archaeologists use them—as well as the kinds of reconstructions they make of societal forms and institutions, including family and gender patterns, political and economic systems, and artistic and ritual practices. **Fall**

*Instructor(s): Staff*

*Open to undergraduates only.*

### **ANTH 130 Ethnicity, Race, and Child Development (1)**

An exploration from a sociocultural perspective of the effects of ethnicity and race on African American, Latino/a, Asian American, and Native American children in the United States. Topics to be examined include cultural differences in child rearing; children's acquisition of racial categories; bilingualism and cognitive development; race, culture, and IQ; the effects of ethnic identity on the development of self-image; segregation, desegregation, and educational achievement; transracial adoption; and health and physical development of minority children. **Fall**

*Instructor(s): Ann Metcalf*

*Recommended Course(s): ETHS 051, ANTH 058*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Multicultural Perspectives*

### **ANTH 150 Magic, Witchcraft, and Religion (1)**

Similarities and differences in beliefs and practices throughout the world relating to the supernatural. Understanding religion in our own society as well as in the rest of the world. **Spring**

*Instructor(s): Robert Anderson*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

### **ANTH 157(057) Human Evolution (1)**

Human ancestors, with an emphasis on prehistoric apes, apelike humans, the Neanderthals, and the Cro-Magnon people as revealed by research in physical anthropology. Prehistoric styles of life reconstructed by workers in prehistoric archaeology. **Fall**

*Instructor(s): Robert Anderson*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **ANTH 158(058) Cultural Anthropology (1)**

Cultural anthropology is the study of the peoples of the world with special emphasis on non-Euro-American tribal and traditional societies. Includes family and social organization, language, ecology and economics, political structure, life cycle, personality, art, and symbolic and religious systems. Examples will be drawn from native societies in Africa, South and North America, Australia, Asia, and the Pacific. The latter part of the course will focus on culture change and modernization. **Spring**

*Instructor(s): Ann Metcalf*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Multicultural Perspectives*

**ANTH 161 Cross-Cultural Perspectives on Women (1)**

An exploration of the diversity of women's experiences throughout the cultures of the world. Using ethnographic data, the course emphasizes the position and status of women in hunter/gatherer, horticultural, pastoral, and agrarian societies. Women's life cycles and their relative positions within the economic and political systems of their respective cultures are examined. **Fall**

*Instructor(s): Ann Metcalf*

*Recommended Course(s): ANTH 058*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Women and Gender*

**ANTH 180 Special Topics in Anthropology (.5-1.5)**

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**

*Instructor(s): Staff*

*Open to undergraduates only.*

**ANTH 183 Advanced Seminar in Anthropology (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**

*Instructor(s): Staff*

*Open to undergraduates only.*

**ANTH 190 Proseminar (1)**

This course builds upon the skills and knowledge gained in the earlier sociology and anthropology courses and lays the groundwork for conducting original research for the senior thesis. Students will select topics for their research, construct research questions, review and analyze the existing literature, and develop proposals detailing the strategies that they will use in conducting original research. **Spring**

*Instructor(s): Staff*

*Instructor consent required.*

*Note(s): Prerequisite: Junior standing.*

*Prerequisite(s): SOC 091 or ANTH 091*

**ANTH 192 Senior Seminar (1)**

Reading, discussion, and research. **Fall**

*Instructor(s): Ann Metcalf*

*Instructor consent required.*

*Open to undergraduates only.*

*Prerequisite(s): SOC 091*

*Recommended Course(s): SOC 190*

## Art History

**ARTH 018 Introduction to Western Art (1)**

Beginning with the legacy of the ancient Greeks and Romans, this course explores European art of the Middle Ages and Renaissance. **Fall**

*Instructor(s): Staff*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

**ARTH 019 Art of the Modern World (1)**

In later 18th-century Europe, the cultural and political upheavals of the American, French, and Industrial Revolutions provoked daring new work. From then on, the world and the arts changed rapidly, as did the nature of art audiences, art criticism, and art history, together with the evolution of museums, galleries, and expanding art markets. The course ends with the increasingly "global" art scene, and the recent questionings of established art practices, history, and art institutions. **Spring**

*Instructor(s): Moira Roth*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

**ARTH 034(134) Museum Studies Workshop (1)**

This course will engage students in basic questions about the nature of art museums and curatorial practices. In addition to weekly readings and written assignments, students will be expected to attend exhibitions and lectures in the San Francisco Bay Area. The final project will be a group-curated exhibition that will be on view in the museum. Students will be trained in the proper handling and care of works of art.

**Fall**

*Instructor(s): Stephanie Hanor and/or Staff*

*Instructor consent required.*

*Limit nine students.*

*Prerequisite(s): ARTH 019*

*This course may be taken two times.*

### **ARTH 081 Introduction to Asian Art: India, Nepal, and Tibet (1)**

Early Indian art celebrates Buddhism and Hinduism. The Buddhist stupas at Sanchi and the cave temples at Ajanta are studied, and the complex Buddhist theology that comprises the Nepalese and Tibetan Buddhist world culminates in the making of mandalas. The development of temple architecture and sculpture made for the Hindu gods at Elephanta, Ellora, and Mamallapuram, and the mediaeval temples at Khajurao and Orissa are studied. Hindu theology and the development of Buddhism and Jainism is studied in order to understand the meaning and purpose of early Indian art. **Fall**

*Instructor(s): Mary-Ann Milford/ Staff*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives, Multicultural Perspectives*

### **ARTH 082 Introduction to Asian Art: China (1)**

Recent archaeological excavations in China are providing new evidence for reinterpreting the past. In this course we study ancient bronze vessels and jades unearthed from Shang and Zhou tombs, and ceramic armies from the Qin and Han periods. Buddhist art and the role of priests and merchants who travelled the Silk Road, and Calligraphy and scroll paintings from the Six Dynasties to the Sung and Yuan periods are studied. The teachings of Confucian and Taoist philosophy are studied in order to understand how these belief systems inform the cultural and aesthetic values of China. **Spring**

*Instructor(s): Mary-Ann Milford*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives, Multicultural Perspectives*

### **ARTH 121 The Italian Renaissance (1)**

This course selectively examines the visual culture of the Italian Renaissance in central Italy, focusing on major developments in Italian painting, sculpture, and architecture between 1400 and the 1580s in Florence and Rome. We will take a genre-based approach, closely linking the form of objects with their function and meaning within contemporary Italian society. Artists discussed include Masaccio, Sandro Botticelli, Donatello, Leonardo da Vinci, Michelangelo, Raphael, Parmigianino, Jacopo Pontormo, Agnolo Bronzino, Benvenuto Cellini, Giambologna, Giulio Romano, and many others. **Fall**

*Instructor(s): Meryl Bailey*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ARTH 123*

*Note(s): First Year students may enroll with approval of instructor and academic advisor.*

*Must be taken with: ARTH 018*

### **ARTH 122 Art in Venice between East and West (1-1.25)**

The Republic of Venice was a cultural crossroads between east and west. This course introduces students to the splendor of Venetian visual culture between the ninth and the seventeenth centuries, emphasizing the ways in which the Republic drew from both eastern and western artistic traditions to craft and reinforce an image of itself as a miraculous, eternal, and devout city. Key artists include the Bellini, Carpaccio, Titian, Tintoretto, and Veronese. Assignments will encourage students to develop their own visual, critical, rhetorical, interpretive, and creative skills. **Spring**

*Instructor(s): Meryl Bailey*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ARTH 124*

### **ARTH 123 Northern European Art (1)**

This course examines painting and printmaking in the Low Countries and Germany from about 1400 to 1550. **Fall**

*Instructor(s): Staff*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ARTH 121*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

### **ARTH 124 Baroque Art (1)**

Despite war and religious upheaval, the 17th century in Europe was a period of remarkable cultural flourishing and new artistic opportunities. Focusing on painting in Italy, Spain, and the Netherlands, this course examines European visual culture in the age of Caravaggio, Artemisia Gentileschi, Rembrandt van Rijn, Johannes Vermeer, Diego Velazquez, and Peter Paul Rubens. Themes will include the changing status of the artist, creative opportunities for women, theories of artistic achievement in the 17th century, and the development of new genres like landscape and still life. **Spring**

*Instructor(s): Meryl Bailey*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ARTH 122*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

### **ARTH 134 Museum Studies Workshop (1)**

This course will engage students in basic questions about the nature of art museums and curatorial practices. In addition to weekly readings and written assignments, students will be expected to attend exhibitions and lectures in the San Francisco Bay Area. The final project will be a group-curated exhibition that will be on view in the museum. Students will be trained in the proper handling and care of works of art.

#### **Fall**

*Instructor(s): Stephanie Hanor and/or Staff*

*Instructor consent required.*

*Limit nine students.*

*Prerequisite(s): ARTH 019*

*This course may be taken two times.*

### **ARTH 137 Art of the 20th Century (1)**

The course explores primarily European and American art beginning in pre-war Paris, Moscow, Munich, Milan, Vienna, London, and New York. Internationally, artists were intrigued with the possibilities of abstraction. World Wars I and II, the Mexican and Russian Revolutions, the Weimar Republic, the American Depression, and the rise of European Fascism were contexts of further artistic movements. The course ends with late 20th-century art in various media and geographical locations. **Spring**

*Instructor(s): Moira Roth*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ARTH 138*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

### **ARTH 138 Contemporary Art (1)**

In the context of the Cold War, the McCarthy period, and the explosive 1960s, American art and the American art market were dominant internationally. Over the next decades, however, a far more global picture of art making has evolved, partly through the expansion of international exhibitions in different parts of the world, in Asia, Africa, and South America, for example. This course will examine selected chapters of this complex history of contemporary art. **Spring**

*Instructor(s): Moira Roth/Staff*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ARTH 137*

### **ARTH 139(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**

*Instructor(s): Moira Roth*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **ARTH 140 New Directions in Art History and Criticism (1)**

This course explores current issues and new methodological and/or interdisciplinary approaches. Each year a visiting professor will present a different topic. Past topics include African American, Chicano, Latin American, Asian American, and lesbian art history. **Spring**

*Instructor(s): Staff*

*This course may be taken three times.*

### **ARTH 180 Special Topics in Art History (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. **Spring**

*Instructor(s): Staff*

*Limit fifteen students.*

### **ARTH 181 The Art of Mughal India (1)**

The Sultanate and Mughal rulers of India brought miniature painting and brilliant manuscript illustrations from Persia to India and introduced a new visual aesthetic. In this course Imperial albums compiled for the Mughal emperors will be studied together with Rajput paintings of the Hindu maharajas. The Red Forts of Delhi and Agra, the deserted city of Fatehpur Sikri, and the illumined Taj Mahal will also be studied. The tenets of Islam will be considered in order to understand the significance and meaning of Moslem art in India.

#### **Spring**

*Instructor(s): Mary-Ann Milford/ Staff*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ARTH 191*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives, Multicultural Perspectives*

**ARTH 183 Advanced Seminar in Art History (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**

*Instructor(s): Staff*

*Limit fifteen students.*

**ARTH 185 Painting of China (1)**

The painting of China from the Han to the Qing dynasty is studied and concludes with discussions of painting during the Cultural Revolution and contemporary works that are being produced in the People's Republic of China today. Critical texts on calligraphy, painting styles and forms, together with writings on theory and methodology, will be read. **Fall**

*Instructor(s): Mary-Ann Milford/Staff*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

**ARTH 186 Japanese Painting and Prints (1)**

The Tale of Genji and Heian court paintings, writing, and poetry are studied as they reveal the persistence of tradition and the development of an aesthetic that prevails in Japan's visual arts. Ukiyo-e, woodblock prints of the Floating World, that reflected the popular tastes of Edo's merchants, and stood in stark contrast to the refined tastes of the court, are studied in depth, together with contemporary literary works such as the samurai drama, Chushingura. Pureland Buddhism and Shinto are studied in order to understand the spiritual significance of Japanese aesthetic expression. **Spring**

*Instructor(s): Mary-Ann Milford/Staff*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ARTH 188*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

**ARTH 188 Early Japanese Art (1)**

Shinto art and architecture is studied with a focus on the shrines at Ise and Izumo. In contrast early Chinese style Buddhist temples of Nara and Kyoto, and later Shingon temples of the Heian period are studied. The introduction from China of Chan Buddhism, known as Zen Buddhism in Japan, had a profound effect upon the aesthetic tastes of the court, and especially on ink paintings, raku ceramics, gardens, and the highly ritualized Cha-no-yu, tea ceremony. Shinto and Zen Buddhism are studied in order to understand the spiritual foundations of Japanese aesthetic expression. **Fall**

*Instructor(s): Mary-Ann Milford/Staff*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ARTH 186*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

**ARTH 190 Seminar: Contemporary U.S. Women Artists and the Feminist Art Movement (1)**

After a brief study of artistic grandmothers, the course traces the growth from the 1960s of feminist activities and concerns in the realm of contemporary art, and the reestablishment of a history of past women artists. From the onset of the contemporary women's movement, California has been a major center, and thus, many of the artists, art movements, and art institutions examined are Californian. **Spring**

*Instructor(s): Moira Roth*

*Limit fifteen students.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**ARTH 191 Seminar: Contemporary Art of Asia (1)**

Asia has experienced severe ruptures with the past, and cultural values formed over millennia have been discarded. China replaced its dynastic tradition with Communism; Japan emerged from a feudal period of isolation to become a leading economic power; India and Indonesia cast off colonial ties and declared their independence. The focus of this seminar will be on the work of artists as critical observers of contemporary Asian society. **Fall**

*Instructor(s): Mary-Ann Milford/Staff*

*Limit fifteen students.*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ARTH 199*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

### **ARTH 192 Seminar: Gender and the Western Visual Tradition (1)**

This seminar explores how ideas about gender and gender roles influenced the form and production of Western art. We will reinterpret major works and reconsider women artists's oeuvres in light of critical approaches developed by scholars influenced by gender theory and feminist studies. Key artists include Sofonisba Anguissola, Artemisia Gentileschi, and Judith Leyster. Case studies drawn from a wide range of time periods and media will emphasize how our chosen methodology or mode of inquiry may radically alter our understanding of a work of art and the culture that produced it. **Spring**

*Instructor(s): Meryl Bailey*

*Limit fifteen students.*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Recommended Course(s): ARTH 018*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives, Women and Gender*

### **ARTH 193 Seminar: The Image and the Law (1)**

This is a seminar intended to develop students' critical thinking, writing, and research skills through the close examination of case studies of art and the law. We will consider both domestic and international issues that impact the visual arts, such as freedom of expression, copyright and intellectual property, public funding for the arts, and cultural heritage.

*Instructor(s): Meryl Bailey*

*Limit fifteen students.*

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

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **ARTH 199 Senior Seminar (1)**

This seminar explores the historical development of art history, criticism, and theory by studying selected examples of writings. We will examine various approaches including formalist, iconographic, social, and new art histories, and feminist interventions together with postmodernism, postcolonialism, and the politics of identity. This seminar is team taught, and the topics vary according to the specialties of the faculty. **Fall**

*Instructor(s): Mary-Ann Milford, Moira Roth*

*Instructor consent required.*

*Limit fifteen students.*

*Note(s): Declared art history majors or minors with junior or senior standing or consent of instructors.*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

## **Art (Studio)**

### **ARTS 005(105) Basic Composition (1)**

This studio course in basic composition is designed to allow students to improve their understanding of the structural components in drawing, as well as their ability to render them effectively in drawing, painting, and other media. The class will feature regularly scheduled demonstrations, slide lectures, and critiques. Students will be introduced to traditional drawing techniques as well as to aspects of the contemporary art-making process. **Fall and Spring**

*Instructor(s): Freddy Chandra, and/or staff*

*Limit fifteen students.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

### **ARTS 007(107) Three-Dimensional Concepts (1)**

This course addresses the development of three-dimensional perception from both physical and conceptual points of view. Through a series of assignments introducing a variety of construction methods utilizing plaster, wood, metal, and miscellaneous found materials, students engage in the manipulation of form to understand the relationships between mass, space, and time. **Fall**

*Instructor(s): Staff*

*Limit fifteen students.*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

### **ARTS 009(109) Painting (Beginning) (1)**

This class introduces students to the fundamentals of painting through in-class practice, demos and lectures. Students learn many modes of painting, first focusing on observation, still life, "plein air" and figure models, then shifting focus towards individual projects and concept based work. This class explores historical, cultural, social and personal aspects of painting all while developing knowledge and practice of composition, color theory, light logic, scale, surface and illusion. Students gain confidence in the art-making process and become better prepared for further study in art. **Spring**

*Instructor(s): Yulia Pinkusevich / Staff*

*Limit fifteen students.*

*Recommended Course(s): ARTS 005*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

### **ARTS 011(111) Contemporary Art: Ideas and Practice (1)**

The class addresses how studio work develops a vocabulary of images and ideas that can incorporate cross-disciplinary approaches and different scales. How does one pick the appropriate media for the concept? Students will participate in class critiques and attend art events, shows, and lectures to explore the wide range of subjects and materiality available to contemporary artists. Students may work in any media, e.g., drawing, electronic arts, installation, painting, photography, sculpture, sound, and video. **Fall**

*Instructor(s): Anna Valentina Murch*

*Limit sixteen students.*

*This course may be taken three times.*

### **ARTS 029(129/229) Sculpture 1 (1)**

This course investigates the physical and conceptual processes of sculpture through traditional object making, performance, photography, installation, socially engaged projects, new technologies, and video. Sculpture will be considered in terms of its material, location, situation, and function. Throughout the semester absurdity, improvisation, and refined craftsmanship will be stressed to have students find the right form for their ideas. This course will include intermediate instruction of the wood and metal shops, and digital processes.

*Instructor(s): Chris Sollars and/or Staff*

*Limit sixteen students.*

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

*Prerequisite(s): ARTS 007*

*This course may be taken three times.*

### **ARTS 043(143) Contemporary Photographic Practice I (1)**

This course emphasizes the practices and principles shared by all photographic media, whether we're working in a traditional black and white darkroom or editing our photographs in the most current version of digital editing software. The emphasis on studio practice is complemented by rigorous critique, and the study of photo history and the contemporary uses of photography by artists working across disciplines gives students a sense of the medium's expressive potential. **Fall and Spring**

*Instructor(s): Catherine Wagner/Staff*

*Limit fifteen students.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

### **ARTS 091(191) Ceramics (1)**

Introductory course dealing with conceptual, formal, traditional, and technical issues using clay as the primary medium. The class will feature regularly scheduled demonstrations, slide lectures, and critiques. The course is idea based and will focus on ceramics as it fits into the art mainstream as well as traditional ceramics and pottery concerns. Three assigned projects and work outside of class are required.

**Fall and Spring**

*Instructor(s): Staff*

*Limit fifteen students.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

### **ARTS 105(005) Basic Composition (1)**

This studio course in basic composition is designed to allow students to improve their understanding of the structural components in drawing, as well as their ability to render them effectively in drawing, painting, and other media. The class will feature regularly scheduled demonstrations, slide lectures, and critiques. Students will be introduced to traditional drawing techniques as well as to aspects of the contemporary art-making process. **Fall and Spring**

*Instructor(s): Hung Liu, Freddy Chandra*

*Limit fifteen students.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*



### **ARTS 107 Three-Dimensional Concepts (1)**

This course introduces the physical and conceptual processes of working within the 3 Dimensions through the interdisciplinary strategies of working with form, space, and time. Project assignments are structured to introduce tools, methods of construction, and playful intuition to build a vocabulary of hand skills to be applied to both traditional and nontraditional making. This course includes basic casting/mold-making, woodshop and metalshop demonstrations, performance, and digital strategies. **Fall**

*Instructor(s): Chris Sollars and/or Staff*

*Limit fifteen students.*

*Open to undergraduates only.*

*Prerequisite(s): ARTS 007*

*Recommended Course(s): ARTS 005*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

### **ARTS 109 Painting (Beginning) (1)**

This class introduces students to the fundamentals of painting through in-class practice, demos and lectures. Students learn many modes of painting, first focusing on observation, still life, "plein air" and figure models, then shifting focus towards individual projects and concept based work. This class explores historical, cultural, social and personal aspects of painting all while developing knowledge and practice of composition, color theory, light logic, scale, surface and illusion. Students gain confidence in the art-making process and become better prepared for further study in art. **Spring**

*Instructor(s): Yulia Pinkusevich / Staff*

*Limit fifteen students.*

*Recommended Course(s): ARTS 005*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

### **ARTS 111(011) Contemporary Art: Ideas and Practice (1)**

The class addresses how studio work develops a vocabulary of images and ideas that can incorporate cross-disciplinary approaches and different scales. How does one pick the appropriate media for the concept? Students will participate in class critiques, and attend art events, shows, and lectures to explore the wide range of subjects and materiality available to contemporary artists. Students may work in any media, e.g. drawing, electronic arts, installation, painting, photography, sculpture, sound, and video. **Fall**

*Instructor(s): Anna Murch*

*Limit sixteen students.*

*This course may be taken three times.*

### **ARTS 129 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.

*Instructor(s): Anna Valentina Murch and/or staff*

*Limit sixteen students.*

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

*Prerequisite(s): ARTS 007*

*This course may be taken three times.*

### **ARTS 143(043) Contemporary Photographic Practice I (1)**

This course emphasizes the practices and principles shared by all photographic media, whether we're working in a traditional black and white darkroom or editing our photographs in the most current version of digital editing software. The emphasis on studio practice is complemented by rigorous critique, and the study of photo history and the contemporary uses of photography by artists working across disciplines gives students a sense of the medium's expressive potential. **Fall and Spring**

*Instructor(s): Catherine Wagner/Staff*

*Limit fifteen students.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

### **ARTS 145 Contemporary Photographic Practice II (1)**

Building on the base established in Photographic Practice I, students further their understanding of the conceptual strategies employed in contemporary photography, as well as the complete range of tools available to them. Working in both film and digital media, with medium and large format cameras, in color and black and white, students begin to build an individual portfolio. Complementing their own work, students view local exhibitions and discuss readings, both contemporary and historical. **Fall and Spring**

*Instructor(s): Catherine Wagner/Staff*

*Limit fifteen students.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

### **ARTS 147(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(s): Anna Valentina Murch*

*Instructor consent required.*

*Limit fourteen students.*

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

*Prerequisite(s): ARTS 007*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken four times.*

### **ARTS 149 Contemporary Photographic Practice III (1)**

Students who have established a strong technical and conceptual base in Photographic Practice I and II will begin to work in more depth on the development of their ideas. Working with the whole range of tools and strategies of a contemporary photographic practice, students will develop a portfolio relating to a central idea. Contemporary critical theory and visual culture, together with photographic history, form the bases for theoretical discussion and critique of student work. The incorporation of contemporary photography into installation, sculpture, and mixed-media works is explored. **Fall and Spring**

*Instructor(s): Catherine Wagner/Staff*

*Limit fifteen students.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken three times.*

### **ARTS 151 Advanced Drawing (1)**

This course provides intermediate and advanced instruction in drawing. There will be continued work with the figure and an exploration of the conceptual and aesthetic possibilities of drawing. **Fall and Spring**

*Instructor(s): Hung Liu, Robin McDonnell*

*Limit sixteen students.*

*Prerequisite(s): ARTS 005*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken three times.*

### **ARTS 161 Advanced Painting (1)**

This course is designed to develop additional competence in individual aesthetic style, especially as it may relate to one's cultural, social, and historical background. The interrelation of painting and drawing with other media and disciplines will be encouraged. **Fall**

*Instructor(s): Hung Liu/Staff*

*Limit fifteen students.*

*Prerequisite(s): ARTS 005 and ARTS 009*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken three times.*

### **ARTS 164 Advanced Ceramics (1)**

An extension of ARTS 091 (191) with a greater emphasis on individually selected projects in addition to class assignments. The format will include technical demonstrations, slide lectures, class discussions, assigned readings, and critiques, with opportunities for a wide range of projects including installation and collaborative efforts. **Spring**

*Instructor(s): Staff*

*Limit fifteen students.*

*Prerequisite(s): ARTS 091*

*This course may be taken three times.*

### **ARTS 173 Advanced Sculpture (1)**

An extension of ARTS 007, in which the development of three-dimensional physical and conceptual points of view are emphasized. After the first assignment, students can generate their own projects and the class will meet as a seminar to discuss their work. **Spring**

*Instructor(s): Anna Valentina Murch*

*Limit fifteen students.*

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

*Prerequisite(s): ARTS 007*

*This course may be taken three times.*

### **ARTS 180 Special Topics in Studio Art (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. **Spring**

*Instructor(s): Staff*

*Limit fifteen students.*

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

### **ARTS 183 Advanced Seminar in Studio Art (1)**

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

*Instructor(s): Staff*

*Limit fifteen students.*

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

### **ARTS 189 Senior Seminar: Studio Art (1)**

Allows upper-division students to produce a body of work in a variety of mediums (ceramics, digital media, installation, painting, photography, sculpture, and video) in preparation for the Senior Exhibition. This class provides a forum for the art major to develop her critical skills in relation to a graduate portfolio application and the development of language as it relates to the articulation of visual ideas.

**Fall**

*Instructor(s): Rotating studio art faculty*

*Letter grade only.*

*Limit fifteen students.*

*Open to undergraduates only.*

*Note(s): ARTS 189 and ARTS 190 must be completed during the same academic year.*

*Must be taken with: ARTS 190*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### **ARTS 190 Senior Exhibition (.25)**

This course is restricted to senior studio art majors or senior students invited by studio art faculty. All work exhibited must be completed in studio art courses at Mills. **Spring**

*Instructor(s): Stacie Daniels*

*Pass/No Pass only.*

*Note(s): ARTS 189 and ARTS 190 must be completed during the same academic year.*

### **ARTS 191(091) Ceramics (1)**

Introductory course dealing with conceptual, formal, traditional, and technical issues using clay as the primary medium. The class will feature regularly scheduled demonstrations, slide lectures, and critiques. The course is idea based and will focus on ceramics as it fits into the art mainstream as well as traditional ceramics and pottery concerns. Three assigned projects and work outside of class are required.

**Fall and Spring**

*Instructor(s): Staff*

*Limit fifteen students.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

## **Biology**

### **BIO 001 General Biology I with Lab (1.25)**

Principles of biological science underlying the structure and function of living things. Lecture, laboratory, and discussion section. Cells and organelles, enzymes, metabolism, photosynthesis, mitosis and meiosis, genetics, gene expression and its regulation, population genetics, and evolution. **Fall**

*Instructor(s): Barbara Bowman, Lisa Urry, Susan Spiller, Elaine Tan*

*Note(s): CHEM 017 may be taken concurrently by students who have successfully completed CHEM 004, or who are juniors, seniors, or post-baccalaureate students; or who have AP credit in chemistry and biology, passing scores on the biology and chemistry plac*

*Prerequisite(s): CHEM 017 and CHEM 018*

*Recommended Course(s): CHEM 105*

### **BIO 001X General Biology I Lab (.25)**

Laboratory exercises illustrating the content of BIO 001 lecture: cells and organelles, enzymes, metabolism, photosynthesis, mitosis and meiosis, genetics, gene expression and its regulation, populations, and evolution. **Fall**

*Instructor(s): Susan Spiller*

*Instructor consent required.*

*Note(s): Only for students who have completed the equivalent of BIO 001 lecture. Permission of instructor required.*

*Prerequisite(s): BIO 001*

**BIO 002 General Biology II with Lab (1.25)**

Principles of biological science underlying the structure and function of living things. Lecture, laboratory, and discussion section. The origins and diversity of life. An evolutionary survey of viruses, bacteria, fungi, plants, and animals using comparative anatomy, morphology, physiology, and development. **Spring**

*Instructor(s): Bruce Pavlik, Jared Young, Susan Spiller, Elaine Tan*

*Note(s): Prerequisites: BIO 001 or BIO 004 or permission of the instructor. This course not recommended for non-majors.*

*Prerequisite(s): BIO 001 or BIO 004*

*Recommended Course(s): CHEM 017, CHEM 004*

*Meets the following Gen Ed requirement(s): Natural Sciences*

**BIO 002X General Biology II Lab (.25)**

Laboratory exercises illustrating the themes of BIO 002 lecture: the origins and diversity of life. An evolutionary survey of viruses, bacteria, fungi, plants, and animals using comparative anatomy, morphology, physiology, and development. **Spring**

*Instructor(s): Susan Spiller*

*Instructor consent required.*

*Note(s): Open only to students who have completed BIO 001 lecture or the equivalent. Permission of instructor required.*

*Prerequisite(s): BIO 002*

**BIO 004 Introduction to Biology (1)**

An exploration of biology by examination of current issues and fundamental questions regarding the structure, function, and diversity of living things. Recommended for students without a previous course in biology or chemistry, or students requiring additional preparation before taking General Biology. Lecture. **Fall**

*Instructor(s): Jared Young*

*Open to undergraduates only.*

*Note(s): Open to first-year students and sophomores only.*

*Meets the following Gen Ed requirement(s): Natural Sciences*

**BIO 018 Exploring the World of Plants (1)**

Explores the diversity, form, and function of plants, from algae to orchids. Includes a beginner's introduction to plant structure, identification, ecology, and propagation techniques with hands-on experience. **Fall**

*Instructor(s): Susan C. Spiller*

*Meets the following Gen Ed requirement(s): Natural Sciences*

**BIO 031N Human Anatomy for Nurses (1.25)**

Study of the organs and tissues of the human body. Emphasis will be placed on the relationship between anatomical structures and their biological functions. Students should have had high school biology and chemistry. Students without this preparation should enroll in BIO 004. **Fall**

*Instructor(s): Richard Cone*

*Letter grade only.*

*Note(s): This course is open to nursing students only. Others may request enrollment by contacting instructor.*

**BIO 033 Genetics: Human Aspects (1)**

An analysis of current topics in human genetics affecting the individual and society. Among the topics to be considered are: the fundamentals of human genetics; genetic disease; the implications of recombinant DNA genetic engineering; the accessibility of the human genome; and the social, legal, and ethical implications raised by the emerging technologies. Designed for students who are not biology majors. Lecture. **Spring**

*Instructor(s): Helen Walter*

*Meets the following Gen Ed requirement(s): Natural Sciences*

**BIO 034N Human Physiology for Nurses (1.25)**

The study of the functions of major organs and organ systems. The course emphasizes integration and aspects of regulation of physiological processes. **Spring**

*Instructor(s): Staff*

*Letter grade only.*

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

*Prerequisite(s): CHEM 037N*

**BIO 039 Birds and Birding (1)**

A study of the lives of birds, focused on diversity, ecology, and behavior. Topics include flight, migration, bird sounds, feeding adaptations, mating, nesting and care of the young, and conservation. Emphasis on building observational skills, and finding, recognizing, and studying birds via sight and sound. Lectures, field trips, and independent field work. **Spring**

*Instructor(s): John Harris*

*Meets the following Gen Ed requirement(s): Natural Sciences*

### **BIO 041N Microbiology for Nurses (1.25)**

A fundamental background that will be applicable to the care of infectious patients, to the control of microbial diseases and an understanding of microorganisms. Emphasis is placed on microscopy, medical microbiology, epidemiology, biotechnology, growth and control of bacteria and viruses, immune systems, and health aspects of microbiology. The laboratory will focus on aseptic technique, identification, microscopic study of bacteria, control of microbial growth, and diagnostic immunology. **Fall**

*Instructor(s): Helen Walter*

*Letter grade only.*

*Note(s): This course is open to nursing students only*

*Prerequisite(s): CHEM 004*

### **BIO 047N Introduction to Statistics and Analytical Methods for Nurses (1)**

Quantitative methods for nurses with an emphasis on applications and statistical reasoning. **Spring**

*Instructor(s): Matthew Hubbard*

*Letter grade only.*

*Note(s): Course is open to nursing students only.*

### **BIO 049 Evolution for Future Presidents (1)**

In *On the Origin of Species* (1859), Charles Darwin proposed the theory of evolution, a theory of fundamental importance to all citizens. In this seminar, we will establish the historical and scientific context in which this book was written and published. We will read selected chapters of the *Origin* along with supporting materials, exploring Darwin's arguments as they applied when originally made, and as they are understood today, given 150 years of advances in genetics, biogeography, and paleontology. The class will be both discussion- and activity-based. **Spring**

*Instructor(s): Lisa Urry*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Natural Sciences*

### **BIO 091 Biological Inquiry (1)**

This course is designed to help students understand the process of science, while learning to navigate the scientific literature and obtain reliable information. Key publications will be analyzed in class, the content of which will be supplemented by other sources of information. Students will make weekly presentations, learn to write scientific papers and reviews, and conclude with a research paper. The focus of the papers will include important topics in biology, and will serve as a very basic introduction to these topics. This is a subject-specific writing course. **Spring**

*Instructor(s): Helen Walter*

*Instructor consent required.*

*Limit sixteen students.*

*Prerequisite(s): CHEM 017 and ENG 001*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **BIO 100 Microbiology (1)**

A study of the diversity, genetics, physiology, and ecology of microorganisms, with an emphasis on bacteria and viruses. Emphasis is placed on their growth and reproduction both in natural and artificial environments. Topics include cell structure, mechanisms of energy generation, metabolic regulation, growth and control of microbial growth, viral replication, environmental relationships, microbial diseases, and applied microbiology. The laboratory will focus on aseptic technique, identification, microscopic study of bacteria, and control of microbial growth. Lecture and laboratory. **Fall**

*Instructor(s): Helen Walter*

*Letter grade only.*

*Limit sixteen students.*

*Open to undergraduates only.*

*Prerequisite(s): BIO 001*

*Must be taken with: CHEM 105*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **BIO 110 California Flora and Vegetation (1)**

Diversity and origin of the native plants of California with an emphasis on evolutionary trends and ecological relationships. Includes identification, classification, endangered species biology, and trips to the north coast and Sierra Nevada. Major vegetation types are introduced. Field and laboratory work. **Spring**

*Instructor(s): Bruce Pavlik*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: BIO 130*

*Prerequisite(s): BIO 001 and BIO 002*

*Recommended Course(s): CHEM 106*

### **BIO 125 Principles of Ecology (1)**

Ecology is the study of the relations between organisms and their natural environments. The goal of this course is to introduce students to ecological theory and empirical evidence in an effort to explain processes operating at multiple levels of organization. Levels span from individuals to populations, communities, and ecosystems. The course provides students with breadth in ecological principles spanning all of these levels, and challenges students to conduct directed research projects in the Bay Area to test their own hypotheses in an effort to explain observed ecological patterns. **Fall**

*Instructor(s): Jennifer Smith*

*Prerequisite(s): BIO 002*

### **BIO 130 Ecosystems of California (1)**

Survey of the ecosystems of California, emphasizing plant and animal interactions with each other and the abiotic environment. Analysis of structure, composition, and functional relationships between species, especially as it pertains to biodiversity and restoration ecology.

Field trips to selected forest, wetland, and woodland types are required. **Fall**

*Instructor(s): John Harris and Bruce Pavlik*

*Open to juniors and seniors only.*

*Prerequisite(s): BIO 002 and (BIO 110 or BIO 125)*

### **BIO 133 Molecular Cell Biology (1)**

A study of the cell at the molecular level, including cellular organization and function, how cells communicate intra- and intercellularly, how cellular processes are investigated, and the evolution of cells. Lecture and laboratory. **Spring**

*Instructor(s): Barbara Bowman*

*Limit twelve students.*

*Note(s): Prerequisites: BIO 001 and BIOC 141. Recommended courses: BIO 002, BIOC 142 (may be taken concurrently), BIOC 143.*

*Open to juniors, seniors, and post-baccalaureate students.*

*Prerequisite(s): BIO 001 and BIOC 141*

*Recommended Course(s): BIO 002, BIOC 142, BIOC 143*

### **BIO 135 Genetics (1)**

This course focuses on current techniques and strategies for working with and studying genes and genomes. The course also discusses what has been learned thus far about genes and genomes, and non-research applications of the techniques and strategies. Within the context of these subjects, the course aims to provide skill development in the areas of experimental design and analysis, reading of scientific literature, and genetics laboratory techniques. Lecture, laboratory, and workshop. **Fall**

*Instructor(s): Jared Young and Barbara Bowman*

*Prerequisite(s): BIO 001*

*Recommended Course(s): CHEM 105*

### **BIO 136 Developmental Biology (1)**

Morphological and molecular aspects of the development of multi-cellular organisms. Topics include gametogenesis, fertilization, morphogenesis, pattern formation, cell-extracellular matrix and cell-cell interactions, and induction and regulation of gene expression.

Lecture and laboratory. **Spring**

*Instructor(s): Lisa Urry*

*Limit twelve students.*

*Prerequisite(s): BIO 001 and CHEM 017*

*Recommended Course(s): BIO 135*

### **BIO 144 Animal Behavior (1)**

This course is an introduction to the fundamental principles of how and why animals behave in the ways in which they do. It will focus on understanding the development, mechanisms, ecological function, and evolutionary origins of behavioral traits. Topics include learning, neural and genetic mechanisms, hormonal actions, evolutionary adaptations, life history strategies, survival, foraging, habitat selection, communication, reproduction, sexual selection, mating systems, parental care, social behavior, cooperation, human behavior, and applied animal behavior. **Fall**

*Instructor(s): Jennifer Smith*

*Letter grade only.*

*Note(s): Student-led discussion of the primary literature is a major focus of this course and therefore requires that the class remains small to ensure high-quality discussions.*

*Prerequisite(s): BIO 001 and (BIO 002 or PSYC 049)*

*Recommended Course(s): BIO 125, BIO 148, BIO 161*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **BIO 145 Community and Ecosystem Ecology (1-1)**

Community ecology is the study of interactions between species and how they are influenced by the abiotic environment to determine dynamic patterns of distribution and abundance. Ecosystem ecology is the study of the cycling energy and matter through ecological communities across multiple spatial scales. Topics include the creation and function of biodiversity, food webs, disturbance regimes, the factors controlling ecosystem productivity, nutrient cycling, and the flow of energy through the living (plants, animals, microbes) and non-living (soils, atmosphere) components of ecosystems. **Fall**

*Instructor(s): Sarah Swope*

*Letter grade only.*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: BIO 149*

*Prerequisite(s): BIO 001 and BIO 002 and CHEM 017*

*Recommended Course(s): BIO 125, ENVS 107*

*Meets the following Gen Ed requirement(s): Natural Sciences*

### **BIO 148 Evolution (1)**

This course covers major concepts of evolutionary biology including population genetics, speciation, the origin of adaptations, the history of life, phylogenetic analysis, and the historical background of evolutionary theory. **Spring**

*Instructor(s): Barbara Bowman*

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

*Note(s): Students with a record of strong performance in Biology 001 may take Evolution concurrently to Biology 002, with prior written consent of the instructor.*

*Prerequisite(s): BIO 001 and BIO 002*

### **BIO 149 Conservation Biology (1)**

Quantitative treatment of the central concepts in ecology as applied to complex conservation problems. Topics include: mathematical modeling of single populations and species interactions; stochastic and deterministic processes of extinction; demographic modeling and Population Viability Analyses of small, isolated or declining populations; conservation genetics; community-level causes and consequences of the decline of single species; design of effective conservation plans using quantitative approaches. Lecture with lab (conducting PVAs; discussing peer-reviewed literature; field trips). **Fall**

*Instructor(s): Sarah Swope*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: BIO*

*Prerequisite(s): BIO 125 or BIO 135 or BIO 148*

*Recommended Course(s): BIO 110, BIO 161*

### **BIO 153 Human Physiology (1)**

The study of the functioning of the human body. Topics include basic cell functions, the control systems, and the coordinated body functions performed by the cardiovascular, respiratory, excretory, digestive, and reproductive systems. Emphasis is on the interaction of body functions involved in homeostasis. **Fall**

*Instructor(s): Staff*

*Prerequisite(s): BIO 001 and BIO 002 and CHEM 018*

### **BIO 155 Plant Ecology (1-1)**

An exploration of the ecology of plant form, function, distribution, abundance and diversity from individuals to populations, communities and ecosystems. Topics include ecological genetics, natural selection and local adaptation; physiological ecology; life history variation; population biology; competition; interspecific interactions (pollination ecology, herbivory, seed predation and dispersal, diseases); disturbance and succession; patterns of diversity. Lecture with lab (taxonomy, the use of dichotomous key; discussions of original papers; greenhouse and field experiments; field trips). **Spring**

*Instructor(s): Sarah Swope*

*Instructor consent required.*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Prerequisite(s): BIO 001 and BIO 002*

*Recommended Course(s): BIO 125*

**BIO 158 Marine Biology (1)**

Description of basic physical, chemical, geological, and geographical characteristics of the marine environment. Subsequent focus on the diversity of marine life—animals and plants will be considered from both an organismal perspective (form and function), and an ecological perspective (their habitats and interactions with each other/their environment). Communities studied will include coral reefs, deep sea benthos, plankton, nekton, and intertidal assemblages. The impact of humanity on the world's oceans will also be considered.

Lecture and laboratory. **Spring**

*Instructor(s): Jennifer Smith*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: BIO 161*

*Prerequisite(s): BIO 001 and BIO 002*

**BIO 161 Vertebrate Biology (1)**

Anatomy, evolution, physiology, behavior, ecology, and natural history of the various classes of the vertebrates. Lecture and laboratory.

**Spring**

*Instructor(s): Jennifer Smith*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: BIO 158*

*Prerequisite(s): BIO 001 and BIO 002*

**BIO 175 Neurobiology (1)**

The biological basis of nervous system function: how the concerted activities of molecules working together in signaling pathways and cells working together in neural circuits give rise to the transduction of sensory information, information processing and storage, and the direction of motor activity. Topics include mechanisms of cellular communication, the nature of information coding in various neural circuits, nervous system development, and molecular mechanisms of learning and memory. Lecture, lab, and discussion section. **Spring**

*Instructor(s): Jared Young*

*Prerequisite(s): BIO 001 and BIO 002*

*Recommended Course(s): BIO 135*

**BIO 178 Restoration Ecology (1)**

Principles and techniques of restoring degraded ecosystems. Design, implementation, and monitoring of restoration projects. Legal and ethical issues will be discussed. The class will take advantage of local restoration projects as examples. Lecture, laboratory, and fieldwork.

**Spring**

*Instructor(s): Staff*

*Open to juniors and seniors only.*

*Prerequisite(s): BIO 001 and BIO 002 and BIO 125*

*Recommended Course(s): BIO 149, ECON 081*

**BIO 180 Special Topics in Biology (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**

*Instructor(s): Staff*

**BIO 181 Immunology (1)**

A study of the complex set of reactions between the molecules and cells that comprise the immune system. This includes the physical, chemical, and physiological characteristics of the components of this system as well as the malfunctions that can occur (autoimmune diseases, hypersensitivities, etc.). Lecture and laboratory. **Fall**

*Instructor(s): Helen Walter*

*Letter grade only.*

*Limit sixteen students.*

*Prerequisite(s): BIO 001 and BIO 002*

*Must be taken with: CHEM 105*

**BIO 183 Advanced Seminar in Biology (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**

*Instructor(s): Staff*

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



### **BIO 191 Senior Seminar (1)**

Designed to help senior major students attain proficiency in scientific analysis, writing, and oral presentation. Guides preparation of the senior thesis. **Fall**

*Instructor(s): Lisa Urry, Bruce Pavlik*

*Note(s): Students are required to take either BIO 125 or BIO 148 or BIO 135, AND one upper-division Biology Department course before taking BIO 191.*

*Prerequisite(s): BIO 125 or BIO 148 or BIO 135*

## **Biochemistry**

### **BIOC 110 General Biochemistry (1)**

A study of central biochemical principles and the chemical changes that take place in living systems that are governed by these principles. Topics include: amino acid chemistry, protein folding and activity, catalysis and kinetics, selected metabolic pathways and their regulation, the biochemistry of carbohydrates, lipids, and the nucleic acids. **Spring**

*Instructor(s): John Brabson*

*Instructor consent required.*

*Letter grade only.*

*Note(s): Course is not open to Biochemistry and Molecular Biology majors*

*Prerequisite(s): CHEM 018*

*Must be taken with: CHEM 106*

### **BIOC 141 Protein Chemistry and Enzymology (1)**

A study of protein structure with emphasis on the chemical constraints on structure, the chemical forces that stabilize various structures, and how different protein structures support specific biochemical functions. These functions include facilitating changes in covalent structure or binding of other molecules by proteins. Models for regulation of catalytic activity and/or molecular association are examined. Protein functions are also examined in the context of metabolic and regulatory pathways. **Fall**

*Instructor(s): John Brabson*

*Prerequisite(s): CHEM 106 and CHEM 018*

### **BIOC 142 Metabolism and Proteomics (1)**

A study of metabolic pathways, the relationships among them, the regulation of flux through these pathways, and constraints on pathways at the level of organ and organism. Both biosynthetic and biodegradative pathways will be examined; limited treatment of polymerization reactions. Pathways will be placed in the context of cells' proteomes. **Spring**

*Instructor(s): John Brabson*

*Letter grade only.*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): BIOC 141*

### **BIOC 143 Analytical Biochemistry (1)**

A study of the laboratory tools and techniques of biochemistry; an examination of the chemical and physical principles that underlie these techniques. The techniques include those related to chemical and biochemical reactivity, separation of biological molecules, and the spectroscopic study of these molecules. **Spring**

*Instructor(s): John Brabson*

*Letter grade only.*

*Limit twelve students.*

*Note(s): BIOC 141 may be either a prerequisite or a corequisite depending on semester offered.*

*Prerequisite(s): BIOC 141*

*Must be taken with: BIOC 141*

## **Book Art**

### **BOOK 027 Introduction to Book Art (1)**

This course offers the beginning student an introduction to the techniques, structures, tools, materials, and processes used in creating artists' books. Students will explore a broad range of studio practice, including letterpress printing, hand and computer typography, simple book structures, and basic relief printmaking as they examine the relationship of verbal, visual, and structural content in books. Students will complete group and individual projects. Field trips, guest artists. **Fall and Spring**

*Instructor(s): Julie Chen, Kathleen Walkup*

*Letter grade only.*

*Limit twelve students.*

*Open to undergraduates only.*

*Note(s): Enrollment priority given to first-year and sophomore students, and junior transfers.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**BOOK 033(133/233) 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**

*Instructor(s): Julie Chen or Staff*

*Letter grade only.*

*Limit twelve students.*

*Offered every other year beginning 2017-18.*

*Note(s): No auditors*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**BOOK 113(213) 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. **Spring**

*Instructor(s): Kathleen Walkup*

*Letter grade only.*

*Limit fifteen students.*

*Offered every other year beginning 2017-18.*

*Note(s): No auditors*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

**BOOK 117(217) Visible Language (1)**

This course explores the language of type and its relevance to students' own written and visual creations. We will examine contemporary trends in visual poetics and legibility, and study the history of writing and type. We will learn about the avant garde period, and students will research the history of written language from their cultural backgrounds. In the studio students will learn both traditional letterpress printing and experimental and improvisational techniques as they produce works on paper. Workshops, guest artists, and field trips will be included. **Fall**

*Instructor(s): Kathleen Walkup*

*Letter grade only.*

*Limit twelve students.*

*Note(s): No auditors*

*Recommended Course(s): BOOK 027*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

**BOOK 120(220) The Structure of Books (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**

*Instructor(s): Julie Chen*

*Limit twelve students.*

*Note(s): No auditors*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

**BOOK 121(221) 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**

*Instructor(s): Julie Chen*

*Limit twelve students.*

*Offered every other year beginning 2016-17.*

*Note(s): No auditors*

*Recommended Course(s): BOOK 027*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

**BOOK 130 History of the Book (1)**

This course provides a historical survey of the book, printing, and publishing primarily in the West. Students will examine major transitions (e.g., manuscript to printed book) and physical aspects (e.g., bookbinding, illustration processes). We will study the book as a technology and the impact of books on society. Digital media, the future of the book, old and new types of reading, and copyright will be examined. The course includes writing and printing demonstrations, guest lectures, and field trips. Seminar format incorporates extensive use of the library's rare book collection. **Fall**

*Instructor(s): Janice Braun*

*Limit fifteen students.*

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

*Note(s): Pass/No Pass or audit by permission of instructor.*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

**BOOK 133 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**

*Instructor(s): Julie Chen or Staff*

*Letter grade only.*

*Limit twelve students.*

*Offered every other year beginning 2017-18.*

*Note(s): No auditors*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**BOOK 140(240) The Movable Book: Ideas 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**

*Instructor(s): Julie Chen*

*Letter grade only.*

*Limit twelve students.*

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

*Offered every other year beginning 2017-18.*

*Offered in alternation with: BOOK 121*

*Note(s): This class is available for letter grade or pass-no pass only. No auditors.*

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

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

**BOOK 180 Special Topics in Interdisciplinary Book Art (1)**

Exploration of themes and topics outside of the regular curriculum. Topics will vary by the instructor. All courses will include creative projects, reading and discussion. May be repeated for credit when topics differ. **Spring**

*Instructor(s): Staff.*

*Letter grade only.*

*Limit fifteen students.*

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

*Offered every other year beginning 2017-18.*

*This course may be taken two times.*

**BOOK 184(284) Books as Multiples: Publishing on the Letterpress (1)**

What is the connection between content and its physical form? How does meaning shift when its form changes? What does it mean to publish a book? How are form and content linked in your own work? In this class students will produce books in editions (multiples) in the letterpress studio as we investigate the ways text, image, and print come together in traditional and contemporary books. We will examine the history of print technologies, look at the work of today's independent publishers, and explore the future of the book. Field trips, guest artists, and workshops will be included. **Spring**

*Instructor(s): Kathleen Walkup*

*Letter grade only.*

*Limit twelve students.*

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

*Note(s): No auditors*

*Recommended Course(s): BOOK 027, BOOK 117*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

# Chemistry

## **CHEM 004 Introduction to College Chemistry (1)**

Fundamental principles of general chemistry. Recommended for students who have not previously taken a course in chemistry. **Fall**

*Instructor(s): Kristina Faul*

*Note(s): Prerequisite: MATH 003 or high school algebra.*

*Meets the following Gen Ed requirement(s): Natural Sciences*

## **CHEM 011 Chemistry of Cooking (1)**

The methods of preparation of food for human consumption will be used to learn about the molecular nature of matter and the chemical and physical changes during food preparation. Topics will include: mass, volume, and temperature measurement; the food molecules of water, carbohydrates, proteins, and fats; acids and bases; emulsions, foams, and suspensions. This framework will allow discussion of how we learn more about the material world through scientific investigation. **Fall**

*Instructor(s): Sandra C. Greer*

## **CHEM 017 General Chemistry I (1.25)**

A broad overview of chemical principles. Topics include atomic structure, chemical bonding and molecular structure, chemical periodicity, stoichiometry, and nuclear chemistry. Lecture and lab. **Fall**

*Instructor(s): Elisabeth Wade, Sandra Greer, and Sandra Banks*

*Note(s): Prerequisite CHEM 004 or one year of high school chemistry coupled with satisfactory performance on a placement test.*

*Meets the following Gen Ed requirement(s): Natural Sciences*

## **CHEM 018 General Chemistry II (1.25)**

A continuation of an overview of chemical principles and reactivity. Topics include thermodynamics, chemical equilibrium, acid-base theories, solubility, electrochemistry, and chemical kinetics. Lecture and lab. **Spring**

*Instructor(s): Elisabeth Wade and Sandra Banks*

*Prerequisite(s): CHEM 017*

## **CHEM 037N Survey of Chemistry for Nurses (1.25)**

A survey of topics in organic chemistry and biochemistry with a focus on aspects relevant to human health and nutrition. Topics include structures of organic compounds, reactions of common functional groups, study of biochemical compounds and polymers, catalysis, and major metabolic pathways. **Spring**

*Instructor(s): Diane Jassawalla*

*Letter grade only.*

*Note(s): CHEM 004 as a prerequisite is intended for students without a strong high school chemistry background. This course is intended for nursing students only. Non-nursing students may enroll with permission of the instructor. Lecture and lab.*

*Prerequisite(s): CHEM 004*

## **CHEM 038N Survey of Chemistry II: Principles of Nutrition for Nurses (1)**

This course covers the basic chemical principles of the science of nutrition, including a survey of the nutrients in food and their influence on the promotion of good health and disease prevention. Nutrient recommendations, diet planning guidelines, and assessment throughout the human life cycle are covered. **Fall**

*Instructor(s): Diane Jassawalla*

*Letter grade only.*

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

*Prerequisite(s): CHEM 037N*

## **CHEM 105 Organic Chemistry I (1.25)**

Study of the chemistry of carbon compounds, especially the relationship between molecular structure and chemical and physical properties. Emphasis is placed on stereochemistry, reaction mechanisms, and the chemistry of hydrocarbons. Laboratory work illustrates the principles discussed in the lecture course and provides practical experience in the isolation, purification, and analysis of organic chemicals. The use of modern equipment and instrumentation is stressed. Lecture and lab. **Fall**

*Instructor(s): Beth Kochly*

*Prerequisite(s): CHEM 018*

## **CHEM 106 Organic Chemistry II (1.25)**

A continuation of the study of the chemistry of carbon compounds and their properties. Emphasis is placed on the chemistry of various functional groups, relevant reaction mechanisms, and methods of instrumental analysis, especially infrared spectroscopy, NMR spectroscopy, and mass spectrometry. Laboratory work illustrates the reactions discussed in the lecture course and provides practical experience in the synthesis of organic chemicals and their analysis using modern spectroscopy. Lecture and lab. **Spring**

*Instructor(s): Beth Kochly*

*Prerequisite(s): CHEM 105*

**CHEM 109 Analytical Chemistry (1.25)**

Principles, techniques, and instruments used in quantitative chemical analysis. Principles of chemical equilibria, diffusion-limited reactions, spectrophotometry, and chromatography. Applications to gravimetric, titrimetric, spectrophotometric, chromatographic, and electrochemical analyses. Atomic absorption spectrophotometer, gas and high-pressure liquid chromatographs, and microprocessor-controlled electrochemical analyzer used in analyses. Introduction to statistical treatment of data. Lecture and laboratory. **Fall**

*Instructor(s): Elisabeth Wade*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: CHEM 162*

*Prerequisite(s): CHEM 018 and ENG 001*

*Recommended Course(s): CHEM 105*

*Meets the following Gen Ed requirement(s): Written Communication II*

**CHEM 134 Experimental Physical Chemistry (1)**

An introduction to experimental physical chemistry, including experiments in thermodynamics, kinetics, molecular structure, and spectroscopy. The focus is on applications of modern instrumentation to physical chemistry. This course meets for two hours of lecture and four hours of laboratory each week. **Spring**

*Instructor(s): Elisabeth Wade*

*Limit fourteen students.*

*Offered every other year beginning 2016-17.*

*Prerequisite(s): CHEM 105 and PHYS 062*

*Recommended Course(s): CHEM 109*

**CHEM 135 Quantum Mechanics (1)**

Quantum mechanics and the theory of atomic and molecular spectroscopy. Topics include the experimental foundations of quantum theory; postulates of quantum mechanics; solution of the Schrödinger equation for simple systems; the hydrogen atom; angular momentum; selection rules and atomic spectroscopy; Hückel molecular orbital theory. **Spring**

*Instructor(s): David Keeports*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: CHEM 136*

*Prerequisite(s): CHEM 018 and PHYS 062 and MATH 048*

**CHEM 136 Thermodynamics (1)**

Physical chemistry with an emphasis on thermodynamics. Topics in thermodynamics include real gas equations of state, the laws of thermodynamics, thermochemistry, phase equilibrium, chemical equilibrium, and electrochemistry. Additional topics include the Boltzmann distribution law, statistical thermodynamics, and chemical kinetics. **Spring**

*Instructor(s): David Keeports*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: CHEM 135*

*Note(s): CHEM 135 is not a prerequisite for CHEM 136.*

*Prerequisite(s): CHEM 018 and PHYS 062 and MATH 048*

**CHEM 145 Inorganic and Organometallic Chemistry with Laboratory (1.25)**

Spectroscopy and reactivity of inorganic elements and compounds, including semiconductors, coordination compounds, and organometallics. Introduction to group theory and ligand field theory. Organometallic reactions and mechanisms. Applications of organometallic compounds to organic synthesis. Laboratory will include an introduction to inorganic and organometallic analysis and synthesis. **Fall**

*Instructor(s): Elisabeth Wade, Beth Kochly*

*Offered every other year beginning 2016-17.*

*Prerequisite(s): CHEM 018 and CHEM 105*

*Recommended Course(s): CHEM 106*

**CHEM 146 Advanced Organic Chemistry with Laboratory (1.25)**

A continuation of the study of carbon compounds and their properties. The first part of the course will emphasize physical organic chemistry: the study and determination of reaction mechanisms. The second part of the course will emphasize synthetic organic chemistry: the study, planning and execution of molecule synthesis. **Fall**

*Instructor(s): Beth Kochly*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): CHEM 105 and CHEM 106*

### **CHEM 179A Directed Research (1)**

Advanced students of proven ability and sufficient background in chemistry may apply to assist a faculty member with advanced research.

Pass/No Pass only. **Fall and Spring**

*Instructor(s): Staff*

*Instructor consent required.*

*Pass/No Pass only.*

*This course may be taken two times.*

### **CHEM 180 Special Topics in Chemistry (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**

*Instructor(s): Staff*

*Letter grade only.*

*Note(s): Open to juniors and seniors.*

*Prerequisite(s): CHEM 106*

### **CHEM 183 Advanced Seminar in Chemistry (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**

*Instructor(s): Staff*

*Letter grade only.*

*Note(s): Open to juniors and seniors.*

*Prerequisite(s): CHEM 106*

### **CHEM 191 Senior Seminar (1)**

Literature research with an emphasis on recent developments in chemistry and biochemistry/molecular biology. Familiarizes the student with the structure and funding of the scientific enterprise, the structure of scientific literature, and the format of scientific publications.

Articles from the scientific literature are read, presented orally, and discussed. A paper and oral presentation constitute the final project.

**Fall**

*Instructor(s): Elisabeth Wade, Kristina Faul, John Brabson*

*Letter grade only.*

*Open to undergraduates only.*

*Note(s): Declared major in chemistry, biochemistry and molecular biology, or environmental science and senior standing required.*

*Prerequisite(s): CHEM 106 and CHEM 018*

## **Chinese**

### **CHNS 001 Elementary Chinese I (1.25)**

Elementary Chinese I is a beginning course for students who have no prior knowledge in the language. The goal of the course is to develop basic speaking, listening, reading and writing skills in Mandarin Chinese, and relevant intercultural communicative competence.

**Fall**

*Instructor(s): Chiu-Hung Chen*

*Letter grade only.*

### **CHNS 002 Elementary Chinese II (1.25)**

The goal of this course is to consolidate the foundation that students have built in Elementary Chinese I, continuing to develop basic communicative competence in speaking, listening, reading, and writing, as well as relevant intercultural communicative competence.

**Spring**

*Instructor(s): Chiu-Hung Chen*

*Instructor consent required.*

*Prerequisite(s): CHNS 001*

### **CHNS 003 Intermediate Chinese III (1)**

The goal of this course is to consolidate the foundation which students have built in Elementary Chinese I & II, expanding further on language skills and cultural awareness. Upon the completion of the course, students are expected to communicate with complicated sentences in various social encounters, be familiar with discourse functions in the language and gain knowledge and understanding of Chinese culture. **Fall**

*Instructor(s): Chiu-Hung Chen*

*Instructor consent required.*

*Limit fifteen students.*

*Prerequisite(s): CHNS 002*

### **CHNS 004 Intermediate Chinese IV (1.25)**

This course continues the study of formal written and spoken Chinese introduced in Intermediate Chinese III. Upon completion of the course, students are expected to develop written narrative skills in various rhetorical modes, reading skills in formal texts, listening comprehension skills in longer and more complex narratives, oral presentational skills, and interpersonal speaking skills. **Spring**

*Instructor(s): Chiu-Hung Chen*

*Instructor consent required.*

*Limit fifteen students.*

*Note(s): Completion of CHNS 003 with a grade "C+" or higher, or consent of the instructor.*

*Prerequisite(s): CHNS 003*

### **CHNS 005 Advanced Chinese V (1.25)**

This course concludes the transition from spoken Chinese to formal written Chinese. Upon the completion of the course, students are able to talk about topics related to their daily lives, write routine and some formal correspondence, understand information in long and complex speech on familiar topics, and read authentic texts with contextual clues. **Fall**

*Instructor(s): Chiu-Hung Chen*

*Instructor consent required.*

*Limit fifteen students.*

*Prerequisite(s): CHNS 004*

*This course may be taken two times.*

## **College 005**

### **COLL 005 Information Literacy-Information Technology Skills (0)**

Exploration of aspects of information technology as they relate to liberal arts education. Students develop an understanding of the basic operations of computers and computer networks; an ability to search databases and the Internet as sources for reliable information; skill in evaluating resources; and an appreciation of ethical and legal issues related to the use of these technologies. Skills for incorporating information into documents (facility with word processing, spreadsheet, and presentation software) will be assessed. **Fall and Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

*Note(s): Required of all entering undergraduate students during their first year; open to graduate students.*

*Meets the following Gen Ed requirement(s): Info Literacy & Tech. Skills*

## **College 080**

### **COLL 080 POW! The Science, Culture, and Politics of Superheroes (1-1)**

This course is an innovative and exciting new first year experience. Students will work closely with faculty to build their critical thinking and research skills on the fun topic of superheroes. How do superheroes reflect the prejudices and biases of their historical era? How are gender and sexuality represented in superhero powers? Is genetic mutation possible? What are the physics of super-speed? How do people use superheroes and comics to start revolutions? For all majors and fulfills the Human Institutions and Behavior GE requirement. Students will have Friday lunch discussions w/prof. **Fall**

*Instructor(s): Judith Bishop, Priya Kandaswamy, Beth Kochly, Kirsten Saxton*

*Pass/No Pass only.*

*Open to undergraduates only.*

*2015-16.*

*Note(s): Only open to first year students*

## **Computer Science**

### **CS 062 Contemporary Computing (1)**

This course covers different aspects of computer science and teaches students fundamental programming concepts. Students learn the basics of a wide range of topics such as computer components, data representation, computer networking, HTML, JavaScript, and CSS. At the end of the course, each student designs and implements a web site using HTML, CSS and JavaScript. **Fall**

*Instructor(s): Almudena Konrad*

*Note(s): No previous experience with computers is required. Concurrent lab required.*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **CS 063 Introduction to Computer Science (1)**

Problem solving with computers. Problem decomposition, development of graphical user interfaces, development of simple algorithms, and the design and construction of computer programs using object-oriented techniques and the Java programming language. **Fall**

*Instructor(s): Barbara Li Santi, Susan Wang*

*Note(s): No previous experience with computers is required. Concurrent lab required.*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **CS 064 Computer Concepts and Intermediate Programming (1)**

A continuation of problem solving with computers. Emphasis is placed on static and dynamic data structures. These data structures are used to implement various well-known algorithms for searching, sorting, list and string processing, etc. **Spring**

*Instructor(s): Barbara Li Santi*

*Note(s): Concurrent lab required. Prerequisite of CS 063 may be waived by instructor.*

*Prerequisite(s): CS 063*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **CS 080 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**

*Instructor(s): Almudena Konrad, Barbara Li Santi, Ellen Spertus, Susan Wang*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

*This course may be taken nine times.*

### **CS 111 Computer Architecture (1)**

A thorough introduction to computer architecture and digital logic. Students gain a deep understanding of computers by building and microprogramming their own computer and covering the following topics: Boolean algebra, binary number representation and arithmetic, assembly language, caches, and data paths. **Fall**

*Instructor(s): Ellen Spertus*

*Note(s): Concurrent lab required. Prerequisites of MATH 004 and CS 064 may be waived by the instructor.*

*Prerequisite(s): MATH 004 and CS 064*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **CS 113 Compiler Design and Implementation (1)**

A study of the basic components of compiler design, including lexical, syntactic, and semantic analysis; run-time storage organization; code generation; and code optimization. Automatic construction of lexical and syntax analyzers will also be discussed. An essential part of the course will be the construction of a compiler for a model language. **Spring**

*Instructor(s): Ellen Spertus*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: CS 170*

*Note(s): Concurrent lab required. Prerequisites of MATH 006 and CS 111 and CS 124 may be waived by the instructor.*

*Prerequisite(s): MATH 006 and CS 111 and CS 124*

### **CS 114(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.

*Instructor(s): Ellen Spertus*

*Note(s): Concurrent lab required.*

*Prerequisite(s): CS 124*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **CS 115(215) Mobile Application Development (1)**

Design and development of mobile device applications, culminating in the team-based development of a Java application for Android devices (which will be provided). Topics will include advanced Java programming techniques, including design patterns; the Java Android software development kit (SDK); multi-threaded programming techniques; human factors issues; and techniques for developing large, robust applications, such as design documents, source repositories, code reviews, and unit testing. **Spring**

*Instructor(s): Ellen Spertus*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: CS 170*

*Note(s): Concurrent lab required. Prerequisites may be waived by demonstrating comparable experience to the instructor.*

*Prerequisite(s): CS 124*

*Recommended Course(s): CS 122*

### **CS 122(222) 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**

*Instructor(s): Almudena Konrad, Ellen Spertus*

*Prerequisite(s): CS 111 and CS 124*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*



### **CS 124 Data Structures and Algorithms (1)**

The study of fundamental data structures such as lists, queues, stacks, heaps, hash tables, and trees. An introduction to computational complexity in terms of time and space. The implementation and analysis of sorting and searching algorithms, and as time permits, some graph algorithms. **Fall**

*Instructor(s): Susan Wang, Barbara LiSanti*

*Note(s): Concurrent lab required.*

*Prerequisite(s): MATH 004 and CS 064*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **CS 125(225) 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**

*Instructor(s): Susan Wang*

*Note(s): Concurrent workshop required.*

*Prerequisite(s): MATH 006 and CS 124*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **CS 127(227) 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**

*Instructor(s): Susan Wang*

*Offered every other year beginning 2017-18.*

*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*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **CS 128(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**

*Instructor(s): Steven Givant, Susan Wang*

*Offered every other year beginning 2017-18.*

*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*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

*Crosslisted with: MATH 128*

### **CS 131(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. **Fall**

*Instructor(s): Almudena Konrad*

*Offered every other year beginning 2016-17.*

*Prerequisite(s): CS 064*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **CS 133(233) Cryptography and Network Security (1-1)**

This course teaches cryptography, explores threats against computer networks and teaches the various techniques used to provide network security. It covers basic relevant background in number theory and statistics, some networking principles, classic ciphers, and the most important current security fundamentals such as confidentiality, authentication, integrity, and non-repudiation. Undergraduate students learn and present case studies, while graduate students conduct small-scale research where they identify a problem, execute research, and write and present the results.

*Instructor(s): Almudena Konrad*

*Offered every third year beginning 2018-19.*

*Offered in rotation with: CS 131, CS 186*

*Prerequisite(s): CS 063 and MATH 004*

*Recommended Course(s): MATH 006, CS 131, CS 122*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **CS 170(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**

*Instructor(s): Ellen Spertus*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: CS 113*

*Note(s): Prerequisite CS 122 May be taken concurrently.*

*Prerequisite(s): CS 124 and CS 122*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **CS 180(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**

*Instructor(s): Almudena Konrad, Barbara Li Santi, Ellen Spertus, Susan Wang*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

*This course may be taken nine times.*

### **CS 186(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**

*Instructor(s): Almudena Konrad*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: CS 163*

*Prerequisite(s): CS 064*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

## **Dance**

### **DNC 001(101) Elementary Ballet (.25)**

Fundamentals of classical ballet technique for students with little or no previous ballet training. **Fall and Spring**

*Instructor(s): Staff*

*Open to undergraduates only.*

*This course may be taken two times.*

### **DNC 002 Introduction to Dance Studies: Theory and Practice (1)**

Students experience the world of dance studies through embodied practice and research modules. Through introductory studies in technique, choreography, and cultural studies in popular and concert dance forms, students investigate such questions as: What is dance? What role does dance play in society? How has concert dance evolved and where is it today? What is "technique"? How are dances made, remembered, and performed? How do we look at and describe dance? What are the gender politics of the dancing body? Course includes critical writing and attending performances. **Fall**

*Instructor(s): Staff*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Note(s): Required of all undergraduate dance majors in their first year in the department.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

### **DNC 003(103) Intermediate Ballet (.25)**

Classical ballet technique for intermediate and advanced level students, with an emphasis on the physics of the technique, stressing musicality, clarity of line and movement, and a broad range of ballet vocabulary. **Fall and Spring**

*Instructor(s): Sonya Delwaide*

*This course may be taken three times.*

### **DNC 005(105) Elementary Modern Dance (.25)**

Introductory studio course in the principles of modern dance technique and creative movement expression for majors and non-majors.

#### **Fall and Spring**

*Instructor(s): Staff*

*Open to undergraduates only.*

*This course may be taken two times.*

**DNC 011(111) Ballet Barre (.25)**

This beginning- and intermediate-level ballet class will focus on exercises at the barre to develop strength, flexibility, and efficient alignment, as well as confidence in using the physical mechanics and style of ballet vocabulary. Practicing one aspect of ballet center work, such as pirouettes, adagio phrases, petite allegro, or the use of port de bras and *À*paulement, will be part of each class. **Fall and Spring**

*Instructor(s): Staff*

*Offered every other year beginning 2016-17.*

*This course may be taken three times.*

**DNC 013(113) Somatic Arts (.25)**

This studio movement course focuses on somatic (mind-body) practices which complement a dancer's training. Somatic study deepens awareness of one's own body, reinforcing the philosophy of the thinking body. Valuable for dancers, athletes, and movement artists, somatic arts study helps to enhance performance and extend performing careers. Specific forms will vary. Examples of the somatic arts practices to be offered: Pilates, yoga, release technique, ideokinesis, Feldenkrais Method, Alexander Technique, and Bartenieff Fundamentals, among others. **Fall**

*Instructor(s): Staff*

*Limit fifteen students.*

*This course may be taken three times.*

**DNC 014(114) Techniques in International Dance Styles: Selected Form (.25)**

Different dance techniques will be taught in different years. Students will have the opportunity to explore dance forms from various areas of the world, e.g., flamenco from Spain, Odissi from India, and tango from Argentina. **Fall and Spring**

*Instructor(s): Staff*

*Open to undergraduates only.*

*This course may be taken two times.*

**DNC 015(115) Jazz (.25)**

A technique class for the beginning dance student that includes varied jazz dance styles ranging from lyrical, contemporary, street dance, musical comedy to show dance. Discussions about the origins of the form, its relation to jazz music, and the distinct use of the jazz body are included. **Spring**

*Instructor(s): Staff*

*Offered every other year beginning 2016-17.*

**DNC 016(116) African Haitian and Dunham Technique (.25)**

Beginning-level study of African Haitian dance and the Katherine Dunham Technique. Course includes Dunham Center floor warm-up and traditional dances from the African Haitian culture. **Spring**

*Instructor(s): Staff*

*Letter grade only.*

*Open to undergraduates only.*

*This course may be taken two times.*

**DNC 034(134) Dance Improvisation (.5)**

This is an introductory course open to all. Previous choreographic experience is not necessary. In this course, improvisational explorations lead to movement inventions. Individuals discover artistic expression through making choices. **Fall**

*Instructor(s): Staff*

*Recommended Course(s): DNC 005*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**DNC 037 Introduction to Choreography (.5)**

This course introduces the elements of time, space, and dynamics to build choreographic phrases. These sequences of movements are then organized through the process of problem solving to compose short dances. **Fall**

*Instructor(s): Staff*

*Limit sixteen students.*

*Note(s): Students registered in choreography courses must also register for a dance technique course.*

*Recommended Course(s): DNC 034*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**DNC 079 Labanotation Studies (.5)**

An introduction to the movement theories of Rudolf von Laban. Introduction to Labanotation, a notation system for recording movement. Reading and writing skills will be developed. **Fall and Spring**

*Instructor(s): Staff*

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

**DNC 080 Laban Studies (.5)**

An introduction to the movement theories of Rudolf von Laban. An introduction to Laban Movement Analysis, Laban's theories for understanding movement expression and communication. The major areas of Effort, Space Harmony, Shape, and Bartenieff Fundamentals will be examined. **Fall and Spring**

*Instructor(s): Staff*

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

**DNC 101 Elementary Ballet (.25)**

Fundamentals of classical ballet technique for students with little or no previous ballet training. **Fall and Spring**

*Instructor(s): Staff*

*This course may be taken four times.*

**DNC 103 Intermediate Ballet (.25)**

Classical ballet technique for intermediate and advanced level students, with an emphasis on the physics of the technique, stressing musicality, clarity of line and movement, and a broad range of ballet vocabulary. **Fall and Spring**

*Instructor(s): Sonya Delwaide*

*This course may be taken three times.*

**DNC 105 Elementary Modern Dance (.25)**

Introductory studio course in the principles of modern dance technique and creative movement expression for majors and non-majors.

**Fall and Spring**

*Instructor(s): Staff*

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

*This course may be taken two times.*

**DNC 107 Intermediate Modern Dance 1 (.25)**

Studio classes designed to increase skills, range, and artistry in contemporary dance techniques. **Fall and Spring**

*Instructor(s): Staff*

*Instructor consent required.*

*Note(s): By audition at the beginning of the term*

*This course may be taken eight times.*

**DNC 108 Intermediate Modern Dance 2 (.25)**

Studio classes designed to increase skills, range, and artistry in contemporary dance techniques. **Fall**

*Instructor(s): Staff*

*Note(s): By Audition at the beginning of the term.*

*This course may be taken eight times.*

**DNC 109 Advanced Modern Dance (.25)**

This course focuses on deepening the execution and performance of various contemporary dance techniques for advanced dance students.

**Fall and Spring**

*Instructor(s): Staff*

*Instructor consent required.*

*Note(s): By audition at beginning of term.*

*This course may be taken eight times.*

**DNC 110 Advanced Modern Dance (.25-.5)**

This course emphasizes the refinement of various modern dance techniques for advanced dance students. **Spring**

*Instructor(s): Sonya Delwaide, Anne Westwick, Molissa Fenley*

*Note(s): By audition at the beginning of the term.*

*This course may be taken nine times.*

**DNC 111(011) Ballet Barre (.25)**

This beginning- and intermediate-level ballet class will focus on exercises at the barre to develop strength, flexibility, and efficient alignment, as well as confidence in using the physical mechanics and style of ballet vocabulary. Practicing one aspect of ballet center work, such as pirouettes, adagio phrases, petite allegro, or the use of port de bras and *À la paille*, will be part of each class. **Fall and Spring**

**Spring**

*Instructor(s): Staff*

*Offered every other year beginning 2016-17.*

*This course may be taken three times.*

**DNC 113(013) Somatic Arts (.25)**

This studio movement course focuses on somatic (mind-body) practices which complement a dancer's training. Somatic study deepens awareness of one's own body, reinforcing the philosophy of the thinking body. Valuable for dancers, athletes, and movement artists, somatic arts study helps to enhance performance and extend performing careers. Specific forms will vary. Examples of the somatic arts practices to be offered: Pilates, yoga, release technique, ideokinesis, Feldenkrais Method, Alexander Technique, and Bartenieff Fundamentals, among others. **Fall**

*Instructor(s): Staff*

*Limit fifteen students.*

*This course may be taken three times.*

**DNC 114 Techniques in International Dance Styles: Selected Form (.25)**

Different dance techniques will be taught in different years. Students will have the opportunity to explore dance forms from various areas of the world, e.g., flamenco from Spain, Odissi from India, and tango from Argentina. **Fall and Spring**

*Instructor(s): Staff*

*This course may be taken two times.*

**DNC 115 Jazz (.25)**

A technique class for the beginning dance student that includes varied jazz dance styles ranging from lyrical, contemporary, street dance, musical comedy to show dance. Discussions about the origins of the form, its relation to jazz music, and the distinct use of the jazz body are included. **Spring**

*Instructor(s): Staff*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: DNC*

**DNC 116 African Haitian and Dunham Technique (.25)**

Beginning-level study of African Haitian dance and the Katherine Dunham Technique. Course includes Dunham Center floor warm-up and traditional dances from the African Haitian culture. **Spring**

*Instructor(s): Staff*

*Letter grade only.*

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

*This course may be taken two times.*

**DNC 131(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.

*Instructor(s): Mitchell Rose*

*Letter grade only.*

*Limit twelve students.*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): DNC 037 and DNC 181*

**DNC 133 Dance Kinesiology (1)**

Concert dance is the reference model in considering anatomy, neuromuscular relationships, and individual differences in human movement. Concepts in musculoskeletal anatomy, joint actions, individual differences in human movement, physiology of dance, conditioning, and movement behavior are considered. **Spring**

*Instructor(s): Steve Ryan*

*Offered every other year beginning 2016-17.*

**DNC 134(034) Dance Improvisation (.5)**

This is an introductory course open to all. Previous choreographic experience is not necessary. In this course, improvisational explorations lead to movement inventions. Individuals discover artistic expression through making choices. **Fall**

*Instructor(s): Staff*

*Recommended Course(s): DNC 005*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### **DNC 152 Action Lab (.5)**

Action Lab is an exploratory forum in which students question and investigate the limits of the moving body through generated material inspired by various sources, such as plays, films or existing dance repertory. **Spring**

*Instructor(s): Staff*

*Letter grade only.*

*Limit fifteen students.*

*Recommended Course(s): DNC 034, DNC 037*

*This course may be taken two times.*

### **DNC 155A(255A) 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(s): Staff*

*Instructor consent required.*

*Letter grade only.*

*Limit fifteen students.*

*Open to undergraduates 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 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 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(s): Staff*

*Instructor consent required.*

*Letter grade only.*

*Limit twelve students.*

*Open to undergraduates only.*

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

*Prerequisite(s): DNC 155A*

*Must be taken with: DNC 109, DNC 107*

### **DNC 157 Music for the Dancer (1)**

This course is a study of music and its relation to dance. After an in-depth study of rhythm, we focus on musical/choreographic forms and procedures, the elements of music in relation to movement, and the exploration of different kinds of relationships between music and choreography. A broad sampling of music literature will permeate the course and provide the basis for choreographic exploration. **Fall**

*Instructor(s): Staff*

*Limit twelve students.*

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

*Offered every other year beginning 2016-17.*

*Recommended Course(s): DNC 034, DNC 037*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### **DNC 159 Stage Production (.5)**

This course is a complete introduction to stage production and includes intensive hands-on experience in dance concerts and/or theater shows. Areas covered include lighting design, stage management, and sound production, including the history of lighting design and concepts of basic electrical wiring. Students will assist with at least two departmental productions, create a light plot, and learn to operate different lighting boards. No previous stage production experience necessary. **Spring**

*Instructor(s): Shane Traister*

*Limit twelve students.*

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

### **DNC 165(265) 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 U.S. (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**

*Instructor(s): Ann Murphy*

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

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives, Women and Gender*

*Crosslisted with: DNC 265*

### **DNC 170(270) Seminar in Interdisciplinary Collaboration (.5-1)**

Focusing on hybrid performance works, this seminar for musicians, poets/writers, dancers and visual and video artist 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**

*Instructor(s): Staff*

*Instructor consent required.*

*Limit fourteen students.*

*Offered every other year beginning 2016-17.*

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

*Prerequisite(s): DNC 034 and DNC 037 and DNC 181*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### **DNC 174 Ballet History from the 16th through the 19th Centuries (.5-1)**

Lectures, readings, and videos on the first 300 years of ballet history, its roots in Renaissance court ritual, its professionalization in the 18th century, the birth of the Romantic ballet, and the classicism of the late 19th-century Imperial Russian ballet. **Spring**

*Instructor(s): Staff*

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

*Offered every other year beginning 2016-17.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Women and Gender*

### **DNC 176 Dance Cultures (1)**

Dance Cultures studies dance as an artifact and expression of culture, embodying social and political values, traditions, gender relations and concepts of mind/body. Through readings in cultural anthropology and dance studies and frequent master classes, we will address dance forms as living objects of cultural transmission. We will also examine forces of change such as cultural assimilation and appropriation to address the plasticity of dance and investigate cultural continuity across time. **Fall**

*Instructor(s): Staff*

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

*Offered every other year beginning 2016-17.*

*Recommended Course(s): DNC 014, ETHS 126, MUS 014*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

### **DNC 180 Special Topics in Dance (.25-1)**

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**

*Instructor(s): Staff*

### **DNC 181 Solo Choreography (.5)**

This studio course explores movement invention and the craft of choreography using structural devices such as theme and development; chance sequencing; retrograde; and variations in space, time, and dynamics to build solo dances. **Fall**

*Instructor(s): Shinichi Iova-Koga*

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

*Prerequisite(s): DNC 037*

*Recommended Course(s): DNC 005, DNC 107, DNC 034*

### **DNC 183 Advanced Seminar in Dance (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**

*Instructor(s): Staff*

**DNC 184 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 group piece. **Fall**

*Instructor(s): Staff*

*Limit fourteen students.*

*Open to undergraduates only.*

*Prerequisite(s): DNC 034 and DNC 037 and DNC 181*

*Recommended Course(s): DNC 107*

**DNC 190 Senior Project in Dance Research (.5)**

Preparation and presentation of a research paper that connects the student's understanding of dance as an art form to other perspectives.

**Fall and Spring**

*Instructor(s): Staff*

*Letter grade only.*

*Limit ten students.*

*Open to undergraduates only.*

**DNC 191 Senior Project in Dance Research: Choreography (.5)**

This course is a performance/choreography project which consists of a public presentation of the student's choreography. The senior project may be presented as one complete work, or with several parts all bearing on a central idea, or it can be shorter dances unrelated to each other. The total length of the presentation should be 8-12 minutes. This choreographic work should connect the student's understanding of dance as an art form to other perspectives. **Fall and Spring**

*Instructor(s): Sonya Delwaide*

*Letter grade only.*

*Open to undergraduates only.*

**DNC 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. **Fall**

*Instructor(s): Sheldon Smith*

*Limit fifteen students.*

*Offered every other year beginning 2016-17.*

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

**DNC 198 Dance Theater in Traditional and Contemporary Performance (.5-1)**

Dance Theatre provides an intellectual, artistic, and somatic understanding of Western theater 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, voice, 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**

*Instructor(s): Staff*

*Limit sixteen students.*

*Recommended Course(s): DNC 002, THS 004*

## Economics

**ECON 050 Introduction to Economics (1)**

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

*Instructor(s): Siobhan Reilly, Lorien Rice*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Quan. & Comp. Reasoning*

*Crosslisted with: PPOL 202*

**ECON 073 Introduction to Financial Accounting (1)**

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

*Instructor(s): Staff*

*Crosslisted with: MGMT 214*



**ECON 081 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**

*Instructor(s): Eirik Evenhouse*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

*Crosslisted with: MGMT 281, PPOL 201*

**ECON 100 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**

*Instructor(s): Staff*

*Prerequisite(s): ECON 050*

*Crosslisted with: MGMT 200*

**ECON 101 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**

*Instructor(s): Lorien Rice*

*Prerequisite(s): ECON 050*

**ECON 110 Dollars and Sense (1)**

This course is designed to let Mills students acquire the knowledge, tools, and confidence necessary to become financially independent. Topics will include an overview of the financial system and the role of money; credit and debt. Budgeting, accounting, and planning will be discussed as well the factors to consider when making large purchasing decisions. In addition, students will be given an overview of common financial investments. For each topic the legal and ethical considerations will be discussed as well as the impact of the economy and government policies. **Spring**

*Instructor(s): Robert Kennedy and/or Staff*

*Open to undergraduates only.*

**ECON 112 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**

*Instructor(s): Tom Li*

*Letter grade only.*

*Prerequisite(s): ECON 073*

*Crosslisted with: MGMT 212*

**ECON 113 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**

*Instructor(s): Staff*

*Prerequisite(s): ECON 050*

*Crosslisted with: MGMT 211*

**ECON 114 Principles of Individual Investment (1)**

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

*Instructor(s): Staff*

*Prerequisite(s): ECON 050 and ECON 081*

*Crosslisted with: MGMT 213*

**ECON 115 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**

*Instructor(s): Tom Li*

*Prerequisite(s): ECON 073*

*Crosslisted with: MGMT 215*

**ECON 116 Corporate Finance (1)**

An introduction to financial and investment decision making within corporations. The course has a broad scope, as it develops techniques that can be used to analyze various problems involving time, uncertainty, and the financial management of organizations. Topics to be covered include asset valuation, the relationship between risk and rate of return, the evaluation of investment projects, the effects of debt financing on stock values, and the analysis of options. Ideas from behavioral finance will be integrated where appropriate. **Fall**

*Instructor(s): Roger Sparks*

*Prerequisite(s): ECON 050 and ECON 081*

*Crosslisted with: MGMT 216*

**ECON 117 Women and the Economy (1)**

This course examines the impact of changing economic conditions on the nature of women's work and the effect of women's work patterns on the economy. Because women work in both paid and unpaid positions, the class addresses an array of issues including family, volunteerism, labor force participation, education and training, occupations, discrimination, poverty, and child care. **Fall**

*Instructor(s): Zohreh Niknia*

*Prerequisite(s): ECON 050*

*Meets the following Gen Ed requirement(s): Women and Gender*

**ECON 118 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 value-at-risk. **Spring**

*Instructor(s): Roger Sparks*

*Open to undergraduates only.*

*Prerequisite(s): ECON 116*

*Crosslisted with: MGMT 218*

**ECON 121 Labor Economics (1)**

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

*Instructor(s): Staff*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): ECON 050*

*Crosslisted with: MGMT 221*

**ECON 128 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**

*Instructor(s): Mark Bichsel*

*Open to undergraduates only.*

*Prerequisite(s): ECON 073*

*Crosslisted with: MGMT 228*

**ECON 130 The Economics of Poverty, Inequality, and Discrimination (1)**

This course will examine the nature, causes, and effects of inequality and poverty in the United States, with a special focus on remedial public policies. Some of the issues covered include race and gender discrimination, different ways of measuring poverty and inequality, and cross-national comparisons of poverty and inequality. **Spring**

*Instructor(s): Lorien Rice*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ECON 141*

*Prerequisite(s): ECON 050*

**ECON 134 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**

*Instructor(s): Siobhan Reilly*

*Prerequisite(s): ECON 050*

*Crosslisted with: MGMT 237, PPOL 215*

### **ECON 136 Managerial Economics (1)**

This course develops methods for solving business and administrative problems. The course provides a link between economic theory and practice by showingâ€”through examples, case studies, and discussionâ€”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 auctions. **Spring**

*Instructor(s): Roger Sparks*

*Prerequisite(s): ECON 100*

*Crosslisted with: MGMT 236*

### **ECON 138 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 not-for-profit organizations. Course work includes examples and cases, as well as readings, discussions, and problem-solving exercises.

**Spring**

*Instructor(s): Carolyn Sherwood Call*

*Open to undergraduates only.*

*Prerequisite(s): ECON 050*

### **ECON 139 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**

*Instructor(s): Siobhan Reilly*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): ECON 050*

*Crosslisted with: MGMT 239*

### **ECON 140 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**

*Instructor(s): Eirik Evenhouse*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): ECON 050*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Quan. & Comp. Reasoning*

*Crosslisted with: MGMT 240*

### **ECON 141 Economics of Education (1)**

This course applies economic theories to education policy issues and examines the results of empirical studies. What are the economic benefits of education to the individual and to society? How does education get financed in California, in the U.S., and around the world? How can we make our education systems run more effectively? How do educational policies affect inequalities in society? Topics will include school choice programs, the labor market for teachers, and class size. **Spring**

*Instructor(s): Lorien Rice*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ECON 121*

*Prerequisite(s): ECON 050*

### **ECON 142 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**

*Instructor(s): David Roland-Holst*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): ECON 050*

*Crosslisted with: MGMT 242*

### **ECON 150 Strategic Behavior (1)**

This course applies game theory and behavioral economics toward understanding strategic decision-making. A major theme of the course is that game theory describes how people should behave in order to achieve certain objectives, while behavioral economics highlights many ways in which actual behavior deviates from what is individually optimal—primarily because of cognitive limitations and perceptual biases. By investigating these two fields of study, the course provides fundamental insights into human motivation and interaction in markets, politics, and everyday life. **Fall**

*Instructor(s): Roger Sparks*

*Prerequisite(s): ECON 100*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **ECON 153 Environmental Economics (1)**

The application of economic analysis to problems of resource depletion and environmental pollution. Fundamental questions will be addressed. Does economic growth imply environmental destruction? What are 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? What are effects of market structure and uncertainty on the rate of resource depletion? **Spring**

*Instructor(s): Staff*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): ECON 050*

*Crosslisted with: MGMT 253*

### **ECON 155 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 U.S. trade and the world economy. **Fall**

*Instructor(s): Neha Dave*

*Prerequisite(s): ECON 050*

*Crosslisted with: MGMT 255*

### **ECON 158 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**

*Instructor(s): David Roland-Holst*

*Prerequisite(s): ECON 155*

*Crosslisted with: MGMT 219*

### **ECON 159 Economic Development (1)**

This course deals with the less-developed countries, home to more than two-thirds of the world's population. The first half of the semester examines theories of development and growth, and the second half examines practical development experience around the world. The latter issues include agricultural sufficiency and modernization, industrialization, employment, income distribution, project evaluation, national economic planning, and developing countries in a globalizing economy. **Fall**

*Instructor(s): Zohreh Niknia*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): ECON 050*

### **ECON 160 Economics of Oil (1)**

This course will provide an overview of the development of the international petroleum industry from its birth in the late 19th century to the present while exploring its continuous and growing effects on global and national economic trends. The oil industry is the largest and most pervasive international economic entity, the operation of which has significant consequences for macroeconomic stability of nations, economic viability of many private enterprises, and the well-being of individuals. **Spring**

*Instructor(s): Zohreh Niknia*

*Open to undergraduates only.*

*Prerequisite(s): ECON 050*

### **ECON 161 Migration and the Economy (1)**

This course examines the socioeconomic causes and consequences of migration within a historical and comparative framework. The class examines such topics as why people emigrate, the process and outcome of their socioeconomic incorporation, how migration affects the economies of the sending and receiving countries, and how the U.S. economy has expanded and been reshaped by successive waves of immigration. A global and interdisciplinary perspective will be maintained throughout the semester. **Fall**

*Instructor(s): Zohreh Niknia*

**ECON 162 Current Issues in Economics (1)**

Presentation and discussion of contemporary issues and problems in economics. **Fall**

*Instructor(s): Siobhan Reilly*

**ECON 164 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**

*Instructor(s): Eirik Evenhouse*

*Prerequisite(s): ECON 050 and ECON 081*

*Crosslisted with: MGMT 264*

**ECON 180 Special Topics in Economics (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**

*Instructor(s): Staff*

**ECON 183 Advanced Seminar in Economics (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**

*Instructor(s): Staff*

*Crosslisted with: MGMT 283*

**ECON 187 Internship in Business Economics (1)**

Required internship for business economics majors. **Fall and Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

*Crosslisted with: MGMT 287*

**ECON 190 Senior Seminar in Business Economics (1)**

This senior seminar will require students to formulate, conduct, and write a semester-length project using analytical or quantitative methods to evaluate an applied problem in the economy. **Spring**

*Instructor(s): Roger Sparks, Nancy Thornborrow*

*Letter grade only.*

*Prerequisite(s): ECON 050 and ECON 081*

*Recommended Course(s): ECON 073, ECON 100, ECON 164*

**ECON 192 Senior Seminar in Economics (1)**

Students use the tools of economic analysis to investigate contemporary issues. Their findings are shared with peers throughout the semester and presented in a formal written thesis. **Spring**

*Instructor(s): Roger Sparks, Nancy Thornborrow*

*Letter grade only.*

*Note(s): Students interested in attending graduate school in economics or business are encouraged to take MATH 008 and MATH 047 and 048.*

*Prerequisite(s): ECON 050*

*Recommended Course(s): ECON 081, ECON 100, ECON 101*

**Education****EDUC 099 Teaching and Learning: An Introduction to Education (1)**

An introduction to various psychological, sociological, and philosophical perspectives on what it means to know and to learn, both alone and in the context of a diverse group. The implications of these theories for schooling in general and classroom teaching in particular will be considered. Three hours per week required as a participant/observer in an educational setting of the student's choice. **Fall and Spring**

*Instructor(s): Vicki LaBoskey*

**EDUC 100 Introduction to Working in the Child Care Field (.5)**

Overview of the child care field examining major theorists, approaches, and delivery systems. Defining appropriate practices and identifying the major challenges to working with young children in group settings. **Summer**

*Instructor(s): Staff*

*Instructor consent required.*

*Letter grade only.*

*Limit fifteen students.*

*Open to majors only.*

*Note(s): Must be enrolled in the early childhood BA for working professionals*

*Recommended Course(s): EDUC 134A*

**EDUC 101(201) 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 and Spring**

*Instructor(s): Staff*

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

**EDUC 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. **Fall**

*Instructor(s): Jane Bowyer*

**EDUC 103(203) Public Policy: Children, Youth, and Family Issues (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. **Spring**

*Instructor(s): Staff*

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

**EDUC 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.

*Instructor(s): Betty Lin*

*Open to undergraduates only.*

*Note(s): Child Development majors have preference for enrollment.*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

**EDUC 120(220) Urban Education (1-1.25)**

This course focuses on various perspectives on urban education, conditions for teaching and learning in urban public schools, and current theories of pedagogy in urban classrooms along with a close examination of a few representative and critical issues. While our focus is on schools in the United States, we will broaden our discussion at times to examine the same issues from an international perspective. Central to our study is the organization and impact of key opportunity structures, and how these structures affect the lives of those of race and class, in urban schools. **Fall**

*Instructor(s): Ingrid Seyer-Ochi*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

**EDUC 125(225) Inquiry and Action in Urban Contexts (1-1.25)**

This course combines classroom-based learning with supervised action-oriented field research that emphasizes asset-based social change. Building upon student experiences and interests students will partner with a local urban school or community organization to identify a) core areas of research need; b) meaningful inquiry practices to illuminate these needs; and c) actions to address these needs. The course will culminate in a day of inquiry and action with our school/community partners. **Spring**

*Instructor(s): Ingrid Seyer-Ochi*

*Letter grade only.*

*Limit fifteen students.*

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

*Note(s): First years and sophomores should contact the instructor if they are interested in enrolling. As this course is an intensive fieldwork course, enrollment is capped at 15.*

### **EDUC 129(229) 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; becoming out; and anti-oppressive education and student activism. **Fall**

*Instructor(s): David Donahue*

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

*Offered every other year beginning 2016-17.*

*Meets the following Gen Ed requirement(s): Women and Gender*

### **EDUC 130 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**

*Instructor(s): David Donahue*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **EDUC 133(233) 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.

*Instructor(s): Staff*

*Instructor consent required.*

*Letter grade only.*

*Open to undergraduates only.*

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

### **EDUC 134(234) Research Methodology for Observing Children (1)**

Focus on systematic techniques of observation and interpretation of children's behavior and development. Four hours of observation laboratory required weekly.

*Instructor(s): Linda Perez*

*Instructor consent required.*

*Open to undergraduates only.*

*Prerequisite(s): PSYC 140 or EDUC 136*

### **EDUC 134A Research Methodology for Observing Children (1)**

Focus on systematic techniques of observation and interpretation of children's behavior and development. Four hours of observation laboratory required weekly. **Summer**

*Instructor(s): Staff*

*Instructor consent required.*

*Prerequisite(s): PSYC 140*

### **EDUC 136 Introduction to Development and Learning in Young Children (1)**

Overview of developmental processes related to planning educational programs for young children, with an emphasis on cognitive development. Implications of physical, cognitive, affective, and social development for learning will be studied. **Fall**

*Instructor(s): Staff*

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

### **EDUC 137 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**

*Instructor(s): Priya Shimpi*

*Open to undergraduates only.*

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

*Prerequisite(s): PSYC 140*

*Recommended Course(s): EDUC 136*

**EDUC 138 Social, Emotional, and Moral Development and Learning (1)**

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

*Instructor(s): Staff*

*Instructor consent required.*

*Open to undergraduates only.*

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

*Prerequisite(s): PSYC 140*

*Recommended Course(s): EDUC 136*

**EDUC 140 Hip Hop Pedagogy (1)**

The course will draw connections between popular culture and "liberal learning," examining how hip-hop is related to the community while illustrating the principles of liberatory pedagogy. The course will examine theoretical and applied work that emphasizes education, hip-hop, and social capital. **Summer**

*Instructor(s): staff*

*Letter grade only.*

*Recommended Course(s): EDUC 426, EDUC 427*

*This course may be taken two times.*

**EDUC 142 The Hospitalized Child (1)**

This course considers special problems arising through hospitalization of children from infancy through adolescence. It focuses on the psychological and social issues associated with illness and other traumatic life experiences in childhood. Developmental perspective used in this course has applicability for understanding children's responses to other critical experiences. The course is designed for, but not limited to, students interested in a career as child life specialists. The topics covered also prepare students for careers in education and mental health professions. **Fall**

*Instructor(s): Betty Lin*

*Instructor consent required.*

*Open to undergraduates only.*

*Prerequisite(s): PSYC 140*

**EDUC 153(253) 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**

*Instructor(s): Susan Marchant*

**EDUC 154(254) 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**

*Instructor(s): Staff*

*Note(s): Prerequisites: EDUC 142, PSYC 140, or declared pre-health science majors with consent of instructor.*

*Prerequisite(s): EDUC 142*

*This course may be taken two times.*

**EDUC 155(255) 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(s): Betty Lin*

*Instructor consent required.*

*Letter grade only.*

*Open to undergraduates only.*

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

*Prerequisite(s): PSYC 140*



**EDUC 156(256) 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(s): Susan Marchant*

*Instructor consent required.*

*Letter grade only.*

*Prerequisite(s): EDUC 142*

**EDUC 158 Early Childhood Curricula for Children with Special Needs (1)**

Describes major curriculum models developed for preschool special education. It provides a review of developmental, learning, and behavioral characteristics of young children (three to five years) with special needs in the context of early intervention strategies that facilitate optimal development and learning in the least restrictive environment. Includes specific topics such as the development of early literacy, preacademics, multicultural education for preschool children, interagency coordination, collaboration with families, and developmentally appropriate practice adapted for children

*Instructor(s): Vicki Van Steenberg*

*Instructor consent required.*

*Letter grade only.*

*Open to majors only.*

*Note(s): There will be separate sections for graduates and undergraduates. This is the undergraduate section and it is restricted to child development majors.*

*Prerequisite(s): EDUC 155*

**EDUC 160 History and Theories of Play in Human Development, Culture, and Education (1)**

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. **Spring**

*Instructor(s): Julie Nicholson*

*Letter grade only.*

**EDUC 161(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**

*Instructor(s): Ernest Baumgarten*

*Letter grade only.*

**EDUC 173A Field Experience in Child Life in Hospitals (.5-2)**

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**

*Instructor(s): Susan Marchant*

*Open to majors only.*

*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 173B(273B) Field Experience in Child Life in Hospitals II (.5-2)**

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**

*Instructor(s): Susan Marchant*

*Note(s): Open to child life students only. Fieldwork hours individually arranged with hospital placement; time required varies according to credit received.*

**EDUC 180(280/480) 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**

*Instructor(s): Staff*

**EDUC 183 Advanced Seminar in Education (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**

*Instructor(s): Staff*

**EDUC 191A(291A) Theory and Practice of Early Childhood Education: Infancy/Young Children (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**

*Instructor(s): Staff*

*Open to undergraduates only.*

*Note(s): Arrangements must be made in the spring prior to enrollment.*

*Prerequisite(s): EDUC 134 and EDUC 134A*

**EDUC 191B(291B) Theory and Practice of Early Childhood Education: Infancy/Young Children (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**

*Instructor(s): Staff*

*Open to undergraduates only.*

*Note(s): Arrangements must be made in the fall prior to enrollment. Prerequisite EDUC 191A or permission of instructor.*

*Prerequisite(s): EDUC 134A and EDUC 134 and EDUC 191A*

**EDUC 192A Senior Seminar: Child Development (.5)**

The first semester of each student's year-long documentary or field research project that investigates practical or theoretical aspects of the major. **Fall**

*Instructor(s): Priya Shimpi*

*Instructor consent required.*

*Letter grade only.*

*Note(s): All child development majors take two semesters of EDUC 192 Senior Seminar.*

**EDUC 192B Senior Seminar: Child Development II (.5)**

The second semester of each student's year-long research project that investigates practical or theoretical aspects of the major. **Spring**

*Instructor(s): Priya Shimpi*

*Instructor consent required.*

*Open to undergraduates only.*

*Note(s): All child development majors take two semesters of EDUC 192 Senior Seminar.*

*Prerequisite(s): EDUC 192A*

## English

**ENG 001 ENG 001: Rhetoric and Composition for the College Writer (1.25)**

The ability to communicate effectively, clearly, and in the appropriate academic register is a fundamental part of a college education. ENG 001 is designed to enable students to write strong academic prose, to understand the complex relationship between language and rhetoric, and to negotiate the writing demands of an academic environment. The course helps students identify their own writing strengths and then builds on those skills to help students become successful college-level writers. Course includes separately scheduled individual tutorials.

**Fall and Spring**

*Instructor(s): Staff*

*Letter grade only.*

*Limit sixteen students.*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Written Communication I (ENG1)*

**ENG 005 Writing Skills Workshop Tutorial (.25)**

A writing workshop in which students receive individual instruction in grammar and syntax. We also seek to strengthen the writer's ability to use her personal voice in a public context without losing its liveliness. **Fall and Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

*Limit eight students.*

*Open to undergraduates only.*

*Note(s): ENG 005 section must be the same as concurrent ENG 001 section*

*Must be taken with: ENG 001*

**ENG 010 Introduction to Literary Studies (1)**

An introduction to the skills, practices, and theories of literary study. The course is writing intensive, familiarizing students with skills needed for writing critical essays about literature and for close analysis of texts. The course includes discussion of the formal conventions of major literary genres as well as discussion of concepts such as: relationships of literary texts to histories and cultures, the formation of canons, literary movements, and theoretical perspectives that inform literary analysis. **Fall and Spring**

*Instructor(s): Staff*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**ENG 012(112) Greco-Roman Myth (1)**

This course takes up some of the best known classical mythic stories as they are rooted in lyric, epic, and tragedy. Supplementing the ancient texts are selections from medieval to modern times in poetry, prose, drama, and film, with short excursions into psychoanalytic literature and gender studies as well. The goal is to gain a more profound understanding of the content and import of the Greco-Roman mythic heritage. **Spring**

*Instructor(s): Bula Maddison*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENG 045*

*Prerequisite(s): ENG 001*

**ENG 01YA Introduction to Prose Composition for English Learners (1)**

Concentrates on increasing students' vocabulary, reading comprehension, and understanding of expository prose. Acquaints students with academic and scholarly writing in many disciplines and helps them to develop fluency in writing English. **Fall**

*Instructor(s): Staff*

*Limit ten students.*

*Note(s): Limited to 10 students on the basis of the placement exam and an interview.*

**ENG 020 Fundamentals of Grammar for Academic Writers (1)**

This class provides a supportive environment in which to focus on techniques of academic writing. Students will strengthen writing at the sentence level, focusing on standard English used in academic writing. Topics include grammar, syntax, mechanics, and usage (punctuation, capitalization, and other rules of standard English). Assignments include

readings, discussion, and exercises in which students practice summaries, formulate questions for discussion, and generate writing topics.

Includes weekly TA meetings for individual and small group work. **Fall and Spring**

*Instructor(s): Kate Brubeck, Staff*

*This course may be taken three times.*

**ENG 043 Survey of African American Literature (1)**

The goal of this lower-division course is to familiarize students with the major authors, literary movements, artistic strategies, and social concerns that have shaped and defined African American literature during its first 300 years. Topics will include the antebellum period, the Harlem Renaissance, the Black Arts Movement, and the postmodern era. Writers may include Wheatley, Douglass, Dunbar, Brooks, Walker, Clifton, Bradley, and others. **Fall**

*Instructor(s): Ajuan Mance*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

**ENG 045(145) World Roots of Literature (1)**

Texts and philosophies of non-European cultures—written, spoken, and illustrated—often influenced authors who are commonly studied in English and U.S.-based literature classes. This course explores works of indigenous authors and storytellers, Asian, African, and Arab literatures and philosophies, and connects them to the study of 18th- through 20th-century British and U.S. literature. Topics include the influence of Sufism, transcendentalism, Taoism, Buddhism, and the ideologies of African, Mayan, Aztec, and other indigenous cultures. **Spring**

*Instructor(s): Ajuan Mance, Bula Maddison*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENG 012*

**ENG 046(146/246) 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**

*Instructor(s): Juliana Spahr, Staff*

*This course may be taken five times.*

**ENG 055 Beginning Fiction Workshop (1)**

An introduction to techniques of story writing: plot, description, conversation, and points of view. A workshop course with frequent teacher-student conferences. **Fall and Spring**

*Instructor(s): Staff*

*Limit fifteen students.*

*Note(s): English majors: Please note limitations for lower- and upper-division creative writing workshops listed under requirements for the English major.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken three times.*

**ENG 056 Poetry Workshop I (1)**

An introduction to the writing of poetry. In-class discussion of original poems. Topics may be selected to offer more detailed attention to forms of poetry. Examples of such topics might be: performance poetry, nature poetry, poetic forms, experimentalism, imitations, collaboration, and political poetry. **Fall and Spring**

*Instructor(s): Staff*

*Limit fifteen students.*

*Note(s): English majors: Please note limitations for lower- and upper-division creative writing workshops listed under requirements for the English major.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

**ENG 057 Beginning Fiction for Children and Young Adults Workshop (1)**

Workshop in writing fiction for middle-grade and young adult audiences, developing skills in plot, character, setting, and dialogue. Students explore techniques by reading contemporary short fiction and novels by diverse authors that illustrate a range of subject matter, treatment, and style, and serve as models for students' own work. **Fall**

*Instructor(s): Kathryn Reiss*

*Limit fifteen students.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENG 155*

*Note(s): English majors: Please note limitations for lower and upper division creative writing workshops listed under requirements for the English major.*

*Recommended Course(s): ENG 109, ENG 155*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken three times.*

**ENG 05YA Writing Skills Workshop for English Learners (.25)**

Writing Skills Workshop tutorial to be taken concurrently with ENG 01YA. **Fall**

*Instructor(s): Staff*

*Pass/No Pass only.*

*Limit ten students.*

*Open to undergraduates only.*

*Must be taken with: ENG 01YA*

**ENG 061 Theme and Genre Courses (1)**

Introductory courses focused on particular topics related to literature or skills related to literary study. Designed to introduce students to a range of topics, practices and methods of literary study, as well as expand critical reading, writing and presentation skills. **Fall and Spring**

*Instructor(s): Staff*

*Open to undergraduates only.*

**ENG 061R Studies in Lesbian Writing (1)**

This course will trace historical and thematic developments in a range of literatures in English by and about lesbians. Texts include poetry, fiction, creative non-fiction films and secondary criticism. Course theme varies with each semester. Examples of past courses: Queer Alchemy; Lesbian Historical Novels; Lesbian Modernism and Post-Modernism; Lesbian & Queer Speculative Fiction.

*Instructor(s): Staff*

*Open to undergraduates only.*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Women and Gender*

**ENG 063 Survey of American Literature I (1)**

A survey of major works in American literature from the 17th century to the Civil War, paying particular attention to their historical and cultural contexts. **Fall**

*Instructor(s): Ajuan Mance, Tom Strychacz, Kim Magowan, Staff*

*Letter grade only.*

*Open to undergraduates only.*

*Prerequisite(s): ENG 001*

**ENG 064 Survey of American Literature II (1)**

A survey of works in American literature from the Civil War to the present. Readings may include history, memoir, oral and written poetry, political writings, speeches, fiction, and other forms by writers like Twain, DuBois, Pound, Hurston, Plath, Lowell, Harjo, and Morrison. The course pays particular attention to the historical and cultural contexts of these writings. **Spring**

*Instructor(s): Ajuan Mance, Tom Strychacz*

*Open to undergraduates only.*

*Note(s): English majors must take this for a letter grade.*

**ENG 065 Survey of British Literature I (1)**

The Survey of British Literature I is intended to provide students with an overview of the development of British literature from the Middle Ages to the 17th century, and to introduce periods, genres, and writers that can be studied in more specialized upper-division courses. The approach of the course assumes a connection between historical/cultural events and literary production. **Fall**

*Instructor(s): Diane Cady*

*Prerequisite(s): ENG 001*

*Recommended Course(s): ENG 010*

**ENG 066 Survey of British Literature II (1)**

The Survey of British Literature II is intended to provide students with an overview of the development of British literature from the 18th to the 20th centuries and to introduce periods, genres, and writers that can be studied in more specialized upper-division courses. The approach of the course assumes a connection between historical/cultural events and literary production. **Spring**

*Instructor(s): Cynthia Scheinberg, Kirsten Saxton*

*Open to undergraduates only.*

*Prerequisite(s): ENG 001*

**ENG 072(172) Journalism: Telling True Stories (1)**

News reporting and writing for print and online publications (principles and practices). This course will emphasize a variety of story ideas and lots of writing. Experiential learning will include collaboration with the student news platform, the Campanil, which publishes both print and multimedia editions. Strong critical attention will be paid to how the major media covers news, who is represented and how their stories are told. A general overview of libel laws and ethical standards will be included. **Fall**

*Instructor(s): Sarah Pollock, Staff*

*Limit fifteen students.*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Written Communication II*

**ENG 073(173) Journalism: Writing, Editing, and Managing Publications (1-1.25)**

Writing, editing and publishing in a print and digital world (principles and practices). This course will emphasize editing, revision, editorial staff management, and story development. Experiential learning will include collaboration with the student news platform, the Campanil, which publishes both print and multimedia editions. Strong critical attention will be paid to how the major media covers news, who is represented and how their stories are told. A general overview of libel laws and ethical standards will be included. **Spring**

*Instructor(s): Sarah Pollock*

*Limit fifteen students.*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Written Communication II*

**ENG 074(174) The Bible as Literature (1)**

This course aims to familiarize students with much of the content as well as the structure and the literary genres of the Hebrew Bible (Christian Old Testament) and the Christian New Testament. Our literary approach to the Bible is intended to foster appreciation both for the Bible itself as literature and to build the familiarity needed for appreciation of the Bible in the Euro-American literary heritage. The syllabus emphasizes biblical reading, aided by short supplementary background readings. **Fall and Spring**

*Instructor(s): Cynthia Scheinberg, Bula Maddison*

*Note(s): Juniors, seniors, and graduate students are encouraged to register for the upper-division number of this course ENG 174.*

### **ENG 101(201) 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**

*Instructor(s): Diane Cady*

*Prerequisite(s): ENG 001*

### **ENG 102 Advanced Expository Writing (1)**

A course in expository writing for students who feel they need to work on advanced issues of essay structure, argumentation, and idea development. Some emphasis is placed on sentence patterns and on paragraph organization. In addition to expository and persuasive writing exercises, students will also practice descriptive and narrative prose. **Spring**

*Instructor(s): Kara Wittman*

*Open to undergraduates only.*

*Note(s): Students looking for more intensive work on style, syntax and grammar should consider taking taking ENG 107: Artful Prose, Grammar and Style for Writers.*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **ENG 104 Introduction to Critical Theory (1)**

This course explores the development of literary theory over the last 75 years; its relationship to political, cultural, and historical changes; and its transformation of how literature is read and analyzed. Theoretical schools we will discuss include: structuralism, feminism, Marxism, psychoanalysis, deconstruction, gender studies, queer theory, cultural studies, race theory, and post-colonialism. Class requirements will include exams, short essays, and presentations. **Spring**

*Instructor(s): Diane Cady; Staff*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: LET 110*

*Prerequisite(s): ENG 001*

*Recommended Course(s): ENG 010*

### **ENG 105(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**

*Instructor(s): Diane Cady*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENG 106*

*Prerequisite(s): ENG 001*

*Recommended Course(s): ENG 010*

*This course may be taken two times.*

### **ENG 106(206) Medieval and Renaissance 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, Chr tien de Troyes, the Pearl-Poet, Chaucer, Malory, and Marie de France. **Fall**

*Instructor(s): Diane Cady*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ENG 105*

*Prerequisite(s): ENG 001*

*Recommended Course(s): ENG 010*

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

This class focuses on syntax as 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. The class is recommended for creative and critical writers. **Spring**

*Instructor(s): Kate Brubeck/Staff*

*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 Advanced Expository Writing.*

*Prerequisite(s): ENG 001*

**ENG 109(209) The Craft of the Young Adult Novel (.5-1)**

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**

*Instructor(s): Kathryn Reiss*

*Limit sixteen students.*

*Open to undergraduates only.*

*Note(s):*

*Recommended Course(s): ENG 155*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Written Communication II*

*This course may be taken two times.*

**ENG 112 Greco-Roman Myth (1)**

This course takes up some of the best known classical mythic stories as they are rooted in lyric, epic, and tragedy. Supplementing the ancient texts are selections from medieval to modern times in poetry, prose, drama, and film, with short excursions into psychoanalytic literature and gender studies as well. The goal is to gain a more profound understanding of the content and import of the Greco-Roman mythic heritage. **Spring**

*Instructor(s): Bula Maddison*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENG 045*

*Prerequisite(s): ENG 001*

**ENG 113(213) Performing Writing (1-1)**

Performance of writing creates opportunities for writers to prepare their work for readings, spoken word performances, conferences, and one performer shows. We reflect on the sources of our expression that come from memory, character and condition, and determine how to access them. We examine the intent and impact of various modes of writing and create strategies for presentation. We view and critique works from Ted Talks to spoken word and readings. Our practices include learning techniques for excerpting, speaking, coloring narrative, and dealing with live audiences and equipment. **Spring**

*Instructor(s): Elmaz Abinader and Staff*

*Limit twelve students.*

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

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken three times.*

**ENG 114 U.S. Literature and Social Change (1)**

This class explores ways that American writers have used their novels, poems, and essays to construct, challenge, and revise our understanding of the role of the civic leader in a democratic society. Authors may include Thomas Jefferson, Frederick Douglass, Margaret Sanger, Abbie Hoffman, Martin Luther King Jr., bell hooks, Frances Harper, Ida B. Wells-Barnett, Catherine Beecher and Harriet Beecher Stowe, Malcolm X, Angela Davis, Abraham Lincoln, Cesar Chavez, W.E.B. DuBois, Michael Pollan, Rebecca Skloot, Emma Goldman, Upton Sinclair, and others. **Spring**

*Instructor(s): Ajuan Mance*

*Open to undergraduates only.*

**ENG 115(215) 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**

*Instructor(s): Diane Cady, Stephen Ratcliffe, Marcia Eppich-Harris, Staff*

*Prerequisite(s): ENG 001*

*Recommended Course(s): ENG 010*

**ENG 117(217) 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**

*Instructor(s): Ajuan Mance*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENG 147*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

**ENG 118(218) 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**

*Instructor(s): Stephen Ratcliffe*

*Instructor consent required.*

*Prerequisite(s): ENG 001*

**ENG 119(219) 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, midterm and final exams, and a term paper that makes some use of secondary sources. Graduate students in ENG 219 will give oral reports on secondary texts. Primary texts by such writers as James Baldwin, Raymond Carver, Edward P. Jones, Jhumpa Lahiri, Gabriel Garc a M rquez, Lorrie Moore, Michael Ondaatje, Jean Rhys, Marilynne Robinson, and Tobias Wolff. **Spring**

*Instructor(s): Cornelia Nixon*

*Letter grade only.*

*Offered every other year beginning 2016-17.*

*Prerequisite(s): ENG 010*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**ENG 121(221) 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**

*Instructor(s): Stephen Ratcliffe*

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

*Offered every other year beginning 2016-17.*

*Note(s): Junior or senior standing, or sophomore standing with consent of instructor.*

*Prerequisite(s): ENG 001*

**ENG 122A(222A) Community Teaching: Literary Arts Education, Theory, and Pedagogy I (.5)**

This course introduces students to the theoretical and practical considerations for teaching literary arts in diverse communities.

Emphasizing principles of service learning and community awareness, students focuses on the design, delivery, and sustainability of innovative arts curricula and partner with Bay Area organizations and schools. Students will design original projects that speak to their literary strengths, conduct site visits, and build lasting relationships with established organizations and the individuals they serve. No prior teaching experience necessary. **Fall**

*Instructor(s): Kiala Givehand, Staff*

*Limit sixteen students.*

*Note(s): English 122B is the continuation of this course, offered in Spring.*

*This course may be taken three times.*

**ENG 122B(222B) Community Teaching: Literary Arts Education, Theory, and Pedagogy II (.5)**

This course is the continuation of English 122a/222a; students will use their study of arts education theory and pedagogy and now focus on the practical elements of teaching the literary arts in diverse communities. This practicum component allows time and space for student-teachers to implement their proposed workshops and continue building relationships with community organizations. Students will work closely with the course instructor to ensure effective delivery of their projects. Note: This course meets three times in the semester and includes a required teaching component offsite. **Spring**

*Instructor(s): Kiala Givehand*

*Instructor consent required.*

*Limit sixteen students.*

*Note(s): This course is only open to students who have taken ENG 122A/222A or to students who have instructor's consent.*

*Prerequisite(s): ENG 122A*

*This course may be taken three times.*



### ENG 123(223) Topics in Twentieth Century American Poetry (1)

This course provides advanced study of particular topics (â€œtraditionsâ€œ in 20th century poetics, e.g., â€œNew York School,â€œ includes attention to the work of artists in other media, in some cases, e.g., visual art, music, and dance in â€œNew York Schoolâ€œ and â€œBlack Mountain.â€œ **Spring**

*Instructor(s): Stephen Ratcliffe*

*Limit eighteen students.*

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

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ENG 166*

*Note(s): Restricted to English majors and graduate students, or by permission of instructor*

*Recommended Course(s): ENG 166, ENG 118*

*This course may be taken three times.*

### ENG 124(224) Craft of Literary Nonfiction (1)

A survey of American literary journalism from the 20th century to the present. Close readings and discussion, with sustained focus on craft (e.g. reporting techniques, voice, structure, scene-building and reconstruction, narrative flow). We will also explore the social/historical context of the texts and discuss ethical issues that arise when writing about identifiable people. Primary texts will vary, but may include writers Martha Gelhorn, Lillian Ross, John McPhee, Joan Didion, Tom Wolfe, Audre Lorde, Alice Walker, Susan Orlean, Sonia Nazario, Adrian Nicole LeBlanc. **Spring**

*Instructor(s): Sarah Pollock*

*Limit sixteen students.*

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

*Note(s): Priority to students in English Department programs (including Journalism); consent of the instructor required for all other students.*

*Meets the following Gen Ed requirement(s): Written Communication II*

*This course may be taken two times.*

### ENG 127(227) Craft of Digital Storytelling (Nonfiction) (1-1.25)

This craft course is organized around a series of questions about the transformation of nonfiction storytelling in the digital age. We will explore ways in which storytelling is being disrupted in response to emerging technologies, and we will survey a wide range of creative responses. We will take a foundational look at the structure of narrative in traditional nonfiction articles, and we will then consider how narrative is constructed using other media, including audio, video, photography and interactive experiences created online. **Fall**

*Instructor(s): Sarah Pollock*

*Limit fifteen students.*

*Offered every other year beginning 2017-18.*

*Recommended Course(s): ENG 159, ENG 160, ENG 167*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Written Communication II*

### ENG 131(231) 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 classesâ€œboth disenfranchisedâ€œposed new threats to the social order. We will read canonical and lesser-known works in light of these views of that period. **Fall**

*Instructor(s): Kirsten Saxton*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENG 132*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### ENG 132(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 â€œas 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**

*Instructor(s): Kirsten Saxton*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ENG 131*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**ENG 141(241) Topics in Literature and Religion (1-1.25)**

This interdisciplinary course explores various intersections between literature, spirituality and religion. Possible topics include religion and poetry, Jewish and Christian literary relations; faith, spirit, and ritual in African American literature; religious contexts and Russian writers; and literature and the sacred. All topics will include study of religious and spiritual traditions and literary texts. Topics vary by instructor.

This course supports the Religious Studies Minor.

*Instructor(s): Cynthia Scheinberg, Patricia Powell, Bula Maddison, Ajuan Mance, staff*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ENG 180*

*Prerequisite(s): ENG 001*

*Recommended Course(s): REL 040*

*This course may be taken three times.*

**ENG 145 World Roots of Literature (1)**

Texts and philosophies of non-European culturesâ€”written, spoken, and illustratedâ€”often influenced authors who are commonly studied in English and U.S.-based literature classes. This course explores works of indigenous authors and storytellers, Asian, African, and Arab literatures and philosophies, and connects them to the study of 18th- through 20th-century British and U.S. literature. Topics include the influence of Sufism, transcendentalism, Taoism, Buddhism, and the ideologies of African, Mayan, Aztec, and other indigenous cultures. **Spring**

*Instructor(s): Ajuan Mance, Bula Maddison*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENG 112*

**ENG 146 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**

*Instructor(s): Juliana Spahr, Staff*

*This course may be taken five times.*

**ENG 147(247) 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**

*Instructor(s): Ajuan Mance*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENG 043*

**ENG 152(252) 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. **Spring**

*Instructor(s): Elmaz Abinader*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives*

**ENG 155 Advanced Fiction for Children and Young Adults Workshop (1)**

In this advanced 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. **Spring**

*Instructor(s): Kathryn Reiss*

*Instructor consent required.*

*Limit twelve students.*

*Note(s): English majors: Please note limitations for lower- and upper-division creative writing workshops listed under requirements for the English major.*

*Recommended Course(s): ENG 109*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken three times.*

### **ENG 157 Topics in African Literature (1)**

Focusing primarily on fiction, we will explore works by writers from all over Africa paying particular attention to aspects of craft as well as 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**

*Instructor(s): Patricia Powell*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Women and Gender*

### **ENG 158(258) Contemporary Fiction by Women (1)**

This course examines short fiction in English written by women since 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. **Fall**

*Instructor(s): Ruth Saxton*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ENG 258*

*Note(s): Prerequisite: ENG 001 or consent of instructor.*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Women and Gender, Written Communication II*

### **ENG 159 Short-Form Nonfiction Writing Workshop (1)**

Workshop in writing short, nonfiction articles and essays for magazines, newspapers, and online publications. This may be a topic-focused course (e.g., travel writing, food writing, etc.), or it may focus on general interest writing. Students will research, report, and write fact-based articles and essays, with an emphasis on mastering story structure. It will include in-class discussion of original material, with strong emphasis on self-criticism and revision. **Fall**

*Instructor(s): Sarah Pollock*

*Instructor consent required.*

*Limit fifteen students.*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ENG 160*

*Note(s): Students minoring in journalism and majoring in English: English courses which count toward the journalism minor and which are not included as credits toward the English major shall, for purposes of the English major, be included in the 17 electi*

*Prerequisite(s): ENG 072 or ENG 073*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Written Communication II*

*This course may be taken two times.*

### **ENG 160 Writing for Magazines (1)**

In this workshop, students generate magazine story ideas and develop them into finished articles. They strengthen research, interviewing, and writing skills while exploring various storytelling approaches for different audiences, and they prepare manuscripts for submission. The course will include in-class discussion of student work, with strong emphasis on self-criticism and revision. **Fall**

*Instructor(s): Sarah Pollock*

*Instructor consent required.*

*Limit fifteen students.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENG 159*

*Note(s): Special note for students minoring in journalism and majoring in English: English courses which count toward the journalism minor and which are not included as credits toward the English major shall, for purposes of the English major, be included*

*Prerequisite(s): ENG 072 or ENG 073*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Written Communication II*

*This course may be taken two times.*

### **ENG 161(261) 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**

*Instructor(s): Ajuan Mance, Tom Strychacz*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENG 164*

### **ENG 163(263) 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 U.S. 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**

*Instructor(s): Tom Strychacz, Ajuan Mance, Kim Magowan*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ENG 165*

*Prerequisite(s): ENG 001*

### **ENG 164(264) 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**

*Instructor(s): Ajuan Mance, Tom Strychacz, Kim Magowan*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ENG 161*

*Prerequisite(s): ENG 001*

### **ENG 165(265) 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**

*Instructor(s): Tom Strychacz, Kim Magowan*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENG 163*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Written Communication II*

### **ENG 166(266) 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**

*Instructor(s): Stephen Ratcliffe*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): ENG 001*

### **ENG 167 Advanced 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**

*Instructor(s): Elmaz Abinader, Patricia Powell, Staff*

*Limit fifteen students.*

*Note(s): English majors: Please note limitations for lower- and upper-division creative writing workshops listed under requirements for the English major.*

*Prerequisite(s): ENG 055*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken three times.*

### **ENG 168 Advanced Fiction Workshop (1)**

Students create a minimum of 40 pages of new fiction in this class, and they provide critical responses and support to the work of other students, both in writing and in workshop discussion. This class is for the student who is self-starting but needs a forum in which to present her work. Frequent consultations with the instructor. **Fall and Spring**

*Instructor(s): Cornelia Nixon, Elmaz Abinader, Staff*

*Limit fifteen students.*

*Note(s): English majors: Please note limitations for lower- and upper-division creative writing workshops listed under requirements for the English major.*

*Prerequisite(s): ENG 055 or ENG 057*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken three times.*

### **ENG 170 Poetry Workshop II (1)**

Intended for the student who is already somewhat familiar with the basic forms of poetry. In-class discussion of original poems. Topics may be selected to offer more detailed attention to forms of poetry. Examples of such topics might be: performance poetry, nature poetry, poetic forms, experimentalism, imitations, collaboration, and political poetry. **Fall and Spring**

*Instructor(s): Stephen Ratcliffe, Juliana Spahr, Staff*

*Limit fifteen students.*

*Note(s): English majors: Please note limitations for lower- and upper-division creative writing workshops listed under requirements for the English major.*

*Prerequisite(s): ENG 056 or ENG 055*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken three times.*

### **ENG 171 Social Action and the Academic Essay (1)**

This course focuses on the intersections between writing, education, and community action. The class has equal numbers of Mills undergraduates and East Bay high school students from the Mills College TRIO programs. Topics include expository and creative writing; educational theory; and race, ethnicity, and class identity. We focus on the relationships between writing and social action. Readings by Gloria Anzaldúa, Paulo Freire, Richard Rodriguez, June Jordan, John Edgar Wideman, Virginia Woolf, Jonathan Kozol, and others.

**Spring**

*Instructor(s): Cynthia Scheinberg*

*Letter grade only.*

*Limit fifteen students.*

*Open to undergraduates only.*

*Note(s): Prerequisite: ENG 001 or consent of instructor, junior or senior standing.*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Written Communication II*

### **ENG 172 Journalism: Telling True Stories (1)**

News reporting and writing for print and online publications (principles and practices). This course will emphasize a variety of story ideas and lots of writing. Experiential learning will include collaboration with the student news platform, the Campanil, which publishes both print and multimedia editions. Strong critical attention will be paid to how the major media covers news, who is represented and how their stories are told. A general overview of libel laws and ethical standards will be included. **Fall**

*Instructor(s): Sarah Pollock, Staff*

*Limit fifteen students.*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **ENG 173 Journalism: Writing, Editing, and Managing Publications (1-1.25)**

Writing, editing and publishing in a print and digital world (principles and practices). Emphasis on editing, revision, editorial staff management and story development. Experiential learning in collaboration with the student news platform, the Campanil, which publishes both print and multimedia editions. Strong critical attention paid to how the major media cover news, who is represented and how their stories are told. A general overview of libel laws and ethical standards is included. **Spring**

*Instructor(s): Sarah Pollock*

*Limit fifteen students.*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **ENG 174 The Bible as Literature (1)**

This course aims to familiarize students with much of the content as well as the structure and the literary genres of the Hebrew Bible (Christian Old Testament) and the Christian New Testament. Our literary approach to the Bible is intended to foster appreciation both for the Bible itself as literature and to build the familiarity needed for appreciation of the Bible in the Euro-American literary heritage. The syllabus emphasizes biblical reading, aided by short supplementary background readings. **Fall and Spring**

*Instructor(s): Cynthia Scheinberg, Bula Maddison*

*Note(s): Juniors, seniors, and graduate students are encouraged to register for the upper-division number of this course ENG 174.*

### **ENG 175(275) 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 in France and America 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**

*Instructor(s): Kirsten Saxton*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Note(s): Sophomores need consent of instructor*

*Prerequisite(s): ENG 001*

### **ENG 176(276) 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**

*Instructor(s): Ruth Saxton, Cynthia Scheinberg*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENG 188*

*Prerequisite(s): ENG 001*

*Recommended Course(s): ENG 066*

### **ENG 180 Special Topics in Literature and Culture (.25-1.25)**

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**

*Instructor(s): Staff*

*Note(s): Undergraduates can petition the department/instructor for special permission.*

*This course may be taken five times.*

### **ENG 181(281) 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**

*Instructor(s): Ruth Saxton*

*Offered every other year beginning 2017-18.*

*Note(s): Consent of instructor required for sophomores*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Written Communication II*

### **ENG 183(283) 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**

*Instructor(s): Staff*

*Limit sixteen students.*

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

*Prerequisite(s): ENG 001*

*This course may be taken two times.*

### **ENG 184(284) Memoir, Essay and other Creative Non-fiction Forms (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 *perspectives on creative texts*. **Fall**

*Instructor(s): Elmaz Abinader and Staff*

*Prerequisite(s): ENG 001 and ENG 010*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives, Written Communication II*

### **ENG 187 Teaching English to Speakers of Other Languages (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. **Fall**

*Instructor(s): Kate Brubeck and Staff*

*Limit sixteen students.*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ENG 271*

*Note(s): Sophomores need permission of instructor to take this course.*

*Recommended Course(s): ENG 107, ENG 101, PSYC 070*

### **ENG 188(288) 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**

*Instructor(s): Cynthia Scheinberg*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ENG 276*

*Prerequisite(s): ENG 066 or WMST 071*

### **ENG 189 Senior Thesis in Creative Writing (1)**

Senior English majors in creative writing prepare, refine, and produce their senior theses. Writers of poetry, fiction, creative nonfiction, and writing for young adults share the challenges of their disciplines as they exchange work and develop their theses. Discussions on craft and strategy, practice, and professionalism accompany the process. **Fall and Spring**

*Instructor(s): Elmaz Abinader, Patricia Powell, Cornelia Nixon, Juliana Spahr, Staff*

*Letter grade only.*

*Limit sixteen students.*

*Note(s): Students may also take ENG 155 as a prerequisite for this course.*

*Prerequisite(s): ENG 167 or ENG 168 or ENG 170*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### **ENG 191 Senior Thesis in Literature (1)**

Senior majors in English focusing on literature complete their final theses in this class. The students share and critique each other's projects based on their English Major Plans of Study. Issues of research, strategy, viability, and professionalism are discussed as well as the challenges of each student's particular project. **Fall and Spring**

*Instructor(s): Ruth Saxton, Ajuan Mance, Cynthia Scheinberg, Diane Cady*

*Letter grade only.*

*Limit sixteen students.*

*Open to undergraduates only.*

*Note(s): Senior standing or consent of instructor.*

*Prerequisite(s): ENG 001*

## **Environmental Science**

### **ENVS 022 Introduction to Environmental Science (1)**

A survey course focused on a scientific understanding of the environment as well as people's impact upon the natural world. Emphasis on critical evaluation of environmental issues based on scientific principles. Topics include biodiversity, global warming, the ozone layer, water pollution, and alternative energy. **Spring**

*Instructor(s): Kristina Faul*

*Note(s): Prerequisite: CHEM 004 or high school chemistry.*

*Meets the following Gen Ed requirement(s): Natural Sciences*

### **ENVS 050 Environmental Geology (1.25)**

An introduction to the composition, structure, and evolution of the earth. Relations of geologic systems, interactions, hazards, and resources to our environment. **Spring**

*Instructor(s): Kristina Faul*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Note(s): Prerequisite: CHEM 004 or two years high school science.*

*Meets the following Gen Ed requirement(s): Natural Sciences*

### **ENVS 105 Oceanography (1)**

An overview of chemical, physical, geological, and biological aspects of oceanography. Topics will include continental margin and deep ocean basin formation, sedimentation, seawater chemistry, ocean circulation, coastal processes, oceanic primary productivity, marine pollution, and paleoceanography. **Spring**

*Instructor(s): Kristina Faul*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ENVS 107*

*Prerequisite(s): CHEM 018*

### **ENVS 107 Biogeochemical Cycles and Climate Change (1)**

An exploration of the major reservoirs, fluxes, and processes controlling the distribution of biologically and geologically active chemical constituents of the Earth, including but not limited to the global carbon, nitrogen, phosphorus, and sulfur cycles. Focuses on the importance of these biogeochemical cycles to Earth's changing climate in the past, present, and future. Simple box modeling methods will be employed as a tool for understanding these cycles. **Fall**

*Instructor(s): Kristina Faul*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ENVS 105*

*Prerequisite(s): CHEM 017 or ENVS 050*

### **ENVS 115 Geochemistry (1.25)**

Geochemistry is the application of chemical principles such as thermodynamics and kinetics to geologic processes that control the composition of water, rocks, and soil. Topics include mineral solubility, carbonate chemistry, weathering, adsorption and ion exchange, redox reactions, and the geochemistry of various elements, with special emphasis on aqueous and marine environments. Students learn field collection techniques, laboratory sample analysis, and methods of presenting geochemical data. **Fall**

*Instructor(s): Kristina Faul*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ENVS 105*

*Prerequisite(s): CHEM 017 and ENVS 050*

### **ENVS 180 Special Topics in Environmental Science (1)**

Topics in environmental science not offered in the regular curriculum. **Fall and Spring**

*Instructor(s): Staff*

*Instructor consent required.*

### **ENVS 183 Advanced Seminar in Environmental Studies (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**

*Instructor(s): Staff*

## **Ethnic Studies**

### **ETHS 011 Community Organizing and Sustainable Leadership: Black History Month (.25)**

This class will explore theoretical perspectives on community organizing, leadership and social change. We will examine historical and contemporary social movements and connect this knowledge to hands-on experiences by organizing a series of events for Black History Month. Students will explore and apply principles of participatory and sustainable leadership, anti-racism, coalition-building and allyship. They will also develop tools to navigate power dynamics in relation to race, class, gender and sexuality. **Fall**

*Instructor(s): Julia C. Oparah*

*Limit fifteen students.*

*Recommended Course(s): ETHS 052, ETHS 150*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

*This course may be taken three times.*

### **ETHS 039 Raices (Roots): Latin America and the Caribbean (1)**

This introductory course surveys diverse natural and human dimensions of Latin America and the Caribbean, using the geographical perspective of human-environmental relationships. Special attention is given to countries forming the background to Latino communities in the United States. Topics include physical environments, indigenous civilizations, the European conquest and resultant ecological and social change, African slavery and resistance, struggles over land and resources, U.S.-Latin America relations, development and environment, and popular social movements. **Fall**

*Instructor(s): Deborah Berman Santana*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

### **ETHS 040(140) Digital and Social Media and Youth Activism (0-3)**

This course explores the ways young people use digital and social media to mobilize civic, political, and social movement participation, with a focus on young people of color and immigrant youth. Students explore the possibilities of mediated activism in transforming social inequalities, fostering social connectivity, and deepening democratic citizenship. **Spring**

*Instructor(s): Arely Zimmerman*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Multicultural Perspectives*



### **ETHS 041 Inventing the "Other," Policing Differences (1)**

This course will cross disciplines, using tools from such fields as literary criticism, post-colonial theory, disability studies, psychoanalysis, religious studies, philosophy, and film studies. By closely reading literature, film, and popular culture we will begin to form a better understanding of the ways these genres invent, invoke, illustrate, and control a racial "Other." □ From examples drawn from and around the world, we will examine a variety of materials from a perspective that considers the intersections of race, class, gender, nation, sexuality, and ability. **Fall**

*Instructor(s): Vivian Chin*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ETHS*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Written Communication II*

### **ETHS 042(142) Ethnicity and Environment in California (1)**

This course emphasizes geographical human-environment interactions in studying the Golden State. Special consideration is given to relationships among natural resource use, economic development, ethnic/race relations, and environmental issues. Topics include physical environments and indigenous societies; the Spanish and Mexican periods; the U.S. takeover; gold and agribusiness; water politics; immigration, racism, and exclusion; urbanization and the environment; and popular social movements. **Spring**

*Instructor(s): Deborah Berman Santana*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ETHS 047*

*Note(s): ETHS 142 open only to environmental science and environmental studies majors.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

### **ETHS 047 The "Third World": Colonialism and Globalization (1)**

An introductory critical and comparative survey of historical, economic, political, social, and environmental forces shaping (and being shaped by) diverse peoples of color, both in the "third world" and the U.S. The course will review key theories and discuss how they influence policies affecting millions of people and their environments. Topics include underdevelopment, colonialism, population, resources, trade, immigration, nationalism, human rights, social movements, and sustainable development. **Spring**

*Instructor(s): Deborah Berman Santana*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ETHS 042*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Historical Perspectives, Multicultural Perspectives*

### **ETHS 051 Introduction to Ethnic Studies (1)**

An introduction to the history, concepts, and issues concerning ethnic studies. The course compares the experiences of African Americans, American Indians/Alaska Natives, Asian Americans/Pacific Islanders, and Chicanas(os)/Latinas(os) within a global context. Historical, social, economic, cultural, and environmental resources are employed in analyzing the intersections of race, class, gender, and sexuality. Class activities include lectures, discussion, films, and guest speakers. **Fall**

*Instructor(s): Deborah Berman Santana*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

### **ETHS 052 African American Women's History (1)**

This course examines the economic, political, social, cultural, religious, and sexual dynamics of African American women's history. We focus on women's lives in West Africa and slavery, Jim Crow segregation, the great migration, Harlem Renaissance, the civil rights era, black nationalism, black women in electoral politics, and black feminism. Three themes are explored: the nature of diaspora and the extent of West African sociocultural retentions; the intersections of race, class, and gender; and African American women's resistance, spirituality, and collective struggles for social change. **Fall**

*Instructor(s): Julia C. Oparah*

*Offered every third year beginning 2017-18.*

*Offered in rotation with: ETHS 150, ETHS 114*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives, Women and Gender*

### **ETHS 054 American Indian History to 1900 (1)**

An introduction to indigenous populations whose history covers thousands of years prior to the European invasion. The focus will be on sovereignty and the transformation of native traditions including gender relations, tribal languages, educational institutions, religious practices, sociopolitical structures, environmental assaults, and treaty negotiations. We will study the methods native people employed to fight the changes and how those strategies became the foundation for later resistance movements including the Seminole Wars and the Ghost Dance. **Fall**

*Instructor(s): Melinda Micco*

*Offered every other year beginning 2016-17.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

**ETHS 055 Law, Resistance and Identity: American Indian History from 1900 (1)**

This course covers contemporary American Indian history, from 1900 to the present, focusing on relations between the U.S. and American Indians as individuals and tribes. It examines legal decisions and federal policies directed at American Indian issues and tribal responses to these policies. The evolving political status of tribes as sovereign entities forms the core of the course's concerns. Sample topics include citizenship, religious freedom, education, courts and jurisdiction, child welfare, taxation, and economic development. **Fall**

*Instructor(s): Melinda Micco*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ETHS 172*

*Recommended Course(s): ETHS 054*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

**ETHS 064 Mixed Race Descent in the Americas (1)**

This course provides an introduction to the historical evolution of racially mixed peoples to understand the present concerns of racial and ethnic typecasting. Topics of interest will include rates of outmarriages among and between different groups, census data, legal definitions, mixed-race children, literature, and film portrayals. **Fall**

*Instructor(s): Melinda Micco*

*Offered every other year beginning 2017-18.*

*Recommended Course(s): ETHS 051*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

**ETHS 090 Comparative Ethnic Literature and Cultural Production (1)**

An introduction to the literature of people of color in the U.S. In addition to literature, this course considers other forms of cultural production, such as film and visual arts. From an ethnic studies perspective that attends to transnational and diasporic connections, we will read and interpret literary texts and other forms of cultural production in order to interrogate the mechanics of culture and ideology.

**Spring**

*Instructor(s): Vivian Chin*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives, Written Communication II*

**ETHS 112 Race, Gender, and the Environment (1)**

This intensive reading and discussion seminar explores how factors such as race, gender, class, colonialism, and concepts of human-environment relations help shape the often contradictory definitions of "environmentalism." We will explore the ideas and assumptions behind issues and movements such as environmental justice, ecofeminism, deep ecology, biotechnology, the population debate, and sustainable development. Readings include both international and U.S. perspectives, and represent competing viewpoints. **Fall**

*Instructor(s): DÃ©borah Berman Santana*

*Limit sixteen students.*

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

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ETHS 160*

*Recommended Course(s): ETHS 051, ENVS 022, WMST 071*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender*

**ETHS 113 Comics and Politics: Visual Culture, Power, and Ideology (1)**

Graphic narratives and the interactions of text and image in sequential art are the focus of this course. We will pursue questions regarding power and ideology in the construction of race, gender, and sexuality as produced in visual texts. We will investigate the role of signification and language as well as the choices made in framing and panels to better understand the production of meaning in this genre. With particular attention to work created by artists of color, we will gain insight concerning the fundamentals of visual narratives and storytelling. **Spring**

*Instructor(s): Vivian Chin*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives*

**ETHS 114 Representing Blackness: Film in Africa and the Diaspora (1)**

This course will examine the changing representations of Africa and the diaspora in film. The class will explore the historical context and ideological motivations behind stereotypical and oppositional portrayals of people of African descent. We will undertake a critical socio-historical review of diverse genres including U.S. "race movies," "blaxploitation," "hood movies," independent African cinema, and contemporary interventions by black feminist and gay filmmakers. Locations include the U.S., the African continent, Europe, and the Caribbean. **Fall**

*Instructor(s): Julia C. Oparah*

*Open to undergraduates only.*

*Offered every third year beginning 2016-17.*

*Offered in rotation with: ETHS 150, ETHS 052*

*Recommended Course(s): ETHS 052*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives, Multicultural Perspectives*

### **ETHS 119 Action Research for Social Change (1)**

This course teaches the basic concepts and principles of action research, with an emphasis on participatory action research (PAR), and prepares students to apply its philosophy, values, approaches, and methods to an empowering collaboration between "community members" and "researchers." **Spring**

*Instructor(s): Julia Oparah*

*Instructor consent required.*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): ETHS 051 or ETHS 091*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender*

### **ETHS 120 Decolonizing Spirituality: Indigenous Religions in the Americas (1)**

This seminar course use decolonizing methodologies to examine Indigenous creation stories, origin narratives, and spirituality in comparison with primary source documents from early explorers. How were Indigenous spiritual practices altered by invading forces? What were the resulting responses? Various viewpoints will be covered in this course including Indigenous peoples from different geographic areas, Native and non-Native perspectives, and spiritual leaders from various Indigenous nations. We shall also examine practices and laws that impeded religious ceremonies/traditions. **Spring**

*Instructor(s): Melinda Micco*

*Instructor consent required.*

*Letter grade only.*

*Limit sixteen students.*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ETHS 172*

*Recommended Course(s): ETHS 051, ETHS 172*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives, Women and Gender*

### **ETHS 126 Theories of Race and Ethnicity (1)**

This course will expose students to the cutting edge of critical thinking around issues of race and ethnicity. It will provide students with the analysis they need to unpack "common sense" ideas about race and inequality. By using theory as a tool and an opportunity for critical thinking, we will develop a new vocabulary and framework for understanding the history and contemporary impact of race within the U.S. and in a global context. **Spring**

*Instructor(s): Julia C. Oparah*

*Open to undergraduates only.*

*Prerequisite(s): ETHS 051*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Multicultural Perspectives*

### **ETHS 139(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**

*Instructor(s): Vivian Chin*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives, Women and Gender*

### **ETHS 140 Digital and Social Media and Youth Activism (0-3)**

This course explores the ways young people use digital and social media to mobilize civic, political, and social movement participation, with a focus on young people of color and immigrant youth. Students explore the possibilities of mediated activism in transforming social inequalities, fostering social connectivity, and deepening democratic citizenship. **Spring**

*Instructor(s): Arely Zimmerman*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Multicultural Perspectives*

### **ETHS 142 Ethnicity and Environment in California (1)**

This course emphasizes geographical human-environment interactions in studying the Golden State. Special consideration is given to relationships among natural resource use, economic development, ethnic/race relations, and environmental issues. Topics include physical environments and indigenous societies; the Spanish and Mexican periods; the U.S. takeover; gold and agribusiness; water politics; immigration, racism, and exclusion; urbanization and the environment; and popular social movements. **Spring**

*Instructor(s): DÃ©borah Berman Santana*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ETHS 047*

*Note(s): ETHS 142 open only to environmental science and environmental studies majors.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

### **ETHS 144 Representation and Politics in Asian Diasporic and Pacific Islander Literature (1)**

A survey of Asian/Pacific American and Asian Diasporic literature, including fiction and criticism. We examine major concepts that are vital to the evaluation of Asian/Pacific American and Asian Diasporic literature, such as Orientalism, ethnic differences, and issues of immigration. By pursuing questions regarding authenticity, audience, and the "native informant," as well as the significance of race, class, gender, sexuality, and nation, we will investigate literary and everyday constructions of Asian/Pacific America and the Asian Diaspora.

#### **Spring**

*Instructor(s): Vivian Chin*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives, Written Communication II*

### **ETHS 150 Black Feminist Theory (1)**

This course has two complementary goals: first, to analyze the continuities between black women's thought in Africa and in the African Diaspora; and second, to explore how the different locations of West African, African American, and other African Diasporic women affect their perspectives on these common theoretical concerns. The course is interdisciplinary, utilizing historical, literary, sociological, and autobiographical sources to illustrate diverse black feminist and womanist voices. **Fall**

*Instructor(s): Julia C. Oparah*

*Open to undergraduates only.*

*Offered every third year beginning 2018-19.*

*Offered in rotation with: ETHS 052, ETHS 114*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender*

### **ETHS 154 Writing the Self: Autobiographies of People of Color in the U.S. (1)**

This course is an examination of the autobiography genre that focuses on contemporary writers of color in the U.S., including African American, Asian American, Chicano/Latino, and Native American writers. The course investigates the aims of autobiography, with special attention to the ways in which representation can construct a counterhegemonic self-identity. We will read critical essays as well as a variety of forms of autobiographical writing and produce analytical essays as well as autobiographical work. **Fall**

*Instructor(s): Vivian Chin*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ETHS 156*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives*

### **ETHS 156 Contemporary Queer Writers of Color (1)**

This course focuses on works written by contemporary queer writers of color. We will consider the ways in which self-identified gay, lesbian, bisexual, and transgender authors define such terms of identity, and determine how these definitions are relevant in their writing. Reading fiction, theory, and literary criticism, we will place these texts in a theoretical framework that attends to the intersections between race, gender, class, and sexuality. **Fall**

*Instructor(s): Vivian Chin*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ETHS 154*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives*

### **ETHS 157 Race, Gender, and the Criminal Justice System (1-1.25)**

With two million incarcerated, immense racial discrepancies, and one in three black young men on probation, parole, or in prison, the U.S. criminal justice system has become a site of contestation. This course will provide students with the tools and historical background they need to engage in meaningful and informed debates about race, gender, crime, and punishment. Themes for discussion include the war on drugs, juvenile justice, the "prison-industrial complex," and the death penalty. **Spring**

*Instructor(s): Julia C. Oparah*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ETHS 166*

*Note(s): Service learning optional for 1.25 credit.*

*Recommended Course(s): ETHS 051*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Multicultural Perspectives*

### **ETHS 158 Latino Immigration (1)**

This course examines why people migrate, and how modern international migration differs from previous eras; why Latinas/os have comprised the majority of U.S. immigrants since 1970; how the U.S. government and society have responded, including effects on U.S.-born Latinas/os; and how this growing population is changing both Latin America and the United States. Class meetings include lectures, discussions of diverse readings, and presentations of student research. **Spring**

*Instructor(s): DÁ@borah Berman Santana*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ETHS 159*

*Note(s): Service learning optional for 1.25 credit*

*Recommended Course(s): ETHS 039*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

### **ETHS 159 History of Latinas/os in the U.S. (1)**

Latinas/os are the fastest growing population, and most hotly pursued marketing target and political constituency, in the United States. Yet there is little knowledge of who they are, nor their greatest concerns. This course addresses the striking diversity and strong commonalities among Latinas/os in the United States, through reviewing their origins, distributions, and characteristics; we also discuss contemporary issues such as racial/ethnic identity, gender/sexuality, bilingual education, and cultural nationalism and transnationalism. **Spring**

*Instructor(s): DÁ@borah Berman Santana*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ETHS 158*

*Note(s): Service learning optional for 1.25 credit*

*Recommended Course(s): ETHS 039*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives, Women and Gender*

### **ETHS 160 Militarism, Gender, and Ethnicity (1)**

This course explores race and gender dynamics of militarism, conflict, and peace building with a view to developing local, global, and transnational ethnic studies and feminist perspectives on contemporary militarism. It analyzes the effects of militarism, military rule, and conflict on relations of ethnicity, and examines how women's mobilizations have redefined conflict, peace, and security. The course also examines the environmental and economic impacts of militarism in a historical context. **Fall**

*Instructor(s): DÁ@borah Berman Santana*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ETHS 112*

*Note(s): This is a graduate-style seminar class, not open to first years (freshwomen).*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives, Women and Gender*

### **ETHS 166 Women of Color in Social Movements (1-1.25)**

This course will examine the roles of women of color as grassroots activists, leaders, and thinkers in movements for social justice. Starting with the civil rights movement, we will discuss the emergence and effectiveness of social movements for racial and gender justice, and examine the experiences of women of color in anti-violence, prison abolition, LGBTQ, labor, reproductive justice and anti-imperialist/anti-war movements. The class also has a service learning component that enables students to bring theory into conversation with hands-on experience. **Spring**

*Instructor(s): Julia C. Oparah*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ETHS 157*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Multicultural Perspectives, Women and Gender*

### **ETHS 172 American Indian and Pacific Islander Women (1-1.25)**

This course will examine the contributions of American Indian women to their communities. While it is important to understand the present context in which these women struggle for their communities, it is also necessary to examine their changing roles within a historical situation. The focus will include political situations, literature, film, migrations from aboriginal land bases, and public policy. **Spring**

**Spring**

*Instructor(s): Melinda Micco*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ETHS 055*

*Note(s): Optional service learning component for 1.25 credit.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives, Women and Gender*

### **ETHS 173 Celluloid Native: American Indians in Film (1)**

This course focuses on images of American Indians in film. The course will study the political context and historical background for the development of cinematic images. Issues include non-Indians who portray Native people; misinformation about tribal cultures and practices; and the abuse of Native images for profit. We will closely examine the ways in which media, particularly film, impacts issues such as self-esteem, interpretation of Native cultures, and continuation of Native traditions. **Spring**

*Instructor(s): Melinda Micco*

*Instructor consent required.*

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

*Offered every other year beginning 2017-18.*

*Offered in alternation with: ETHS 188*

*Recommended Course(s): ETHS 172*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives*

### **ETHS 180 Special Topics in Ethnic Studies (1)**

This course deals with social, political, economic, cultural, and environmental issues of interest to American Indians, African Americans, Asian Americans/Pacific Islanders, Latinos and Arab Americans. May be repeated for credit when topics differ. **Fall and Spring**

*Instructor(s): Staff*

*This course may be taken nine times.*

### **ETHS 183 Advanced Seminar in Ethnic Studies (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**

*Instructor(s): Staff*

*Open to undergraduates only.*

*This course may be taken nine times.*

### **ETHS 188 Film, Color, and Culture: Images of People of Color in Cinema (1)**

This course examines cinematic stereotypes within the framework of a variety of disciplines, including history, sociology, literature, political science, psychology, feminist theory, and ethnic and race relations. The depiction of women and people of color in film is often a one-dimensional portrayal, yet remains the most vivid for many in the dominant society. To provide a foundation for analysis, filmmaking both from an artistic and economic perspective will be presented. **Spring**

*Instructor(s): Melinda Micco*

*Letter grade only.*

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

*Offered every other year beginning 2016-17.*

*Offered in alternation with: ETHS 173*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives*

### **ETHS 189 Research Methods with Communities of Color, with Fieldwork (1.25)**

This course will equip students with the skills for social research on issues of race and ethnicity. It will enable students to engage with ethical considerations and interrogate the impact of research on communities of color. We will examine anti-oppressive methodologies and explore the possibility of developing research agendas that empower the subjects of research, and that break down the barriers between researcher and researched. The course uses a "research justice" framework in which the researcher is an agent of social change carrying out research with, rather than on communities. **Fall**

*Instructor(s): Julia Chinyere Oparah*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Written Communication II*

### **ETHS 190 Research Methods with Communities of Color (1)**

This course will equip students with the skills for social research on issues of race and ethnicity. It will enable students to engage with ethical considerations and interrogate the impact of research on communities of color. We will examine anti-oppressive methodologies and explore the possibility of developing research agendas that empower the subjects of research, and that break down the barriers between researcher and researched. The course uses a "research justice" framework in which the researcher is an agent of social change carrying out research with, rather than on communities. **Fall**

*Instructor(s): Julia C. Oparah*

*Letter grade only.*

*Prerequisite(s): ETHS 051*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Written Communication II*

### **ETHS 191 Senior Seminar (1)**

Advanced directed research to write senior thesis. **Spring**

*Instructor(s): Vivian Chin*

*Letter grade only.*

*Open to undergraduates only.*

*Prerequisite(s): ETHS 091*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

## **Film**

### **FILM 170 Film in American Society (1)**

Focuses on relationships between popular arts, audience needs and expectations, and socioeconomic factors within a culture that sustain these arts. Primary concerns will be: social and personal myths of entertainment films, traditional roles of heroes, and how a superhero-archfiend spectrum emerges for the major genres of American film. Representative films will be screened and studied in detail, analyzing their cinematic values, use of the hero myth and appeal in relation to historical conditions. **Spring**

*Instructor(s): Ken Burke*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

## **French & Francophone Studies**

### **FREN 001 Elementary French I (1.25)**

Intensive introduction to the basic skills of understanding, speaking, reading, and writing, with the aim of progressing toward an active command of the language and an early familiarization with French and Francophone cultures. Oral communication is stressed from the very beginning, and French is the exclusive language of the class. **Fall**

*Instructor(s): Audrey Calefas-Strebelle*

### **FREN 002 Elementary French II (1.25)**

Intensive introduction to the basic skills of understanding, speaking, reading, and writing, with the aim of progressing toward an active command of the language and an early familiarization with French and Francophone cultures. Oral communication is stressed from the very beginning, and French is the exclusive language of the class. **Spring**

*Instructor(s): Audrey Calefas-Strebelle*

*Prerequisite(s): FREN 001*

### **FREN 003 Intermediate French III (1.25)**

Review and expansion of linguistic skills, combined with an introduction to the reading of literary and cultural texts. **Fall**

*Instructor(s): Brinda Mehta*

*Limit fifteen students.*

*Prerequisite(s): FREN 002*

### **FREN 004 Intermediate French IV (1.25)**

Review and expansion of linguistic skills, combined with an introduction to the reading of literary and cultural texts. **Spring**

*Instructor(s): Brinda Mehta*

*Prerequisite(s): FREN 003*

### **FREN 100 Advanced Grammar, Translation and Writing (1)**

The course combines the study of French grammar at an advanced level with active practice through translation and creative writing exercises in a range of literary genres. Particular attention will be given to questions of style and levels of language, as well as the systematic differences between French and English usage. **Fall**

*Instructor(s): Audrey Calefas-Strebelle*

*Limit fifteen students.*

*Prerequisite(s): FREN 004*

### **FREN 101 Introduction to French Literature (1)**

Introduction to major themes, genres, and works of the French literary tradition from the Middle Ages to the present. Together with the authors widely recognized as part of the canon, the course emphasizes the distinct contribution of women writers throughout the long history of French literature. **Fall**

*Instructor(s): Christian Marouby*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): FREN 004*

### **FREN 102 Introduction to Francophone Literature (1)**

Introduction to the major movements of the Francophone literary tradition, including Négritude, Créolité, Indianité, post-colonialism, diaspora, and feminism. While focusing on the transnational scope of Francophone literary studies, this course highlights the literatures of North and West Africa, the Caribbean, Vietnam, and Québec. Authors include Aimé Césaire, Kim Lefèvre, Mehdi Charef, Anne Hébert, among others. **Spring**

*Instructor(s): Brinda Mehta*

*Limit fifteen students.*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): FREN 004*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

### **FREN 143 Popular Tales: a Cross-Cultural Comparison (1)**

This course will be an introduction to the rich oral tradition of Middle Eastern, South Asian, and French popular folktales in 17th and 18th century France. Important aspects of the courses include orality, written transcriptions and adaptations, and cross-cultural influences. Our approach will be comparative, psychoanalytic, feminist, multi-ethnic, and anthropological.

*Instructor(s): Audrey Calefas-Strebelle*

*Limit fifteen students.*

*Offered every third year beginning 2017-18.*

*Prerequisite(s): FREN 100*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

### **FREN 155 Reading Otherness in the French Enlightenment (1)**

This course focuses on the perception and construction of Otherness (gendered, racialized, and sexual) in the political and philosophical discourses of the 17th and 18th centuries. In addition to reading canonical writers, such as Montesquieu, Voltaire, Diderot and Rousseau, we will also examine how the movement manifests itself in less philosophical texts, including Molière's Les Femmes de bien.

Les Contes de Perrault and Olympe de Gouges's L'Esclavage des noirs. Perspectives include cultural anthropology, critical race theory, feminism, the philosophy of education and political theory. **Fall**

*Instructor(s): Audrey Calefas-Strebelle*

*Limit fifteen students.*

*Offered every third year beginning 2018-19.*

*Prerequisite(s): FREN 101 or FREN 102*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **FREN 162 Aesthetics of the Body in Literature (1)**

The different representations of the human body through significant literary movements in France: the decadent period and its subversion of sexual/social categories, Surrealism, the women's movement and the inscription of the body within the parameters of "l'écriture féminine," psychoanalytic interpretations of the female body with special emphasis on women writers' responses to Freud, and the representation of the lesbian body and its revalorization of the feminine. **Fall**

*Instructor(s): Brinda Mehta*

*Offered every third year beginning 2018-19.*

### **FREN 168 Francophone Women's Writing from Martinique, Haiti, and Guadeloupe (1)**

A gendered interrogation of major aspects of Caribbean identity through the writings of women authors from Martinique, Guadeloupe, and Haiti. Major topics for discussion and analysis: the impact of colonialism and neo-colonialism in the "creation" of Caribbean identity, mixed-race identification, sexuality, indigenous systems of religious affirmation such as Voudun, exile and the formation of diasporic communities (African and South Asian), immigration, Créolité and linguistic empowerment, political repression, and the "state" of women's writing. **Fall**

*Instructor(s): Brinda Mehta*

*Limit fifteen students.*

*Offered every third year beginning 2017-18.*

*Prerequisite(s): FREN 101 or FREN 102*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender*

### **FREN 170 Orientalism in the Novel (1)**

A critical examination of the representation of non-European cultures in French novels of the 19th and 20th centuries. We will explore the idea of Orientalism or "exotic otherness" in its pluralistic manifestations as a sociopolitical, geographical, and psychosexual construction through the works of Flaubert, Nerval, Duras, Leïla Sebbar, Daniel Maximin, and Cheikh Hamidou Kane. Critical readings will include essays by Said, Kristeva, Fanon, Djébar. **Fall**

*Instructor(s): Brinda Mehta*

*Limit fifteen students.*

*Offered every third year beginning 2016-17.*



### **FREN 180 Special Topics in French & Francophone Literature (1-1.25)**

This course provides students with an overall framework to study certain themes that are relevant to a deeper understanding of the complexity and diversity of French and Francophone literatures and cultures. Topics include: Exile, Migration and Immigration in Francophone African literature, among others. May be repeated for credit when topics differ. **Spring**

*Instructor(s): Brinda Mehta, Audrey Calefas-Strebelle, Staff*

*Prerequisite(s): FREN 100*

*This course may be taken four times.*

### **FREN 191 Senior Thesis (1)**

An independent research project, which focuses on a topic selected in consultation with the major advisor. Normally completed in conjunction with a regularly scheduled advanced literature course. **Fall and Spring**

*Instructor(s): Brinda Mehta, Christian Marouby*

*Limit ten students.*

### **FREN 192 Senior Thesis (1)**

An independent research project, which focuses on a topic selected in consultation with the major advisor. Normally completed in conjunction with a regularly scheduled advanced literature course. **Spring**

*Instructor(s): Brinda Mehta, Christian Marouby*

## **Government**

### **GOVT 016 Comparative Politics (1)**

This course introduces students to three major concepts in comparative politics: state, nation, and regime. Using comparisons between countries from all over the world, the course examines how states emerge and survive, nations are built and change, and how regimes—both democratic and authoritarian—operate. The case comparisons expose students to the comparative method and to the wide range of topics studied in the field of comparative politics. **Fall**

*Instructor(s): Martha Johnson*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Written Communication II*

### **GOVT 017 International Relations (1)**

Basic character and structure of the international arena. How changes in these patterns determine outbreaks of war and peace among countries. **Spring**

*Instructor(s): Fred Lawson*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **GOVT 085 American Government (1)**

Introduction to the structure and functions of American national government. This class examines the US political system, including its political culture, parties, and electoral processes as well as major institutions, such as Congress and the presidency. **Fall**

*Instructor(s): Paul Schulman*

### **GOVT 087 Political Economy (1)**

Introduces study of the interaction between politics and markets. Examines competing theories of appropriate role of the state in the economy. Covers political aspects of global economic issues like trade, international finance, and actions of multinational corporations. Compares types of, and challenges facing, welfare states in developed countries. Considers political role in, and implications of, rapid economic development in countries like India, China, and Brazil. **Spring**

*Instructor(s): Martha Johnson*

*Offered every other year beginning 2017-18.*

*Recommended Course(s): GOVT 016*

### **GOVT 090 American Foreign Policy (1)**

Alternative explanations for contemporary American foreign policy. Special reference to policies regarding Russia, defense spending and procurement, the international market, and military or other intervention in peripheral conflicts. **Spring**

*Instructor(s): Fred Lawson*

*Offered every other year beginning 2016-17.*

### **GOVT 101 Organizational Theory (1)**

Major theories of organizational structure, leadership, communication, and control processes will be analyzed and "tested" in their application to specific cases. **Fall**

*Instructor(s): Paul Schulman*

*Crosslisted with: MGMT 203*

**GOVT 102 Administrative Behavior (1)**

An analysis of the cognitive skills of administrators in information processing, decision making, and control in relation to the performance challenges faced by modern organizations. **Spring**

*Instructor(s): Paul Schulman*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

*Crosslisted with: MGMT 202*

**GOVT 115 The American Presidency (1)**

An examination of the presidential selection process, the scope and powers of the office, and the major determinants of presidential behavior. **Spring**

*Instructor(s): Paul Schulman*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: GOVT 118*

*Recommended Course(s): GOVT 085*

**GOVT 116 Court Systems of the San Francisco Metropolitan Area (1)**

An introduction to the work of the courts at all levels. Emphasis on field trips and observation. **Spring**

*Instructor(s): Staff*

*Open to undergraduates only.*

**GOVT 118 Science, Technology, and Public Policy (1)**

How political forces influence scientific research and technological development. The public policy-making process for science and technologyâ€™s capacities and limitations. **Spring**

*Instructor(s): Paul Schulman*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

**GOVT 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**

*Instructor(s): Paul Schulman*

*Crosslisted with: PPOL 209*

**GOVT 127 Comparative Foreign Policy (1)**

Focused comparisons of selected foreign policy issues involving various countries in the contemporary world. Primary countries covered include Russia, France, Japan, India, China, Egypt, Argentina, and Tanzania. **Fall**

*Instructor(s): Fred Lawson*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

**GOVT 130 Regime Change (1)**

Examines the reasons for the emergence, persistence, and collapse of authoritarian and democratic regimes. Countries studied drawn from South America, Europe, East Asia, and the former Soviet Union. **Spring**

*Instructor(s): Martha Johnson*

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

*Offered every other year beginning 2016-17.*

*Offered in alternation with: GOVT 142*

*Meets the following Gen Ed requirement(s): Written Communication II*

**GOVT 132 Theories of International Relations (1)**

Theories that explain the dynamics of world politics. Topics include the quest for power and domination, imperialism and wealth, international systems and processes, and attempts to create a science of international relations. **Spring**

*Instructor(s): Fred Lawson*

*Open to undergraduates only.*

*Prerequisite(s): GOVT 017*

**GOVT 137 Comparative Politics of the Middle East and North Africa (1)**

Political and social structures of Middle Eastern countries. Legacies of colonial domination and nationalist movements. Conflicts between regimes and opposition forces. Sources of potential instability in local affairs. **Fall**

*Instructor(s): Fred Lawson*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: GOVT 138*

**GOVT 138 International Relations of the Middle East (1)**

Alternative explanations for great/power policies toward the region. Analysis of sources and course of local conflicts, particularly the Arab-Israeli dilemma. Changing pattern of relations among Arab states. **Fall**

*Instructor(s): Fred Lawson*

*Offered every other year beginning 2017-18.*

**GOVT 139 Ethical Reasoning in Politics and Public Policy (1)**

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

*Instructor(s): Paul Schulman*

*Offered in alternation with: GOVT*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

*Crosslisted with: PPOL 217*

**GOVT 141 Politics of Developing Nations (1)**

Overview of the major issues and concerns in comparative politics of the developing world. Critical discussions of the concept of the developing world, colonial histories, economic underdevelopment, state collapse, and violence. Study of the relationship between state and society in the developing world. **Fall**

*Instructor(s): Martha Johnson*

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

*Recommended Course(s): GOVT 016*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

**GOVT 142 African Politics (1)**

Introduces students to the study of contemporary politics in sub-Saharan Africa and provides background on African political history. Focuses on governance, development, and conflict on the continent. **Spring**

*Instructor(s): Martha Johnson*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: GOVT 130*

*Recommended Course(s): GOVT 016, GOVT 141*

*Meets the following Gen Ed requirement(s): Written Communication II*

**GOVT 148 Model United Nations (.5)**

Principles and organization of the United Nations, world trends, and international power relations as reflected in the organization.

Preparation for and participation in simulations of U.N. committee sessions. **Spring**

*Instructor(s): Martha Johnson*

*This course may be taken five times.*

**GOVT 149 Diplomacy (1)**

Principles and practice of modern diplomacy. Forms of debate associated with international organizations. Strategies used in bilateral and multilateral bargaining. Preparation for participation in Model United Nations simulation. **Spring**

*Instructor(s): Fred Lawson*

**GOVT 180 Special Topics in Government (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**

*Instructor(s): Staff*

**GOVT 183 Advanced Seminar in Government (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**

*Instructor(s): Staff*

**GOVT 191 Senior Seminar (1)**

Research on the senior project, oral reports, and the written presentation of the senior project. **Fall**

*Instructor(s): Fred Lawson*

*Instructor consent required.*

*Open to undergraduates only.*

## History

### **HIST 011 The West and Its Cultural Traditions I (1)**

Introduction to the history of the Western world, focusing on political, social, economic, religious, and scientific developments. Covers the period from prehistory to the coming of the modern era in the late 16th century. **Fall**

*Instructor(s): Bertram Gordon*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Written Communication II*

### **HIST 012(112) The West and Its Cultural Traditions II (1)**

Introduction to the history of the Western world, focusing on political, social, economic, religious, and scientific developments. Covers the period from the coming of the modern era in the late 16th century to the present. **Spring**

*Instructor(s): Bertram Gordon*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Written Communication II*

### **HIST 031 American History I (1)**

A survey of the political, social, and economic development of American society from the early 17th century through the end of the Civil War era in 1877. **Fall**

*Instructor(s): Marianne Sheldon*

*Note(s): Prerequisite: ENG 001 or consent of instructor.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Written Communication II*

### **HIST 032 American History II (1)**

An introduction to the history of the U.S. since the end of Reconstruction. This course analyzes the rise of a mass production/mass consumption economy; the changing nature of ethnic, racial, and gender relations; and the growth of the American state during this era.

**Spring**

*Instructor(s): Staff*

*Note(s): Prerequisite: ENG 001 or consent of instructor.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Written Communication II*

### **HIST 058 Ancient History (1)**

With specific attention to political, intellectual, social, and religious considerations, this course examines the rise and development of civilization in ancient Mesopotamia, Egypt, Greece, and Rome. Particular focus will be given to each culture's concept of law, gods, and the meaning of the heroic in society. Class reading and discussion will entail primary documents and will explore the way historians use such sources. **Spring**

*Instructor(s): Staff*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **HIST 061 China and Japan to 1800 (1)**

An introductory survey of China and Japan from ancient times to 1800, focusing on the political, social, and cultural development of these two traditional societies. **Fall**

*Instructor(s): Wah Cheng*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

### **HIST 062 China and Japan Since 1800 (1)**

A survey of China and Japan from 1800 to the middle of the 20th century. Emphasis is placed on the abrupt transition of the traditional societies of China and Japan to the modern age in response to the challenge of the West and the quest for modern nationhood. **Spring**

*Instructor(s): Wah Cheng*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

### **HIST 069(169) Men, Women, and Travel: Tourism in Europe Since the Renaissance (1)**

The nature of tourism and its practice, from antiquity to the present, emphasizing the period from the middle of the 17th century, with the development of the terms "tourism," "picturesque," and "romantic." Focuses on similarities and differences in the experiences of men and women travelers through the many changes into the late 20th century, when women travel in ever-larger numbers and, for the first time, apply for more American passports than men do. **Fall**

*Instructor(s): Bertram Gordon*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: HIST 111*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Historical Perspectives, Women and Gender*

### **HIST 080(180) Special Topics in History (1)**

Topics in history not offered in the regular curriculum. Taught by regular staff or visitors. **Fall and Spring**

*Instructor(s): Staff*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **HIST 100 Europe in the Middle Ages (1)**

The Middle Ages from the fall of the Western Roman Empire in the 5th century through the 14th century: the Irish and Carolingian Renaissances; the Viking, Saracenic, and Hungarian invasions of the Continent, culminating with the Crusades; the rise of commerce, towns, universities, and great cathedrals; and the culture of the High Middle Ages. **Spring**

*Instructor(s): Staff*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **HIST 102 The Italian Renaissance (1)**

The Italian Renaissance from the rise of the city-states on the Peninsula; Petrarch and the "rediscovery" of antiquity; the emergence of Florentine civic humanism and art; Venetian commercial and naval power; the splendor of the Renaissance popes; and, finally, to the beginning of the end with Machiavelli, the foreign invasions of Italy, and the sack of Rome in 1527. **Spring**

*Instructor(s): Staff*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **HIST 104 Early Modern Europe (1)**

Focuses on cultural crisis brought about by the shattering of medieval hegemony in Europe. Major consideration is given to the interplay of popular culture and high culture in the reformation of European culture from the Italian Renaissance to the French Revolution. **Fall**

*Instructor(s): Staff*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **HIST 108 Gender and Society in Early Modern Europe (1)**

An examination of the role of gender in early modern Europe from the late Middle Ages to the end of the 18th century. Topics include religion, law, labor, and social and family relations. The course considers the impact on gender of major historical developments such as the Renaissance, Reformation, Scientific Revolution, and the rise of the modern state. **Spring**

*Instructor(s): Staff*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Women and Gender*

### **HIST 109 Irish Nationalism (1)**

Considerations of social status, ethnicity, class, and religion for the basis for this examination of the roots of Irish nationalism and the process of cultural identification in Ireland from the 17th century to the present. Additional attention is given to the importance of the Irish in England and in America in the formation of the idea of the Irish nation. **Fall**

*Instructor(s): Staff*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **HIST 110 Fads and Fashions: Popular Culture and European Modernity (1)**

The development of fads and fashions in popular culture in Europe from the Middle Ages through the contemporary era of the European Union, emphasizing fads and fashions with an impact on cultural history, and their historical backgrounds, to explain how they developed and spread in the ways they did. Course materials are drawn from painting, architecture, literature, drama, film, music, dress, and gastronomy. **Fall**

*Instructor(s): Bertram Gordon*

*Offered every third year beginning 2017-18.*

*Offered in rotation with: HIST 111, HIST 169*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Women and Gender*

### **HIST 111 Cuisine History (1)**

Patterns in cuisine throughout the world, from the emergence of humans to the present. Emphasis is given to cuisine and dining styles as causes and reflectors of social change. **Fall**

*Instructor(s): Bertram Gordon*

*Offered every third year beginning 2016-17.*

*Offered in rotation with: HIST 129, HIST 173*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Women and Gender*

### **HIST 112(012) The West and Its Cultural Traditions II (1)**

Introduction to the history of the Western world, focusing on political, social, economic, religious, and scientific developments. Covers the period from the coming of the modern era in the late 16th century to the present. **Spring**

*Instructor(s): Bertram Gordon*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Written Communication II*

### **HIST 113 Left and Right in Modern Europe (1)**

The development of the political left and right in Europe, from their origins through Rousseau and the divisions of the French Revolution; special emphasis on 19th-century Marxism and the left, and right-wing anarchism; and 20th-century divisions of the Communist left and the Fascist right and the ways in which these divisions cross existential, psychoanalytical, and feminist theory. **Spring**

*Instructor(s): Bertram Gordon*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Historical Perspectives, Women and Gender*

### **HIST 116 History of the American City (1)**

Historical development of the American city from its colonial origins to the development of the 20th-century megalopolis. The emergence of certain contemporary urban issues, such as immigration, patterns of residence, city planning, and suburban development, will be considered by drawing upon an interdisciplinary scholarly literature. **Spring**

*Instructor(s): Marianne Sheldon*

*Offered in alternation with: HIST 117*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Historical Perspectives*

### **HIST 117 The Immigrant Experience (1)**

The introduction of various ethnic groups to the United States through the 20th century, with primary focus on the great influx of immigrants in the 19th century. **Spring**

*Instructor(s): Marianne Sheldon*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

### **HIST 118 The Civil Rights Movement in the United States, 1941 to the Present (1)**

The African American civil rights movement since the beginning of World War II. Events, personalities, institutions and ideas associated with the campaigns for racial equality. The regional diversity of the movement. The role of protest, legal challenges, legislation, and direct action. The role of religion; the role of gender and class. The contests over strategy and tactics of the movement; the contests over interpreting the meaning and legacy of the movement. **Fall**

*Instructor(s): Andrew Workman, William Issel*

*Offered every other year beginning 2016-17.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

### **HIST 123 England and the British Empire: From the Rise of the Tudors to the Present (1)**

The development of state and society in Britain from Roman days through the present. Focuses on the Norman conquest, medieval England, the age of Elizabeth I and British overseas expansion, George III and the American Revolution, 19th-century industrialism and Victorianism, empire in Africa and India, the 20th-century challenges from Germany and America, the two world wars of the 20th century, "swinging" London, Thatcherism, and Tony Blair's New Labor. **Spring**

*Instructor(s): Bertram Gordon*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: HIST 125*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Historical Perspectives, Women and Gender*

### **HIST 125 France: From the 1789 Revolution to the Present (1)**

The history of France from Charlemagne to the present with emphasis on the French Revolution; the era of Napoleon and the Restoration; the rebuilding of Paris under Napoleon III; the turn-of-the-century Belle Époque; the two world wars and collaboration and resistance; and the struggle to maintain grandeur in today's world. **Spring**

*Instructor(s): Bertram Gordon*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: HIST 123*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Historical Perspectives, Women and Gender*

### **HIST 127 Germany and Central Europe: From the Beginnings to the European Union (1)**

Examines Germany and Central Europe from the earliest inhabitants through the struggles against the Roman Empire, the Middle Ages, and the Protestant Reformation in northern Europe. Focuses on Germany, European Russia, and the lands in between, and emphasizes the development of the German-speaking areas as part of Europe. Special attention is given to 19th-century Central European culture, the two world wars of the 20th century, Nazism and Communism, the Cold War, and the re-emergence of Germany as the economic center of the European Union after 1990. **Fall**

*Instructor(s): Bertram Gordon*

*Offered every third year beginning 2017-18.*

*Offered in rotation with: HIST 111, HIST 169*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives, Women and Gender*

**HIST 129 Spain: From the Golden Age to the Present (1)**

Spain from its Germanic, Moorish, Jewish, and Catholic roots through its golden age and the loss of its colonial empire; reaction to defeat by America in 1898; the development of dictatorship and the Civil War in the 20th century; and Spain's recent attempts to rejoin the Western European community since the death of Franco. **Spring**

*Instructor(s): Bertram Gordon*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

**HIST 133 The South in American History (1)**

The formation and evolution of a distinctive segment of American society from colonial times through the Civil War and into the 20th century. Examines some of the main themes and controversies of the history of the South in conjunction with its myths and legends.

**Spring**

*Instructor(s): Marianne Sheldon*

*Offered in rotation with: HIST 160, HIST 116*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

**HIST 135 Worker in American Life: 1877 to the Present (1)**

The labor movement and the history of working men and women in the U.S. since 1877. Events, personalities, institutions and ideas associated with the labor movement. The regional diversity of the movement. The role of protest, direct action, legal challenges, legislation. The role of religion; the role of race, ethnicity, gender and class in the working class. The contests over strategy and tactics of the labor movement; the contests over interpreting the meaning and legacy of the labor movement. **Fall**

*Instructor(s): William Issel*

*Offered every third year beginning 2016-17.*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

**HIST 136 Screening American History (1)**

An inquiry into the relationship between film and American history. Examines the construction of the American past in a variety of moving image formats with attention to accounts of race relations, the American West, propaganda and war, and other topics. **Fall**

*Instructor(s): Andrew Workman*

*Offered every other year beginning 2016-17.*

**HIST 137 Prosperity, Depression, and War: America from 1920 to 1945 (1)**

A study of the United States from the boom years of the 1920s through the Great Depression and World War II. Emphasis will be placed on the labor movement, the development of the welfare state, the rise of mass culture, and changes in gender, ethnic, and racial relations during this era. **Fall**

*Instructor(s): Staff*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

**HIST 138 The United States Since World War II (1)**

This is a lecture/discussion course on the history of the United States from World War II to the beginning of the 21st century. The course covers foreign policy, diplomacy, and military history, as well as national politics and the social and cultural history of the American people. Events in the U.S. will be examined in the context of international history. **Spring**

*Instructor(s): William Issel*

*Offered every other year beginning 2016-17.*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

**HIST 140 Diplomatic History of the United States Since 1898 (1)**

American foreign relations from the Spanish-American-Philippine-Cuban War to the present.

*Instructor(s): William Issel*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

**HIST 142 History of the Supreme Court from 1865 (1-3)**

The constitutional and political roles of the Supreme Court since 1865. **Spring**

*Instructor(s): Robert Brown*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Historical Perspectives, Women and Gender*

**HIST 148 Communist China, 1949-1989 (1)**

A critical examination of the history of the People's Republic of China from its birth in 1949 to the student demonstration in Tiananmen Square in 1989. Topics include the historical context of China's revolutionary upsurge in the 20th century, particularly the theory and practice of Chinese Communism in an epoch of imperialism and war, the founding of the People's Republic and the early attempts at socialist reconstruction, the Cultural Revolution, the Deng era, and the student demonstration in Tiananmen Square. **Spring**

*Instructor(s): Wah Cheng*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

**HIST 149 Colonial and Revolutionary America (1)**

America in the 17th and 18th centuries, focusing on society and government in the English colonies in North America; the development of the Revolution; and the emergence of a new nation. **Fall**

*Instructor(s): Marianne Sheldon*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: HIST 133*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

**HIST 151 African American History Since Emancipation (1)**

A survey of the political and social history of African Americans since 1863: Reconstruction, the onset of de jure segregation, Garveyite nationalism, the civil rights and Black Power movements, and more recent developments. The course will emphasize the struggle against racial oppression as well as the tension between racial solidarity and intra-group differences of class, gender, and region. **Fall**

*Instructor(s): Staff*

*Offered every other year beginning 2016-17.*

**HIST 153 Traditional China (1)**

An examination of traditional China from the times of Confucius to the maturing of Chinese absolutism in the Ming dynasty (1368-1644). Our investigation is guided by the theme of how the Chinese (elites and commoners alike) addressed and negotiated with, in the realms of politics, culture, and ideas, the growth and concentration of power in the imperial state throughout the ages. **Spring**

*Instructor(s): Wah Cheng*

**HIST 154 Modern China (1)**

An examination of the major issues and events in modern Chinese history, from the Opium War to the founding of the People's Republic, with special focus on the interweaving imperatives of reform and revolution in China's quest for national rejuvenation and modernity. **Fall**

*Instructor(s): Wah Cheng*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

**HIST 155 Modern Japan (1)**

This course examines the major historical developments of modern Japan, from its reactions to the menace of the West in the 19th century to its celebrated and bitter triumphs of national formation in the 20th. **Fall**

*Instructor(s): Wah Cheng*

*Offered every third year beginning 2018-19.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

**HIST 157 China and the US in the 20th Century: Policy, Interests, and Imagination (1-1.25)**

The historical relationship between China and the US is full of twists and turns. This course approaches this relationship in two interconnected spheres of engagement. We begin by examining state-to-state policy considerations and interests from the Open Door to Tiananmen Square in 1989. We then query how this history of state-to-state encounters can be further understood in the broader and parallel context of cultural construction and social perception, e.g., the interplay between religion and policy, China and the US in popular imagination, and China as a liberal myth. **Spring**

*Instructor(s): Wah Cheng*

*Offered every third year beginning 2018-19.*

*Offered in rotation with: HIST 148, HIST 153*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

**HIST 158 Growing Up in America (1)**

A study of the changing roles and experiences of children within the family and society in America, from the colonial period to the 20th century. **Fall**

*Instructor(s): Marianne Sheldon*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Women and Gender*



### **HIST 160 History of Women in America (1)**

The status and roles of American women, from the colonial period to the present. Demographic trends, family life, work, education, reform, race, and ethnicity will be considered. **Spring**

*Instructor(s): Marianne Sheldon*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives, Women and Gender*

### **HIST 169(069) Men, Women, and Travel: Tourism in Europe Since the Renaissance (1)**

The nature of tourism and its practice, from antiquity to the present, emphasizing the period from the middle of the 17th century, with the development of the terms "tourism," "picturesque," and "romantic." Focuses on similarities and differences in the experiences of men and women travelers through the many changes into the late 20th century, when women travel in ever-larger numbers and, for the first time, apply for more American passports than men do. **Fall**

*Instructor(s): Bertram Gordon*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: HIST 111*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Historical Perspectives, Women and Gender*

### **HIST 173 Eastern Europe, the Russian Revolution, and Evolution of the European Union (1)**

Focuses on the Eastern European states that joined the European Union (EU) in 2004. Starting with the division of Europe into east and west after the defeat of the Hungarians in 955, we trace the development of serfdom in the east, the emergence of modern states after World War I, the Russian Revolution, the Nazi-Soviet conflict, and the Cold War and its end in 1989-91. What kind of unity can we expect? **Fall**

*Instructor(s): Bertram Gordon*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **HIST 180(080) Special Topics in History (1)**

Topics in history not offered in the regular curriculum. Taught by regular staff or visitors. **Fall and Spring**

*Instructor(s): Staff*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

### **HIST 183 Advanced Seminar in History (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**

*Instructor(s): Staff*

*This course may be taken nine times.*

### **HIST 189 History and Its Methods (1)**

A seminar to develop historical skills including the analysis of sources, critiquing of historical literature, and definition of research projects.

**Spring**

*Instructor(s): Staff*

*Note(s): Prerequisites: ENG 001 or consent of instructor; junior or senior standing; also open to graduate students.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Written Communication II*

### **HIST 190 Senior Thesis Seminar (1)**

Students will write a thesis on the basis of research begun in HIST 189. Class work includes oral presentations of work in progress. **Fall**

*Instructor(s): Staff*

*Letter grade only.*

*Prerequisite(s): HIST 189*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Written Communication II*

## **Hellman Summer Science & Math**

### **HSSM 001 Hellman Summer Science and Math Program (.5)**

HSSM offers selected first-year students an intensive two-module, four-week course of scientific inquiry, mathematics, and logic. Biology and chemistry are used as themes to develop study habits and laboratory experience, in addition to developing critical thinking, enhanced writing, and leadership skill. HSSM includes lectures, labs, readings, videos, class discussions, computer lab assignments, papers, laboratory reports, and examinations. Course activities are graded on a Pass/No Pass basis. **Summer**

*Instructor(s): Helen Walter, Elisabeth Wade, Sandra Banks*

*Instructor consent required.*

*Pass/No Pass only.*

*Limit sixteen students.*

*Open to undergraduates only.*

*Note(s): Invited students only*

## Intermedia Art

### **IART 043 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**

*Instructor(s): James Fei*

*Offered every other year beginning 2016-17.*

*Crosslisted with: ARTS 143*

### **IART 047 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**

*Instructor(s): Halperin, Samara*

*Limit twelve students.*

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

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

*Crosslisted with: ARTS 147, ARTS 247*

### **IART 119(219) 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.

*Instructor(s): James Fei*

*Limit fifteen students.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### **IART 120(220) 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**

*Instructor(s): James Fei*

*Limit fifteen students.*

### **IART 141(241) 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**

*Instructor(s): Staff*

*Limit fifteen students.*

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

*This course may be taken three times.*

### **IART 143(243/043) 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**

*Instructor(s): James Fei*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Crosslisted with: ARTS 143*

**IART 147(247/047) 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**

*Instructor(s): Samara Halperin*

*Limit twelve students.*

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

*This course may be taken two times.*

*Crosslisted with: ARTS 147, ARTS 247*

**IART 148(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**

*Instructor(s): Staff*

*Limit twelve students.*

*Prerequisite(s): IART 147*

*This course may be taken three times.*

**IART 191 Senior Seminar: Intermedia (1)**

This class provides a forum for the intermedia arts major to develop her critical skills and language as they relate to the articulation of ideas in intermedia arts. It helps senior students produce a body of work (including work that may incorporate a variety of artistic mediums) in preparation for the intermedia arts senior presentations. This class also helps the student prepare her portfolio for graduate school. **Spring**

*Instructor(s): Staff*

*Letter grade only.*

*Limit fourteen students.*

*Open to seniors only.*

*Prerequisite(s): IART 119 and IART 147*

**IART 192 Senior Portfolio and Exhibition (.25)**

This course is for senior intermedia arts majors only. It guides them in the preparation of their senior portfolio and art work to be presented in the Spring Intermedia Arts Senior Show. Submission of a senior portfolio and participation in the senior show are capstone requirements for all intermedia arts majors. Students will meet individually with their IART advisor, and occasionally as a group at times to be arranged during the semester. **Spring**

*Instructor(s): Staff*

*Instructor consent required.*

*Limit fifteen students.*

*Note(s): Senior IART majors*

## **Institute for Civic Leadership**

**ICL 180 Special Topics in Engaged Learning (1)**

Explorations of social change issues through community based learning. **Summer**

*Instructor(s): Staff*

*This course may be taken four times.*

**ICL 181(281) Social Change Leadership Seminar: Theory and Practice (1-1.25)**

This course will examine diverse approaches to civic and democratic leadership with special attention to the roles of race, class, and sex/gender expression identity in various realms of social change. Students apply theory to community settings and explore ways to expand their capacity for civic leadership and promote community goals. A community action project will be designed and led by students. Students receive .25 credits for retreats and trainings, including a retreat the weekend after classes start, a leadership skills workshop, and a closing retreat the Saturday before finals. **Fall**

*Instructor(s): Ingrid Seyer-Ochi and Michaela Daystar*

*Letter grade only.*

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

### **ICL 187 Civic Leadership and the Social Text (1)**

This class explores ways that American writers have used their novels, poems, and essays to construct, challenge, and revise our understanding of the role of the civic leader in a democratic society. Authors may include Thomas Jefferson, Frederick Douglass, Margaret Sanger, Abbie Hoffman, Martin Luther King Jr., bell hooks, Frances Harper, Ida B. Wells-Barnett, Catherine Beecher and Harriet Beecher Stowe, Malcolm X, Angela Davis, Abraham Lincoln, Cesar Chavez, W.E.B. DuBois, and Audre Lorde. **Spring**

*Instructor(s): Ajuan Mance*

*Open to undergraduates only.*

*Prerequisite(s): ICL 181*

## **Letters**

### **LET 101 Library Resources and Methods (.5)**

Introduction to library research; use of printed works and electronic databases in the search for source material; individual project in the bibliography on a topic of the student's choice. **Spring**

*Instructor(s): Michael Beller*

### **LET 110 Introduction to Literary Criticism (1)**

An introduction to the most important contemporary schools of literary criticism: New Criticism; Structuralism and Post-structuralism; Marxism, New Historicism, and Post-colonialism; and Psychoanalytic, Feminist, and Gender Criticism. Primary aim is to provide an understanding of the concepts and methodologies characteristic of each school, and to enable students to apply those theoretical approaches to their own reading and critical practice. **Fall**

*Instructor(s): Christian Marouby*

*Prerequisite(s): ENG 001*

### **LET 111(211) 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**

*Instructor(s): Brinda Mehta*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

### **LET 115(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 NA "grit" movement and the Harlem Renaissance. Readings will be based on selected works by Caribbean, West and North African, and African American authors. **Fall**

*Instructor(s): Brinda Mehta*

*Offered every third year beginning 2016-17.*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender*

### **LET 131(231) 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.

*Instructor(s): Carlota Caulfield, H. Mario Cavallari*

*Note(s): Check course schedule for availability. Consent of instructor needed for first-year students.*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

### **LET 142 French and Francophone Women Writers (1)**

A study of major French and Francophone fictional and theoretical texts written by women in the 19th and 20th centuries. Focuses on the issues involved in the psychosexual and historical construction of gender and gender roles as reflected in the theory and practice of the literature. **Fall**

*Instructor(s): Brinda Mehta*

*Offered every third year beginning 2018-19.*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender*

**LET 149(249) 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**

*Instructor(s): Brinda Mehta*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: LET 115*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender*

**LET 150 Reconfiguring South Asian Diasporic Identity (1)**

A literary, theoretical, and cinematic exploration of how South Asian diasporic communities in Britain, East and South Africa, and the Anglophone Caribbean reconfigure themselves around "migrating" notions of race, class, gender, and nationhood. Issues discussed will include the tension between assimilation and cultural resistance, immigration and its impact on shifting gender ideologies, exile and historical rupture, and hybridized forms of cultural and literary production resulting from the inevitable "clash of cultures." **Fall**

*Instructor(s): Brinda Mehta*

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

*Offered every third year beginning 2017-18.*

**LET 155(255) 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**

*Instructor(s): Brinda Mehta*

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

*Offered every third year beginning 2016-17.*

**LET 161 Women Writers of Spain, Latin America, and U.S. Latinas (1)**

A study of major works written by Spanish, Latin American, and U.S. Latina women writers who have come to prominence in the last 50 years, studied in the light of contemporary literary criticism. Focuses on issues of historical culture and identity. **Spring**

*Instructor(s): Carlota Caulfield*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender*

**LET 162(262) U.S. Latino Literature and Culture (1)**

A study of U.S. 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 U.S. 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 U.S. Latinos. The course will introduce critical concepts for the study of Latino/a literature and culture.

*Instructor(s): Carlota Caulfield, H. Mario Cavallari*

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

**LET 166(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 1930's. Areas of study include the Caribbean (Cuba and Puerto Rico), Mexico, and the Cono Sur (Uruguay, Argentina, and Chile).

*Instructor(s): Carlota Caulfield, Hector Mario Cavallari*

*Offered every third year beginning 2017-18.*

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

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

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

**LET 168(268) Hispanic Women's Cinema (1)**

Analysis and discussion of films about women and gender issues in the cinema of Spain, Latin America, and U.S. Latinas. 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.

*Instructor(s): Hector Mario Cavallari*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: LET 169*

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

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender*

### **LET 169(269) Hispanic Cinema (1)**

Structural and historical analysis of major exponents in contemporary Hispanic film, including the cinema of Latin America, Spain, and U.S. 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.

*Instructor(s): H. Mario Cavallari*

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

*Offered every other year beginning 2016-17.*

*Offered in alternation with: LET 168*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

### **LET 171(271) 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**

*Instructor(s): H. Mario Cavallari*

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

*Offered every other year beginning 2016-17.*

### **LET 180 Special Topics in Literature (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**

*Instructor(s): Staff*

*Offered every third year beginning 2018-19.*

### **LET 183 Advanced Seminar in Literature (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**

*Instructor(s): Staff*

### **LET 191 Senior Thesis (1)**

An independent research project that focuses on a topic selected in consultation with the major advisor. Normally completed in conjunction with a regularly scheduled advanced literature course. **Fall and Spring**

*Instructor(s): Staff*

*Open to seniors only.*

## **Mathematics**

### **MATH 001 Introduction to Mathematics (1)**

Mathematical reasoning and problem solving. Emphasis on building mathematical intuition and analytical skills via simplification of problems and inductive discovery methods. Topics are selected from logic, number theory, set theory, geometry, probability, statistics, and graph theory.

*Instructor(s): Barbara Li Santi, Zvezdelina Stankova*

*Note(s): Intended for students with little technical background who wish to acquire a mathematical perspective or prepare for a more advanced course such as MATH 003 or MATH 004. Those taking MATH 001 in preparation for MATH 004 must enroll concurrently i*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **MATH 003 Pre-Calculus (1)**

A streamlined course designed to prepare students for the calculus sequence (MATH 047&#048). Properties and graphs of elementary functions. Emphasis on developing conceptual understanding and problem-solving skills. **Fall**

*Instructor(s): Steven Givant*

*Note(s): Concurrently, students must enroll in a pre-calculus lab, MATH 003L (.5), designed to strengthen their algebraic skills.*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **MATH 004 Discrete Mathematics I (1)**

The Discrete Mathematics I&#048 sequence studies the fundamental mathematical ideas that are used in various disciplines of computer science. Emphasis is placed on problem-solving techniques. Topics are selected from: logic, Boolean algebra, proof techniques such as mathematical induction and proof by contradiction, sums, sets, and counting methods. **Spring**

*Instructor(s): Barbara Li Santi, Susan Wang*

*Note(s): Prerequisites: Strong background in high school mathematics and consent of instructor, or MATH 001 or MATH 003 and their associate workshop MATH 003L.*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **MATH 006 Discrete Mathematics II (1)**

This course is a continuation of Discrete Mathematics I. Topics are selected from: functions, the Halting Problem, counting methods, probability, statistics, recursion, recurrence relations, graph theory, matrices, finite state automata, grammars, and languages. **Fall**

*Instructor(s): Barbara Li Santi, Susan Wang, Almudena Konrad*

*Note(s): Prerequisite of MATH 004 may be waived with instructor consent.*

*Prerequisite(s): MATH 004*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **MATH 047 Calculus I (1)**

Calculus I & II and Multivariable Calculus (MATH 049) are designed to build a solid foundation in calculus. Topics in Calculus I include: limits; continuity; derivatives; techniques for differentiation; linearization and differentials; the Mean Value Theorem; interpretations of derivatives in geometry and science; extreme values of functions, with applications to graphing and optimization problems in economics, life sciences, and physics; and an introduction to integrals. **Fall and Spring**

*Instructor(s): Maia Averett, Steven Givant, Zvezdelina Stankova*

*Note(s): Concurrently with MATH 047, students must enroll in a calculus workshop, MATH 047L (.25). Prerequisite: MATH 003 or high school equivalent.*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **MATH 048 Calculus II (1)**

This course is a continuation of Calculus I. Topics include: the notion of integral; the Fundamental Theorem of Calculus; techniques of integration, including substitution and integration by parts; numerical integration; concrete interpretations of the integral in geometry and science; applications of the integral to problems of measurement and of physics; improper integrals; infinite series and tests of convergence; the algebra and calculus of power series; and Taylor series approximations. **Spring**

*Instructor(s): Maia Averett, Steven Givant, Zvezdelina Stankova*

*Note(s): Students must enroll in a calculus workshop, MATH 048L (.25).*

*Prerequisite(s): MATH 047*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **MATH 049 Multivariable Calculus (1)**

The theory of calculus in higher dimensional spaces. Vector functions and scalar functions of several variables. The notions of derivative and integral appropriate to such functions. In particular, partial derivatives, gradient, multiple integration, extrema, and applications of these notions. Line and surface integrals, Green's Theorem, and Stoke's Theorem. **Spring**

*Instructor(s): Zvezdelina Stankova, Steven Givant*

*Prerequisite(s): MATH 048*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **MATH 050 Linear Algebra (1)**

Matrix algebra and determinants, and the theory of vector spaces, including: the notion of subspace, independence, basis and dimension, linear transformations, and eigenvalues and eigenvectors. Applications to geometry, systems of linear equations, and the theory of approximations are given. **Fall**

*Instructor(s): Barbara Li Santi, Steven Givant, Zvezdelina Stankova*

*Note(s): Prerequisites of MATH 047 and MATH 048 may be waived by instructor consent.*

*Prerequisite(s): MATH 047 and MATH 048*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **MATH 102 Probability and Statistics (1)**

An introduction to the concepts and applications of probability and statistics, with a strong foundation in theory as well as practice, including the possible use of technology. Topics include fundamentals of probability, random variables, distributions, expected values, special distributions, sampling, tests of significance, statistical inference, regression, and correlation.

*Instructor(s): Staff*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: MATH 104*

*Note(s): The prerequisite of MATH 048 may be taken concurrently, at the discretion of the instructor.*

*Prerequisite(s): MATH 047 and MATH 048*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **MATH 104 Differential Equations (1)**

Ordinary differential equations of first and second order as well as systems of such equations. More general techniques for finding solutions are developed gradually. Applications to physical and social sciences. **Fall**

*Instructor(s): Maia Averett, Steven Givant, Zvezdelina Stankova*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: MATH 102*

*Prerequisite(s): MATH 050 and MATH 048*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **MATH 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.

*Instructor(s): Susan Wang*

*Offered every other year beginning 2016-17.*

*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*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

*Crosslisted with: CS 127*

### **MATH 128 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.

*Instructor(s): Susan Wang, Steven Givant*

*Offered every other year beginning 2017-18.*

*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*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

*This course may be taken two times.*

*Crosslisted with: CS 128*

### **MATH 141 Real Analysis I (1)**

The Real Analysis sequence is a rigorous presentation of the basic concepts of real analysis, including methods of proof used throughout mathematics, e.g., direct proof, proof by contradiction, and the method of induction. Topics for Real Analysis I include: the real number system, suprema and infima, and completeness; estimations and approximations; sequences, subsequences, and convergence; cluster points, limits of sequences, and the Bolzano-Weierstrass Theorem; Cauchy sequences; infinite series and the convergence tests; and power series. **Fall**

*Instructor(s): Steven Givant, Zvezdelina Stankova*

*Prerequisite(s): MATH 048*

*Recommended Course(s): MATH 049, MATH 050*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **MATH 142(242) Real Analysis II (1)**

Continuation of Real Analysis I. Topics include: elementary properties of functions of a single variable; local and global behavior of functions; continuity and limits; Intermediate Value Theorem; properties of continuous functions on compact intervals; Rolle's Theorem; Mean Value Theorem; l'Hospital's rule for indeterminate forms; linearization and applications to convexity; theory of Taylor polynomials; the Riemann integral; Fundamental Theorems of Calculus; improper integrals; and sequences and series of functions. **Spring**

*Instructor(s): Steven Givant, Zvezdelina Stankova*

*Prerequisite(s): MATH 141*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

### **MATH 151 Abstract Algebra I (1)**

The Abstract Algebra sequence studies fundamental concepts concerning the abstract algebraic structures: groups, rings, fields, and vector spaces. Topics in Abstract Algebra I include: arithmetic and modular congruence in the integers and in polynomial rings; the Chinese remainder theorem; criteria for reducibility and irreducibility in polynomial rings over the rational, the real, and the complex numbers; the quotient of a polynomial ring; abstract rings, subrings, and ring homomorphisms and isomorphisms; and ideals and quotient rings. **Fall**

*Instructor(s): Maia Averett, Steven Givant, Barbara Li Santi, Zvezdelina Stankova*

*Note(s): The instructor may waive the prerequisites for exceptional students.*

*Prerequisite(s): MATH 050 and MATH 141*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*



**MATH 152(252) 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(s): Maia Averett, Steven Givant, Barbara Li Santi, Zvezdelina Stankova*

*Prerequisite(s): MATH 151*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

**MATH 154(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**

*Instructor(s): Steven Givant, Zvezdelina Stankova*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: MATH 254*

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

*Prerequisite(s): MATH 050*

**MATH 160(260) 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**

*Instructor(s): Maia Averett, Steven Givant*

*Open to sophomores, juniors, and seniors only.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: MATH 154*

*Prerequisite(s): MATH 141*

**MATH 180(280) 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**

*Instructor(s): Zvezdelina Stankova*

*Prerequisite(s): MATH 047 and MATH 048*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

*This course may be taken two times.*

**Music****MUS 001 Exploring Music: Performance, Creation, and Cultural Practice (1)**

An introduction to music from the perspectives of performer, composer, improviser, instrument maker, and scholar. Music will be studied as a social art, as a performance practice, as acoustic architecture and spontaneous creation, and as historical artifact and cultural signifier. Projects for the class include playing music, listening and analysis, composing, recording, and writing. No knowledge of music, notation, or instrumental skill is necessary. **Fall**

*Instructor(s): Staff*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**MUS 002 Music in Western Culture (1)**

An examination of selected U.S. and European musical literature in the context of the arts, culture, and society. Students study genres and styles from the Middle Ages to the present (chant, symphony, folk song and spiritual, opera, and electronic music), and consider how the evolution of instruments, musical forms, and performance practices reflects culture, time, and place. The course aims to make more informed and engaged listeners for a wide range of musical experiences. **Fall**

*Instructor(s): Staff*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Note(s): Designed for non-majors*

**MUS 003 Musicianship I (5)**

Musicianship I provides practical training in basic musical skills including: reading music notation; understanding elementary music theory; performing sight-singing, melodic, rhythmic, and harmonic dictation; and basic keyboard skills. **Fall and Spring**

*Instructor(s): Jennifer Wilsey and Staff*

*Note(s): Students will be placed in one of four different groups to practice at the appropriate skill level, from beginning through advanced. Students must pass a proficiency test for level I to declare a music major, and must complete a proficiency test. This course may be taken eight times.*

**MUS 005 Diatonic Harmony and Counterpoint I (1)**

A study of melodic writing, elementary counterpoint, and diatonic harmony as practiced during the 18th and 19th centuries through analysis and the development of written and aural skills. Music majors must register concurrently for Musicianship II and III. Designed for music majors and non-majors who have a working knowledge of musical notation. **Fall**

*Instructor(s): John Bischoff*

*Must be taken with: MUS 003*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**MUS 006 Diatonic Harmony and Counterpoint II (1)**

A study of melodic writing, elementary counterpoint, and diatonic harmony as practiced during the 18th and 19th centuries through analysis and the development of written and aural skills. Music majors must register concurrently for Musicianship I. Designed for music majors and non-majors who have a working knowledge of musical notation. **Spring**

*Instructor(s): Chris Brown*

*Note(s): Equivalent of MUS 005 or consent of instructor.*

*Prerequisite(s): MUS 005*

*Recommended Course(s): MUS 003*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**MUS 007(107) Individual Instruction in Performance (.25)**

Private lessons in the performance of musical instruments. 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**

*Instructor(s): Staff*

*Open to undergraduates only.*

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

*This course may be taken four times.*

**MUS 009(109) Individual Instruction in Voice (.25)**

Private lessons in vocal performance. 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**

*Instructor(s): Staff*

*Open to undergraduates only.*

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

*This course may be taken four times.*

**MUS 012(112) Cross-Currents in Rock Music (1)**

This seminar examines the vitality of "vernacular" music, more specifically popular music from the '60s to the present, from both musical and sociohistorical perspectives. It includes an overview of the reciprocal relationship between rock and contemporary art music and an assessment of the cross-fertilization between rock, jazz, and world music. It also addresses the impact of new music technologies on traditional music in North Africa and India, and the links between musical innovation and cultural identity in rock music of Quebec, Eastern Europe, and Japan. **Fall**

*Instructor(s): Fred Frith*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: MUS 121*

*Note(s): Graduates may participate at the discretion of the instructor.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives, Multicultural Perspectives*

**MUS 014 Musics of the World: The Pacific, Asia, and India (1)**

A survey of music from a variety of the world's cultures providing a global perspective on music making. Music is studied as a phenomenon of cultural evolution in order to discover concepts that bind musical cultures together, as well as to identify the features that characterize particular musical practices. Both art music and folk music traditions are examined. This course examines musics from Hawaii, Australia, Southeast Asia, China, Korea, Japan, and India. **Fall**

*Instructor(s): Chris Brown*

*Offered every third year beginning 2017-18.*

*Offered in rotation with: MUS 015, MUS 020*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives*

**MUS 015 Musics of the World: Africa, the Mediterranean, and the Americas (1)**

A survey of music from a variety of the world's cultures providing a global perspective on music making. Music is studied as a phenomenon of cultural evolution in order to discover concepts that bind musical cultures together, as well as to identify the features that characterize particular musical practices. Both art music and indigenous folk music traditions are examined. This course surveys traditional music in Africa, the Mediterranean, and the Americas. **Fall**

*Instructor(s): Chris Brown*

*Offered every third year beginning 2016-17.*

*Offered in rotation with: MUS 014, MUS 020*

*Recommended Course(s): MUS 014, MUS 020*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives*

**MUS 016(116) Women and Creative Music (1)**

Studies in the contributions of women composers and performers to music across space and time, including critical consideration of the intersections of gender and creativity. This course involves listening, reading, lectures and discussion, and draws on historical and critical perspectives to examine the creative lives of musicians ranging from 12th-century visionary, and composer Hildegard von Bingen, romantic pianist-composer Clara Wieck Schumann, and avant-garde teacher Nadia Boulanger, to the iconic Indian playback singer Lata Mangeshkar, and legendary Egyptian singer Umm Kulthum. **Fall**

*Instructor(s): Nalini Ghuman*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Women and Gender*

**MUS 020(120) American Music (1)**

Selected topics in the musical and cultural history of American music, with emphasis on the multicultural sources of American folk, popular, and art music traditions. This course concentrates on listening to, reading about, and writing on American music from literary, historical, cultural, and musical perspectives. Music majors are required to write an extensive musical analysis, while non-music majors can focus instead on the literary, historical, and sociological aspects of the music under discussion. **Spring**

*Instructor(s): Beth Custer*

*Limit fifteen students.*

*Offered every third year beginning 2018-19.*

*Offered in rotation with: MUS 014, MUS 015*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives, Written Communication II*

**MUS 025 Mills College Choir (.25)**

The Mills College Choir is a non-audition vocal ensemble that performs a great variety of literature for women's voices from the Renaissance to the 21st century. Its members represent a wide range of academic disciplines from across the campus. Our goal is to create a supportive community working toward a common artistic goal and striving for excellence not only as individuals but also as a group. The ability to read music is not required, and we do not hold auditions. However, you must be able to carry a tune and sing in the range of alto or soprano. **Fall and Spring**

*Instructor(s): Cindy Beitmen*

*Instructor consent required.*

*Letter grade only.*

*This course may be taken eight times.*

**MUS 026(126) Music Improvisation Ensemble I (.25)**

MIE is an instrumental/vocal ensemble devoted to intensive work on non-idiomatic (and pan-idiomatic) improvisation. Some basic instrumental or vocal experience is required. The focus of the course is on careful listening, sensitivity to the moment, creating an atmosphere of mutual respect, and developing a vocabulary which allows players to compose spontaneously with others. **Fall**

*Instructor(s): Staff*

*Instructor consent required.*

*Limit fifteen students.*

*Note(s): Acceptance into the course is determined by an informal audition that takes place during the first session of the semester. The purpose of the audition is to assess your level of technical ability and experience of playing with others. Graduates*

*This course may be taken four times.*

**MUS 027(127/227) Contemporary Performance Ensemble (.25)**

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(s): Steed Cowart*

*Instructor consent required.*

*This course may be taken eight times.*

**MUS 028(128/228) Gamelan Ensemble (.25-5)**

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**

*Instructor(s): Daniel Schmidt*

*This course may be taken eight times.*

**MUS 029(129/229) African Drumming (.25)**

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.

*Instructor(s): CK Ladzekpo*

*This course may be taken eight times.*

**MUS 030(130/230) Vocal Jazz Improvisation Ensemble (.25)**

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 jazz tunes. 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. Culminates in an evening class performance. **Fall and Spring**

*Instructor(s): Molly Holm*

*This course may be taken eight times.*

**MUS 031(131/231) Performance Collective (.25)**

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**

*Instructor(s): Staff*

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

*This course may be taken eight times.*

**MUS 032 Early Music Vocal Ensemble-Beginning (.25)**

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**

*Instructor(s): Cindy Beitmen*

*This course may be taken eight times.*

**MUS 033(133/233) Early Music Vocal Ensemble (.25)**

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. **Fall and Spring**

*Instructor(s): Cindy Beitmen*

*Open to undergraduates only.*

*This course may be taken eight times.*

**MUS 034(134/234) Early Music Instrumental Ensemble (.25)**

The Mills Early Music Instrumental Ensemble explores the fascinating and gorgeous repertoires of the Medieval, Renaissance, and the Baroque periods. All instruments are welcome, modern or early. No prior experience in early music is required, just a sense of musical adventure! This class will include some basic improvisation exercises as well as ensemble techniques, stylistic differences in the various eras and countries, ornamentation and divisions, musicianship, and more, all which will apply directly to the music we'll work on for a short performance. Students must be able to read music. **Fall and Spring**

*Instructor(s): Shira Kammen*

*Limit fifteen students.*

*This course may be taken four times.*

**MUS 035 Early Music Ensemble-Baroque (.25)**

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**

*Instructor(s): Louise Carlake*

*This course may be taken eight times.*

**MUS 040(140) The Technique and Mystery of Singing (.5)**

The Technique and Mystery of Singing introduces and reinforces the foundational techniques of singing, tone production, musicianship, and interpretation. This class is designed to explore and develop the singing voice in each student while covering the basic elements of vocal technique, including analysis of individual problems and corrective solutions.

*Instructor(s): Sara Ganz*

*Limit fifteen students.*

*Open to undergraduates only.*

*This course may be taken two times.*

**MUS 043(143/243) Mills College Percussion Group (.25)**

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(s): William Winant*

*Instructor consent required.*

*Limit twelve students.*

*Open to undergraduates only.*

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

*This course may be taken nine times.*

**MUS 047(147) Introduction to Electronic Music (.5-1)**

Introduction to the techniques and theory of electroacoustic music, musique concrète, and basic recording techniques. Introduction to acoustics, the operation of standard analog electronic audio modules, and a survey of the compositional and artistic developments of the last 50 years. Hands-on experience in electronic music composition, recording, multitracking, signal processing, mixing, and creation of short compositions and studies using these resources. **Fall**

*Instructor(s): Maggi Payne*

*Limit seventeen students.*

*Note(s): Open to non-majors. No previous music experience is required.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**MUS 054(154) Introduction to Computer Music (.5-1)**

Introduction to the theory, techniques, and literature of computer music via a hands-on, practical studio approach. Course includes a music- and art-oriented guide to computers—their architecture, programming, data structures, real-time control, and input-output techniques. Students will learn basic programming techniques on computer music systems. In addition, the course includes a survey of developments in computer music, and special activities in and around the Center for Contemporary Music. **Spring**

*Instructor(s): John Bischoff*

*Note(s): No previous music or computer experience is required.*

*Recommended Course(s): MUS 047*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### **MUS 056 Musical Form: Listening and Analysis (1)**

An introduction to the analysis of Western classical music forms such as binary, rondo, minuet and trio, Baroque and classical variation forms, sonata, and Romantic miniatures, involving further study of tonal and chromatic harmony. Repertory is drawn from major orchestral, keyboard, chamber, and vocal works of the 18th and 19th centuries. Studies involve aural and written analyses of key elements of musical form, including structure, style, texture, scoring, modulation, rhythm, melody, and harmony. **Fall**

*Instructor(s): Nalini Ghuman*

*Limit fifteen students.*

*Open to undergraduates only.*

*Note(s): Students who have not taken MUS 006 but who have prior training in the theory and practice of music are encouraged to contact the professor to discuss whether this is the right course for them. The course is open to non-majors who have sufficient*

*Prerequisite(s): MUS 006*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

### **MUS 057 Individual Instruction in Performance (.25)**

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**

*Instructor(s): Staff*

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

*This course may be taken four times.*

### **MUS 059 Individual Instruction in Voice (.25)**

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**

*Instructor(s): Staff*

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

*This course may be taken four times.*

### **MUS 070 African American Music: The Meaning and the Message (1)**

This course is an exploration through discussion into the ideology of "African American" music, encouraging participants to reflect on how and why this music came to be so labeled. We will concentrate on pivotal periods in the evolution of this concept, highlighting the Harlem Renaissance and the Black Nationalism movement and their influence on America and world cultures. **Spring**

*Instructor(s): India Cooke*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives*

### **MUS 101 20th-Century Styles and Techniques I: 1900-1945 (1)**

This course focuses on developments in 20th-century music from the turn of the century to the Second World War and ends with a survey of musical developments after 1945. It examines the history of 20th-century music within its cultural and intellectual context, focusing on a broad range of repertoires from the "mainstream" to the "avant-garde." The course includes a survey of the interactions between 20th-century Western "art music," "popular music," and "music from other cultures." **Spring**

*Instructor(s): David Bernstein*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: MUS 102*

*Recommended Course(s): MUS 118*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

### **MUS 102 20th-Century Styles and Techniques II: 1945 to the Present (1)**

This course focuses on major developments in 20th-century musical style and compositional techniques from World War II to the present. It includes an introduction to the theoretical and analytical techniques associated with that repertory and supporting lectures on movements in the other arts and the intellectual history of the period. **Spring**

*Instructor(s): David Bernstein*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: MUS 101*

*Recommended Course(s): MUS 101*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

### **MUS 107 Individual Instruction in Performance and Composition (.25-.5)**

Private lessons in the performance of musical instruments. 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**

*Instructor(s): Staff*

*Open to undergraduates only.*

*Note(s): May be taken for .5 credit only during the last semester of the senior year, in conjunction with preparation for the senior recital.*

*See individual lesson instructors in faculty roster.*

*This course may be taken four times.*

### **MUS 109 Individual Instruction in Voice (.25-.5)**

Private lessons in vocal performance. 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**

*Instructor(s): Staff*

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

*This course may be taken four times.*

### **MUS 111(211) 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(s): Staff*

*Instructor consent required.*

*Offered every other year beginning 2017-18.*

### **MUS 112(012) Cross-Currents in Rock Music (1)**

This seminar examines the vitality of "vernacular" music, more specifically popular music from the '60s to the present, from both musical and sociohistorical perspectives. It includes an overview of the reciprocal relationship between rock and contemporary art music and an assessment of the cross-fertilization between rock, jazz, and world music. It also addresses the impact of new music technologies on traditional music in North Africa and India, and the links between musical innovation and cultural identity in rock music of Quebec, Eastern Europe, and Japan. **Fall**

*Instructor(s): Fred Frith*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: MUS 121*

*Note(s): Graduates may participate at the discretion of the instructor.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives, Multicultural Perspectives*

### **MUS 113 Intermedia Collaborations (1)**

This interdisciplinary course is focused on late 20th-century creativity, improvisation, and interactive media. Students from different arts disciplines will survey significant collaborative works and current technologies and engage in collaborative projects for live performance, Internet broadcast, and other performance technologies. Students will also identify and interview Bay Area professional women in creative music, visual arts, literature, and theater and create a website linked with the existing Bay Area Women in Creative Music website. **Fall**

*Instructor(s): Pauline Oliveros*

*Offered every third year beginning 2018-19.*

### **MUS 116 Women and Creative Music (1)**

Studies in the contributions of women composers and performers to music across space and time, including critical consideration of the intersections of gender and creativity. This course involves listening, reading, lectures and discussion, and draws on historical and critical perspectives to examine the creative lives of musicians ranging from 12th-century visionary, and composer Hildegard von Bingen, romantic pianist-composer Clara Wieck Schumann, and avant-garde teacher Nadia Boulanger, to the iconic Indian playback singer Lata Mangeshkar, and legendary Egyptian singer Umm Kulthum. **Fall**

*Instructor(s): Nalini Ghuman*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Women and Gender*

### **MUS 117 History of European Music to 1750 (1)**

A survey of music and music making from early Christian chant to the late Baroque period, ending with the music of J. S. Bach. Emphasis is placed on the study of musical forms and compositional and performance styles through the examination of a broad range of musical repertory and readings in music history and performance practice. The course will also consider the larger cultural context for music making. **Fall**

*Instructor(s): Sandra Soderlund*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: MUS 119*

*Note(s): Designed for music majors and non-majors with a working knowledge of musical notation. Strongly recommended for all students intending to pursue graduate studies in music.*

*Prerequisite(s): MUS 005*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives, Written Communication II*

### **MUS 118 Classic and Romantic Music (1)**

A survey of music and music making from c.1750 to c.1890. Emphasis on the study of the major musical genres—especially the symphony, sonata, character piece, chamber music, song, opera, and music drama—and compositional styles from Haydn and Mozart to post-Romanticism. The course examines a wide selection of musical repertory, readings in music history and performance practices, analysis of selected works, and a consideration of the broader cultural context for music making. **Spring**

*Instructor(s): Nalini Ghuman*

*Note(s): Designed for music majors and non-majors with a working knowledge of musical notation. Open to seniors and graduate students without musical backgrounds who wish to conduct interdisciplinary research.*

*Prerequisite(s): MUS 006*

*Recommended Course(s): MUS 056*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

### **MUS 119(219) 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**

*Instructor(s): Sandra Soderlund*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: MUS 117*

### **MUS 120 American Music (1)**

Selected topics in the musical and cultural history of American music, with emphasis on the multicultural sources of American folk, popular, and art music traditions. This course concentrates on listening to, reading about, and writing on American music from literary, historical, cultural, and musical perspectives. Music majors are required to write an extensive musical analysis, while non-music majors can focus instead on the literary, historical, and sociological aspects of the music under discussion. **Fall**

*Instructor(s): Chris Brown*

*Limit fifteen students.*

*Open to undergraduates only.*

*Offered every third year beginning 2018-19.*

*Offered in rotation with: MUS 014, MUS 015*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives, Written Communication II*

### **MUS 121 Film Music: Mood and Meaning (1)**

An overview of the use of music in international cinema, from silent film to the current emphasis on the use of popular songs, and through them the manipulation of shared memory. The course examines the development of sound "conventions" through which we recognize what is about to happen and how we're expected to feel; the constant reassertion and subversion of these conventions and codes; the development of film music style; and the recent supremacy of "sound design." **Fall**

*Instructor(s): Fred Frith*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: MUS 112*

*Note(s): Graduate students by consent of instructor only.*



**MUS 124(224) 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**

*Instructor(s): Staff*

*Limit fifteen students.*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: MUS 266*

*Prerequisite(s): MUS 003 and MUS 005*

*Recommended Course(s): MUS 155*

**MUS 125 Workshop in Performance and Literature (.5-1)**

**Fall and Spring**

*Instructor(s): Visiting artist*

**MUS 126(026) Music Improvisation Ensemble I (.25)**

MIE is an instrumental/vocal ensemble devoted to intensive work on non-idiomatic (and pan-idiomatic) improvisation. Some basic instrumental or vocal experience is required. The focus of the course is on careful listening, sensitivity to the moment, creating an atmosphere of mutual respect, and developing a vocabulary which allows players to compose spontaneously with others. **Fall**

*Instructor(s): Staff*

*Instructor consent required.*

*Limit fifteen students.*

*Note(s): Acceptance into the course is determined by an informal audition that takes place during the first session of the semester. The purpose of the audition is to assess your level of technical ability and experience of playing with others. Graduates*

*This course may be taken four times.*

**MUS 127(027/227) Contemporary Performance Ensemble (.25)**

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(s): Steed Cowart*

*Instructor consent required.*

*This course may be taken eight times.*

**MUS 128(028/228) Gamelan Ensemble (.25-.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**

*Instructor(s): Daniel Schmidt*

*This course may be taken eight times.*

**MUS 129(029/229) African Drumming (.25)**

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.

*Instructor(s): CK Ladzekpo*

*Open to undergraduates only.*

*This course may be taken eight times.*

**MUS 130 Vocal Jazz Improvisation Ensemble (.25)**

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 jazz tunes. 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. Culminates in an evening class performance. **Fall and Spring**

*Instructor(s): Molly Holm*

*This course may be taken eight times.*

**MUS 131 Performance Collective (.25)**

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**

*Instructor(s): Staff*

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

*This course may be taken eight times.*

**MUS 132(232) Early Music Vocal Ensemble-Beginning (.25)**

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**

*Instructor(s): Cindy Beitmen*

*This course may be taken eight times.*

**MUS 133(033/233) Early Music Vocal Ensemble (.25)**

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 sightreading skills. **Fall and Spring**

*Instructor(s): Cindy Beitmen*

*Open to undergraduates only.*

*This course may be taken eight times.*

**MUS 134 Early Music Instrumental Ensemble (.25)**

The Mills Early Music Instrumental Ensemble explores the fascinating and gorgeous repertoires of the Medieval, Renaissance, and the Baroque periods. All instruments are welcome, modern or early. No prior experience in early music is required, just a sense of musical adventure! This class will include some basic improvisation exercises as well as ensemble techniques, stylistic differences in the various eras and countries, ornamentation and divisions, musicianship, and more, all which will apply directly to the music we'll work on for a short performance. Students must be able to read music. **Fall and Spring**

*Instructor(s): Shira Kammen*

*Limit fifteen students.*

*This course may be taken four times.*

**MUS 135(235) Early Music Ensemble-Baroque (.25)**

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**

*Instructor(s): Louise Carslake*

*This course may be taken eight times.*

**MUS 136(236) Music Instrument Building (.25-.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**

*Instructor(s): Daniel Schmidt*

*Limit ten students.*

*This course may be taken four times.*

### **MUS 137(237) 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-si cle 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.

*Instructor(s): Nalini Ghuman*

*Limit fifteen students.*

*Open to seniors only.*

*Note(s): Seniors and graduate students from other majors who have some musical background are welcome. The senior project may be completed in conjunction with this seminar for music students with an emphasis in history/theory. Graduate theses may be devel*

*Prerequisite(s): MUS 056 and MUS 118*

*Recommended Course(s): MUS 101*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

*This course may be taken two times.*

### **MUS 140 The Technique and Mystery of Singing (.5)**

The Technique and Mystery of Singing introduces and reinforces the foundational techniques of singing, tone production, musicianship, and interpretation. This class is designed to explore and develop the singing voice in each student while covering the basic elements of vocal technique, including analysis of individual problems and corrective solutions.

*Instructor(s): Sara Ganz*

*Limit fifteen students.*

*This course may be taken two times.*

### **MUS 141 The Music of India (1)**

An introduction to the classical traditions of North and South India from Vedic times to the present, along with selected classical and folk dance traditions, regional/popular music genres, Hindi and Bengali film music, and the rise of Indian music in Europe and North America. Students learn basic vocal and rhythmic techniques of Hindustani music, and develop insights into the historical, cultural, aesthetic, theoretical, and performance facets of Indian music through listening and reading assignments; audio/video material; live concerts; and a series of guest lecture-demonstrations. **Spring**

*Instructor(s): Nalini Ghuman*

*Offered every other year beginning 2016-17.*

*Note(s): No previous study or knowledge of music required. Senior, junior, or sophomore status; first-year students and graduates with permission of instructor.*

*Recommended Course(s): ARTH 181*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives, Multicultural Perspectives*

### **MUS 143(043/243) Mills College Percussion Group (.25)**

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(s): William Winant*

*Instructor consent required.*

*Limit twelve students.*

*Open to undergraduates only.*

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

*This course may be taken nine times.*

### **MUS 147(047) Introduction to Electronic Music (.5-1)**

Introduction to the techniques and theory of electroacoustic music, musique concr te, and basic recording techniques. Introduction to acoustics, the operation of standard analog electronic audio modules, and a survey of the compositional and artistic developments of the last 50 years. Hands-on experience in electronic music composition, recording, multitracking, signal processing, mixing, and creation of short compositions and studies using these resources. **Fall**

*Instructor(s): Maggi Payne*

*Limit seventeen students.*

*Note(s): Open to non-majors. No previous music experience is required.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### **MUS 148(248) 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, centrality 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**

*Instructor(s): David Bernstein*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: MUS 156*

*Prerequisite(s): MUS 155*

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

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

### **MUS 154(054) Introduction to Computer Music (.5-1)**

Introduction to the theory, techniques, and literature of computer music via a hands-on, practical studio approach. Course includes a music- and art-oriented guide to computers' architecture, programming, data structures, real-time control, and input-output techniques. Students will learn basic programming techniques on computer music systems. In addition, the course includes a survey of developments in computer music, and special activities in and around the Center for Contemporary Music. **Spring**

*Instructor(s): John Bischoff*

*Note(s): No previous music or computer experience is required.*

*Recommended Course(s): MUS 047*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### **MUS 155 Advanced Chromatic Harmony and Post-Tonal Theory (1)**

A study of the rich harmonic vocabulary of late 19th- and 20th-century tonal music and an introduction to the theory and techniques employed in post-tonal music. Topics covered include: enharmonic modulation; extended tonality; ninth, eleventh, and thirteenth chords; modes and synthetic scales; pitch-class sets; and serialism. In addition to developing practical skills, course work emphasizes analysis and composition of original pieces based on the topics studied in class. **Spring**

*Instructor(s): David Bernstein*

*Limit fifteen students.*

*Note(s): Designed for undergraduate music majors and graduate students who would like to strengthen their music theory background.*

*Prerequisite(s): MUS 056*

*Recommended Course(s): MUS 118*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### **MUS 156(256) 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**

*Instructor(s): David Bernstein*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: MUS 148*

*Prerequisite(s): MUS 155 and MUS 118*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

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

**Fall and Spring**

*Instructor(s): Visiting professor*

*Open to undergraduates only.*

### **MUS 159(259) 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. The senior project may be completed in conjunction with this seminar.

**Fall**

*Instructor(s): Maggi Payne*

*Limit fifteen students.*

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

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### **MUS 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(s): Staff*

*Instructor consent required.*

*Limit eight students.*

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

*This course may be taken five times.*

### **MUS 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. No previous music experience is required. **Fall**

*Instructor(s): Maggi Payne*

*Limit seventeen students.*

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

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken two times.*

### **MUS 163 The World of Opera (1)**

A journey into the world of opera including Chinese, Persian, Indian, and Russian works, along with European opera from Monteverdi, through Mozart, Verdi and Puccini, Bizet, Wagner, Strauss, and Berg, to John Adams. Subjects range from Electra to the ethical dilemmas surrounding development of the atomic bomb in the New Mexico desert. Readings draw on critical perspectives from a variety of disciplines, including comparative literature and cultural studies, to examine race, gender, Orientalism, and the politics of representation.

Includes film screenings and a visit to San Francisco Opera. **Fall**

*Instructor(s): Nalini Ghuman*

*Limit eighteen students.*

*Offered every other year beginning 2016-17.*

*Note(s): No previous study of music required.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives, Multicultural Perspectives*

### **MUS 164(264) 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**

*Instructor(s): Maggi Payne*

*Limit seventeen students.*

*Note(s): Prerequisites: MUS 161 or consent of instructor.*

*Prerequisite(s): MUS 161*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### **MUS 165(265) 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**

*Instructor(s): James Fei*

*Limit fifteen students.*

*Recommended Course(s): MUS 047, MUS 054, MUS 161*

### **MUS 170(070) African American Music: The Meaning and the Message (1)**

This course is an exploration through discussion into the ideology of "African American" music, encouraging participants to reflect on how and why this music came to be so labeled. We will concentrate on pivotal periods in the evolution of this concept, highlighting the Harlem Renaissance and the Black Nationalism movement and their influence on America and world cultures. **Spring**

*Instructor(s): India Cooke*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives*

### **MUS 180 Special Topics in Music (.5)**

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**

*Instructor(s): Staff*

*Limit fifteen students.*

*This course may be taken two times.*

### **MUS 183 Advanced Seminar in Music (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**

*Instructor(s): Staff*

## **Nursing**

### **NASC 051N Nursing Leadership Seminar I (.25)**

This course examines leadership principles and the role of leadership in professional nursing practice. Students will analyze management strategies (team building, conflict resolution, negotiation) while exploring leadership in the context of nursing history and today's healthcare system. Readings and speaker presentations will form the basis of discussion, reflection, and written analytical assignments to support the development of critical thinking skills as well as the personal and professional growth of the student. **Fall and Spring**

*Instructor(s): Jo Scullion*

*Pass/No Pass only.*

*Note(s): Open to first-year nursing students only.*

*This course may be taken two times.*

### **NASC 052N Nursing Leadership Seminar II (.25)**

This course builds on the groundwork provided in the Nursing Leadership Seminar I by demonstrating the relationship between nursing leadership and healthcare and patient advocacy. Students will identify dominant and emerging leadership styles, fostering enhanced leadership capacity. As their final project, students will use a problem solving rubric to investigate an issue in nursing and then defend their position on the issue in the classroom. **Fall and Spring**

*Instructor(s): Jo Scullion*

*Pass/No Pass only.*

*Note(s): Open to second-year nursing students only.*

*This course may be taken two times.*

## **Physical Education**

### **PE 004 Hiking (.25)**

In this class, students will hike the trails of the local regional parks, hiking a different trail each week. Trail maps will be distributed, and highlights of the trail will be discussed. **Fall and Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

*Limit twelve students.*

### **PE 004B Advanced Hiking (.25)**

Advanced Hiking meets once every two weeks for four hours. Class participants should feel comfortable walking up to two hours on trails in the greater Bay Area. Hikes will vary from moderate to strenuous depending on individual fitness levels. **Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

*Limit ten students.*

### **PE 005 Personal Defense for Women (.25)**

This course teaches verbal and physical skills, as well as emotional strategies for dealing with a single unarmed attacker. The class is built around four basic principles: awareness, personal safety, and prevention; assertiveness and self-esteem; physical techniques; and emotional recovery. A "padded attacker" may be used to facilitate learning of self-defense skills. **Fall and Spring**

*Instructor(s): Vanessa Wilson*

*Pass/No Pass only.*

### **PE 007A Karate (.25)**

This class is an introductory opportunity to practice martial arts, more specifically Kajukenbo. Kajukenbo is a mind/body/spirit practice. It helps to build physical strength and flexibility as well as confidence, self-esteem, and emotional resiliency. We will learn the basics of kicking, punching, rolling and falling, basic self-defense drills, introductory forms or "kata," and basic sparring drills. The class is also appropriate for continuing Kajukenbo students. **Fall and Spring**

*Instructor(s): Vanessa Wilson*

*Pass/No Pass only.*

### **PE 007B Intermediate Karate (.25)**

**Fall and Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

**PE 010 Trail Running (.25)**

This class provides runners with a noncompetitive opportunity to train on challenging, scenic trails in the East Bay hills. Workouts are designed to meet individual fitness levels. Out and backs, loop trails, and drop-off runs will be incorporated. Class meets rain or shine.

**Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

*Limit twelve students.*

**PE 010D Introduction to Fitness (.25)**

This course is designed to provide the opportunity for students to participate in a variety of activities to improve their fitness and well-being. Activities will include strength training with and without equipment, stretching, jogging, using aerobic machines, water exercise and many other means to fitness. Students will learn the basic concepts of fitness and how to safely engage in conditioning programs and properly use fitness center equipment. **Fall**

*Instructor(s): Colette Bowler*

*Pass/No Pass only.*

*Limit fifteen students.*

*Open to undergraduates only.*

*This course may be taken two times.*

**PE 011A Strength Training (.25)**

This course focuses on basic strength training concepts, different types of conditioning programs, and how to utilize the equipment in the fitness center. Students learn to safely strength train following programs designed to meet individual needs and provide lifelong enjoyment. **Fall and Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

*Limit fifteen students.*

**PE 011C Cardio-Fitness and Circuit Training (.25)**

This introductory circuit training course focuses on developing core strength using free weights, medicine balls, and physio-balls. Students learn to design conditioning programs to meet their individual needs. The aerobic fitness component of the class will teach the students how to improve their cardio-respiratory endurance. **Spring**

*Instructor(s): Wendy Franklin-Willis*

*Pass/No Pass only.*

*Limit twelve students.*

**PE 011E Strength Training/Cardio-Fitness (.25)**

This course provides an introduction to strength training, cardiovascular training, and plyometricsâ€ exercises that use explosive movements to develop muscular power. Students will learn the proper techniques for these types of training, develop an effective conditioning program, and learn to utilize the equipment in the fitness center. The course is designed to teach students how to safely train in a program that fits their individual needs for health, strength, and enjoyment. **Spring**

*Instructor(s): Carrie Davis/Susan Forbes*

*Pass/No Pass only.*

*Limit fifteen students.*

**PE 011F Advanced Conditioning (.25)**

This advanced course focuses on optimizing cardiovascular conditioning and strength training. Workouts are designed to prepare participants, bodies for a multitude of athletic challenges. Students will learn how to safely engage in conditioning programs and properly use fitness center equipment. Activities will include running, strength training, and a variety of other conditioning activities. **Spring**

*Instructor(s): Natalie Spangler*

*Pass/No Pass only.*

*Limit fifteen students.*

**PE 011G Pilates (.25)**

The Pilates method works to strengthen the center, lengthen the spine, build muscle, and increase body awareness and flexibility. The principles are concentration, control, center breath, fluidity, precision, routine, and isolation. **Fall and Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

**PE 012A Cardio-Samba (.25)**

**Fall and Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

**PE 012B Cardio-Kickboxing (.25)**

This aerobics course uses kickboxing movements and upbeat music in high-energy workouts designed to improve cardio-respiratory conditioning and muscular strength. **Fall and Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

**PE 012C Turbo Kick/Kickboxing (.25)**

**Fall and Spring**

*Instructor(s): Tracie McCants*

*Pass/No Pass only.*

**PE 012D Anusara Yoga (.25)**

Students will engage in the practice of Anusara Yoga which is broadly categorized into three parts: Attitude – Get the power of the heart as the force behind every action or expression in an asana [body position]. Alignment – the mindful awareness of how various parts of ourselves are integrated and interconnected. Action – the natural flow of energy in the body, which provides both stability and joyful freedom." **Fall and Spring**

*Instructor(s): Tracie McCants*

*Pass/No Pass only.*

*This course may be taken two times.*

**PE 012E Aerobic Power Sculpting (.25)**

This aerobics course uses movement with and without cords and light weights in high - energy workouts designed to improve muscle tone and muscular strength with an emphasis on cardio-respiratory conditioning. **Spring**

*Instructor(s): Norlisha Long*

*Pass/No Pass only.*

*Offered every other year beginning 2017-18.*

**PE 012F World Rhythm Sculpt (.25)**

This aerobics course uses movement with and without cords and light weights plus upbeat rhythms of music from around the world in high-energy workouts designed to improve muscle tone, cardio-respiratory conditioning, and muscular strength. **Spring**

*Instructor(s): Norlisha Long*

*Pass/No Pass only.*

*This course may be taken two times.*

**PE 012G Abdominal and Back Strengthening (.25)**

This aerobics course will focus on a variety of exercises that will strengthen the abdominal and back areas. **Fall and Spring**

*Instructor(s): Tracie McCants*

*Pass/No Pass only.*

**PE 012H Capoeira (.25)**

This class will teach the basic elements of Capoeira, a Brazilian art form and self-defense with strong aerobic and dance elements. **Fall and Spring**

*Instructor(s): Suellen Einarsen*

*Pass/No Pass only.*

**PE 012J Pan-African Aerobics (.25)**

This aerobics course uses dance movements and music from various parts of Africa as the basis for workouts designed to improve cardio-respiratory conditioning and muscular strength. **Fall and Spring**

*Instructor(s): Norlisha Long*

*Pass/No Pass only.*

*This course may be taken two times.*

**PE 012K Zumba (.25)**

This class uses Latin cardio dance as the basis for an aerobic workout. **Fall and Spring**

*Instructor(s): Tracie McCants*

*Pass/No Pass only.*



**PE 012L 20/20/10 (.25)**

This is an aerobics course that includes twenty minutes of kickboxing, twenty minutes of toning and ten minutes of abdominal strengthening each class session. **Fall and Spring**

*Instructor(s): Tracie McCants*

*This course may be taken two times.*

**PE 012M Zumba Toning (.25)**

Zumba Toning is a Latin dance aerobic workout with light weights. It is a fun way to get in shape and burn calories. **Fall and Spring**

*Instructor(s): Tracie McCants*

*Pass/No Pass only.*

*This course may be taken two times.*

**PE 012N Hip Hop Aerobics (.25)**

This class uses hip hop dance movement as the basis for a high energy aerobic workout. **Fall and Spring**

*Instructor(s): Tracie McCants*

*Pass/No Pass only.*

*This course may be taken two times.*

**PE 013 Water Exercise (.25)**

Students learn how to utilize water resistance to increase cardiovascular endurance, muscle tone, flexibility, and range of movement, while minimizing stress on joints. Excellent workout for all people, including those recovering from injuries or surgery, or managing back or knee soreness. No swimming skills required. **Fall**

*Instructor(s): Norlisha Long*

*Pass/No Pass only.*

**PE 016 Iyengar Yoga (.25)**

Basic yoga postures and mind work are introduced. Emphasis is placed on integrating yoga principles into daily life. **Fall and Spring**

*Instructor(s): Sarah Harvey*

*Limit sixteen students.*

**PE 016C Flow Yoga (.25)**

In this course, students will learn many different yoga asanas (postures) and how to connect them into one long-flowing sequence.

Alignment, proper breathing technique, and attention will be the keystone to performing the asanas and their sequencing safely and effectively, with the aim of purifying and strengthening the body. Modifications will be given to accommodate many physical limitations.

**Fall and Spring**

*Instructor(s): Marisa Pugliano*

*Pass/No Pass only.*

*Limit fifteen students.*

**PE 016D Anusara Yoga (.25)**

Students will engage in the practice of Anusara Yoga which is broadly categorized into three parts: Attitude – the power of the heart as the force behind every action or expression in an asana [body position]. Alignment – the mindful awareness of how various parts of ourselves are integrated and interconnected. Action – the natural flow of energy in the body, which provides both stability and joyful freedom." **Fall and Spring**

*Instructor(s): Tracie McCants*

*Pass/No Pass only.*

*This course may be taken two times.*

**PE 018 Massage (.25)**

Various massage techniques are taught in this class including Swedish, sports massage, trigger points, shiatsu, acupressure, and energy work. Students explore new ways to relate to their bodies and discover how to create and maintain optimum health and vitality through the art of massage. **Spring**

*Instructor(s): Marla Mundis*

*Pass/No Pass only.*

**PE 018A World Massage Western (.25)**

Various massage techniques are taught in this class including Swedish/oil, sports massage, PNF stretching, trigger point therapy, and Energy Healing. Students explore new ways to relate to their bodies and discover how to create and maintain optimum health and vitality through the art of massage. **Fall**

*Instructor(s): Marla Mundis*

*Pass/No Pass only.*

*This course may be taken two times.*

**PE 018B World Massage Eastern (.25)**

Various massage techniques are taught in this class including Tui Na (Chinese medical massage), self-acupressure, shiatsu, Chi Nei Tsang (internal organ massage), and Qigong (energy healing and exercise). Students explore new ways to relate to their bodies and discover how to create and maintain optimum health and vitality through the art of massage. **Spring**

*Instructor(s): Marla Mundis*

*Pass/No Pass only.*

*This course may be taken two times.*

**PE 019A Moving Toward Wellness (.25)**

This course is geared toward students who have experienced barriers to exercising due to disability and medical issues (overweight, asthma, diabetes, etc.). Students will be introduced to resources at Mills and in the community, motivation strategies, and topics including: nutrition, stress management, exercise safety, and additional topics based on class interest. The class will include lecture and discussion, and physical activity in a safe and supportive environment. Focus will be on self-reflection, individual progress towards goals, and group support. **Fall**

*Instructor(s): Kim Baranek, Carol Berendsen, Jess Miller*

*Pass/No Pass only.*

*Limit fifteen students.*

**PE 022A Elementary Equitation (.25)**

Beginning through advanced courses in English riding technique are offered. At the organizational meeting during the first week of classes, the riding instructor will help determine the appropriate class level for each student. Classes are available mornings, afternoons, evenings, and weekends. The fee for eight one-hour group lessons is \$450, payable at the organizational meeting. Students must provide their own transportation or carpool to the riding academy located 20 minutes from campus. **Fall and Spring**

*Instructor(s): Carol Berendsen*

*Pass/No Pass only.*

*Open to undergraduates only.*

*This course may be taken two times.*

**PE 022B Intermediate Equitation (.25)**

Beginning through advanced courses in English riding technique are offered. At the organizational meeting during the first week of classes, the riding instructor will help determine the appropriate class level for each student. Classes are available mornings, afternoons, evenings, and weekends. The fee for eight one-hour group lessons is \$450, payable at the organizational meeting. Students must provide their own transportation or carpool to the riding academy located 20 minutes from campus. **Fall and Spring**

*Instructor(s): Carol Berendsen*

*Pass/No Pass only.*

*Open to undergraduates only.*

*This course may be taken two times.*

**PE 022C Equitation Elementary Jumping (.25)**

Beginning through advanced courses in English riding technique are offered. At the organizational meeting during the first week of classes, the riding instructor will help determine the appropriate class level for each student. Classes are available mornings, afternoons, evenings, and weekends. The fee for eight one-hour group lessons is \$450, payable at the organizational meeting. Students must provide their own transportation or carpool to the riding academy located 20 minutes from campus. **Fall and Spring**

*Instructor(s): Carol Berendsen*

*Pass/No Pass only.*

*Open to undergraduates only.*

*This course may be taken two times.*

**PE 022D Equitation Intermediate Jumping (.25)**

Beginning through advanced courses in English riding technique are offered. At the organizational meeting during the first week of classes, the riding instructor will help determine the appropriate class level for each student. Classes are available mornings, afternoons, evenings, and weekends. The fee for eight one-hour group lessons is \$450, payable at the organizational meeting. Students must provide their own transportation or carpool to the riding academy located 20 minutes from campus. **Fall and Spring**

*Instructor(s): Carol Berendsen*

*Pass/No Pass only.*

*Open to undergraduates only.*

*This course may be taken two times.*

**PE 023 Fencing (.25)**

This course is designed to teach the fundamentals of foil fencing as a lifetime recreational sport. Fencing equipment provided. Athletic shoes required. **Spring**

*Instructor(s): Harold Hayes*

*Pass/No Pass only.*

*Limit twelve students.*

*Offered every other year beginning 2017-18.*

**PE 024 Golf (.25)**

This course provides an introduction to basic golf skills, rules, and etiquette. Students have an opportunity to learn and practice the golf swing, putting stroke, long and short game skills, and chipping. **Spring**

*Instructor(s): Jesse Medvene-Collins*

*Pass/No Pass only.*

*Limit twelve students.*

**PE 026A Elementary Tennis (.25)**

Tennis stroke fundamentals, strategy, and scoring are taught in a fun-filled environment. Individual strengths, challenges, and learning styles are taken into consideration. Rackets and balls are provided. **Fall and Spring**

*Instructor(s): Jesse Medvene-Collins*

*Pass/No Pass only.*

*Limit twelve students.*

**PE 026B Intermediate Tennis (.25)**

Stroke fundamentals are reviewed. Skills and strategies are practiced in game situations. Tennis as a sport, the broader social perspective, and the physical and mental challenges of competition will be discussed. Rackets and balls are provided. **Fall and Spring**

*Instructor(s): Jesse Medvene-Collins*

*Pass/No Pass only.*

*Limit twelve students.*

**PE 026C Advanced Tennis (.25)**

Tennis strokes are refined, strategy and footwork are emphasized, and sport psychology techniques are introduced. Improving and enjoying tennis is the goal. This class is excellent preparation for the intercollegiate tennis team at Mills. Rackets are available. **Fall**

*Instructor(s): Jesse Medvene-Collins*

*Pass/No Pass only.*

*Limit twelve students.*

**PE 027A Elementary Swimming (.25)**

The purpose of this class is to help the nonswimmer become more comfortable in the water. Basic skills such as breath control, floating, treading, front and back crawl, breaststroke, sidestroke, and elementary backstroke will be taught in a safe, fun, and supportive learning environment. Each student progresses at her own rate. **Fall and Spring**

*Instructor(s): Neil Virtue/Erin Lucas*

*Pass/No Pass only.*

*Limit ten students.*

**PE 027B Intermediate Swimming (.25)**

The purpose of this class is to help students become more confident in the water and improve stroke efficiency. **Fall and Spring**

*Instructor(s): Neil Virtue*

*Pass/No Pass only.*

*Limit ten students.*

*Note(s): Student should be able to swim four lengths of the pool with relative comfort.*

**PE 027C Fitness Swimming (.25)**

The goal of this class is to teach students to swim for fun and fitness. Students use fins, paddles, kickboards, pull-buoys, and other swim equipment to increase cardio-respiratory endurance. In addition to working on stroke technique, interval training, set training, and components of a workout are introduced. This class is excellent preparation for the intercollegiate swim at Mills. **Fall and Spring**

*Instructor(s): Neil Virtue*

*Pass/No Pass only.*

*Limit twelve students.*

*Note(s): Student should be able to swim comfortably for a period of 10 minutes.*

**PE 028 Sailing (.25)****Spring***Instructor(s): Susan Ingram**Pass/No Pass only.**Limit ten students.***PE 029 Soccer (.25)**

Basic soccer skills, including passing, trapping, heading, slide tackling, and more are taught in this course. Strategy and rules of both outdoor and indoor soccer are included. This class is excellent preparation for the intercollegiate soccer team at Mills. **Spring**

*Instructor(s): Colette Bowler**Pass/No Pass only.***PE 031 Introduction to Rowing (.25)**

Students will learn the basics of rowing and coxing in this introductory course. Equipment handling, proper technique, and appropriate conditioning will all be covered. On most days the class will meet at the boathouse and go out on the water. However, if the weather does not allow this, students will work on the rowing machines on campus. All participants will take a 10 minute treading water test the first day of class; participants who do not pass will be required to wear a life jacket while on the water. This course is not a prerequisite for joining the rowing team. **Fall and Spring**

*Instructor(s): Sara Nevin**Pass/No Pass only.**Limit ten students.**Note(s): All participants will take a 10 minute treading water test the first day of class; participants who do not pass will be required to wear a life jacket while on the water.**This course may be taken two times.***PE 034 Water Polo (.25)****Fall and Spring***Instructor(s): Staff***PE 035 Ultimate Frisbee (.25)**

Throwing and catching skills, rules and strategies, game play, and vigorous exercise are all parts of this course. All levels of skill and experience are welcome. Cleats or running shoes with good traction are recommended. **Fall and Spring**

*Instructor(s): Staff**Pass/No Pass only.***PE 036 Bowling (.25)**

Instruction in basic bowling techniques, rules, and strategies are taught in this course. Bowling shoes are provided at the bowling alley.

**Spring***Instructor(s): Colette Bowler**Pass/No Pass only.**Limit twelve students.***PE 040 Volleyball (.25)**

The purpose of this class is to develop and improve fundamental volleyball skills including passing, setting, digging, serving, spiking, and blocking. Students practice offensive and defensive strategies and utilize these skills and strategies during game play. This class is excellent preparation for the intercollegiate volleyball team at Mills. **Spring**

*Instructor(s): Susan Forbes**Pass/No Pass only.***PE 041 Basketball (.25)**

The purpose of this class is to develop and improve fundamental basketball skills including shooting, passing, rebounding, dribbling, setting screens, and blocking out. We will employ both drills and courtplay in order to allow students to practice offensive and defensive strategies and learn to work together while achieving physical fitness. **Spring**

*Instructor(s): Staff**Pass/No Pass only.**Limit fifteen students.*

**PE 046 Personal Wellness (.25-.5)**

Students will learn how to minimize stress and anxiety and maximize feelings of well-being. Through mindfulness practices, movement, group exercises, readings and discussions, students will discover how they can be intentional and powerful, healthy and joyful, productive and playful, calm and resourceful. By encompassing physical, emotional, mental and spiritual dimensions, we will:-practice meditation and other centering techniques-enjoy different movement modalities-cultivate self care and self-acceptance-discuss healthy habits-do a creative project **Fall**

*Instructor(s): Christine Schoefer*

*Pass/No Pass only.*

*Limit fifteen students.*

*This course may be taken five times.*

**PE 047 Rugby (.25)**

Basic skills of rugby—including passing, kicking, tackling, and forward and back row plays—are taught. Strategy and rules of rugby are used in game situations. Cleats and mouth guards are recommended but not mandatory. **Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

**PE 049 Track and Field (.25)**

This course provides the opportunity to learn and practice a variety of track and field events. No previous experience is necessary. For those wishing to compete in track meets, there will be optional Saturday meets throughout the semester. Students are responsible for meet fees; Mills will provide transportation. Classes will be held both on and off campus. **Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

**PE 050 Women's Health Issues (1)**

This course explores the social, economic, political, and personal aspects of women's health. The major focus of the course is to enable women to effectively navigate the present-day healthcare system and empower them to take charge of their own health. Students will be challenged to engage in class discussions, critique the readings, ask questions, listen to others, and participate fully in the interactive learning process. Papers, projects, and a final exam are required. **Spring**

*Instructor(s): Vanessa Wilson*

**PE 061 Eating Real (.5)**

Eating Real is an 8-week, hands-on cooking course. Students learn about whole foods and nourishing ingredients. In the first class, we will discuss fats, sugars, and salts. The remaining seven classes are based on students' responses to what they would like to learn. **Fall**

*Instructor(s): Dorothy Calimeris*

*Pass/No Pass only.*

**PE 065 CPR, First Aid, and Prevention and Treatment of Athletic Injuries (.5)**

The course includes first aid for breathing and cardiac emergencies, bleeding, bone and joint injuries, and sudden illness. Students are taught how to diagnose and care for athletic injuries. Topics include taping techniques and use of therapeutic modalities and rehabilitation procedures. Successful completion of skills and written tests leads to Red Cross First Aid/CPR/AED certification. **Spring**

*Instructor(s): Natalie Spangler*

*Limit twelve students.*

**PE 066 Introduction to Sports Medicine (.5)**

This course introduces students to Sports Medicine through topics including basic anatomy, athletic injuries and treatment techniques, therapeutic modalities, physical therapy, sport psychology, and sports nutrition. The course is taught by a certified athletic trainer (ATC) and provides students with hands-on experience in the training room. **Spring**

*Instructor(s): Natalie Spangler*

*Pass/No Pass only.*

*Limit twelve students.*

**PE 073 Lifeguard Training (.5)**

Lifeguard Training, CPR/AED for the Professional Rescuer, Standard First Aid, Oxygen Administration, and Prevention of Disease Transmission skills are taught according to American Red Cross guidelines. Students who pass the written and skills tests in each of these areas will receive Red Cross certification. **Fall and Spring**

*Instructor(s): Carol Berendsen*

*Pass/No Pass only.*

*Limit twelve students.*

*Note(s): Students must pass a water skills pretest.*

**PE 074 Water Safety Instructor (.5)**

The purpose of the Water Safety Instructor (WSI) course is to teach the skills and knowledge needed to instruct 12 different American Red Cross swimming and water safety classes. The course content and activities prepare instructor candidates to teach aquatic skills, address issues common in the teaching environment, develop and improve teaching skills, develop course-planning skills, and learn course and program administrative procedures. **Spring**

*Instructor(s): Carol Berendsen*

*Pass/No Pass only.*

*Limit ten students.*

*Note(s): Students must pass a swimming skills test and a water safety written test.*

**PE 075 Lifeguard Leadership (.5)**

Upon completion of this course, students will have the skills and certification to become a head lifeguard and instruct the following American Red Cross classes: Lifeguard Training, CPR/AED for the Professional Rescuer, Standard First Aid, Oxygen Administration, and Prevention of Disease Transmission. **Fall**

*Instructor(s): Carol Berendsen*

*Pass/No Pass only.*

*Limit ten students.*

*Note(s): Students must pass the lifeguard training skills and written tests.*

**PE 076 CPR/AED for Professional Rescuers and Healthcare Providers (.25)**

The content of this course is based on the American Red Cross curriculum and includes legal considerations, standard precautions, primary assessment, breathing and cardiac emergencies, use of resuscitation and bag-valve masks, one- and two-rescuer CPR, and use of automated external defibrillators for adults, children and infants. The class also covers administering emergency oxygen, epinephrine auto-injector training, and asthma inhaler training. Students who successfully complete the course receive American Red Cross certification which is valid for two years after course completion. **Spring**

*Instructor(s): Carol Berendsen*

*Pass/No Pass only.*

*Limit twelve students.*

**PE 102 Rowing Team (.25)**

The intercollegiate athletics program consists of practice, training, competition and travel. Contact the appropriate coach for more information. **Fall and Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

*This course may be taken nine times.*

**PE 103 Tennis Team (.25)**

The intercollegiate athletic program consists of varsity competition in seven sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. **Spring**

*Pass/No Pass only.*

**PE 104 Volleyball Team (.25)**

The intercollegiate athletic program consists of varsity competition in seven sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. **Fall**

*Pass/No Pass only.*

**PE 105 Cross Country Team (.25)**

The intercollegiate athletic program consists of varsity competition in seven sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. **Fall**

*Pass/No Pass only.*

**PE 106 Soccer Team (.25)**

The intercollegiate athletic program consists of varsity competition in seven sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. **Fall**

**PE 107 Swim Team (.25)**

The intercollegiate athletic program consists of varsity competition in seven sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. **Fall and Spring**

*Pass/No Pass only.*

### **PE 108 Track and Field Team (.25)**

The intercollegiate athletic program consists of varsity competition in seven sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. **Fall and Spring**

*Instructor(s): Staff*

*Instructor consent required.*

*Pass/No Pass only.*

*Open to undergraduates only.*

*This course may be taken four times.*

### **PE 180 Special Topics (.25-1)**

A special topics course varies by instructor and departmental curriculum. **Fall and Spring**

*Instructor(s): Staff*

## **Philosophy**

### **PHIL 010 Ancient Philosophy (1)**

History of European philosophy from the Pre-Socratics through the Stoics, with primary emphasis on Plato and Aristotle. Topics include the relation of philosophy to mythology; early scientific speculation on the origin of the cosmos; the problem of the one and the many; Socratic irony; Platonic and Aristotelian theories of the Forms; the nature of the good and the beautiful; Aristotle's theory of science; and the role of social and historical forces in shaping Greek philosophy. **Fall**

*Instructor(s): Jay Gupta*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Written Communication II*

### **PHIL 011 Early Modern Philosophy (1)**

History of European philosophy from the Renaissance through Kant. Topics include the philosophical foundations of the Scientific Revolution, the relation between subjectivity and the objectivity of knowledge, human freedom and the existence of evil, and the self. In addition to metaphysical and epistemological issues, we examine the influence of modern philosophy on the development of classical liberalism and the Enlightenment view of humanity. **Spring**

*Instructor(s): Marc Joseph*

*Note(s): Prerequisite: ENG 001 or consent of instructor.*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Written Communication II*

### **PHIL 015 Introduction to Philosophy (1)**

A critical examination of works by classical and contemporary philosophers and the questions they raise. Topics vary, but include the problem of social organization and the nature of justice; the scope and limits of human knowledge; the fundamental nature of the cosmos; the concepts of art and beauty; and the Socratic question: what is the best kind of life for a human being to lead? **Fall**

*Instructor(s): Jay Gupta, Marc Joseph*

*Note(s): Prerequisite: ENG 001 or consent of instructor.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Written Communication II*

### **PHIL 028(128) Political Philosophy (1)**

An examination of fundamental concepts and issues in political theory, such as the relationship between power and justice, the nature of freedom and obligation, and the relationship between the individual and the community. Attention is given to contemporary concerns such as race and gender. **Fall**

*Instructor(s): Jay A. Gupta*

*Offered every other year beginning 2017-18.*

*Note(s): Prerequisite: ENG 001 or consent of instructor.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Historical Perspectives, Written Communication II*

### **PHIL 043(143) Existentialism (1)**

A study of Existentialism as a movement in late 19th- and early 20th-century European philosophy, the central problems of which continue to plague the modern world. Focus on Sartre and Heidegger, plus works by Kierkegaard, Nietzsche, Camus, and de Beauvoir. Topics include the importance of Existentialism to later movements in 20th-century philosophy. **Spring**

*Instructor(s): Jay Gupta*

*Offered every other year beginning 2016-17.*

*Meets the following Gen Ed requirement(s): Written Communication II*

**PHIL 051 Formal Logic (1.25)**

An introduction to the study of inference and truth. Topics covered include modeling natural language arguments in the formal languages of propositional and predicate logic; constructing and evaluating deductive arguments using mathematical techniques; developing semantical procedures to assign meaning to formal expressions; and examining elementary metalogical results, including the soundness and completeness of fragments of first-order logic. This course should be of interest to students interested in better understanding the structure of reasoning and the logical analysis of language. **Spring**

*Instructor(s): Marc Joseph*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

**PHIL 060 Philosophy of Religion (1)**

Through our reading of classical works in the philosophy of religion, we explore perennial questions about the existence and nature of the divine, the relation of God and nature, the problem of theodicy, the nature of virtue and sin, the reasonableness of theistic belief, miracles, and the limits of language to express religious truths, supposing there are any. **Fall**

*Instructor(s): Marc Joseph*

*Offered every other year beginning 2016-17.*

**PHIL 062 Ethics (1)**

A critical introduction to moral philosophy, its key theories, and central problems. We address core ethical questions—“What should we do? What is the good life?”—as well as meta-ethical questions—“What about the world makes a thing good or right? Are there really moral truths? Does the contemporary scientific view leave room for ethics? We may also address normative topics such as abortion, euthanasia, war, and animal rights. **Spring**

*Instructor(s): Jay Gupta, Staff*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

**PHIL 063(163) Environmental Ethics (1)**

A critical introduction to theories of value of the natural world. Topics include the relation between scientific and moral principles; theories of the moral worth of persons, animals, plants, and other natural objects; historical and cultural influences on conceptions of nature; alternative accounts of human relationships and responsibilities to nature, including deep ecology and ecofeminism; and the connection between moral and political values and economic policies.

*Instructor(s): Staff*

**PHIL 065(165) Bioethics: Medicine, Law, and Philosophy (1)**

Advances in medical knowledge and technology raise troubling new questions at the intersection of medicine, law, and philosophy, including questions about refusing treatment, advance directives, assisted suicide, euthanasia, defining death, human experimentation, reproductive technologies, stem cell research, human cloning, organ transplants, and healthcare justice. Students will read some of the best that has been written about these and related matters and develop and defend informed philosophical responses to them. **Fall**

*Instructor(s): Staff*

**PHIL 080 Chinese Philosophy (1)**

An introduction to the history and development of classical Chinese philosophy. The focus is on major figures in the Confucian and Daoist traditions, including Confucius, Mencius, Xunzi, Laozi, and Zhuangzi. Topics include the Confucian doctrine of moral self-cultivation and its critique by Mohist and Daoist philosophers, the Daoist concept of spontaneity, the debate between Mencius and Xunzi over the character of human nature, and the role of historical and social forces in shaping Chinese philosophy. **Spring**

*Instructor(s): Marc Joseph*

*Offered every other year beginning 2016-17.*

**PHIL 090(190) Metaphysics (1)**

An introduction to central issues in classical and contemporary metaphysics. Among the questions we address are: What are the most general features of reality? Is there a mind-independent world about which we have beliefs and make statements, or is reality a product of our conceptual activities? What is the nature of causation? Does it make sense to distinguish between essential and accidental properties? How should we understand the modal concepts of necessity and possibility? **Fall**

*Instructor(s): Marc Joseph*

*Offered every other year beginning 2016-17.*

*Meets the following Gen Ed requirement(s): Written Communication II*



**PHIL 125 Philosophy of Law (1)**

Analytical and normative investigation of legal concepts, emphasizing the application of those concepts in the U.S. 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**

*Instructor(s): Marc Joseph*

*Offered every other year beginning 2016-17.*

*Crosslisted with: PPOL 207*

**PHIL 128(028) Political Philosophy (1)**

An examination of fundamental concepts and issues in political theory, such as the relationship between power and justice, the nature of freedom and obligation, and the relationship between the individual and the community. Attention is given to contemporary concerns such as race and gender. **Spring**

*Instructor(s): Jay A. Gupta*

*Note(s): Prerequisite: ENG 001 or consent of instructor.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Historical Perspectives, Written Communication II*

**PHIL 131 Aesthetics (1)**

A critical survey of philosophical writings on art and aesthetic experience. Central questions for the course include: What is the nature of beauty? What distinguishes art as a field of objects and practices? Is artwork a manifestation of freedom and rationality, or is it an expression of psychological and social conflicts? What is the relationship between art and politics? Does "art" as a value-laden category still carry weight in the contemporary world? **Fall**

*Instructor(s): Jay Gupta*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**PHIL 142 Epistemology (1)**

A survey of rationalist, empiricist, pragmatist and feminist approaches to the traditional problems of knowledge including justification, objectivity, and the nature of knowledge itself. **Spring**

*Instructor(s): Elizabeth Potter*

*Offered every other year beginning 2016-17.*

**PHIL 143(043) Existentialism (1)**

A study of Existentialism as a movement in late 19th- and early 20th-century European philosophy, the central problems of which continue to plague the modern world. Focus on Sartre and Heidegger, plus works by Kierkegaard, Nietzsche, Camus, and de Beauvoir. Topics include the importance of Existentialism to later movements in 20th-century philosophy. **Spring**

*Instructor(s): Jay Gupta*

*Meets the following Gen Ed requirement(s): Written Communication II*

**PHIL 144 Language, Meaning, and Understanding (1)**

A critical examination of fundamental questions about the nature of communication and language, with special attention paid to the concepts of meaning and linguistic understanding. Topics covered include the social character of language, the relation between meaning and use, the nature of truth and reference, the concept of rule and convention, the nature of metaphor, and the interdependence of thought and language. **Fall**

*Instructor(s): Marc Joseph*

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

*Offered every other year beginning 2017-18.*

*Recommended Course(s): PHIL 051*

*Meets the following Gen Ed requirement(s): Written Communication II*

**PHIL 145 Philosophy of Mind (1)**

Examination of questions raised by the existence of psychological phenomena. Topics include the relation between psychological states and physical states of a person's neural system; the adequacy of computer models of mind and the possibility of artificial intelligence; the nature of consciousness; naturalistic theories of mental representation; the role of social factors in determining the contents of mental states; and the implications of different theories of mind for our understanding of ourselves as moral beings. **Spring**

*Instructor(s): Marc Joseph*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Note(s): Prerequisite: One prior course in philosophy, or consent of instructor.*

*Recommended Course(s): PHIL 144*

*Meets the following Gen Ed requirement(s): Written Communication II*

**PHIL 162 Philosophy of Science (1)**

The structure and methods of empirical science and the connections between science and human values. **Spring**

*Instructor(s): Elizabeth Potter*

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

**PHIL 163 Environmental Ethics (1)**

A critical introduction to theories of value of the natural world. Topics include the relation between scientific and moral principles; theories of the moral worth of persons, animals, plants, and other natural objects; historical and cultural influences on conceptions of nature; alternative accounts of human relationships and responsibilities to nature, including deep ecology and ecofeminism; and the connection between moral and political values and economic policies.

*Instructor(s): Staff*

**PHIL 165 Bioethics: Medicine, Law, and Philosophy (1)**

Advances in medical knowledge and technology raise troubling new questions at the intersection of medicine, law, and philosophy, including questions about refusing treatment, advance directives, assisted suicide, euthanasia, defining death, human experimentation, reproductive technologies, stem cell research, human cloning, organ transplants, and healthcare justice. Students will read some of the best that has been written about these and related matters and develop and defend informed philosophical responses to them. **Fall**

*Instructor(s): Staff*

**PHIL 180 Special Topics in Philosophy (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**

*Instructor(s): Staff*

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

*This course may be taken nine times.*

**PHIL 183 Advanced Seminar in Philosophy (1)**

Topic to be announced. **Spring**

*Instructor(s): Staff*

*Open to juniors and seniors only.*

*Note(s): Advanced standing and consent of instructor required.*

**PHIL 184 Foundations of Contemporary Thought: Hegel, Marx, & Nietzsche (1)**

A survey of 19th-century European philosophy as defining critical problems and strategies that remain fundamental today. Topics include the scientific self-consciousness of modern philosophy and the persistent problem of life's purpose, the emergence of art and history as fundamental philosophical concerns, the dissolution of philosophy's problems in revolutionary social praxis, and the loss of faith in reason and history. Authors discussed include Kant, Schiller, Hegel, Marx, Nietzsche, Kierkegaard, and Freud. **Fall**

*Instructor(s): Jay Gupta*

*Offered every other year beginning 2016-17.*

*Note(s): One prior course in philosophy or permission of instructor.*

*Meets the following Gen Ed requirement(s): Written Communication II*

**PHIL 185 Wittgenstein (1)**

An intensive and critical examination of Wittgenstein's *Tractatus Logico-Philosophicus* and *Philosophical Investigations*. Topics include the *Tractatus*' paradoxical claim that its readers must treat the work as a ladder to be surmounted and then thrown away; the nature of language, thought, and intentionality; the relation of the "inner" and the "outer"; rule following as a social practice; the nature of normativity and necessity; and the later Wittgenstein's radical critique of the presuppositions of modern philosophy.

*Instructor(s): Marc Joseph*

*Offered every other year beginning 2017-18.*

*Note(s): Advanced standing in philosophy or consent of instructor.*

*Recommended Course(s): PHIL 051*

**PHIL 190 Metaphysics (1)**

An introduction to central issues in classical and contemporary metaphysics. Among the questions we address are: What are the most general features of reality? Is there a mind-independent world about which we have beliefs and make statements, or is reality a product of our conceptual activities? What is the nature of causation? Does it make sense to distinguish between essential and accidental properties? How should we understand the modal concepts of necessity and possibility? **Fall**

*Instructor(s): Marc Joseph*

*Offered every other year beginning 2016-17.*

*Note(s): Enrollment for upper-division credit only requires permission of instructor.*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **PHIL 191 Senior Seminar (1)**

Directed original research culminating in a senior thesis. Class work includes oral presentation of work in progress. **Fall and Spring**

*Instructor(s): Staff*

*Letter grade only.*

*Limit fifteen students.*

*Open to seniors only.*

## **Physics**

### **PHYS 061 General Physics I (1.25)**

Calculus-based general physics lecture and laboratory course. Emphasis upon Newtonian mechanics. Topics include measurement, vectors, linear kinematics, Newton's laws of motion, forces, momentum, work and energy, and rotational kinematics and dynamics. **Fall**

*Instructor(s): David Keeports*

*Note(s): Prerequisites: MATH 047 required; MATH 048 recommended. Successful completion of PHYS 004 or satisfactory performance on a placement test.*

*Prerequisite(s): MATH 047*

*Recommended Course(s): MATH 048*

*Meets the following Gen Ed requirement(s): Natural Sciences*

### **PHYS 062 General Physics II (1.25)**

Continuation of PHYS 061. Topics include fluids, waves, sound, optics, electricity, and magnetism. **Spring**

*Instructor(s): David Keeports*

*Note(s): Class size may be limited further if no classroom capable of comfortably holding 40 students is available.*

*Prerequisite(s): PHYS 061*

*Recommended Course(s): MATH 048*

*Meets the following Gen Ed requirement(s): Natural Sciences*

## **Public Policy**

### **PPOL 015 Introduction to Policy: Identifying and Solving Public Problems (1)**

This course introduces students to the craft of policy analysisâ€”the use of social science methods to define and address public problems.

Through a series of current policy case studies students will learn techniques for diagnosing problems, crafting policy solutions, and evaluating outcomes. They will be challenged to think creatively and critically about public issues, whether as engaged citizens, advocates for change, practicing analysts, or future members of the many professions relevant to public policy. **Fall**

*Instructor(s): Mia Bird*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **PPOL 100(200) 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**

*Instructor(s): Sharyl Rabinovici*

*Open to undergraduates only.*

*Note(s): Graduate students register for PPOL 200.*

*Prerequisite(s): ECON 050 and ENG 001 and ECON 081*

*Recommended Course(s): GOVT 121*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning, Written Communication II*

### **PPOL 110 Advanced Methods and Approaches of Policy Analysis (1)**

Introduction to advanced methods and approaches to the analysis of highly complex, uncertain, and conflicting public policy issues, or, as they are commonly known, "wicked policy problems." The methods include narrative policy analysis, discourse analysis, triangulation, Q-methodology, and other qualitative/quantitative approaches. The course is organized around one large case study of a wicked policy problem to which these methods are applied. **Spring**

*Instructor(s): Staff*

*Instructor consent required.*

*Open to undergraduates only.*

*Prerequisite(s): PPOL 100*

### **PPOL 111(211) Introduction to Public Radio Reporting (1)**

Introduction to Public Radio Reporting This interdisciplinary course introduces students to the craft of radio reporting and the principles of public interest journalism, while also being a survey course about contemporary history in Oakland. Each student will learn the basics of public radio journalism. Students will learn reporting skills, field and studio production, and post-production. They will have weekly writing and broadcast assignments. For the final project, each student will choose a community organization or activist to profile in radio documentary style. **Fall**

*Instructor(s): Holly Kernan*

*Recommended Course(s): ENG 072*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **PPOL 112(212) Intermediate Public Radio Reporting (1.25)**

Intermediate Public Radio Reporting This interdisciplinary course delves into a single subject during the semester, giving students a chance to explore contemporary social issues in depth. Students choose a subject for a story on the topic and create an in-depth feature report for broadcast on public radio. The focus is on in-depth reporting and documentary production. The course is designed to give students greater knowledge of the community in which they are living and journalism's role in addressing social issues. **Spring**

*Instructor(s): Holly Kernan*

*Instructor consent required.*

*Limit ten students.*

*Note(s): Students must have completed Introduction to Public Radio Reporting and have consent of instructor.*

*Prerequisite(s): PPOL 111*

*Recommended Course(s): ENG 072*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **PPOL 114(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**

*Instructor(s): Mia Bird*

*Open to undergraduates only.*

### **PPOL 116(216) 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**

*Instructor(s): Carol Chetkovich*

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

### **PPOL 118(218) Women's Leadership in Politics: Theory and Practice (1)**

This course explores the challenges and opportunities in women's political participation in the US and prepares women for effective political engagement. We begin by looking at the history of women's participation, move into understanding how the political process works, and end with practical preparation. Students hear from women who have worked in politics as candidates and elected officials, campaign consultants, and staffers. This course affords students an opportunity to develop both a theoretical understanding of gender and politics and practical skills for their own participation. **Fall**

*Instructor(s): Staff*

*Open to undergraduates only.*

*Note(s): Freshwomen should consult with the instructor before enrolling.*

*Meets the following Gen Ed requirement(s): Women and Gender*

### **PPOL 125 Gender and Public Policy (1)**

Students examine a series of policy issues of particular concern to women, learning to approach each from multiple perspectives (legal, historical, economic, and cultural). The course affords students an opportunity to analyze policy and to consider the ways in which public problems and policy making are gendered. **Spring**

*Instructor(s): Carol Chetkovich*

*Offered every other year beginning 2017-18.*

*Note(s): First-year students admitted with consent of the instructor.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Women and Gender*

### **PPOL 141(241) Law and Public Policy (1)**

This course examines the role of law and legal institutions in policy-making. Using case studies of historical and contemporary issues, we will assess the strengths, weaknesses and relative effectiveness of different institutions--courts, legislatures, and administrative agencies--in making and enforcing public policy decisions. Students will also learn to read and conduct research in primary legal materials, including court decisions, legislative acts, and administrative regulations. **Fall**

*Instructor(s): Edith Kinney*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

### **PPOL 150 Environmental Policy Analysis (1)**

This course is a reading seminar exploring policy responses to environmental problems. We 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**

*Instructor(s): Mark Henderson*

*Open to undergraduates only.*

*Note(s): Graduate students should register for PPOL 235.*

### **PPOL 180(280) Special Topics (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.

*Instructor(s): Staff*

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

*This course may be taken three times.*

### **PPOL 183 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**

*Instructor(s): Staff*

### **PPOL 191 Senior Seminar (1)**

As the capstone course for the public policy major, this course functions as an advanced policy analysis and research methods seminar, and also as a forum for students to share experiences in producing a policy thesis analyzing a current policy problem for a government agency or nonprofit organization. Classes are organized around the basic requirements of policy research, focusing on different types of projects you may encounter in your own work. It is expected that you will have identified a client and topic before the beginning of the semester, in consultation with the instructor. **Spring**

*Instructor(s): Mark Henderson*

*Instructor consent required.*

*Letter grade only.*

*Limit fifteen students.*

*Note(s): Open to non-majors by consent of instructor. Offered in spring only; fall graduates should enroll in the class the previous spring.*

*Prerequisite(s): PPOL 100*

## **Psychology**

### **PSYC 040(140) Life-Span Developmental Psychology (1)**

Normative characteristics and developmental processes of human development from prenatal infant development through old age. **Spring**

*Instructor(s): Carol George*

*Prerequisite(s): PSYC 049*

### **PSYC 049 Fundamentals of Psychology (1)**

The subject matter, methods, and current status of psychology, including brain function, child development, perception, learning and thinking, motivation and emotion, personality, abnormality, and social psychology. The focus is on human behavior, with only limited reference to animal research, and includes cross-cultural issues where applicable. **Fall and Spring**

*Instructor(s): Christie Chung*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

### **PSYC 070 Psychology and Language (1)**

Basic linguistic definitions, evolution of language(s) and the acquisition of one or more languages, language use in both communication and thought, sociocultural issues including gender differences, and physiological issues including brain localization and traumatic loss of language. **Fall**

*Instructor(s): John Ruch*

**PSYC 080 Adolescence (1)**

Physical, cognitive, and social-emotional aspects of human development from puberty to maturity. **Fall**

*Instructor(s): Carol George*

*Note(s):*

*Prerequisite(s): PSYC 049*

**PSYC 109 Health Psychology (1)**

Examination of the links between mind and body, focusing on the ways in which psychosocial factors influence the prevention of, course of, and adaptation to illness. Review of physiological mechanisms, health behaviors, stress and coping, and therapeutic techniques. **Fall**

*Instructor(s): Elizabeth Bachen*

*Note(s): May be taken for 1.25 credits with addition of service learning component.*

*Prerequisite(s): PSYC 049*

**PSYC 110 Stress and Disease (1)**

Impact of stress on psychological and physical health. Stressors pertaining to family, work, social transitions, and traumatic events are explored. The effects of stress on growth and aging, major medical illnesses, depression, and post-traumatic stress are addressed. The role of individual differences in moderating health effects are underlying themes throughout the course. **Spring**

*Instructor(s): Elizabeth Bachen*

*Prerequisite(s): PSYC 049*

*Recommended Course(s): PSYC 109, PSYC 132, BIO 153*

**PSYC 118 Psychopathology (1)**

Abnormal behavior, including neuroses, psychoses, and character disorders, in which psychological, genetic, biochemical, and stress-diathesis theories of causation are reviewed and treatment modalities studied. **Spring**

*Instructor(s): Elizabeth Bachen*

*Note(s): Not recommended for first-year students.*

*Prerequisite(s): PSYC 049*

**PSYC 130 Human Memory (1)**

In this course, we will discuss the cognitive processes involved in encoding, storage, and retrieval of information in terms of current theories of memory and information processing. We will examine the applications and the neural bases of different human memory systems (e.g., episodic, semantic, and procedural memory). We will also look at memory research conducted in applied settings, for example, eyewitness testimony, memory changes in old age, and memory ability in childhood. **Fall**

*Instructor(s): Christie Chung*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: PSYC 168*

*Prerequisite(s): PSYC 049*

**PSYC 132 Physiological Psychology (1)**

Aspects of human physiology, primarily the evolution, development, and functioning of the central nervous system and endocrines, that determine behavior, e.g., perception, sexuality, and states of consciousness. **Spring**

*Instructor(s): John Ruch*

*Prerequisite(s): PSYC 049*

**PSYC 134 Visual Thinking (1)**

Theories and research on modes of visual thinking. Annotation techniques for external storage of visual ideas, both formal (e.g., storyboards) and informal (e.g., "idea sketching"). Application of visual and verbal strategies to a variety of problems. **Spring**

*Instructor(s): John Ruch*

**PSYC 140(040) Life-Span Developmental Psychology (1)**

Normative characteristics and developmental processes of human development from prenatal infant development through old age. **Spring**

*Instructor(s): Carol George*

*Open to undergraduates only.*

*Prerequisite(s): PSYC 049*

**PSYC 142(242) 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**

*Instructor(s): Carol George*

*Note(s): Prerequisites: PSYC 049 and a grade of C or better in PSYC 140 and at least one other upper-division course.*

*Prerequisite(s): PSYC 049 and PSYC 140*

**PSYC 143(243) 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(s): Staff*

*Open to undergraduates only.*

*Note(s): Graduate students should enroll in PSYC 243.*

*Prerequisite(s): PSYC 049 and PSYC 140*

*Recommended Course(s): PSYC 142*

**PSYC 145 Positive Psychology: The Science of Well-Being (1)**

This course examines the burgeoning domain of positive psychology. Positive psychology is defined as the scientific study of the strengths and virtues that enable individuals and communities to thrive. Psychology has historically focused on psychological problems and how to treat them. We will study the findings of contemporary psychological research on what factors help people thrive. **Fall**

*Instructor(s): Dean Morier*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: PSYC 158*

*Prerequisite(s): PSYC 049*

*Recommended Course(s): PSYC 148, PSYC 155*

**PSYC 146 Statistics for the Behavioral Sciences (1)**

Quantitative methods in psychology with an emphasis on applications and statistical reasoning. **Fall**

*Instructor(s): Elizabeth Bachen, Christie Chung*

*Note(s): Open to psychology and biopsychology majors who are sophomores or higher only. First-year students and non-majors need permission of instructor to enroll.*

*Prerequisite(s): PSYC 049*

*Meets the following Gen Ed requirement(s): Quan. & Comp. Reasoning*

**PSYC 148 Personality (1)**

A comparison of the major theoretical approaches in personality including psychoanalytic, biological, dispositional, cognitive, behavioral, and sociocultural. Contemporary personality issues and research findings are examined. **Spring**

*Instructor(s): Dean Morier*

*Prerequisite(s): PSYC 049*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

**PSYC 151 Research Methods in Psychology (1.25)**

Experimental and research methodology in contemporary psychology. Specific topics from many areas of psychology are employed to teach basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collection, data analysis, and generalization. **Spring**

*Instructor(s): Dean Morier*

*Prerequisite(s): PSYC 049 and PSYC 146*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

**PSYC 155 Social Psychology (1)**

How people think about, influence, and relate to one another. Topics include prejudice, conformity, persuasion, altruism, stereotyping, group processes, and close relationships. **Fall**

*Instructor(s): Dean Morier*

*Prerequisite(s): PSYC 049*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

**PSYC 156 Cognitive Psychology (1)**

Human thinking and problem solving as "information processing," based on the processes of perception, learning, memory, language, and reasoning. **Spring**

*Instructor(s): Christie Chung*

*Prerequisite(s): PSYC 049*

**PSYC 158 Psychology of Intergroup Relations and Prejudice (1)**

This course examines psychological theory and research on intergroup relations and prejudice. This includes the study of intergroup conflict, prejudice, and cooperation from a variety of psychological perspectives (e.g., social identity theory, personality, and group-conflict models). Other topics covered include self-concept, group identity, cognitive processing, stereotyping, discrimination, and cultural influences on behavior. **Spring**

*Instructor(s): Dean Morier*

*Prerequisite(s): PSYC 155 or PSYC 148*

**PSYC 161 Clinical Psychology (1)**

Theories and interventions, including interviewing and assessment, of clinical psychology. Overview of the diverse roles and settings (such as hospital, private, legal, and academic) that clinical psychologists occupy in their careers. **Spring**

*Instructor(s): Elizabeth Bachen*

*Prerequisite(s): PSYC 049 and PSYC 118*

**PSYC 162 The Embodied Mind (1)**

Offers a model of the mind in which it is ~~an~~ embodied, ~~and~~ that the product of a brain that is built on the shaped by evolution. Uses evidence from psychology and neurology to describe a mind that is consequently well stocked at birth with an array of knowledge and skills, which culture can only fine tune. Thereby contrasts the widespread view of the mind that assumes that it is separate from the body and that it is, at birth, a blank slate on which culture can inscribe any desired pattern of human behavior. **Fall**

*Instructor(s): John Ruch*

*Recommended Course(s): PSYC 132*

**PSYC 165(265) Infancy (1)**

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

*Instructor(s): Carol George*

*Open to undergraduates only.*

*Note(s): Graduate students enroll in PSYC 265.*

*Prerequisite(s): PSYC 049*

**PSYC 168 Memory and Aging (1)**

This course offers a comprehensive overview of how memory changes as a function of normal aging and what cognitive functions are more resistant to age changes. We will explore how factors such as attention changes, neuropsychological changes, aging stereotypes, cultural influences, and emotional regulation affect memory in old age. We will also discuss some of the implications of age-related changes in memory for everyday life and neurodegenerative diseases such as Alzheimer's and Parkinson's. **Fall**

*Instructor(s): Christie Chung*

*Offered every other year beginning 2016-17.*

*Offered in alternation with: PSYC 130*

*Prerequisite(s): PSYC 049 and (PSYC 130 or PSYC 156)*

**PSYC 180 Special Topics in Psychology (1)**

Topics in psychology not offered in the regular curriculum. Taught by regular staff or visitors. **Fall and Spring**

*Instructor(s): Staff*

*Note(s): Some topics may be of interest to non-majors.*

*Prerequisite(s): PSYC 049*

**PSYC 183 Advanced Seminar in Psychology (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**

*Instructor(s): Staff*

*Note(s): Some topics may have other prerequisites.*

*Prerequisite(s): PSYC 049*

**PSYC 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(s): Staff*

*Instructor consent required.*

*Letter grade only.*

*Limit fourteen students.*

*Prerequisite(s): PSYC 146 and PSYC 151*



### **PSYC 192 History and Issues in Psychology (1)**

Origins and historical development of psychology as a scientific discipline, including some major theorists and how their theories have influenced the discipline of psychology. Discussion of some issues that these theorists have considered and that remain important in psychology. **Fall**

*Instructor(s): Elizabeth Bachen, Christie Chung, Dean Morier, Carol George, John Ruch*

*Open to undergraduates only.*

*Note(s): Must be a declared major in psychology or have consent of instructors.*

*Prerequisite(s): PSYC 049*

## **Religious Studies**

### **REL 040 Introduction to the Study of Religions (1)**

This course introduces key concepts and theoretical questions in the academic study of religion drawing on methodology and the content of multiple disciplines. It explores the ways in which religious thought, texts, rituals, and phenomena function in different traditions and in different historical and geographical contexts within traditions. Students will examine the ways in which religious identity interacts with other aspects of identity such as gender, class, ability, race, sexuality, and national origin.

*Instructor(s): Judith Bishop*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Multicultural Perspectives*

### **REL 180 Special Topics (1)**

## **Summer Academic Workshop**

### **SAW 001 Summer Academic Workshop for Leaders and Scholars (.5)**

The four-week course focuses on the intersection of race, ethnicity, class, gender, and sexual orientation. Students are introduced to college-level work through 68 hours of rigorous classroom instruction. The course has four modules: English, mathematics, social justice, and sociology. The English instructor uses the primary text from the sociological inquiry module. Students spend an additional 42 hours in three workshops: Sociology, Study Skills, and Writing. **Summer**

*Instructor(s): Staff*

*Pass/No Pass only.*

*Note(s): Limited to SAW students.*

## **Sociology**

### **SOC 055 Introduction to Sociology (1)**

An introduction to basic sociological concepts, theories, and methods. Students in the course will be encouraged to develop "sociological imagination," that is, an understanding of the connection between personal biography and history. Course content will include an examination of social structure and culture (and the relationship between these two concepts), the socialization process, the major social institutions and their impact, the nature of inequality in society, and deviant behavior and social problems. **Fall**

*Instructor(s): Margaret Hunter*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

### **SOC 058 Social Problems (1)**

This course acquaints students with theoretical and empirical aspects of some of the major social problems afflicting American society and the world. Topics may include crime and delinquency, poverty, unemployment, drug and alcohol abuse, family violence, prejudice and discrimination, and environmental pollution. Emphasis is placed on the objective and subjective aspects of social problems and their proposed remedies and solutions. Students are exposed to the roles that power and influence play in defining social problems, in maintaining existing conditions, and in promoting social change.

*Instructor(s): Bruce Williams*

*Offered every third year beginning 2018-19.*

*Note(s): Service learning component is optional.*

### **SOC 091 Methods of Social Research with Lab (1.25)**

An introduction to the techniques social scientists use to answer empirical questions. Topics include how to read published research; collect and analyze qualitative and quantitative data; communicate research results; distinguish between empirical, ideological, theoretical, and ethical questions; formulate research questions; and use computers to access, organize, analyze, and display social science data. Actual research methods covered vary from year to year but generally include social observation, interviewing, and surveys. **Spring**

*Instructor(s): Dan Ryan*

*Prerequisite(s): SOC 055*

**SOC 094(194) Sociology of Mass Communication (1)**

This course is designed as an introductory sociological study of mass communications. It is intended to provide an understanding of the interaction between individuals, media, and society; analytic insight into how media content is created and disseminated; and knowledge of the organizational structures of various mass media. Advertising, news, politics, gender, class, and race issues are examined. **Spring**

*Instructor(s): Staff*

*Offered every other year beginning 2017-18.*

**SOC 101 Sociology of the Family (1)**

The forces shaping personal meanings of marriage, family, and kinship. Diversity in marriage and family structure and function, both over time and cross-culturally. Options and alternatives to the American nuclear family. Selected issues in the study of family life. **Spring**

*Instructor(s): Staff*

*Offered every other year beginning 2016-17.*

**SOC 103 Women and Work (1)**

The sociology of work (occupations and professions) with a special emphasis on women. Employment trends, occupational socialization, the social psychological processes of working, and the structural dynamics of work. The roles and statuses of working women. Issues of special concern to women such as the dual-career family and the occupation of "housewife." **Fall**

*Instructor(s): Staff*

*Instructor consent required.*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Women and Gender*

**SOC 108 Urban Sociology (1)**

The process of urbanization, with special reference to the evolution of cities in the United States and Canada. Social, economic, and political forces that have shaped cities will be considered. Major concerns of urban residents, and the role of local, state, and federal governments in addressing these concerns will be examined. **Spring**

*Instructor(s): Bruce Williams*

*Offered every third year beginning 2017-18.*

**SOC 112 Social Control (1)**

A sociological inquiry into how human groups define and react to "deviant" behavior. Topics include how law, violence, threats, hostage taking, banishment, restitution, ridicule, gossip, etiquette, science, and conscience are used to keep individuals and organizations "in line" in realms such as art, business, religion, language, diplomacy, community life, schools, personal relationships, conversation, families, scientific research, the professions, and the workplace. **Spring**

*Instructor(s): Dan Ryan*

*Offered every other year beginning 2017-18.*

*Recommended Course(s): SOC 055*

**SOC 113 Sociology of Capitalism (1)**

This course offers students a comprehensive knowledge of the development of the social institutions of capitalism in America. A holistic, interdisciplinary approach is used to introduce students to the dynamic evolution and development of America's primary institutions, including those of the political, economic, and cultural subsystems. Using a historical sociological orientation, students explore the basic patterns and processes of capitalist institutional change intrinsic to America. **Fall**

*Instructor(s): Bruce Williams*

*Offered every other year beginning 2016-17.*

*Meets the following Gen Ed requirement(s): Historical Perspectives*

**SOC 116 History of Sociological Thought (1)**

The works of leading sociological theorists, the historical-ideological setting of each theorist, and major trends of development of sociological thought, with particular reference to the 19th and 20th centuries. Intensive reading in the primary sources. **Fall**

*Instructor(s): Dan Ryan*

*Prerequisite(s): SOC 055 or ANTH 058*

### **SOC 123 Analysis of Social Structure (1)**

Attention to social structure distinguishes the social from the other human sciences; different conceptualizations of social structure distinguish the various social sciences from one another. This advanced course will examine and compare several approaches to the study of social structure and social organization. An interdisciplinary approach will consider institutions, networks, hierarchies and bureaucracies, collective choice systems (voting), and markets, examining their explanatory strengths and weaknesses, how they combine in actual cases, the conditions and consequences of their failures, and what this reveals about the relationship between sociology and the other social sciences. **Fall**

*Instructor(s): Dan Ryan*

*Offered every other year beginning 2016-17.*

*Note(s): Introductory courses in two or more social sciences recommended.*

### **SOC 125(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. **Fall**

*Instructor(s): Dan Ryan*

*Limit fifteen students.*

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

*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: PPOL 225*

### **SOC 127 Sociology of Knowledge and Information (1)**

How is what we (think we) know socially conditioned? How do social structures channel the transmission and attenuate the meaning of information? How does culture determine what we remember and forget? This course brings together ideas from sociology of knowledge, social constructionism, cognitive sociology, and the new sociology of information to investigate questions such as these, which surround the idea that we know and remember not as individuals, but as members of thought communities. **Fall**

*Instructor(s): Dan Ryan*

*Offered every third year beginning 2016-17.*

### **SOC 128 Geographic Information Systems and Sociological Geography (1)**

A multidisciplinary course about mapping the social world. Theoretically challenging and hands-on, the course material will draw from cartography, demography, epidemiology, geography, urban design, human ecology, marketing, sociology, statistics, and urban studies. In addition to the sociology of spatial distribution, students will use geographic information system (GIS) software to make, interpret, and critique maps and other displays of spatial data and will learn to apply such skills to practical community, commercial, or scientific problems. **Spring**

*Instructor(s): Dan Ryan*

*Offered every other year beginning 2017-18.*

### **SOC 129 Race and Ethnic Relations in the U.S. (1)**

A holistic approach to race and ethnic relations in the U.S., emphasizing macro-sociological issues of race and ethnic group assimilation and discrimination. Examines the creation and maintenance of institutional racism and its relationship to other forms of social inequality, such as gender and class. Special attention is given to the federal system of government and other major societal institutions as they influence processes of elite and subordinate group formation and maintenance in American life. **Fall**

*Instructor(s): Bruce Williams*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives*

### **SOC 132 Comparative Race and Ethnic Relations (1)**

This course examines the relationship between race and ethnic stratification and the creation and maintenance of centralized national devotion or social stability in numerous heterogeneous nations. This includes, but is not limited to, the U.S.A., Mexico, Nigeria, Ireland, Canada, and the former U.S.S.R., Yugoslavia, India, and Iraq. We will use a comparative macro-sociological approach that focuses on the conflict management roles of governmental and non-governmental institutions and agencies that attempt to promote social stability, social control, and national unity.

*Instructor(s): Bruce Williams*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

### **SOC 134 Social Inequality (1)**

Theories examining the dimensions, sources, and consequences of social inequality. The multidimensional nature of the U.S. stratification system. Pluralist and elitist views of the power structure. Sociological differences in life chances, lifestyles, and cultural values. **Fall**

*Instructor(s): Staff*

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

*Offered every third year beginning 2018-19.*

### **SOC 142 Medical Sociology (1)**

Use of the sociological perspective in understanding the nature of disease, health, and medical care. Topics will include culturally based notions of health and illness, social roles of patients and healthcare providers, physician socialization, the distribution of diseases and medical resources, ethical issues in healthcare, and women in the health system. **Fall**

*Instructor(s): Staff*

*Instructor consent required.*

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

*Offered every other year beginning 2017-18.*

*Offered in alternation with: SOC 148*

*Note(s): Service learning component is optional.*

### **SOC 144 Sociology of Childhood (1)**

An examination of the impact of social structure on children and how children are active interpreters of their own lives. A review of the socialization process with an emphasis on the development of gender identity. The diversity of childhood experiences will be explored, as will social issues/policy associated with children and childhood. **Spring**

*Instructor(s): Staff*

*Offered every other year beginning 2017-18.*

*Offered in alternation with: SOC 147*

### **SOC 145(245) 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. **Spring**

*Instructor(s): Bruce Williams*

*Instructor consent required.*

*Offered every other year beginning 2017-18.*

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

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

### **SOC 146 Sociology of Hip-Hop (1-1.25)**

This course investigates the social, political, and economic context of hip-hop in the post-civil rights U.S. Urban areas have changed in profound ways during this time with increased policing, drugs and the drug wars, persistent racism, failing schools, increased joblessness, and dramatically changing family structures, all of which have shaped hip-hop. The course examines these sociological issues and their expression in the four foundational elements of hip-hop: rapping, DJ-ing, breaking, and graffiti art, as well as spoken word, hip-hop leadership, and politics. **Fall**

*Instructor(s): Maggie Hunter*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Recommended Course(s): SOC 055*

### **SOC 149 Sociology of U.S. Immigration (1-1.25)**

This course examines contemporary immigration to the U.S. within a historical context. Key themes include the relationship between immigration and the economy, education, language, politics, and ethnic identity. The history of U.S. immigration policy is central to our examination of racial and ethnic discrimination and assimilation. In addition, we will compare the immigration experiences of various ethnic groups such as Europeans, Asians, Pacific Islanders, Mexicans, Central Americans, Africans, Middle Easterners, and others. **Fall**

*Instructor(s): Maggie Hunter*

*Offered every other year beginning 2017-18.*

### **SOC 153 The Sociology of Everyday Life (1)**

In this course in microsociology with a structural slant, we will examine the ways in which society "happens" at the seemingly private and personal levels of the self, face-to-face interaction, and small gatherings. Topics include face, identity, embodiment, situated action, lived time and space, stage fright, multiple realities, and the social foundations of thinking. We will combine insights from Schutz's phenomenological sociology, Simmel's formal sociology, and Goffman's symbolic interaction with the work of Natanson, Sacks, Zerubavel, and others to open the world of everyday life to sociological understanding. **Spring**

*Instructor(s): Dan Ryan*

**SOC 156 Sociology of Oakland (1)**

This course is a sociological examination of the city of Oakland. The focus is on postwar development and the race and class dynamics that have shaped the city over the past several decades. The course focuses on four sociological themes: housing, education, crime, and politics. Students will use quantitative and qualitative research methods to understand the sociological issues facing the city and possible avenues for social change. All students will complete assignments that require them to engage with the larger Oakland community in various ways. **Spring**

*Instructor(s): Maggie Hunter*

*Offered every other year beginning 2016-17.*

**SOC 158 Gender and Society (1)**

The course investigates gender inequality in the United States with some global comparison. Focus is on social construction of femininity, masculinity, gendered violence, wage gap, intersectionality, family, work, health, media, and social movements. **Spring**

*Instructor(s): Maggie Hunter*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Women and Gender*

**SOC 160 Political Sociology (1)**

Introduction to the dynamics of power in society, from small group interactions to national and international actions and interactions. Emphasis is on the binding realities of symbolic meanings and the cultural processes of American political development and participation. Special attention is placed on the interactive affects and effects of the economy, race/ethnicity, gender, nation building, and federalism on modern political processes. **Spring**

*Instructor(s): Bruce Williams*

*Open to undergraduates only.*

*Offered every third year beginning 2018-19.*

*Prerequisite(s): SOC 055*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

**SOC 180 Special Topics in Sociology (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**

*Instructor(s): Staff*

*Offered every other year beginning 2017-18.*

**SOC 183 Advanced Seminar in Sociology (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**

*Instructor(s): Staff*

*Open to undergraduates only.*

*Note(s): Consent of instructor needed for juniors and non-majors only.*

*Prerequisite(s): SOC 190*

**SOC 187 Fieldwork Study in Sociology (1)**

Supervised fieldwork study for advanced students. Arranged through instructors. **Fall**

*Instructor(s): Staff*

*Instructor consent required.*

*Pass/No Pass only.*

*Prerequisite(s): SOC 091 and SOC 116*

*This course may be taken two times.*

**SOC 188 Fieldwork Study in Sociology (1)**

Supervised fieldwork study for advanced students. Arranged through instructors. **Spring**

*Instructor(s): Staff*

*Instructor consent required.*

*Pass/No Pass only.*

*Prerequisite(s): SOC 091 and SOC 116*

*This course may be taken two times.*

### **SOC 190 Proseminar in Sociology (1)**

This course builds upon the skills and knowledge gained in the earlier sociology and anthropology courses and lays the groundwork for conducting original research for the senior thesis. Students will select topics for their research, construct research questions, review and analyze the existing literature, and develop proposals detailing the strategies that they will use in conducting original research. **Spring**

*Instructor(s): Staff*

*Instructor consent required.*

*Letter grade only.*

*Note(s): Junior standing required.*

*Prerequisite(s): SOC 091 or ANTH 057*

### **SOC 191 Senior Seminar (1)**

Directed original research and senior projects. **Fall**

*Instructor(s): Staff*

*Letter grade only.*

*Note(s): Prerequisite: Senior standing; consent of instructor for juniors and non-majors. SOC 190 not required for anthropology and sociology majors.*

*Prerequisite(s): SOC 091 and SOC 190*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **SOC 194(094) Sociology of Mass Communication (1)**

This course is designed as an introductory sociological study of mass communications. It is intended to provide an understanding of the interaction between individuals, media, and society; analytic insight into how media content is created and disseminated; and knowledge of the organizational structures of various mass media. Advertising, news, politics, gender, class, and race issues are examined. **Spring**

*Instructor(s): Staff*

*Offered every other year beginning 2017-18.*

## **Social Sciences**

### **SOSC 093 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, including crime and corrections, the socio-legal construction of disputes, and backlash to social change litigation. **Fall**

*Instructor(s): Edith Kinney*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Written Communication II*

*Crosslisted with: PPOL 205*

### **SOSC 111 Introduction to Public Radio Reporting (1)**

This interdisciplinary course introduces students to the craft of radio reporting and the principles of public interest journalism, while also being a survey course about contemporary history in Oakland. Each student will learn the basics of public radio journalism. Students will learn reporting skills, field and studio production, and post-production. They will have weekly writing and broadcast assignments. For the final project, each student will choose a community organization or community activist to profile. **Fall**

*Instructor(s): Holly Kernan*

*Recommended Course(s): ENG 072*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **SOSC 112 Intermediate Public Radio Reporting (1.25)**

This interdisciplinary course delves into a single subject during the semester, giving students a chance to explore contemporary social issues in depth. Students choose a subject for a story on the topic and create a report for broadcast on public radio. The focus is on depth reporting and documentary production. The course is designed to give students greater knowledge of the community in which they are living and journalism's role in addressing social issues. **Spring**

*Instructor(s): Holly Kernan*

*Instructor consent required.*

*Limit ten students.*

*Note(s): Students must have completed Introduction to Public Radio Reporting and have consent of instructor.*

*Prerequisite(s): SOSC 111*

*Recommended Course(s): ENG 072*

*Meets the following Gen Ed requirement(s): Written Communication II*

### **SOSC 120 Women and the Law (1)**

The legal status of women, with special attention to the progression of American laws and judicial decisions relating to women's rights. **Spring**

*Instructor(s): Edith Kinney*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Women and Gender*

### **SOSC 180 Special Topics in Social Science (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**

*Instructor(s): Staff*

### **SOSC 183 Advanced Seminar in Social Science (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**

*Instructor(s): Staff*

*Open to undergraduates only.*

*Offered every third year beginning 2018-19.*

## **Spanish & Spanish American Studies**

### **SPAN 001 Elementary Spanish I (1.25)**

Introduction to basic elements of the language; development of skills in listening, speaking, reading, and writing. Equivalent to two years of high school Spanish. **Fall**

*Instructor(s): Staff*

### **SPAN 002 Elementary Spanish II (1.25)**

Further development of listening, speaking, reading, and writing. Equivalent to two years of high school Spanish. **Spring**

*Instructor(s): Staff*

*Note(s): Prerequisite: Completion of SPAN 001 with a grade of "C+" or higher, consent of instructor, or 12-23 points in placement test.*

*Prerequisite(s): SPAN 001*

### **SPAN 003 Intermediate Spanish III (1)**

Readings in contemporary Hispanic culture and literature; conversation, grammar review, and the development of writing skills. **Fall**

*Instructor(s): Carlota Caulfield*

*Instructor consent required.*

*Note(s): Completion of SPAN 002 with a grade of "C+" or higher, consent of instructor, or 24-35 points in placement test.*

*Prerequisite(s): SPAN 002*

### **SPAN 004 Intermediate Spanish IV (1)**

Readings in contemporary Hispanic culture and literature; conversation, grammar review, and the development of writing skills. **Spring**

*Instructor(s): Carlota Caulfield, H. Mario Cavallari, Staff*

*Limit fifteen students.*

*Note(s): Completion of SPAN 003 with a grade of "C+" or higher, consent of instructor, or 36-48 points in placement test.*

*Prerequisite(s): SPAN 003*

### **SPAN 051(151) Spanish for Spanish Speakers: Language, Culture, and Identity (1)**

A course designed for Spanish speakers who demonstrate an ability to understand and produce Spanish but who lack significant previous formal instruction in the language. The main goal is to capitalize upon students' home-background and existing language skills, expanding the knowledge base and developing reading and writing skills. Special attention is given to the diverse cultural contexts and dimensions of Spanish as components in the recovery and development of students' identity-formation process.

*Instructor(s): Carlota Caulfield, H. Mario Cavallari, Staff*

*Instructor consent required.*

*Limit fifteen students.*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Note(s): Offered fall or spring. Check course schedule for availability. Open to all heritage/home-background Spanish speakers only.*

*Recommended Course(s): SPAN 101*

### **SPAN 052(152) Intermediate Oral Skills Through Readings and Writing (1)**

This course is intended for students who have completed or are taking SPAN 003, or have an equivalent or higher level of linguistic proficiency in Spanish. The development of oral skills and grammar topics are addressed through a variety of texts, with emphasis on the modern press. Students are required to engage in discussion and must complete compositions and oral reports based on cultural materials.

*Instructor(s): Carlota Caulfield, H. Mario Cavallari*

*Limit fifteen students.*

*Note(s): Completion of SPAN 003 with a grade of C+ or higher or consent of instructor. Students may take SPAN 003 or SPAN 004 concurrently, with consent of instructor.*

*Prerequisite(s): SPAN 003*

### **SPAN 101 Composition and Conversation (1)**

Improvement of oral and written skills, including vocabulary building and use of idioms through contemporary readings and composition.

Emphasis on expository writing. **Spring**

*Instructor(s): Carlota Caulfield, H. Mario Cavallari, Staff*

*Limit fifteen students.*

*Note(s): Completion of SPAN 004 with a grade of "C+" or higher, consent of instructor, or 48-57 points on placement test.*

*Prerequisite(s): SPAN 004*

### **SPAN 140 Introduction to Hispanic Literatures (1)**

Emphasizes the acquisition of skills for enhancing reading literacy in a wide format of Hispanic texts. Special regard is given to the implicative power of words at the expository, figurative, and literary levels of each work. Through the commentary of meaning, form, and structure, the course provides basic analytical tools and historical background for approaching the formal study of Hispanic literature. **Fall**

*Instructor(s): Carlota Caulfield, H. Mario Cavallari*

*Note(s): Completion of SPAN 004 with a grade of "C+" or higher, or consent of instructor.*

*Prerequisite(s): SPAN 004*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

### **SPAN 151(051) Spanish for Spanish Speakers: Language, Culture, and Identity (1)**

A course designed for Spanish speakers who demonstrate an ability to understand and produce Spanish but who lack significant previous formal instruction in the language. The main goal is to capitalize upon students' home-background and existing language skills, expanding the knowledge base and developing reading and writing skills. Special attention is given to the diverse cultural contexts and dimensions of Spanish as components in the recovery and development of students' identity-formation process.

*Instructor(s): Carlota Caulfield, H. Mario Cavallari, Staff*

*Instructor consent required.*

*Limit fifteen students.*

*Offered every other year beginning 2017-18.*

*Note(s): Check course schedule for availability. Open to all heritage/home-background Spanish speakers only.*

*Recommended Course(s): SPAN 101*

### **SPAN 152(052) Intermediate Oral Skills Through Readings and Writing (1)**

This course is intended for students who have completed or are taking SPAN 003, or have an equivalent or higher level of linguistic proficiency in Spanish. The development of oral skills and grammar topics are addressed through a variety of texts, with emphasis on the modern press. Students are required to engage in discussion and must complete compositions and oral reports based on cultural materials.

**Fall**

*Instructor(s): Carlota Caulfield, H. Mario Cavallari*

*Limit fifteen students.*

*Note(s): Completion of SPAN 003 with a grade of C+ or higher or consent of instructor. Students may take SPAN 003 or SPAN 004 concurrently, with consent of instructor.*

*Prerequisite(s): SPAN 003*

### **SPAN 172 Voices in Hispanic Poetry (1)**

Presents the development of the major movements and exponents that have shaped and defined Hispanic poetry. Topics include contemporary women poets from Spain and Latin America, Spanish post-Civil War poetry, the vanguardias in Spain and Latin America, and U.S. Latino/a Caribbean poets.

*Instructor(s): Carlota Caulfield*

*Open to undergraduates only.*

*Offered every other year beginning 2016-17.*

*Prerequisite(s): SPAN 140*

### **SPAN 173 The Latin American Short Story (1)**

Study of major Latin American literary movements and systems of textual representation as reflected in the development of short fiction from the early 1900s to the present. **Fall and Spring**

*Instructor(s): H. Mario Cavallari*

*Instructor consent required.*

*Note(s): Offered Fall OR Spring. Check course schedule for availability. Consent of instructor for non-majors.*

*Prerequisite(s): SPAN 140*



### **SPAN 175 The 20th-Century Hispanic Novel (1)**

A study of the major trends in the contemporary Spanish and Latin American novel and novela corta, through the best-known texts of representative authors such as Arenas, Bombal, Carpentier, Cela, Fuentes, Glantz, Goldenberg, Martin Gaité, Martin Santos, Mastretta, Poniatowska, and Riera.

*Instructor(s): Carlota Caulfield*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Note(s): Offered Fall OR Spring. Check course schedule for availability.*

*Prerequisite(s): SPAN 140*

### **SPAN 180 Special Topics in Hispanic Literatures (1)**

This course is designed to provide a well-defined framework for the study of special themes that are relevant to a deeper understanding of diverse aspects of Hispanic literatures. Topics include: Surrealism, visual arts and literature, and contemporary Hispanic theater. May be repeated for credit when topics differ.

*Instructor(s): Carlota Caulfield, H. Mario Cavallari*

*Offered every other year beginning 2016-17.*

*Note(s): Check course schedule for availability.*

*Prerequisite(s): SPAN 140*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

*This course may be taken three times.*

### **SPAN 183 Advanced Seminar in Spanish Literature (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.

*Instructor(s): Hector Mario Cavallari, Carlota Caulfield*

*Limit fifteen students.*

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

*Offered every other year beginning 2016-17.*

*Note(s): Not open to first-year students. Advanced proficiency in Spanish is required.*

*Prerequisite(s): SPAN 140*

*This course may be taken two times.*

### **SPAN 191 Senior Thesis (1)**

An independent research project that focuses on a topic selected in consultation with the major advisor. Normally completed in conjunction with a regularly scheduled advanced literature course. **Fall and Spring**

*Instructor(s): Carlota Caulfield, H. Mario Cavallari*

*Limit ten students.*

*Open to majors only.*

## **Theater Studies**

### **THS 004 Acting Fundamentals I (.5)**

Acting Fundamentals I is designed to offer students a working knowledge of the basic concepts, skills, and methods of Stanislavski-based acting techniques. The class will also provide students with the opportunity to understand how these techniques help strengthen their powers of critical thinking, imagination, and creativity. **Fall**

*Instructor(s): Staff*

*Limit sixteen students.*

### **THS 017 Embodied Movement (.25)**

This practicum course aims at developing students' ability to explore their own physicality in order to communicate using the body language. Throughout the semester, exercises based on Laban Movement Analysis, will challenge each individual to step out of their comfort zone by exploring various gestural and full body movements. This research into the world of "body language" embraces all abilities and helps students appreciate their own individuality, as well as equips them to physically develop theatrical characters.

*Instructor(s): staff*

*Limit twelve students.*

### **THS 106 Acting Fundamentals II (.5)**

This course gives students practical experience in preparing, rehearsing, and performing scenes from a play. Text analysis, character development, script scoring, and other process-oriented techniques will be used. Scene work will enable students to practically apply the vocabulary and building blocks of acting. **Spring**

*Instructor(s): Staff*

*Limit sixteen students.*

*Prerequisite(s): THS 004*

**THS 137 Performance (.5)**

This course challenges students to bring together all their developing skills in collaboration with others to create a fully developed production. Credit is awarded for back-stage production, the acting of a role, stage-managing, and choreographing.

*Instructor(s): Staff*

*Limit sixteen students.*

*Prerequisite(s): THS 004*

*This course may be taken two times.*

**THS 141 Acting Methods (.5)**

This course introduces the fundamental theories of psychologically based acting techniques. The course emphasizes practical exercises from the theories of Meisner, Adler, Straasberg, and Michael Chekov.

*Instructor(s): Staff*

*Limit sixteen students.*

*Offered every other year beginning 2016-17.*

*Prerequisite(s): THS 004*

**THS 143 Acting for Camera (.5)**

This course introduces students to the skills required for script, character development, and performance for on-camera acting. Emphasis is placed on lecture/studio lab course work. The course is designed to give the student actor a foundation in skills and techniques employed in acting for the camera.

*Instructor(s): Staff*

*Limit sixteen students.*

*Offered every other year beginning 2017-18.*

*Prerequisite(s): THS 004*

**THS 160 Topics in Musical Theater (1)**

This course examines musical theater literature chronologically, with emphasis on the development of the most important musicals of the 20th and 21st centuries. The course requires analysis through research and writing.

*Instructor(s): Staff*

*Offered every other year beginning 2017-18.*

**THS 164 History of Theater (1)**

History of Theater is designed to offer students the opportunity to explore the development of the heroic imperative in dramatic literature. Emphasis will be placed on the importance of the hero and how the heroic imperative has changed through three major historical periods. An understanding of the influences that helped bring about these changes will also be examined.

*Instructor(s): Staff*

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

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives*

**THS 168(268) Directing (.5)**

This course will introduce the basics of directing and staging techniques for the stage. There will be a focus on an examination of the fundamentals of blocking, script analysis, play structure and the development of a cohesive aesthetic. **Fall**

*Instructor(s): staff*

*Limit sixteen students.*

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

**THS 175A(275A) Documentary Theater/Playwriting (.5)**

In this course we will be creating a documentary theater piece around a topic central to the community. It will be based on interviews conducted with citizens who have something to say about their intimate relationship to the topic. Fall semester will be used to acquaint the students with the history of the project's theme and to determine a vernacular that will be used during rehearsals for the Spring.

Students will be guided in the collection of video interviews of subjects. The information will be transcribed, edited and collated into a script. Non-actors welcome! **Fall**

*Instructor(s): Victor Talmadge*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

**THS 175B(275B) Documentary Theater/Playwriting: Production (.5)**

Students will be creating a documentary theater piece around a topic central to the community. It will be based on interviews conducted with citizens who have something to say about their intimate relationship to the topic. The B section of the course will be devoted to rehearsing and mounting the play for a production performed by the students. Most of the specifics will be determined by the dynamics of the group and the material that is collected and used. This class is open to actors, composers, videographers, set/costume/lighting designers, production crew. **Spring**

*Instructor(s): Victor Talmadge*

*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

### **THS 190 Senior Showcase Class (1-1)**

THS 190 is a Capstone Class for Seniors majoring in Theater Studies. The class will include performance and written components. The performance aspect will consist of a public presentation of no more than one half hour to be directed/produced, acted (and possibly written), by the students. The senior performance may reflect a dramatic arc or fall into a non linear structure. It may center on one central theme or a variety of topics. Seniors will be asked to write an analysis/ critique of their process connecting the student's understanding of drama as an art form to other perspectives. **Fall**

*Instructor(s): Victor Talmadge*

*Instructor consent required.*

*Letter grade only.*

*Limit sixteen students.*

*Open to undergraduates only.*

*Prerequisite(s): THS 175B and THS 137 and THS 175A*

*Recommended Course(s): THS 004, THS 164, THS 141*

## **Women's, Gender and Sexuality Studies**

### **WGSS 071 Introduction to Women's Studies (1)**

An introduction to basic women's studies concepts and theories, drawing on methodologies and content of multiple disciplines. The course will explore differences as well as commonalities of women's experiences, and provide a foundation for more advanced work in women's studies. **Fall and Spring**

*Instructor(s): Staff*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Women and Gender*

### **WGSS 072 Introduction to Queer Studies (1)**

An introduction to key concepts and theoretical questions in the interdisciplinary field of queer studies. This course explores the processes by which sexuality is socially constructed in different historical and geographical contexts, with particular attention to the ways in which sexuality intersects with other categories of difference such as race, gender, class, ability, and national origin. The course introduces students to a range of issues affecting different queer communities and explores historical and contemporary examples of queer resistance. **Spring**

*Instructor(s): Staff*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives*

### **WGSS 094 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**

*Instructor(s): Elizabeth Potter, Staff*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Women and Gender*

*Crosslisted with: PPOL 203*

### **WGSS 101 Feminist and Queer Research Methodologies (1)**

This course explores interdisciplinary methodological approaches to feminist and queer research. The course will pay specific attention to feminist and queer critiques of dominant modes of knowledge production; approaches to studying gender and sexuality in different historical, geographical, and cultural contexts; and the relationship between research and activism. Over the course of the term, students will develop the theoretical and methodological tools for doing feminist and queer research in preparation for embarking on their senior project. **Fall**

*Instructor(s): Priya Kandaswamy*

*Open to undergraduates only.*

*Prerequisite(s): WGSS 071 or WGSS 072*

*Meets the following Gen Ed requirement(s): Women and Gender, Written Communication II*

### **WGSS 105 Sexuality and the City (1)**

Urbanization has been a major catalyst in the development of new sexual identities and communities. This course examines this phenomenon and the ways in which the city has been an important place in queer history and politics. Specific issues we will look at include: urban politics, urban migration, segregation, redevelopment and gentrification, homelessness, public housing, access to public space, and policing and criminalization. The course will pay specific attention to queer communities in the San Francisco Bay Area.

*Instructor(s): Priya Kandaswamy*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender*

**WGSS 109 Comparative Studies on Women in Religion (1)**

An introduction to basic concepts and theories which address women and gender in voodoo, Native American traditions, Judaism, Christianity, Islam, and traditional African religions drawing on methodologies and content of multiple disciplines. Attitudes toward the body will be examined in a comparative context as will the meaning of gender in religious symbolism, myth, and ritual. This course will explore gender roles in religion as dynamic rather than fixed categories and will provide a foundation for more advanced work on the topics of women, gender, and sexuality in religious traditions.

*Instructor(s): Judith Bishop*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Multicultural Perspectives, Women and Gender*

**WGSS 110 Sex, Body, and Gender in Early European Societies (1)**

This course explores the intersections of body, sexuality, and gender in Western culture from late antiquity through early modern Europe. Beginning with the common heritage of late antiquity, the course moves into the diversity of constructions of femininity, masculinity, and the range of sexualities in pre-modern Europe. As concepts of body, sex, and gender are heavily influenced by religious belief systems, readings for each section will be drawn from Jewish, Christian, and Muslim (Iberian Peninsular) sources including the use of gender and sexuality in formulations of the religious "other."

*Instructor(s): Judith Bishop*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives, Women and Gender*

**WGSS 131 Women in Islam (1)**

Since medieval times, nothing about Islam has perplexed the West more than the role of women. This course examines foundational Islamic texts (in translation) regarding women and gender, interpretations based on those texts, and historical evidence of women's religious and social activities from the sixth century to the present. Discourses around the body-- including sexuality, purity, seclusion, and dress--will be examined in a comparative context. Finally we will consider the Western media treatment of Muslim women before analyzing their active participation in modern revivalist movements.

*Instructor(s): Judith Bishop*

*Meets the following Gen Ed requirement(s): Historical Perspectives, Women and Gender*

**WGSS 135 Race, Sexuality, and the State (1)**

This course examines the intersections of race and sexuality in processes of US state building and struggles over the meaning of citizenship. Focusing on the welfare system, immigration control, the military, and the criminal justice system, it looks at how the institutions that have exhibited the most control over people of color have engaged in some of the severest practices of sexual and gender regulation. The course explores queer theorizations of state power and the implications of centering issues such as welfare, immigration, militarism, and criminal justice within queer politics. **Fall**

*Instructor(s): Priya Kandaswamy*

*Open to undergraduates only.*

*Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender*

**WGSS 175 Transnational Sexualities (1)**

This seminar explores different approaches to theorizing sexuality from a transnational perspective. The class pays particular attention to the ways in which processes such as colonialism and globalization have shaped struggles for sexual liberation. The course covers topics such as globalization and sexual cultures, queer diasporas, sex work, sex trafficking, sex tourism, the politics of AIDS, militarism and sexual violence, and transnational social movements.

*Instructor(s): Priya Kandaswamy*

*Open to undergraduates only.*

*Offered every other year beginning 2017-18.*

**WGSS 182 Feminist and Queer Theories (1)**

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

*Instructor(s): Elizabeth Potter*

*Instructor consent required.*

*Open to undergraduates only.*

*Note(s): By consent of instructor.*

**WGSS 187 Fieldwork Study in Women's, Gender and Sexuality Studies (1)**

Supervised fieldwork study for advanced students. Arranged through instructors. **Fall and Spring**

*Instructor(s): Staff*

*Instructor consent required.*

*Pass/No Pass only.*

*Open to undergraduates only.*

*Note(s): Not open to first year students.*

*This course may be taken two times.*

**WGSS 192 Senior Project (1)**

Advanced independent investigative or creative work building on the student's courses and academic focus. **Fall and Spring**

*Instructor(s): Elizabeth Potter*

*Letter grade only.*

*Open to undergraduates only.*

*Note(s): or consent of instructor*

**WMST 071 Introduction to Women's Studies (1)**

An introduction to basic women's studies concepts and theories, drawing on methodologies and content of multiple disciplines. The course will explore differences as well as commonalities of women's experiences, and provide a foundation for more advanced work in women's studies. **Fall and Spring**

*Instructor(s): Judith Bishop, Staff*

*Open to undergraduates only.*

*Note(s): Not open to Seniors.*

*Meets the following Gen Ed requirement(s): Women and Gender*

**WMST 094 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**

*Instructor(s): Elizabeth Potter, Staff*

*Open to undergraduates only.*

*Note(s): Not open to Seniors.*

*Meets the following Gen Ed requirement(s): Women and Gender*

*Crosslisted with: PPOL 203*

**WMST 180 Special Topics in Women's Studies (1)**

Topics will address women's and gender issues. Recent topics include gender and science, feminist film theory, Western religious traditions and the role of women, feminist theories/feminist theologies, and world religions: women's (w)rites/rights. **Fall and Spring**

*Instructor(s): Staff*

**WMST 182(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(s): Elizabeth Potter*

*Instructor consent required.*

*Prerequisite(s): WMST 071 or WMST 094*

*Meets the following Gen Ed requirement(s): Women and Gender*

**WMST 183 Advanced Seminar in Women's Studies (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**

*Instructor(s): Staff*

**WMST 187 Fieldwork Study in Women's Studies (1)**

Supervised fieldwork study for advanced students. Arranged through instructors. **Fall and Spring**

*Instructor(s): Staff*

*Instructor consent required.*

*Pass/No Pass only.*

*This course may be taken two times.*

**WMST 188 Fieldwork Study in Women's Studies (1)**

Supervised fieldwork study for advanced students. Arranged through instructors. **Spring**

*Instructor(s): Staff*

*Pass/No Pass only.*

*This course may be taken two times.*