

## COLLEGE OF ARTS AND SCIENCES

### PROGRAM OF STUDY

#### Introduction

The College of Arts and Sciences at Cornell is a community of about 4,000 undergraduates and 600 faculty members. It is composed of those departments that teach and study the humanities and the arts, the basic sciences and mathematics, the social sciences and history. It is also a college within a university of about 18,000 students and 1,630 faculty members, and this wider community provides strength and diversity of applied and professional studies beyond what an isolated undergraduate institution can offer. Students may draw upon the knowledge and facilities of the other undergraduate colleges at Cornell to supplement their studies. Finally, the college is a graduate school and research center attracting faculty whose writing and research require first-rate academic facilities and whose participation in undergraduate teaching brings to their students the profound questioning and the current ideas of modern scholarship. It is this abundant variety and outstanding quality among many disciplines that gives the college its distinctive character.

The richness of the curriculum is extraordinary; there is no course that all students must take, and there are nearly two thousand from which they may choose. By choosing courses each semester, students design their own education. They strike a balance between developing known interests and exploring new subjects. They sharpen their verbal and quantitative skills. They also come to understand more thoroughly the Western tradition and learn something about the non-Western world and its peoples. An education in the liberal arts means honing one's critical capacities, learning more about oneself in nature and culture, and gaining real experience with views of the world radically unlike one's own. All this is highly individual, and the college relies on each student and faculty adviser to select sensible, challenging, and appropriate courses.

Yet the faculty believes that each student's education should have certain common qualities. These include familiarity with several different ways of knowing that are reflected in the natural sciences, in the social sciences, and in those achievements of intellect and imagination that are the focus of the humanities and the arts. In addition to these general areas of knowledge, students study foreign languages, acquire effective writing and quantitative skills, and concentrate on one particular field to develop, as fully as possible, the powers of imaginative and critical thinking. To accomplish these objectives, the college has certain requirements for graduation.

#### Summary of Basic College Requirements for Graduation

- 1) Freshman Writing Seminars: Two courses.
- 2) Foreign language: Up to four courses to obtain proficiency in one language or up to six (but usually fewer) to obtain qualification in two.
- 3) Distribution Requirements: See below.
- 4) Major.
- 5) Electives: Four or five courses (at least 15 credits) in courses not used to fulfill other requirements and not in the major field.
- 6) Residence: Eight full-time semesters, unless a student can successfully complete all other requirements in fewer than eight semesters and meets the criteria to accelerate graduation. (See "Acceleration," under the heading "Residence.")
- 7) Minimum number of courses: Thirty-four courses. A two-credit course counts as half a course; a six-credit language course counts as one and one-half courses; a one-credit course does not count toward this requirement. (See under "Courses and Credits," below.)
- 8) Credits: A total of 120 credits, of which 100 must be taken in the College of Arts and Sciences.
- 9) Physical education: Completion of the university requirement (two courses). Please note that physical education credit does not count toward graduation or toward the 12-credit minimum required for good standing each semester. See p. 13.
- 10) Application to graduate.

#### Freshman Writing Seminars

See "John S. Knight Writing Program." Freshman Writing Seminars may not be counted toward the distribution requirements.

#### Foreign Language Requirement

The faculty considers competence in a foreign language essential for an educated person. Studying another language helps students understand language itself, our fundamental intellectual tool, and opens another culture for exploration. The sooner the student acquires competence, the more useful it will be. Hence work toward the foreign language requirement should be undertaken in the freshman and sophomore years.

The following departments teach foreign languages or literature or both in the College of Arts and Sciences: Africana Studies and Research Center, Asian Studies, Classics, German Studies, Modern Languages and Linguistics, Near Eastern Studies, Romance Studies, and Russian Literature.

The language requirement may be satisfied in one of two ways:

- 1) by attaining *proficiency* in one language or
- 2) by attaining *qualification* in two languages.

#### Proficiency

Proficiency is normally attained by passing a 200-level (intermediate) Cornell course (or Chinese or Japanese 161) or by equivalent achievement determined by examination (see chart below). Some introductory language courses are taught at the 300- or 400-level (for example, Near Eastern Studies 333–334); these do not confer proficiency.

Earning three credits on an AP language exam does not carry with it proficiency. Only by scoring high enough on the CASE (Cornell Advanced Standing Examination), does the student earn proficiency by examination. In other words, even students who earn advanced placement credit with scores of 4 or 5 on an AP language exam should take the CASE to see if they can be awarded proficiency. On the other hand, earning a 4 or 5 on an AP literature exam in French, Spanish, or German (German offers a combined language/literature exam) earns proficiency, as well as three credits, without the CASE. (Such students should take the CASE anyway to see if they can earn an additional three credits in language.)

#### Qualification

Qualification may be attained in any of the following four ways.

- 1) Three years of high school study in any one language gives qualification in that language. Note that this route to qualification does not guarantee entrance into a 200-level course. Students who want to continue studying the language must be placed in the appropriate course by a score on an examination. Being placed below the 200-level, however, does not cancel the qualification.
- 2) Passing the requisite course: 102, 123, or 134 in most languages taught by the Department of Modern Languages and Linguistics; Chinese 112–114 or Japanese 160; Near Eastern Studies 102 or 122 in Hebrew, 112 in elementary classical Arabic, or 118 in Turkish; Classics 103 or 104 in Greek, 106 or 107 in Latin, 112 in modern Greek; 132 in Sanskrit; AS&RC 134 in Swahili.  
Note: Except in the case of Sanskrit, completion of language sequences 131–132 does not constitute qualification.
- 3) A score of 560 or better on either the SAT II in high school or the CPT (Cornell Placement Test) during orientation week.  
Students may earn a 560 placement test score at the end of a course numbered 122 (second semester of the introductory sequence) and consequently attain *qualification* without taking 123, the third semester of the introductory sequence. However, with a score of 560, it may be

worthwhile to take 123 anyway to be better prepared for the 200-level courses.

- 4) Placement into a 200-level course by departmental, sometimes individual, examination at Cornell (in cases where no placement test is available).

#### Placement in Language Courses and Advanced Placement Credit

Placement into language courses and advanced placement credit are separate results of examinations.

#### Placement

Entering students who have had two or more years of high school study in a language or who have been awarded credit for language work at another college or university may enroll in a course in the same language only after being placed by examination. The placement exam may have been taken in high school (after the last course) or at Cornell during orientation. Students may retake a language test if a year or more has passed since last taking it.

#### Advanced Placement Credit

Being placed into a 200-level course does not earn credit toward the degree. Credit is earned only for high school work already at the 200-level, in other words, for the equivalent of language courses numbered 200 and above here at Cornell.

The type of examination depends upon the language and the level of achievement:

- 1) French, German, Italian, Russian, and Spanish placement tests: students need to register for the placement tests with the Department of Modern Languages and Linguistics, 203 Morrill Hall.
- 2) Greek, Ancient and Modern: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
- 3) Latin: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
- 4) Arabic: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 5) Hebrew: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 6) Turkish: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 7) Other languages: special examinations, see the professor who teaches the language.
- 8) Students with a placement test score of 650 or above in French, German, and Spanish: the Cornell Advanced Standing Examination (CASE).

An eligible student who does not want to do further work in a language may still earn three or six credits and proficiency from the CASE.

Depending on their placement test scores, students are eligible for the courses and Cornell Advanced Standing Examination (CASE) as listed in the charts below. For languages not listed, or for special problems, students should see the professor in charge.

#### French

Placement Test Reading Score	Language Courses	Literature Courses
Below 370	121	
370-440	122	
450-550	123	
560-640	200, 203, or 205	201
600		220, 221
650 and above	Apply for CASE	
AP 4 or 5 in language, 3 credits.	Apply for CASE	
AP 4 or 5 in literature, 3 credits and proficiency.	Apply for CASE	

#### German

Placement Test Reading Score	Language Courses	Literature Courses
Below 370	121	
370-440	122	
450-550	123	
560-640	203	201
650 and above	Apply for CASE	
AP 4 or 5, 3 credits and proficiency.	Apply for CASE	

#### Italian

Placement Test Reading Score	Language Courses	Literature Courses
Below 370	121	
370-440	122	
450-550	123	
560-640	203	201
650 and above	Apply for CASE	
AP 4 or 5 in language, 3 credits.	Apply for CASE	
AP 4 or 5 in literature, 3 credits and proficiency.	Apply for CASE	

#### Russian

Apply for the Cornell Advanced Standing Examination (CASE)

#### Spanish

Placement Test Reading Score	Language Courses	Literature Courses
Below 370	121	
370-440	112	
450-550	123	
560-640	200, 203, 213	201, 211
650 and above	Apply for CASE	
AP 4 or 5 in language, 3 credits.	Apply for CASE	
AP 4 or 5 in literature, 3 credits and proficiency.	Apply for CASE	

#### Distribution Requirements

In satisfying the distribution requirements, students become acquainted with a broad range of subject matter in the liberal arts and sciences and explore areas they may not have explored before.

Attaining these two goals is part of the task of freshmen and sophomores. Although students may complete the requirements over the eight semesters, they can take advanced courses in subjects they find intriguing only if they have taken the introductory courses early.

Students must take a total of nine courses (of three or more credits each) for the distribution requirement: four courses from Groups 1 and 2 below, at least two of which are from Group 1 and at least one of which is from Group 2 (for example, one chemistry, one physics, one geology, and one mathematics); five courses from Groups 3 and 4 below, with at least two in each group and two in the same department (for example, one course in sociology, one in history, one in history of art, and two in theater arts). No single course may satisfy more than one distribution requirement in categories 1 through 4, and no freshman writing seminar may satisfy any of the distribution requirements. Grades of S-U in courses applied to the distribution requirements are acceptable.

Students may use one of the approved interdisciplinary courses for distribution as noted below, but may apply such courses to only one category of the distribution requirement and may not count courses offered or cross-listed by their major department for any distribution category beyond the usual category of the major department itself.

#### 1. Physical and Biological Sciences

##### Primary list:

Astronomy 101 or 211, 102 or 212, 107, 201, 202 or any course numbered 300 or above

If 107 is taken, no other 100-level course can be used. Note that Astronomy 103, 104, 105, 106 do not satisfy the distribution requirement for the College of Arts and Sciences but may satisfy the requirements of another college.

Chemistry (all courses)

Geological Sciences (all courses)

Physics (all courses)

Biological Sciences: all courses except 152, 200 (unless permission of the associate director is obtained), 202, 205, 206, 208, 209, 301, or 367. The following courses are especially suitable for the distribution requirement because they have no prerequisites: 101-104, 105-106, 107-108, 109-110, 154, 160, 170, 184, 192, 201, 207, 212, 246, 264, 266, 275. Note that introductory biology can count for distribution credit only when taken as a two-semester sequence: 109-110, 105-106, or 101 and 103 plus 102 and 104, or 107-108, or a combination of the first term of one sequence and the second term of another.

**Supplementary list:** In fulfilling the science distribution requirement, students must take at least one course from the list of "primary" courses above, and may select additional courses from the following list.

Animal Science 100, 150, 212

Anthropology 101, 275, 371, 390, 474, 490

Biology and Society 301

Entomology 212

Food 200

Natural Resources 201, 210, 301

Plant Breeding 225

Psychology 123

Plant Pathology 301

Soils, Crops, and Atmospheric Sciences  
131, 231

## 2. Quantitative and formal reasoning

All courses offered by the Department of Mathematics *except* Math 101 and 109

- City and Regional Planning 320
- Computer Science 100, 101, 172, 211, 212
- Economics 321
- Industrial & Labor Relations 210, 211
- Operations Research & Industrial Engineering 115
- Philosophy 231, 331, 431, 436
- Physics 205, 209, 210
- Psychology 350
- Sociology 301
- Statistics and Biometry 215

If students choose two courses from this list to satisfy part of the distribution requirement, those two courses may not have significant overlap. For example, students should not choose two beginning courses in statistics.

Under exceptional circumstances and upon petition, certain Cornell courses not listed above under Group 2, courses such as those appearing on the following auxiliary list, may be used to satisfy the requirement in quantitative and formal reasoning. The petition should provide a persuasive rationale both in terms of the student's course of study and in terms of meeting the goals of the requirement.

**Auxiliary list:** Agricultural Economics 310; Agricultural Engineering 151; City and Regional Planning 321; Industrial and Labor Relations 312; Linguistics 421, 450; Psychology 472-473 (a sequence of two two-credit courses which may count only in its entirety as one course); Sociology 420

### Note on advanced placement credit

Students may apply up to two courses of approved advanced placement credit in science, mathematics, and computer science toward satisfaction of the distribution requirement in Groups 1 and 2 above, provided that they complete at least one course from the primary list of science courses during their undergraduate career. Transfer credit applied to the distribution requirement in Group 2 must be in mathematics or computer science.

## 3. Social sciences and history

Africana Studies 171, 172, 191, 204, 205, 220, 231, 271, 280, 290, 300, 301, 311, 370, 380, 381, 410, 420, 451, 459, 475, 478, 479, 483

Anthropology (all courses except Anthropology 101, 275, 371, 390, 451, 452, 453, 474, 490)

Archaeology 100, 201, 202, 203, 204, 247, 263, 275, 317, 353, 355, 362, 370, 402, 404, 458, 493, 494

Asian studies (courses in Asian anthropology, economics, government, linguistics, or sociology)

Biology and Society 342, 407, 427

City and Regional Planning 100, 101

Economics (all courses except 317, 318, 319)

Engineering 250, 292

Government (all courses)

History (all courses)

Linguistics (all courses)

Near Eastern Studies 197, 198 and all other courses in Near Eastern archaeology and history

✓ ✓ Psychology (all courses except 123, 276, 307, 322, 324, 326, 332, 350, 361, 375, 396, 410, 420, 422, 424, 425, 429, 431, 470, 471, 472, 473, 475, 478, 479, 491, 492)

Science and Technology Studies 233, 250, 281, 282, 287, 292, 350, 352, 360, 391, 401, 402, 407, 427, 433, 442, 444, 447, 467, 483, 645, 687

Sociology (all courses)

Women's Studies 206, 210, 218, 220, 227, 238, 244, 262, 269, 273, 275, 277, 281, 305, 307, 321, 336, 345, 353, 357, 362, 365, 366, 372, 384, 385, 401, 406, 408, 410, 416, 417, 425, 426, 428, 435, 438, 444, 450, 454, 455, 463, 466, 468, 478, 479, 480, 493

## 4. Humanities and the arts

Africana Studies 202, 211, 285, 303, 304, 310, 422, 425, 431, 432, 435, 455

Anthropology 290, 451, 452, 453, 455

Archaeology 100, 221, 309, 320, 357, 423, 434, 520, 629

Asian Studies (208, 211, 212, 215, 218 and other courses in Asian art, literature, religion, or cultural history)

Biology and Society 205, 206

Classics (courses at the 200-level and above in Classical civilization, art, and archaeology; Classical languages at the 200-level and above)

Comparative Literature V

English

French Literature

German Literature

✓ History of Art

Italian Literature

Music (one course of at least three credits, excluding musical performance, organizations, or ensembles; or two courses, which may include four credits in musical performance **or** three credits in organizations or ensembles, but not both).

✓ Near Eastern Studies (courses in Near Eastern civilization or literature, including language courses at the 200-level and above)

Philosophy (all courses except courses in logic)

Religious Studies 101

Russian Literature

Science and Technology Studies 205, 206, 286, 381, 384, 389, 390, 481, 661, 681

Spanish Literature

Theatre Arts (except for technical production studios)

Women's Studies 210, 251, 264, 335, 341, 346, 348, 363, 365, 366, 374, 390, 404, 407, 411, 433, 445, 446, 451, 457, 474,

475, 476, 481, 491, 492, 493, 530, 621, 633, 660

Students may apply no advanced placement credit toward satisfaction of the distribution requirement in Groups 3 and 4. Students majoring in one of the departments of the social sciences or humanities may apply up to three courses from their major toward distribution.

## 5. Breadth requirements

Students must include in their undergraduate curricula at least one course that focuses on an area or a people other than those of the United States, Canada, or Europe, and one course in an historical period before the twentieth century. (Courses focusing on Native American cultures may count toward the breadth requirement.) Courses that satisfy the first breadth requirement, geographical breadth, are marked with a @ when described in this catalog. Courses that satisfy the second, historical breadth, are marked with a #. Many courses satisfy both requirements, and students may in fact use the same course to satisfy both. They may also apply courses conferring proficiency in a non-Western language toward the geographical breadth requirement and use courses satisfying distribution, major, or elective (but not writing) requirements in satisfaction of either of the breadth requirements. Credit awarded by examination may not be applied to either of the breadth requirements.

## The Major

In their last two years, students devote roughly one-half their time to acquiring depth and competence in a major subject. The choice of major is not intended to define a student's intellect or character or to lead to a lifetime's occupation, although it may do some of each. By majoring, students focus the full extent of their imaginative and intellectual capacities on something they care about and sharpen their minds in the process.

Sophomores must be accepted by departments as majors before registering for courses for the junior year. Most departments and programs specify certain prerequisites for admission to the major; students should consult the departmental listings on the following pages. A department may refuse to accept into the major any student whose performance does not meet departmental standards. To seek admission into a major, students take a copy of their transcript to an appointment with the director of undergraduate studies in their prospective major department.

**Available majors.** Majors are offered by each of the departments. There are also majors in American studies, archaeology, biology and society, dance, film, religious studies, Russian and East European studies, and women's studies.

Some students want to pursue an interest that cannot be met within an established major. They may plan, with the help of their faculty adviser, an independent major that includes courses from several departments. See "Independent Major Program," below, under "Special Academic Options."

Students are responsible for completing their majors according to the regulations and with the approval of their departments. Courses that fulfill major requirements may not be taken for S-U grades.

## Double Majors

One major only is required for graduation. Some students choose to complete two majors. No special permission or procedure is required; students simply become accepted into both majors and find an adviser in each department. Both majors will be posted on the official transcript. Double majoring often results in a narrower, less interesting curriculum than a single major with well-selected, advanced-level electives or a concentration, especially if the majors are in closely related fields.

## Electives

Of the 34 courses and 120 credits required for graduation, almost one-third are free electives. How students use these electives frequently makes the difference between an ordinary and a truly interesting curriculum. Students must complete at least four courses and at least 15 credits offered outside the major field and not used to fill another requirement. AP credits not otherwise used may be used to fulfill elective requirements. Students may group electives to form a concentration separate from their major or even a second major. Some choose to explore a variety of subjects. Electives taken in other divisions of the university may be used to gain practical training or specialized knowledge. Some students develop a concentration in one particular department or subject outside arts and sciences. Students who choose to complete two majors may count courses in one of those majors as "electives."

## Residence

Eight semesters of full-time study in the College of Arts and Sciences are integral to earning the A.B. degree. Even if the minimum requirements can be met in fewer semesters, the faculty of the college expects students to take advantage of the resources of the university for eight full terms and obtain as rich and advanced an education in the liberal arts and sciences as possible.

Approved study abroad, SEA Semester, and Cornell-in-Washington are considered semesters of residence, but students may spend no more than two semesters on such programs and must be on campus during their last semester. Mid-year freshmen who study full-time in an approved curriculum at another institution during the fall preceding their matriculation in the college may, if they wish, count that semester as a semester of residence.

Semesters of extramural study in the Division of Continuing Education and Summer Sessions do not count as semesters of residence.

Transfer students from other institutions must spend a minimum of four semesters on the Cornell campus in Ithaca. Transfers from other colleges at Cornell must spend four semesters on campus in Ithaca as students in the Internal Transfer Division or in the college.

Students occasionally enter with advanced placement credit from other institutions, take leaves and complete courses at other institutions, or take summer courses at other institutions. The college will accept credit for such courses, if they are comparable to courses offered by departments at Cornell and are approved by those departments (approval forms are available in the Office of the Registrar, M46 Goldwin Smith Hall). Students

may not count such credit, however, as part of the 100 credits required in the College of Arts and Sciences. They may use such credit to replace a term of residence if they petition to accelerate (see below), but such credit must be earned before the last semester and not during a required academic leave. Students may not leave the college after fewer than eight semesters of residence and complete their undergraduate degrees with credits earned at other institutions or as part-time or summer students at Cornell.

**Acceleration.** Some students decide that they do not need eight semesters of residence to obtain a solid undergraduate education. These students should discuss their plans with their major adviser and an advising dean, and must meet certain requirements in addition to those required of other students.

1. Accelerants must meet either condition *a* or *b*:
  - a. Complete 60 credits before the beginning of the last four semesters and complete the prerequisites for admission to the major in time to spend *four* semesters in the major.
  - b. Pass 48 credits in College of Arts and Sciences courses numbered "300" and above. Upper-level courses taken in other colleges at Cornell University may count as College of Arts and Sciences credit only if approved for the major.
2. All accelerants are required to complete 100 credits at C or above. Courses completed with a grade of "S" will count toward the 100 credits.
3. Students may not use credits earned while on required leave of absence to reduce their terms of residence.
4. Accelerants may not finish the degree with credits earned in summer or winter session, through part-time study (unless they meet the guidelines for part-time study), or at an off-campus program, including Cornell-in-Washington, SEA Semester, or study abroad. That is, they may not exit through any program other than a regular, full-time Cornell semester in Ithaca.

Students matriculating as freshmen may not compress their undergraduate education into fewer than six semesters of residence.

Transfer students, both from other institutions and from other colleges at Cornell, must spend at least four semesters in the college on campus in Ithaca.

**Ninth term.** Students who can graduate in eight semesters should do so. If someone has a worthy academic plan for a full ninth or tenth semester, the dean for seniors can approve that plan and ask the registrar of the college to enroll the student as a special student for the additional work. Such a status allows enrollment in a full schedule of courses for full tuition and full use of campus resources, but allows financial aid only from loans or outside agencies, not from Cornell funds. Students who need only a part-time schedule of courses in a ninth or tenth term in order to graduate should complete the outstanding courses as an extramural student. Students may spend a ninth term in residence only with permission of the dean for seniors or the Committee on Academic Records. Such permission is normally granted only under circumstances such as the following:

1. Students who have been ill or have an exceptionally compelling academic plan.
2. Dual-degree students, who are pursuing a formalized five-year university curriculum.
3. Students attracted late to a field with a hierarchical curriculum (for example, physics).
4. Students who are academically underprepared for the curriculum at Cornell and need to begin with a lighter schedule of courses than normal. (See Assistant Dean Turner, Academic Advising Center, 55 Goldwin Smith Hall, about this option.)

**Part-time study.** Students in good academic standing may take a personal leave of absence and enroll in the Division of Continuing Education, but such semesters of part-time study do not count as terms of residence. Students are allowed to earn their degrees as part-time students only if they present convincing academic or medical reasons for a reduced schedule or if they are Ithaca residents who are 23 years of age or older. Students may complete their degrees as part-time students at Cornell after fewer than eight semesters of full-time residence only if:

- 1) They have completed all degree requirements by the end of the seventh term, and could have received permission to accelerate.
- 2) They have received permission to accelerate, but have been forced to drop or delay a course for reasons beyond their control.
- 3) They are writing an honors thesis and can complete all degree requirements by taking two or fewer courses, one of which is the thesis itself.

## Courses and Credits

Students must complete at least 34 courses to graduate, that is, an average of four courses during each of six semesters and five courses during each of two semesters. A three- or four-credit course counts as one course; a two-credit course counts as one-half course. Single-credit courses do not count as part of the 34 except in certain cases when they form a part of a series (certain offerings in biology, music, and theatre arts) and two in the same series can be aggregated to count as one-half course. A six-credit language course counts as 1 1/2 courses, while the summer Falcon Programs in Asian languages count as ten credits and 2 1/2 courses each. Archaeology and geology fieldwork for more than six credits count as two courses each. Biology 281 counts as 1 1/2 courses. Other five- or six-credit courses count as one course.

Students must also complete 120 credits, 100 of which must be from courses taken in the College of Arts and Sciences. Courses approved for study abroad during a semester or academic year of full-time study (not summer study) and courses taken in certain off-campus residential programs may be counted toward the 100 credits required within the college and also toward the required 34 courses. Advanced placement credits and credits earned in other colleges at Cornell, or in any subject at U.S. institutions other than Cornell, do not count as part of the 100. The only exception is for courses (usually no more than three) that certain departments accept from other colleges at Cornell as fulfilling major requirements.

A course may not be used to fulfill more than one college requirement, with the following exceptions:

- 1) A course may be used to fulfill a distribution requirement and also a major requirement.
- 2) A one-semester course in foreign literature that is acceptable for achieving proficiency in that language may also be used as a partial fulfillment of the distribution requirement in the humanities and the arts.
- 3) Courses may count toward breadth requirements and toward any other requirement except freshman writing seminars.

**Repeating courses.** Students occasionally repeat courses. If the instructor certifies that the course content has been changed, credit will be granted a second time. If the content has not changed, both grades will appear on the transcript and will be included in any average that is calculated, but credit will be counted toward the degree only once. Students who plan to repeat a course should submit a petition to an advising dean. If the original course grade was F, no petition is necessary.

**Transferring credit.** The college evaluates credit received from either another school or college at Cornell University or another accredited institution of collegiate rank to determine the number of credits and courses the student may apply toward the various requirements for the Bachelor of Arts degree at Cornell. Credit evaluations are normally provided to external transfers at the time they are notified of their admission.

Transfer students must successfully complete at least 60 credits and 16 courses at Cornell; they must be in residence for four regular semesters. Summer session does not count toward the residence requirement. Advanced placement credit awarded by other colleges, either at Cornell or elsewhere, is subject to a re-evaluation by the college.

**Advanced placement credit.** See p. 5.

**Summer session credit.** A student may earn credit toward the degree by completing courses in Cornell's summer session or by petitioning to take courses at other colleges. Students should consult their advisers regarding summer study plans.

Credit for summer courses not taken at Cornell must be approved by the appropriate Cornell department. Approval forms and information are available in the Office of the Registrar, M46 Goldwin Smith Hall. Credit earned in summer courses other than those at Cornell will not count toward the 100 credits required in the college (including summer or orientation programs abroad.) Transcripts from other institutions should be sent to the associate registrar, M46 Goldwin Smith Hall.

Entering students who want to receive credit toward the degree for courses completed in a summer session away from Cornell should have transcripts sent to the associate registrar, M46 Goldwin Smith Hall, during the summer before matriculation. Credits completed in Cornell summer sessions will be given automatically.

Summer session at Cornell or elsewhere does not count toward the eight-semester residence requirement.

**Noncredit courses.** The college does not grant credit toward the degree for every course offered by the university. Courses in remedial or developmental reading, supplemental science and mathematics courses offered by the Learning Skills Center, keyboarding, shorthand, and military training courses are among those for which credit is not given and which do not constitute part of the 12 credits required for good academic standing (see list below). Faculty legislation strictly prohibits granting credit toward the degree for service as an undergraduate teaching assistant, even though the department may record credit for such service on the transcript.

**Auditing.** The college encourages its students to take advantage of its rich curriculum by sitting in on courses that interest them but do not fit into their schedules for credit. As long as the instructor agrees, students are welcome to visit courses. Small seminars and language courses are sometimes not open to visitors. Audited courses do not, of course, appear on the student's schedule or transcript.

#### Noncredit courses:

All courses numbered below 100 (for example, Computer Science 099)

All courses in Military Science, Naval Science, and Aerospace Studies

Biology G 498

Communications 498

Education 498

Hotel Administration 161, 171, 261, 263

Human Development and Family Studies 403

Human Ecology 100

Human Service Studies 403

Mathematics 109

Nutritional Science 403

Psychology 498

#### Physical Education

See "University Requirements for Graduation," p. 13. The college does not count physical education credit toward the 120 credits required for graduation, nor toward the twelve credits required for good standing each semester.

## SPECIAL ACADEMIC OPTIONS

#### Degree Programs

The following programs allow students to work toward more than one degree or to alter the regular college requirements or departmental requirements for the major.

#### Independent Major Program

The Independent Major Program allows students to design their own interdisciplinary majors if they want to pursue an interest that cannot be met within an established major. Proposals for an independent major must be equivalent in coherence, breadth, and depth to a departmental major, well suited to the student's academic preparation, and consistent with a liberal education. Proposals must also be supported by a faculty adviser and are

assessed by a board of faculty members. Independent majors substitute for established majors, but students must still satisfy all the other requirements for the baccalaureate degree. Students should contact the director of the Independent Major Program, Academic Advising Center, 55 Goldwin Smith Hall, for further information. Deadlines for submitting independent major proposals are listed on the calendar supplement for the College of Arts and Sciences.

#### College Scholar Program

The College Scholar Program frees up to forty students in each class from the usual college requirements for a degree and allows them to design their own curricula. It is meant to serve students whose interests and talents would benefit from a little more academic freedom than other students have, who demonstrate exceptional promise, and who show the maturity to plan and carry out, with the help of their adviser, a well-designed program of studies. College Scholars do not all design the same kind of program: some, for instance, pursue diverse interests, while others integrate a variety of courses with a common theme.

College Scholars must complete 120 credits of course work (100 in the college), 34 courses, and, unless they receive special permission from the program to accelerate, eight full terms of undergraduate study. They must complete the physical education requirement. All College Scholars must complete a senior project. They are not required to complete or fulfill the distribution requirements, although members of the College Scholar Advisory Board believe that the spirit of the requirement is a good one.

Each applicant to the College Scholar Program is asked to write an essay, which is due the last Wednesday in April of the freshman year. Mid-year freshmen apply at the end of their first spring semester in the college. Students should contact the Academic Advising Center, 55 Goldwin Smith Hall, for further information.

#### Dual-Degree Program with Other Colleges

The Dual-Degree Program enables especially ambitious undergraduate students to pursue programs of study in two colleges. Dual-degree candidates may earn both a Bachelor of Arts degree from the College of Arts and Sciences and (1) a Bachelor of Science degree from the College of Engineering or (2) a Bachelor of Fine Arts degree from the Department of Art in the College of Architecture, Art, and Planning or (3) a Bachelor of Science degree in urban and regional studies from the Department of City and Regional Planning in the College of Architecture, Art, and Planning or (4) a Bachelor of Science degree in architectural history from the Department of Architecture in the College of Architecture, Art, and Planning. Students enter one of these colleges as freshmen or sophomores and begin the Dual-Degree Program with the second college in the second or, in some cases, the third year. The Dual-Degree Program ordinarily takes five years to complete, and students are eligible for five years of financial aid. For further information students should contact Assistant Dean Saraydar, Arts and Sciences Admissions, 172 Goldwin Smith Hall.

**Double Registration with Professional Schools**

Registration in the senior year of the College of Arts and Sciences and the first year of Cornell Law School, Cornell Medical College, or the Johnson Graduate School of Management, is possible. A few exceptionally well-prepared students who have earned 105 credits before the start of the senior year and have been accepted by one of the above-named professional schools may be permitted to register simultaneously in the college and in one or another of these professional schools during the seventh and eighth terms. Students with eight or fewer credits to complete may apply to enter the Master's of Engineering program during the eighth semester.

Students interested in the joint program with the Law School or the Graduate School of Management, or the Master's of Engineering program should see the dean for seniors, Academic Advising Center, 55 Goldwin Smith Hall.

Students registering simultaneously in the college and in the Cornell Medical College receive the Bachelor of Arts degree after the first year of medical studies and the Doctor of Medicine degree after the remaining three years of medical college are completed. Interested students should contact the health careers coordinator, 203 Barnes Hall.

Double-registered students must, of course, complete all requirements for the A.B. degree, including 100 credits in College of Arts and Sciences courses.

**Teacher Education in Science and Mathematics**

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. Teacher Education in Science and Mathematics (TESM) is a university program jointly conducted by the departments of education and mathematics. Although TESM offers options for undergraduate and graduate study, most students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching degree (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates, usually during their sophomore year.

For more information, contact the TESM student support specialist at 255-9255 or the program coordinator, D. Trumbull, 255-3108.

**Special-Interest Options**

The following options do not alter the college's requirements but enable students to pursue special interests within the usual program.

**Informal Minors**

Some students organize electives within a discipline or department. Such informal minors are not noted on the transcript.

**Concentrations**

Interdisciplinary concentrations, described in the pages following the descriptions of the departments and their curricula, provide structures for organizing electives. Completed concentrations are noted on the transcript.

**Independent Study**

Independent study affords students the opportunity to pursue special interests or research not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study (proposal forms are available in the college registrar's office, M46 Goldwin Smith Hall). In one semester students may earn up to six credits with one instructor or up to eight credits with more than one instructor.

**Undergraduate Research Program**

One of the best ways to benefit from being an undergraduate at a research university and at Cornell in particular is to become an apprentice in on-going faculty research. About 400 students participate each year in creating new knowledge and earn independent study credit for what they learn and contribute. They sharpen their critical and creative abilities and can test their interest in pursuing a research career. Sometimes they publish their work.

The Undergraduate Research Program in Goldwin Smith Hall gathers information about research opportunities in most disciplines of the liberal arts and sciences, guides students in finding further opportunities — both on campus and elsewhere and both during the academic year and during the summer — and helps students prepare for research and present themselves as candidates for apprenticeships. While many students locate research opportunities independently through faculty whose courses they have taken, through their major departments, or through published materials, they, as well as the ones who find their projects through the Undergraduate Research Program, benefit from the resources of the program in learning about the process of research.

The Cornell Undergraduate Research Board, an undergraduate organization, conducts an annual open house to help students get started in research and an annual forum at which undergraduates present their work.

Students interested in this program should see Assistant Dean Williams, Academic Advising Center, 55 Goldwin Smith Hall.

**Language Study**

More than forty languages are taught in the College of Arts and Sciences; some of them are taught only at Cornell. A full range of language, literature, and cultural courses are available in most of the major ancient and modern languages through the joint efforts of the Department of Modern Languages and Linguistics and the departments that specialize in literary and cultural study: the Africana Studies and Research Center and the departments of Asian Studies, Classics, German Studies, Near Eastern Studies, Romance Studies, and Russian Literature. Semi-intensive courses afford students the option of accelerating the development of language skills.

**FALCON (Full-Year Asian Language Concentration).** FALCON allows students who are interested in the Far East to study Chinese, Indonesian, or Japanese exclusively for one year. They gain proficiency in the

language and familiarity with the culture. Students who are interested in the Far East should be aware of the opportunities here to pursue rapid and thorough beginning studies on campus with the objective of studying abroad later—in China, Japan, or Southeast Asia.

**Language House Program**

A complement to classroom cultural and linguistic instruction, the Language House Program combines residential and academic opportunities for developing and practicing conversational skills in French, German, Italian, Japanese, Mandarin Chinese, Russian, and Spanish. It helps prepare students who plan to study abroad and helps returning students share their cultural experiences while further increasing their language skills. Students interested in this program should see Academic Administrator Evett, 136 Goldwin Smith Hall.

**Prelaw Study**

Law schools neither require nor prefer any particular program of study; they do seek students with sound training in the liberal arts and sciences. It is important that students plan a program in which they are interested and do well. Beyond that, students are advised to take courses that will develop their powers of precise, analytical thinking and proficiency in writing and speaking.

The college offers a concentration in law and society. Students should work toward completion of this concentration because they find it interesting, not because they believe it will convince law schools of their interest.

The adviser for students in the College of Arts and Sciences who are applying to law school is Assistant Dean Cox, Arts and Sciences Admissions, 172 Goldwin Smith Hall.

**Premedical Study**

The breadth and depth afforded by a liberal arts education are invaluable for people who plan medical careers, whether they intend to practice or go into medical research. Such training has a profound effect on the doctor's usefulness to patients, and it affords the flexibility of mind that is needed for major research undertakings. Medical and dental schools do not prescribe or even prefer a particular major; they do, however, require particular undergraduate courses, and most students are well advised to begin chemistry in their freshman year. Students who are interested in medical careers are urged to visit the Health Careers Office, 203 Barnes Hall.

The adviser for students in the College of Arts and Sciences who are planning careers in medicine is Assistant Dean Turner, Academic Advising Center, 55 Goldwin Smith Hall.

**Off-Campus Programs**

Many students find it important to their majors or to their overall academic programs to study off campus or abroad for one or two semesters. When it makes academic sense, the college encourages its students to pursue such studies and grants credit toward the degree for work satisfactorily completed.

**Study Abroad**

Each year about 200 undergraduates in Arts and Sciences include semester- or year-long study abroad as part of their formal under-

graduate education. Ideally, study abroad builds upon a broad liberal arts background in the early semesters: area studies, language training, and preparation in the proposed field of study are all essential.

The college encourages wherever possible study at foreign institutions alongside their degree candidates rather than study in self-contained programs that offer courses specially designed for foreigners. The goals of this educational immersion are several: to deepen students' understanding of the organization of knowledge into disciplines with their own methodologies and perspectives; to involve students in social relationships with peers who may hold a new and unexpected range of social attitudes; to hear from leading academics the modes of inquiry, methods of analysis, and educational values offered to students of another country as quality higher education. Focused academic work in the right institution abroad can prepare students for advanced study or honors work in the final semesters back in Ithaca.

Many students go abroad to pursue work in their majors. Economics and government majors get new views of the European Union or foreign policy with study at the London School of Economics, the University of Geneva, or the Institute of Political Studies ('Sciences Po') in Paris. Biology and chemistry majors have carried their research interests to Oxford, England, the University of Hamburg in Germany, and the University of New South Wales in Australia.

Some students pursue an informal minor to complement the major. For instance, one mathematics major completed a certificate in Dutch studies at Leiden University in the Netherlands. Others combine a premed curriculum with a major in Asian studies enhanced by study in Japan, China, or Nepal. Students with majors in the traditional disciplines can often complete a second major in the interdisciplinary study of a particular region through appropriate study abroad.

**The college advocates study abroad that enables students to become competent enough in another language to experience daily life, develop social relationships, and accomplish formal course work in that language. Students who intend to study abroad in a country where the host language is not English must demonstrate a serious commitment to learning the language through course work before study abroad.** At least one area studies course or one course in the history, culture, economics, politics, or social relations of the country of destination should be part of every student's preparation for study abroad.

Students planning study abroad need solid academic credentials to do so productively and successfully. The college requires a minimum overall GPA of 3.0 for all Cornell course work, and good academic standing in the semester immediately before going abroad.

Study abroad is possible during the sophomore and junior years or during the first semester of the senior year. Study abroad in the final semester is rarely approved.

Important steps to prepare for study abroad include

- substantial progress with college distribution requirements;

- admission to a major and a faculty adviser in the major;
- clear academic agenda for study abroad;
- appropriate study of the country or region of destination, especially language study.

Study abroad can earn up to 15 liberal arts and sciences credits per semester of full-time course work as long as the curriculum abroad is consistent with that of the college. Courses that fall outside the scope of the liberal arts and sciences may earn non-Arts credits. Students must carry a full course load as defined by the host institution. Students may spend up to two semesters abroad. Only those with compelling curricular reasons may study in more than one location over two semesters. The college does not approve study abroad that tours more than one country or that is more touristic than scholarly in content and structure. Students must continue study of the host language while abroad. Only in exceptional circumstances will the college approve programs which, in non-English speaking countries, provide no language training.

All courses taken abroad will appear on the Cornell transcript and grades earned are reported in the system of the host institution. Grades earned through course work abroad do not become part of the Cornell GPA, because grades at other institutions are rarely equivalent to grades at Cornell.

Students who transfer to Cornell must complete a minimum of four semesters of residence on campus in Ithaca and may not study abroad during one of those four semesters.

Applications to study abroad must have the support of a faculty adviser in the major and the approval of the college. Although students apply to study abroad through the Cornell Abroad office, Arts and Sciences applicants submit to the college an essay describing the academic rationale for study abroad and an outline of prospective courses abroad. Students planning study abroad must consult their faculty advisers and Barbara Lantz, assistant dean for International Programs, 55 Goldwin Smith.

#### **Summer Residential Programs in Archaeology**

During the summer months students may participate in a Cornell-sponsored archaeological project. In recent years the program has organized archaeological projects in New York State, Central America, Greece, and Italy. Students should contact the Archaeology Program for information about the sites currently available.

#### **Marine Science**

Shoals Marine Laboratory is a seasonal field station that offers a variety of courses and experiences designed to introduce undergraduates to the marine sciences. The laboratory is located on Appledore Island, six miles off the Maine/New Hampshire coasts. Students should contact the Division of Biological Sciences for further information.

#### **Cornell-in-Washington**

The Cornell-in-Washington program offers students from all colleges within the university an opportunity to earn full academic credit for a semester in Washington, D.C. Students take

courses from Cornell faculty, conduct individual research projects, and work as externs. The Cornell-in-Washington program offers two study options: 1) studies in public policy, and 2) studies in the American experience. The program also offers a unique externship opportunity: students serve as externs in a federal agency, congressional office, or non-governmental organization and take part in a public policy or humanities seminar. They define and carry out individual research projects under the supervision of Cornell faculty. Potential externships are arranged through, and approved by, the Cornell-in-Washington program. For further information, see p. 19 or inquire at 131 Sage Hall, 255-4090. Seniors who wish to study in Washington during their final semester must petition the college for permission to do so; they should first consult with the dean for seniors, Academic Advising Center, 55 Goldwin Smith Hall, 255-5004.

#### **Fieldwork**

Sometimes it is appropriate for students to include fieldwork as part of their major. A three-member faculty committee helps the student plan the project, arranges for ongoing supervision, and evaluates the project at the end of the term. Fieldwork almost always involves writing a long paper or several short ones, as well as practical experience. All proposals for fieldwork must be presented in advance to the Committee on Academic Records for approval. A maximum of 15 credits in fieldwork may be earned. For further information students should contact an advising dean in the Academic Advising Center, 55 Goldwin Smith Hall.

### **ADVISING**

The following advisers and offices provide academic advising or information on college procedures and regulations.

#### **Faculty Advisers**

All new students are assigned a faculty adviser. The adviser helps students design programs of study and advises them about ways to achieve their academic goals. Advisers and new advisees meet first during orientation week to plan the student's program. New students are encouraged to see their advisers again early in the term, before it is too late to drop courses, to discuss their academic program and to become better acquainted. Academic difficulties may frequently be solved or avoided if students and advisers recognize problems early. Advisers and advisees meet at least once each semester to discuss courses for the following term.

Students who would like to petition for an exception to college rules should discuss the matter with their advisers.

Advisers may also help students with study or personal problems or may direct them to other offices on campus where help is available.

#### **Student Advisers**

Each new student is supplied with a list of student advisers who can provide information about the college's requirements, courses, and instructors and about life at Cornell.

## Major Advisers

After acceptance into a major, students are assigned a major adviser, a faculty member in the major department, with whom they make many of their most important academic decisions at Cornell. The adviser eventually certifies the completion of the major. The major adviser should be consulted by the student about all academic plans, including honors, study abroad, acceleration, and graduate study. The adviser's support is especially important if a student petitions for an exception to the requirements for the degree.

## Academic Services

The Academic Advising Center, 55 Goldwin Smith Hall, 255-5004, the Office of Admissions, 172 Goldwin Smith Hall, 255-4833, and the Office of the Registrar, M46 Goldwin Smith Hall, 255-5051, offer resources for faculty and student advisers and for students themselves and their parents. Advising deans are available to help students define their academic and career goals and to help with special academic options and exceptions to college rules:

Lynne S. Abel, associate dean for undergraduate education, independent majors and College Scholars—255-5004

Patricia M. Dougherty, college registrar—255-5051

Thak Chaloemtiarana, associate dean, dean for seniors—255-4833

John Chiment, assistant dean for freshmen—255-5004

Gerry Cox, assistant dean, pre-law adviser, and coordinator of outside scholarships—255-4833

Michele Crane, associate registrar—255-5051

Daniel H. Evett, coordinator of international admissions and academic administrator, Language House—255-6543

Ken Gabard, assistant dean and adviser for internal transfer students—255-4833

Barbara Jo Lantz, assistant dean for study abroad and international programs—255-5004

Steve Saraydar, assistant dean for mid-year freshmen and dual-degree students—255-4833

Maria S. Terrell, assistant dean for sophomores and juniors—255-5004

Janice Turner, assistant dean for minority programs and premedical adviser—255-5004

Peggy Walbridge, assistant dean for transfer students—255-4833

Marilyn Williams, assistant dean for undergraduate research, scholastic development and Career Center liaison—255-5004

## REGISTRATION AND COURSE SCHEDULING

### Registration with the University

All students must register with the university at the beginning of each semester. Students may register if they are academically eligible and have paid their tuition. Registration materials are available at a time and place announced each term by the university registrar.

## Enrollment in Courses in the College of Arts and Sciences

Students must enroll in courses through the Office of the Registrar, M46 Goldwin Smith Hall.

### New Students

During orientation week the dean for freshmen and the dean for transfer students conduct briefings about scheduling courses for new students.

### Continuing Students

Continuing students are expected to select and schedule courses in advance during the previous term. Students who fail to sign into courses during the designated period must wait until the beginning of the semester and may have difficulty securing places in those they most want. Students may schedule up to five courses during the course enrollment (preregistration) period. Information and materials will be available in the Office of the Registrar, M46 Goldwin Smith Hall. Before signing into courses, students should make appointments with their faculty advisers to plan their programs. Course enrollment (pre-registration) is the best time to discuss long-range goals with faculty advisers. Students who do not have majors must submit an academic plan, approved by their faculty adviser, with their proposed schedule. All students are welcome to discuss programs and plans with an advising dean in the Academic Advising Center, 55 Goldwin Smith Hall, or in the Office of Admissions, 172 Goldwin Smith Hall.

Continuing students receive their course schedules at university registration. In the fall they also receive a copy of their transcript and a record of their progress toward the degree, which show the courses taken, grades received, graduation requirements fulfilled, and academic actions. These are not official transcripts, but they reflect the official record and should be corrected in the college registrar's office if they are incorrect.

### Limits on Courses and Credits

To meet the 34-course requirement, students must normally take four courses during each of six semesters and five courses during each of two semesters. To meet the 120-credit requirement, students should average 15 credits per semester. (AP credit and/or summer credits may reduce these numbers.) At a minimum, students must carry twelve credits per semester; if for compelling personal or academic reasons students need to carry fewer than twelve credits, they should consult their faculty adviser and an advising dean. Permission is by petition only; it is relatively freely given for first-semester students. Completion of fewer than twelve credits without permission results in unsatisfactory academic standing. First-term freshmen must petition to register for more than eighteen credits; other students may register for more than eighteen credits a term only if their previous term's average was a B or higher. No more than twenty-two credits may be taken in a regular semester without permission of the Committee on Academic Records. Students who fail to seek approval for excess credits from the committee run the risk of having only 18 credits for the semester count toward the degree.

Any student who is not officially enrolled in a schedule of courses by the end of the third week of classes may be withdrawn from the college.

### Forgery on Forms

Forging signatures or credentials on college forms is an academic offense; sometimes it constitutes academic fraud. In all cases of forgery on academic forms, the effect of the forged documents shall be negated. Students may then petition properly to do whatever they attempted to do improperly. Such incidents will be recorded in the Academic Integrity Hearing Board confidential file for forgeries. If a student forges more than once or if the forgery would advance the student's academic standing unfairly or fraudulently or if, for any other reason, the situation requires some other response in addition to the uniform penalty, the Academic Integrity Hearing Board might make a different recommendation, such as a notation on the student's transcript, suspension, or dismissal.

**Attendance** in classes is a matter between students and their instructors. If a student cannot attend classes because of illness or family crisis, the Academic Advising Center will notify instructors when requested to do so, but students must arrange to make up examinations or other work with their instructors. When students will be absent because of religious holidays or athletic competitions, they must discuss arrangements for making up their work with their instructors. Students who must miss an examination must contact the professor in advance. Alternative arrangements are at the discretion of the instructor.

### Adding and Dropping Courses

After course enrollment (preregistration), students may not adjust their schedules until the new term begins. During the first three weeks of the semester, students may change courses without petition. Add/drop forms are available in the Office of the Registrar, M46 Goldwin Smith Hall.

After the third week of classes, students may petition to add courses. They may drop courses up to the seventh week. Between the seventh and twelfth weeks students may petition to withdraw from courses, if (1) the instructor approves; (2) the adviser approves; (3) no issue of academic integrity is at stake and (4) the student has been attending classes and is up to date in all coursework. Students petitioning to withdraw from a course after the seventh week of the term must meet with an advising dean.

Courses dropped after the seventh week will be noted on the transcript by a "W" where the grade would normally appear. No petitions to withdraw from courses may be submitted after the end of the twelfth week in the term. Deadlines for short courses will be adjusted according to the length of the courses. After the midpoint of a short course, students who wish to add or drop the course must petition to do so.

### Leaves of Absence

Taking time off from college to think about goals and progress, to gain additional experiences or funds, or just to take a break from studying is sometimes useful to students. Those in good standing who take a leave before the beginning of any semester or by

the end of the seventh week of the semester are welcome to register in the college the following semester. Five years is the maximum length of time a student may be on leave and return without special permission. Leaves of absence are of four types.

- 1) **Personal leaves** impose no conditions concerning reentering the college except for the five-year limit. Readmission is automatic upon written request made at least one month before the beginning of the term in which the student wishes to return.
- 2) **Medical leaves** are granted by the college only upon recommendation by a physician from Gannett Health Center. Such leaves are granted for at least six months and up to five years with the understanding that the student may return at the beginning of any term after the medical condition in question has been corrected. In some cases students must satisfy the Gannett Health Center that the condition has been corrected before they may return. The student's academic standing will also be subject to review at the time of the leave and on return.
- 3) **Conditional leaves** may be granted if the student is not in good standing or, in unusual circumstances, after the seventh week of the term. Normally students may not return from conditional leaves for at least two terms or until specific and individual conditions, such as completing unfinished work, have been met.
- 4) **Required leaves:** The Committee on Academic Records may require a leave of absence if a student is not making satisfactory progress toward the degree. See the section "Academic Actions."

Any student who wishes to take a leave of absence should consult an advising dean in the Academic Advising Center. On readmission, the student's graduation date will be recalculated according to the number of terms completed, the number of acceptable credits earned toward the degree, and the requirements for graduation.

Students who take courses elsewhere while on leave may petition to have credits transferred and applied toward the 120 credits needed for graduation, but not the 100 credits required in the college. Approval depends on the judgment of the relevant departments and acceptable grades. Credits earned during a leave do not count toward the eight semesters of residence unless a student petitions successfully to accelerate. See the section "Residence." Credits earned during a required leave may not be used to reduce the terms of residence.

#### **Withdrawals**

A withdrawal is a voluntary severance of connection with the university. If a student wants to withdraw after registering for the term, the withdrawal must be requested before the end of the seventh week of classes to avoid grades of "W" on the transcript. A notation of "W" will appear on the transcript for any course dropped after the seventh week. On withdrawal it is assumed that the student will not reregister in the college. Students seeking readmission after withdrawing from the college must write to the Committee on Academic Records for permission. If a student fails to register for a

term and does not request a leave, the student will be withdrawn from the college for failure to register.

#### **Transferring within Cornell (Internal Transfer)**

Internal transfer from one college or school at Cornell into another is attractive for many students whose intellectual interests change. Students who want to transfer should discuss their eligibility with a counselor at the new school or college.

In some cases students who want to transfer into the College of Arts and Sciences may transfer directly. In other cases they may be referred to the Internal Transfer Division. During the term immediately preceding transfer into the College of Arts and Sciences, students should complete at least 12 credits of courses in the College of Arts and Sciences with superior grades and without any grades of *Incomplete*, any S-U grades (unless only S-U grades are offered for that particular course), or any grades below C. Satisfying this minimum requirement does not, however, guarantee admission. Admission to the college is based on consideration of the student's entire record at Cornell and the high school record, not just the work of one semester. Interested students should see Assistant Dean Gabard, in Arts and Sciences Admissions, 172 Goldwin Smith Hall.

## **ACADEMIC STANDING**

Students are in good academic standing for the term if they successfully complete at least 12 credits by the end of the term and receive no more than one D and no F or U grades. If a student completes only three courses, all grades must be above D. In addition, students are expected to make satisfactory progress toward satisfying requirements for the degree, and to earn grades of C (not C-) or better in at least 100 of the total credits for the degree. (See also "Noncredit courses" above, under "Courses and Credits.")

#### **Application to Graduate**

In the first semester of their senior year, students must complete an application to graduate so that the college can check each student's plan for fulfilling college requirements. This process is intended to help seniors identify problems early enough in the final year to make any necessary changes in course selection to satisfy those requirements. *Meeting graduation requirements is the student's responsibility;* problems that are discovered, even late in the final term, must be resolved by the student before the degree can be granted. Seniors will receive applications and instructions in their packets at college registration.

**Degree dates.** There are three degree dates in the year: May, August, and January. Students who plan to graduate in August may attend graduation ceremonies in the preceding May. Students graduating in January are invited to a special recognition ceremony in December; they may also attend graduation ceremonies in the following May.

**The degree:** The College of Arts and Sciences grants the A.B. (or B.A.) degree. A.B. is the abbreviation of the Latin name for the degree: "Artium Baccalarius," or translated into English, B.A.: "Bachelor of Arts."

## **Honors**

#### **Dean's List**

Inclusion on the Dean's List for academic excellence is an honor bestowed by the dean of the college. The criteria are subject to change from semester to semester and are available in the Office of the Registrar, M46 Goldwin Smith Hall.

#### **Bachelor of Arts with Honors**

Almost all departments offer honors programs for students who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. The honors programs are described by individual departments in the following sections. The degree of Bachelor of Arts with honors will be conferred upon students who, in addition to having completed the requirements for the degree of Bachelor of Arts, have satisfactorily completed the honors program in their major and have been recommended for honors by their major department, the Independent Major Program, or the College Scholar Program. Concentrations do not offer honors programs.

#### **Bachelor of Arts with Distinction**

The degree of Bachelor of Arts with distinction in all subjects will be conferred on students who have completed the requirements for the degree of Bachelor of Arts, if they have met the following requirements by the end of their final semester:

- 1) completed at least 60 credits while registered in regular sessions at Cornell;
- 2) ranked in the upper 30 percent of their class at the end of their seventh semester, or next-to-last semester for transfers and accelerants;
- 3) received a grade below C- in no more than one course;
- 4) received no failing grade;
- 5) maintained good academic standing, including completing a full schedule of at least 12 credits, in each of their last four terms; and
- 6) have no *Incompletes* remaining on their records.

## **Failure to Maintain Good Academic Standing**

Students are not in good academic standing if they complete fewer than 12 credits; receive more than one D, or one D in a schedule with only three courses, or any F or U grades; if they have not made satisfactory overall progress in grades or credits (whether due to failures or incompletes) or in the requirements of the college or the major. Such students will be considered for academic action by the Committee on Academic Records or one of the deans of the college.

#### **Academic Actions**

**Warning.** Any student who fails to maintain good standing will, at a minimum, be warned. The warning may be given by an advising dean in the college or by the Committee on Academic Records. A warning is posted on a student's unofficial college transcript but is not reported to the university registrar and does not appear on official transcripts.

**Required leave of absence.** A student in serious academic difficulty may be required by the Committee on Academic Records to take a leave of absence, normally for a full year. Usually, but not necessarily, the Committee on Academic Records warns students before suspending them. Before being allowed to return and reregister in the college, students must submit a plan for completing the degree. In some cases the students will be required to furnish evidence that they are ready to return before being allowed to reregister in the college. Students who request to return in less than a year must present to the committee exceptionally strong evidence of their readiness to return. "Required leave" and the date are posted on the student's transcript.

**Required withdrawal.** The Committee on Academic Records may dismiss a student from the college because of a highly unsatisfactory record for one term or for failure to make satisfactory overall progress in grades, credits, or the requirements of the major. This action expels the student permanently from the college. "Required withdrawal" and the date are posted on the student's transcript.

Students being reviewed for academic action are urged to present evidence that will help explain their poor academic performance. Students may appeal a decision or action of the committee if they have new relevant information to present.

## GRADES

### Letter Grades

See Grading Guidelines, page 12.

### S-U Grades

The S-U (satisfactory-unsatisfactory) option allows students to explore unfamiliar subjects or take advanced courses in relatively new subjects without being under pressure to earn high grades. It is not meant to reduce the amount of work a student completes in a course or the amount of effort a student devotes to a course. Students must select their grading option during the first three weeks of the term (virtually no exceptions to this deadline are permitted), although the S-U option is contingent upon the instructor's willingness to assign such grades. A grade of S is equivalent to a grade of C- or higher; a grade of U, which is equivalent to any grade below C-, is a failing grade equal to an F. S means the student receives the credit specified for the course. U means no credit is given. A few courses in the college are graded exclusively S-U; in that case, the final grade appears on the transcript as SX or UX.

Courses that will count toward satisfaction of major requirements should not be taken for an S or U grade unless the department grants permission. Students may elect the S-U option in courses used to satisfy the distribution, language, and elective requirements, provided that such courses do not also count toward major requirements or serve as prerequisites for admission to the major. Students are advised to use the S-U option sparingly if they intend to apply to graduate school or for transfer to another college. There is no limit on the number of courses each term for which students may elect the S-U grade, but within the 120 credits required for the degree, a

minimum of 80 credits must be in courses for which a letter grade was received.

### Grades of Incomplete

A grade of incomplete signifies that a course was not completed before the end of the term for reasons beyond the student's control that are acceptable to the instructor. Students must have substantial equity in the course; that is, they must be able to complete the remaining work without further registration and must have a passing grade for the completed portion. When a grade of incomplete is reported, the instructor submits a form stating what work must be completed, when it must be completed, and the grade earned if the work is not completed by that date. When a final grade is reported, it is recorded on the official transcript with an asterisk and a footnote explaining that this grade was formerly an incomplete.

Students must resolve any incompletes with their instructors before graduation.

### R Grades

R designates two-semester or year-long courses. The R is recorded on the student's transcript at the end of the first term. The grade recorded at the end of the second term evaluates the student's level of performance in the course for the entire year. The total of credits earned for the whole course is listed each term.

### Grade Reports

Grade reports for the fall term are included in spring-term registration materials; grade reports for the spring term are mailed to students at their home addresses.

### Class Rank

The college does not compute class rank.

## CALENDAR SUPPLEMENT

All of the dates in the university calendar at the front of this volume apply to all Cornell students. Listed below are some additional dates that are of importance for students in the College of Arts and Sciences.

	Fall 1995	Spring 1996
First deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information.	Sept. 25	Feb. 26
Last day for adding courses without petition.	Sept. 22	Feb. 9
Last day for changing grade option to S-U or letter.	Sept. 22	Feb. 9
Second deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information.	Nov. 27	April 1

Last day for requesting leave of absence or withdrawal for the current term.

Last day for dropping courses without petition.

Deadline for applying to study abroad.

Course enrollment (pre-registration) for the following term (tentative).

Last day to petition to drop a course.

Deadline for applying to the College Scholar Program.

Deadline for requesting internal transfer to the College of Arts and Sciences for the following term.

## ADMINISTRATION

Philip Lewis, acting dean — 255-4146

Elizabeth Adkins-Regan, associate dean — 255-4147

Peter Kahn, associate dean — 255-4147

Lynne S. Abel, associate dean for undergraduate education — 255-3386

Thak Chaloemtiarana, associate dean and director of admissions — 255-7061

Jane V. Pedersen, director of administration and finance — 255-7507

## Courses and Departments

### SPECIAL PROGRAMS AND AREAS OF CONCENTRATION

The college offers a number of interdisciplinary programs described in the section following the departmental program descriptions.

### AFRICANA STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

### AKKADIAN

See Department of Near Eastern Studies.

### AMERICAN STUDIES

See "Special Programs and Interdisciplinary Studies."

## ANTHROPOLOGY

D. H. Holmberg, chair; R. Ascher, T. C. Bestor, J. Borneman, J. Fajans, D. J. Greenwood, J. S. Henderson, B. J. Isbell, A. T. Kirsch, B. Lambert, K. S. March, P. S. Sangren, V. Santiago-Irizarry, J. T. Siegel, M. F. Small, R. J. Smith

Anthropology is unique in that it takes humanity in its broadest sense as its subject matter. It is a discipline that stresses the world's cultural diversity by means of a comparative perspective. This means that anthropologists are interested in cultural differences in and among modern societies, cultural change over time and the evolutionary history of our species. As we look ahead to the twenty-first century, anthropology prepares students to think globally about humankind as thinkers, actors, builders, and as living organisms in a complex and fragile ecosystem.

The three branches of anthropology are archaeology, biological anthropology, and sociocultural anthropology. Archaeologists collect and interpret the record of the past to extend our understanding of human history and social change. That record tells the story not only of "ancient" societies, but also of the rise of civilizations that were the direct forebears of the contemporary nations that we know today. Archaeology also tells the story of human origins, the invention of farming and settled life, the rise of complex social institutions and technologies, and the worldviews of the past, among other themes. Biological anthropologists focus on the natural history of our species. This involves the study of human anatomy, genetics, nutrition, and ecology. In addition, study of our phylogenetic cousins, nonhuman primates, and our fossil record helps biological anthropologists study the diversity of behaviors, social relationships, economies, political and legal orders, worldviews, logics, languages, symbols, myths, and religions—among the many other means human beings invent to create and reproduce social life around the world. Sociocultural anthropologists collect data primarily through ethnographic fieldwork, that is, months or years of participating and observing in the societies they study.

Together, the three branches of the discipline offer an integrated approach to the immense diversity of human experience. Through its subject matter, theories, and methods, anthropology also offers students a chance to integrate the three divisions of the university: the humanities, social sciences, and natural sciences. Each branch of anthropology involves these three subject areas in different ways. For purposes of distribution requirements in the College of Arts and Sciences, most courses in anthropology satisfy the social science requirement and the requirement for geographic and cultural breadth. Some anthropology courses also fulfill the biological sciences requirement or the requirement for historical breadth.

The major is designed to offer students opportunities to study all three branches of anthropology, through courses on particular topics (e.g., agriculture, religion, or economics), on world areas, and on theoretical problems. The requirements for majors are outlined below. Within the major, students may design their own specialties in consultation with a faculty adviser. Specialties may be developed through any combination of 300-

and 400-level courses in the department, independent study, courses in related fields, and honors work.

### The Major

- 1) The major in anthropology requires completion of Anthropology 101 and 102. Preferably, these courses will be taken in the freshman or sophomore years.
- 2) Students who major in anthropology:
  - a) Take at least one course at the 200 level or above in each of categories III, IV, V, VI, and VII from the listing below. In satisfaction of this requirement, no course may be used to fulfill more than one category.
  - b) Develop one or more areas of specialization within the discipline in consultation with his or her faculty adviser. Examples of such specializations might include sociocultural anthropology, anthropological archaeology, theory and history, and biological anthropology.
  - c) Take a total of 32 credits of course work above the 100 level. Up to 8 credits of course work in cognate disciplines related to the student's specialization may be accepted for the major with the permission of the faculty adviser.
  - d) When appropriate, special provisions for meeting major requirements may be arranged with the faculty adviser's approval.

**Honors.** Honors in Anthropology are awarded for excellence in the major, which includes overall grade point average and completion of an Honors Thesis. Anthropology majors interested in the Honors Program should consult the chair of the Honors Committee at the end of their junior year. To qualify for the Honors Program, a student must have at least a 3.2 grade point average, and the consent of a faculty member in anthropology who will guide the honors thesis. After applying for the program and being admitted as a candidate by the Honors Committee, the student will conduct original research and write a publishable-quality thesis. This thesis will be evaluated by the faculty research adviser and two other faculty members. Honors (i.e., cum laude, magna cum laude, or summa cum laude) are awarded based on the quality of the thesis and the student's overall record. While working on the thesis during the senior year, students may enroll in Anthropology 491 (fall) and/or 492 (spring) for credit. The credits are variable and grades for these courses are given by the faculty research adviser and based on performance during thesis research and writing.

**Facilities.** The biological anthropology laboratory (McGraw 303) houses an extensive collection of materials for teaching purposes, including: 1) human skeletal remains, 2) articulated skeletons and cranial casts of strepsirrhine primates, 3) articulated monkey skeletons, 4) casts of ape crania and postcrania, 5) casts that demonstrate the human fossil record including early nonhuman primate ancestors, the Australopithecines, and members of our genus *Homo*. In addition, the department has an extensive collection of archaeological and ethnological materials housed in the Anthropology Collections.

### Special Programs

Specialized individual study programs are offered in Anthropology 497–498, Topics in Anthropology, open to a limited number of juniors and seniors who have obtained consent and supervision of a faculty member. Undergraduates should also note that most 600-level courses are open to them if consent of the instructor is obtained.

The Department of Anthropology holds colloquia throughout the academic year. Faculty members from Cornell and other universities participate in discussions of current research and problems in anthropology. Students are encouraged to attend.

Undergraduate anthropology majors have also established an anthropology club, which sponsors educational and social events in conjunction with graduate students and faculty in the department.

### I. Introductory Courses

Note: For additional freshman writing seminars in anthropology, see "Freshman Writing Seminars" and the John S. Knight Writing Program's special brochure.

#### ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind

Fall. 3 credits. M. Small.

The evolution of humankind is explored through the fossil record, studies of the biological differences among current human populations, and a comparison with our closest relatives, the primates. This course investigates the roots of human biology and behavior with an evolutionary framework. Fee for lab usage and maintenance, \$5.

#### ANTHR 102 Introduction to Anthropology: The Comparison of Cultures @

Spring. 3 credits. Staff.

An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. Through readings and lectures students acquaint themselves with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course we attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural patterns as they are expressed in social, economic, and ritual practices. In this encounter the principles of anthropology, as a comparative enterprise that poses distinct cultural systems in relief, will be developed. Fiction, films, and exercises supplement the formal anthropological materials.

#### ANTHR 103 The Scope of Anthropology

Spring. 1 credit. Prerequisite: concurrent enrollment in or prior completion of Anthropology 101 or Anthropology 102. S-U grades only. Staff.

This course is intended for majors in anthropology, prospective majors. Each week a different member of the faculty in anthropology at Cornell will make a presentation on the nature of their work within the field and discuss their interests with students. The course is meant to introduce the range of approaches found within anthropology and help students in planning future course work.

**ANTHR 200 Cultural Diversity and Contemporary Issues (also HASP 200) @**

Fall. 3 credits. J. Borneman.

This course will introduce students to the meaning and significance of forms of cultural diversity for the understanding of contemporary issues. Drawing from films, videos, and selected readings, students will be confronted with different representational forms that portray cultures in various parts of the world, and they will be asked to examine critically their own prejudices as they influence the perception and evaluation of cultural differences. We shall approach cultures holistically, assuming the inseparability of economies, kinship, religion, and politics, as well as interconnections and dependencies between world areas (e.g., Africa, Latin America, the West). Among the issues considered: "political correctness" and truth; nativism and ecological diversity; race, ethnicity, and sexuality; sin, religion, and war; global process and cultural integrity.

**II. Courses Intended Primarily for Majors****ANTHR 491 Honors Thesis**

Fall. Credit and hours to be arranged. Prerequisite: consent of the Honors Committee. Intended for majors graduating in mid-year. Staff.

Independent work under the close guidance of a faculty member selected by the student.

**ANTHR 492 Honors Thesis**

Spring. Credit and hours to be arranged. Prerequisite: consent of the Honors Committee. Staff.

Independent work under the close guidance of a faculty member selected by the student.

**ANTHR 497-498 Topics in Anthropology**

497, fall; 498, spring. Credit and hours to be arranged. Intended for undergraduate students only. Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

**III. Archaeological Courses**

See also courses listed under Archaeology.

**[ANTHR 202 Interpretive Archaeology (also ARKEO 202)]**

Fall. 3 credits. Not offered 1995-96.]

**ANTHR 203 Early People: The Archaeological and Fossil Record (also Archaeology 203)**

Spring. 3 credits. T. P. Volman.

For course description, see ARKEO 203.

**ANTHR 204 Ancient Civilizations (also Archaeology 204) @#**

Fall. 3 credits. J. S. Henderson.

An introduction to the archaeology of early civilizations, especially in Mesopotamia, Egypt, India, China, Mexico, and Peru. Emphasis is on the emergence of the first complex societies and their key institutions (the state, kingship, cities, markets, writing, among others). The nature of complex societies and strategies for investigating them archaeologically are considered as general issues.

**[ANTHR 317 Stone Age Archaeology (also Archaeology 317)]**

Fall. 4 credits. Not offered 1995-96.]

**ANTHR 355 Ancient Mexico and Central America (also Archeology 355) @#**

Spring. 4 credits. J. S. Henderson. A survey of the cultural history of ancient Mexico and Central America, emphasizing Aztec and Maya civilizations. The use of ethnographic and historical information to enrich archaeological interpretation is a general theme. Special topics include the emergence of settled farming life, the rise of civilization and the state, and the development of mechanisms that linked the many societies in the region into a single sphere of interaction.

**ANTHR 370/670 Environmental Archaeology (also ARKEO 370/670)**

Fall. 4 credits. T. P. Volman. For course description, see ARKEO 370/670.

**ANTHR 458 Archaeology Analysis (also Archaeology 458) @**

Fall. 4 credits. Prerequisite: one course in archaeology or permission of instructor. Enrollment limited to 15 students. J. S. Henderson.

An introduction to methods of recording, processing, and analyzing archaeological data. Topics include recording of excavation and survey data in the field; processing artifacts in the laboratory; storing and retrieving data; and basic methods of describing, tabulating, analyzing, and interpreting artifacts (mainly ceramic vessels), stratigraphy, and spatial distributions. Intended for those with some understanding of the uses to which archaeological data are put in regional synthesis and interpretation; previous field experience is helpful.

**[ANTHR 493 Seminar in Archaeology: The Aztecs (also Archaeology 493) @#]**

Fall. 4 credits. Not offered 1995-96.]

**ANTHR 494 Seminar in Archaeology: Archaeology of the Household (also Archaeology 494) @#**

Spring. 4 credits. J. S. Henderson.

An exploration of the archaeology of domestic life. Topics include identifying residential remains, defining households and interpreting them in social terms, reconstructing domestic economies and ritual activities, and situating households in the context of neighborhoods, communities, and settlement systems.

**IV. Biological and Ecological Anthropology****ANTHR 275 Human Biology and Evolution (also Biological Sciences 275 and Nutritional Science 275)**

Fall. 3 credits. K. A. R. Kennedy.

For course description, see BIOES 275.

**[ANTHR 371 Human Paleontology (also Biological Sciences 371)]**

Fall. 4 credits. Not offered 1995-96.]

**[ANTHR 390 Primate Behavior and Ecology]**

Spring. 4 credits. Not offered 1995-96.]

**[ANTHR 474 Laboratory and Field Methods in Human Biology (also Biological Sciences 474)]**

Spring. 5 credits. Not offered 1995-96.]

**ANTHR 490 Primates and Evolution**

Spring. 4 credits. Limited to ten students. Prerequisite: Anthropology 390 or permission of instructor. M. F. Small.

This seminar will focus on one current controversy in primatology. Through readings and discussion the issues will be subject to critical examination. Current topics might include: social intelligence, primates as predators and prey, primate conversation, sexual selection theory, reproductive success, dominance, etc.

**V. Sociocultural Anthropology****ANTHR 211 Nature and Culture @**

Spring. 4 credits. P. S. Sangren. Cultural anthropology, because it encompasses the comparative study of humankind in society, provides a unique vantage on the nature of humanity. One of the focal questions of the discipline is the relationship between the physical/biological and symbolic/moral worlds in which we live. This inquiry places anthropology squarely at the center of social theory, as all social theories and political ideologies are founded on premises regarding human nature. Through study of a variety of issues and debates (e.g., "sociobiology," the origin and meaning of the incest taboo), this course examines a variety of past and current attempts to explain the relationships between nature and culture in human life.

**ANTHR 217 Ethnicity, Identity, and the State**

Spring. 4 credits. D. J. Greenwood. Center on how the handling of rights, distributive justice, and public policy in different political/legal systems links to very different expressions of ethnic identity, cooperation, and conflict. The core of the course is a comparison of the United States and Spain in the handling of ethnic identity and the consequently different ways ethnic groups develop. The complex role of anthropology in these processes in different countries is examined in detail.

**ANTHR 290 Filming Other Cultures (also Theatre Arts 290) @**

Spring. 3 credits. Limited to 20 students. Preferences given to students who have taken either Anthropology 102 or Theatre Arts 274. Fee for film screening and maintenance, \$35. R. Ascher.

Shortly after the first films were screened, their makers saw in motion pictures a promise for greater understanding among peoples. Was the promise fulfilled? Responses to this question are examined through films and related readings, leaving ample time for discussion and the development of a critical vocabulary. The frame of reference includes: film theory, history, criticism, aesthetics and ethics; changing notions of "otherness"; the emergence of a global film culture.

**ANTHR 305 Emotion, Gender, and Culture (also Women's Studies 305) @**

Fall. 4 credits. B. J. Isbell.

This course introduces students to the current anthropological perspective on the following topics: (1) cultural shaping of emotion, (2) acquisition and production of gender and sexuality, and (3) an historical perspective on cross-cultural studies of psychology and cognition. It is appropriate for students majoring in anthropology, women's studies, psychology, cognitive studies, and human development and family studies.

**[ANTHR 306 Ethnographic Description]**

Fall. 4 credits. Not offered 1995-96.]

**ANTHR 313 Anthropology of the City @**

Fall. 4 credits. T. Bestor.

An examination of the sociocultural structure and process in urban settings, with emphasis on the role of rural migrants, the relationship of urbanism to political and economic development, the role of voluntary associations, and the adjustment of family and kinship groups to urban life. Asian, African, and Latin American urban centers are emphasized.

**[ANTHR 320 Myth, Ritual, and Symbol @**

Spring. 3 or 4 credits. Not offered 1995-96.]

**ANTHR 321 Sex and Gender in Cross-Cultural Perspective (also Women's Studies 321) @**

Fall. 4 credits. K. S. March.

An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines various aspects of the place of the sexes in social, political, economic, ideological, and biological systems to emphasize the diversity in gender and sex-role definition around the world.

**ANTHR 322 Magic, Myth, Science, and Religion (also Religious Studies 322) @**

Fall. 3 credits (4 by arrangement with instructor). Limited enrollment.

A. T. Kirsch.

Surveys various classic anthropological perspectives on the role of religion as a cultural system in human life. Magic, myth, and ritual as cultural markers of and solutions to endemic contradictions, tensions, and transitions are explored. We will ponder the role of science as cultural system and the present state and future prospects for religion in the "modern" and "post-modern" world.

**ANTHR 323 Kinship and Social Organization @**

Spring. 4 credits. B. Lambert.

Much of this course is a survey of forms of the family, descent groups, and marriage systems. The role of age and sex in the social structure is also considered. The last part of the course is devoted to a history of the British and American family and to its fate in utopian communities.

**ANTHR 326 Economic Anthropology @**

Fall. 4 credits. Not offered 1995-96.]

**ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context @**

Spring. 4 credits. V. Santiago-Irizarry. Rule-making and dispute resolution are integral aspects of social reality in any culture. The ways in which conflict is treated and interpreted—to be then deflected or resolved—articulate with other cultural domains such as religion, politics, and economics as part of the material and symbolic processes that enable sociocultural interaction. At issue then are the formal and processual means that the treatment of conflict takes in different societies. These means constitute frames for the definition of social experience that are used by social actors in the interpretation of events within the terms of an overriding sociocultural logic that is in turn refigured by these interpretive frames.

**ANTHR 329 Indigenous Rights, Contemporary Hunter-Gatherers, and the Nation-State @**

Fall. 4 credits. Not offered 1995-96.]

**ANTHR 332 Culture and Performance, and Performing Culture @**

Fall. 4 credits. B. J. Isbell.

This course has two goals: 1) to examine the anthropology of non-western cultural performances such as: the Japanese tea ceremony, rites of passage, curing and initiation ceremonies in diverse cultures, and 2) to "perform anthropology" through dramatic readings of epic poems, myths, and experimental plays. The course will focus on diverse materials from Latin America, Asia, and Africa.

**ANTHR 362/662 Democratizing Research: Participation, Action, and Research @**

Fall. 4 credits. D. J. Greenwood.

A fundamental critique of orthodox social science, the course argues for action research as a combined scientific and social reform strategy. The major varieties and core methods of participatory action research are presented. NOTE: the graduate student option is available through the presentation of participatory action research project proposal, in addition to the regular required work of the course.

**[ANTHR 380 State, Nation, and Everyday Life**

Spring. 4 credits. Not offered 1995-96.]

**[ANTHR 385 Sex, Morality, and the Law**

Fall. 4 credits. Not offered 1995-96.]

**ANTHR 400 The Craft of Anthropology: Ethnographic Field Methods**

Fall. 4 credits. Permission only.

V. Santiago-Irizarry.

**ANTHR 406 The Culture of Lives (also Women's Studies 406) @**

Spring. 4 credits. K. S. March

This seminar will look at persons, lives, cultures, and methods in anthropological life history materials. Throughout the seminar we will attend to the evolution of interest in, forms of, and uses for life history materials in anthropology, with special attention to differences in men's and women's lives and life (re)presentations.

**[ANTHR 408 Gender Symbolism (also Women's Studies 408) @**

Spring. 4 credits. Not offered 1995-96.]

**[ANTHR 417 Person, Gender, and Song (also Women's Studies 416) @**

Spring. 4 credits. Not offered 1995-96.]

**ANTHR 424 Anthropology Amongst the Disciplines @**

Fall. 4 credits. J. T. Siegel.

Anthropology is distinguished amongst the disciplines in depending on a notion of the not-yet conceptualized, the encounter with which is thought to provide an inassimilable element into thinking about culture and society. The course provides a history and assessment of this idea and illustrations of its embodiment, particularly in studies of ritual.

**[ANTHR 428 Spirit Possession, Shamanism, Curing, and Witchcraft (also Women's Studies 428) @**

Spring. 4 credits. Not offered 1995-96.]

**[ANTHR 436 Language, Culture, and Society @**

Fall. 4 credits. Not offered 1995-96.]

**[ANTHR 439 Culture and Power**

Fall. 4 credits. Not offered 1995-96.]

**[ANTHR 441/625 Children, Literature, and Society (also Asian Studies 451/625) @**

Fall. 4 credits. Not offered 1995-96.]

**[ANTHR 451 Anthropological Boundaries @**

Fall. 4 credits. Not offered 1995-96.]

**[ANTHR 452 Portraits, Profiles, and Life Histories @**

Spring. 4 credits. Not offered 1995-96.]

**ANTHR 453 Visual Anthropology**

Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited by appropriate space for showing work. S-U grades only. Fee for film screening and maintenance, \$20. R. Ascher.

The expression of ideas about the human condition through original drawings, graphics, paintings, photographs, cinema, sculpture, and video that take the *person as subject*. Writing can be combined with visual expression, as, for example, in concrete poetry or photographic essays. Projects must conform to two general guidelines: (1) the student must have prior knowledge of the medium chosen or concurrent course work in it, and (2) the project must be one that can be developed throughout the course and benefit from its particular setting. In the first half, the creative work of others is studied. For example, we read Spiegelman's MAUS and view films made by both anthropologists and the people whom they visit. The second half is devoted to hour-long progress reports and discussions of the work of people in the course.

**[ANTHR 455 Theatre of Anthropology @**

Spring. 4 credits. Not offered 1995-96.]

**[ANTHR 460 Culture and International Order**

Spring. 4 credits. Not offered 1995-96.]

**ANTHR 470 Anthropology, Theory, Politics, Performance (also Government 470)**

Fall. 4 credits. J. Borneman, S. Buck-Morss.

An analysis of written and visual texts that exposes the rough edges of interpretive coherence and questions the self-evidence of knowledge as practice. Topics vary. The stress is on critical methods of reading.

**VI. Area Courses****ANTHR 221 Anthropological Representation: Ethnographies on Latino Culture (also HASP 221)**

Spring. 3 credits. V. Santiago-Irizarry.

Representation is basic to anthropology. In translating cultures, anthropologists produce authoritative representations of and about other people's lives. In this course, we will examine, with a critical eye, the production of representations about U.S. Latino cultures as these are embodied in anthropological texts. Issues to be explored include the relation between the ethnographer and the people s/he is studying, the contexts in which ethnographic texts are produced, and the way they may position different cultural groups within the larger national context.

**ANTHR 230 Cultures of Native North America @#**

Fall. 4 credits. B. Lambert.

A survey of the principal Eskimo and American Indian culture areas north of Mexico. Selected cultures will be examined to bring out distinctive features of the economy, social organization, religion, and worldview.

Although the course concentrates on traditional cultures, some lectures and readings deal with changes in native ways of life that have occurred during the period of European-Indian contact.

#### **ANTHR 333 Ethnology of the Andean Region @#**

Spring. 4 credits. B. J. Isbell.  
This course will begin with the examination of the consequences of two pressing contemporary issues in the Andes: The Shining Path and the Drug War in Bolivia. Then we will consider a number of anthropological studies on diverse aspects of Andean culture including: economy, social structure, gender, religion; as well as cosmology, and astronomy with emphasis on concepts of time, memory and history. The course will conclude with discussion of the impact of the conquest on the Inka Empire.

#### **ANTHR 335 People and Cultures of Mainland Southeast Asia @**

Spring. 4 credits. A. T. Kirsch.  
A survey of the peoples and cultures of Mainland Southeast Asia from prehistoric to contemporary times.

#### **[ANTHR 336 Peoples and Cultures of the Pacific @]**

Fall. 4 credits. Not offered 1995-96.]

#### **ANTHR 339 Peoples and Cultures of the Himalayas @**

Spring. 4 credits. K. S. March.  
A comprehensive exploration of the peoples and cultures of the Himalayas. Ethnographic materials draw on the lifeways of populations living in the Himalayan regions of Bhutan, India, Nepal, and Tibet. Some of the cultural issues to be examined through these sources include images of the Himalayas in the West, forms of social life, ethnic diversity, political and economic history, and religious complexity.

#### **ANTHR 343 Religion, Family, and Community in China @**

Fall. 4 credits. Not offered 1995-96.]

#### **ANTHR 344 Male and Female in Chinese Culture and Society @**

Fall. 4 credits. P. S. Sangren.  
This course explores the culture of gender, sex roles, and domestic relations in late traditional and modern Chinese society. Readings and lectures range from ethnographic descriptions of the dynamics of Chinese family life, kin relations, and socialization to representations of male and female in mythologies and ritual activities. The course also considers developments subsequent to political changes in China. Although the course's analytical focus is anthropological, readings will draw from the writings of historians and political scientists as well. A premise of the course is that understanding sex and gender in China is essential to understanding Chinese culture and its most fundamental values. The course also aims to introduce students interested in Chinese to techniques of anthropological analysis.

#### **ANTHR 345 Japanese Society @**

Fall. 4 credits. R. J. Smith.  
A survey of the social structure of Japan and a discussion of trends in urban and rural life during the past century. Topics to be emphasized include the family, ancestor worship, community and social organization, and urbanism and modernization.

#### **ANTHR 350 Topics in the Anthropology of Europe**

Spring. 4 credits. J. Borneman.  
This course explores ways in which Europe can and has been studied anthropologically. Emphasis will be on understanding processes of cultural differentiation and integration. The self-understandings of various peoples of Europe is accounted for in terms of the relation of local culture to national, transnational, and global process. Among the topics to be explored: 1) the role of culture in nation-building; 2) the rise and decline of fascism and communism in the twentieth century; 3) Cold War division and everyday life; 4) the creation and displacement of culture areas (i.e., the Mediterranean, Scandinavia, *Mitteleuropa*, Slavic culture, the West, and the East).

#### **ANTHR 352 The Anthropologies of Spain @**

Fall. 4 credits. D. J. Greenwood.  
An introduction to the cultures and social history of Spain, the course takes up cultural diversity in Spain, the "Black Legend," and the relationship between home rule communities and the role of anthropology in contemporary Spain.

#### **[ANTHR 433 Andean Thought and Culture @#]**

Spring. 4 credits. Not offered 1995-96.]

#### **[ANTHR 443 Religion and Ritual in Chinese Society (also Religious Studies 443) @#]**

Fall. 4 credits. Not offered 1995-96.]

#### **[ANTHR 444 Japanese Social Organization]**

Spring. 4 credits. Not offered 1995-96.]

#### **[ANTHR 456 Mesoamerican Religion, Science, and History @#]**

Fall. 4 credits. Not offered 1995-96.]

#### **[ANTHR 477 Ethnology of Island Southeast Asia @#]**

Fall. 4 credits. Not offered 1995-96.]

## **VII. Theory and History of Anthropology**

In addition to the courses listed here, Anthropology 390 may also be used to satisfy the theory requirement.

#### **[ANTHR 402 Archaeological Research Design (also Archaeology 402)]**

Spring. 4 credits. Not offered 1995-96.]

#### **[ANTHR 404 Approaches to Archaeology #]**

Spring. Not offered 1995-96.]

#### **ANTHR 412 Contemporary Anthropological Theory @**

Spring. 4 credits. B. Lambert.

A survey of the assumptions anthropologists make concerning the nature of society and culture and the explanations they have proposed for social behavior, values, belief systems, and ritual. Problems of social continuity and change will be addressed by way of theories of process, conflict, and transaction. Problems of cross-cultural understanding will be explored through interpretative and structural studies of symbolism, ritual, mythology, concepts of the person, and cultural logic. Examples will be drawn from Western and non-Western societies, past and present.

#### **ANTHR 420 Development of Anthropological Thought**

Fall. 4 credits. A. T. Kirsch.

An examination of the history and development of anthropological theory and practice. The course will focus on the differences and continuities among the various national and historical approaches that have come to be regarded as the schools of anthropology.

#### **ANTHR 426 Ideology and Social Reproduction @**

Spring. 4 credits. P. S. Sangren.

What is the logic of the process that links culture and social institutions? Why do all cultural systems (including "science") embody an element of logical circularity or delusion? How do theories of society, economy, and nature relate to values, authority, power, and legitimacy? Anthropology's comparative perspective on these questions is the focus of this course. Students will read and evaluate analyses of both familiar and exotic societies that focus on the dialectical relationship between ideas and institutions. The course will maintain a critical perspective toward contending theoretical positions (e.g., "structuralist," "Marxist," "deconstructive," etc.) and encourage attention to the ideological dimensions of critical theory itself.

#### **[ANTHR 495 Classic Theorists Seminar]**

Fall. 4 credits. Not offered 1995-96.]

## **VIII. Graduate Seminars**

600-level courses are open to undergraduates who have fulfilled the prerequisites or by consent of the instructor.

#### **[ANTHR 600 Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in Women's Studies (also German Studies 600)]**

Fall. Not offered 1995-96.]

#### **ASIAN 601 Southeast Asia Seminar: To be announced**

#### **ASIAN 602 Southeast Asia Seminar: Thailand**

#### **ANTHR 604 Praxis and Culture (also Society for the Humanities 415)**

Spring. 4 credits. J. Fajans.

This seminar will explore the relations between social and cultural systems and the actors in those systems considered as cultural subjects. The focus will be on the activities and practices that produce both the actor and the context for action. Starting from Marx's concept of praxis, which he defines as material processes of action, the readings will consider both micro level constructs of cultural forms (such as linguistic forms, schemas, forms of activity, and habitus) and macro constructs (such as myth, cosmology, ritual, and social structures, etc). The course will move between theoretical approaches in anthropology, psychology, sociology, and philosophy.

#### **ANTHR 607-608 Special Problems in Anthropology**

607, fall; 608, spring. Credit to be arranged. Intended for graduate students only.

#### **[ANTHR 610 Language of Myth (also Classics 610 and Comparative Literature 615)]**

Spring. 4 credits. Not offered 1995-96.]

**[ANTHR 612 History of Anthropological Thought**

Spring. 4 credits. Not offered 1995–96.]

**NS 612 Methods of Assessing Physical Growth in Children**

**[ANTHR 614 Reading in the Ethnographic Tradition (1880–1960)**

Fall. 4 credits. Not offered 1995–96.]

**[ANTHR 615 Reading Contemporary Ethnographies (1960–1990)**

Fall. 4 credits. Not offered 1995–96.]

**ANTHR 616 The Cultural Production of the Person (also Society for the Humanities 403)**

Fall. 4 credits.

For description, see S HUM 403.

**ANTHR 617 Ritual: Structure, Process, Practice**

Fall. 4 credits. D. Holmberg.

The initial task of this seminar is to trace the history of the anthropology of religion up to the late 1960s when the ideas of Victor Turner, Claude Lévi-Strauss, Clifford Geertz and others dominated theoretical work. The seminar will then examine where contemporary theory has taken, if anywhere, studies of ritual and myth.

**[ANTHR 619 Anthropological Approaches to the Study of Buddhisms in Asia**

Spring. 4 credits. Not offered 1995–96.]

**ANTHR 621 Gender and Culture (also Women's Studies 621)**

Fall. 4 credits. Prerequisite: concurrent attendance in the lectures and films of Anthropology/Women's Studies 321 and permission of instructor. K. S. March.

This seminar is intended for advanced students planning further study or research on gender issues and desirous of an anthropological perspective on them. It explores the topics, questions, and readings of Anthropology/Women's Studies 321 in greater depth and with attention to the special research interests of the participants each year.

**[ANTHR 625/441 Children, Literature, and Society (also Asian Studies 625/451)**

Fall. 4 credits. Not offered 1995–96.]

**ANTHR 626 Problems in Economic Anthropology**

Fall. 4 credits. Not offered 1995–96.]

**ANTHR 628 Political Anthropology**

Fall. 4 credits. Not offered 1995–96.]

**ANTHR 629 Chinese Ethnology**

Spring. 4 credits. Not offered 1995–96.]

**ANTHR 630 The Philosophy of Money**

Fall. 4 credits. Not offered 1995–96.]

**ANTHR 632 Andean Symbolism**

Spring. 4 credits. Not offered 1995–96.]

**ANTHR 633 Andean Research**

Fall or spring. 4 credits. Not offered 1995–96.]

**ANTHR 634–635 Southeast Asia: Readings in Special Problems**

634, fall; 635, spring. Credit to be arranged.

Hours to be arranged. Staff.

**[ANTHR 636 Cognition and Classification**

Fall. 4 credits. Not offered 1995–96.]

**ANTHR 637 Anthropological Perspectives on Human Rights, Democracy, and Violence in Latin America**

Spring. 4 credits. B. J. Isbell.

The global community through the U.N. has passed legislation defining universal human rights; however, not all countries subscribe to this legislation, arguing that 'human rights' have to be defined within a cultural and political context. This course examines these issues with examples drawn from four diverse cases: China, Germany, Peru, and Guatemala. Democracy and (re)democratization are celebrated in various parts of the globe, while other regions are caught in ethnic and other forms of 'low intensity wars.' The seminar participants will examine the discourses of democracy and ethnicity through detailed case studies.

**[ANTHR 639 The Feminine Symbolic**

Spring. 4 credits. Not offered 1995–96.]

**ANTHR 640–641 South Asia: Readings in Special Problems**

640, fall; 641, spring. Credit to be arranged.

Selected readings in society, religion, and culture in South Asia.

**ANTHR 644 Research Design**

Spring. 4 credits. T. Bestor.

This seminar focuses on preparing a full-scale proposal for anthropological fieldwork for a dissertation. Topics include identifying of appropriate funding sources; defining a searchable problem; selecting and justifying a particular fieldwork site; situating the ethnographic case within appropriate theoretical contexts; selecting and justifying appropriate research methodologies; developing a feasible timetable for field research; ethical considerations and human subjects protection procedures; and preparing appropriate budgets. This is a writing seminar, and students will complete a proposal suitable for submission to a major funding agency in the social sciences.

**ANTHR 645 Japanese Ethnology**

Fall. 4 credits. R. J. Smith.

This seminar is designed for advanced students who plan to conduct social science research in Japan. It deals with questions of historical continuity, the relationship of the individual to society, and the nature of contemporary Japanese social organizations. A reading knowledge of Japanese is strongly recommended.

**[ANTHR 648 Marriage and Death**

Fall. 4 credits. Not offered 1995–96.]

**[ANTHR 649 Narrative and the Analysis of Culture**

Fall. 4 credits. Not offered 1995–96.]

**[ANTHR 651 Anthropological Boundaries: Seminar on Film**

Spring. 4 credits. Not offered 1995–96.]

**ANTHR 653 Myth onto Film (also Theatre Arts 653)**

Fall. 4 credits. Enrollment limited by available studio space and equipment. Prerequisite: some knowledge of one of the following: anthropology, filmmaking, mythology, graphics, drawing, or painting. Open to undergraduates and graduate students with permission of instructor. Fee for film screening and maintenance, \$50. R. Ascher.

In myths, whales fly, pebbles throw themselves across streams, and trees are transformed into women. Toward the end of visualizing myths—in particular the myths of other people—we explore the possibilities of animated film. The technique used is cameraless animation; that is, we draw and paint, frame by frame, directly onto movie film. The intellectual problem is to visualize the myths of others so that they are comprehensible to us but are not thought to be of us. Reading includes introductory works on both myth and animation and there is background reading on the particular myth that is committed to film.

**[ANTHR 656 Maya History**

Fall. 4 credits. Not offered 1995–96.]

**ANTHR 660 Latino Languages, Ideology and Practice (also HASP 660)**

Fall. 4 credits. V. Santiago-Ibarriy.

Hispanic ethnic identity in the U.S. is often organized around the use of Spanish and the issues this raises in an English-dominant society. Drawing from anthropological studies on language as a signifying practice, this course will look at the place of language in the life of Hispanic populations in the United States. Topics to be explored will include linguistic diversity and change, language as an instrument of accommodation and resistance, language maintenance and shift, culturally-specific linguistic ideologies, and institutional applications of language.

**ANTHR 662/362 Democratizing Research: Participation, Action, and Research**

Fall. 4 credits.

For description, see ANTHR 362/662.

**ANTHR 663 Participatory Action Research**

Spring. 4 credits. Prerequisite: Anthropology 363/662. Enrollment limited to 20 students. D. J. Greenwood.

This seminar is a practicum in participatory action research (PAR) in which the semester becomes a self-managing learning environment for the exploration of the techniques and group processes involved in PAR, including co-generative learning, searching, and PAR facilitation. Participation in a seminar-centered LISTSERV on the Internet is expected.

**[ANTHR 665 Native American Contributions to Anthropological Thought**

Spring. 4 credits. Not offered 1995–96.]

**[ANTHR 673 Human Evolution: Concepts, History and Theory (also Biological Sciences 673)**

Fall. 3 credits. Not offered 1995–96.]

**ANTHR 675 Evolutionary Theory and Human Behavior**

Fall. 4 credits. M. Small.

One of the major recent controversies in anthropology focuses on the role of evolution in the behavior of modern humans. Some scholars feel that ever since our species became sentient, and developed ways to override or bypass nature, the rules of Natural Selection were suspended. Others are convinced that buried deep within our consciousness are strategies, thoughts, and desires that were molded long ago but still motivate our lives. This seminar will examine the role of evolution in modern human behavior. First, we will read the

evolutionary theory upon which current hypotheses are based. Second, the class will read, discuss, and criticize the most recent literature on the evolution of human behavior. We will ask several questions: Is current human behavior molded by the rules of Natural Selection? Do the modern theorists present a convincing argument? How would their predictions best be tested? What contribution does this work make (or not make) to the larger field of anthropology?

#### **Related Courses in Other Departments**

GOVT 335 America and the World

S HUM 407 The Politics of Grief: Greece, the Balkans, Ireland

R SOC 723 Social Movements in Agrarian Society

#### **ARABIC AND ARAMAIC**

See Department of Near Eastern Studies.

#### **ARCHAEOLOGY**

S. Baugher (city and regional planning), A. L. Bloom (geological sciences), R. G. Calkins (history of art), K. M. Clinton (Classics), J. E. Coleman (Classics), D. Evett (Language House Program), R. T. Farrell (English), J. S. Henderson (anthropology), P. Keyser (Classics), P. I. Kuniholm (history of art), D. I. Owen (Near Eastern Studies), A. Ramage (history of art), S. Saraydar (Arts and Sciences), B. S. Strauss (history), T. P. Volman (archaeology; director of undergraduate studies).

Archaeology is an interdisciplinary field at Cornell, which is one of the few universities in the United States to offer a separate archaeology major. Program faculty members, affiliated with several departments, coordinate course offerings and help students identify opportunities for fieldwork, graduate study, and professional positions.

#### **The Major**

Prospective majors must complete Archaeology 100 or one of the basic courses as defined below before they will be admitted to the major. This initial course will not be counted toward the major requirements.

Because the major draws on the teaching and research interests of faculty from many departments to present a broad view of the archaeological process, interested students should discuss their course of study with a participating faculty member as early as possible. In some areas of specialization, intensive language training should be coordinated with other studies as early as the freshman year.

Once admitted to the major, students must take an additional 32 credits from the courses listed below, selected in consultation with a major adviser of their choosing. These courses should provide exposure to a broad range of archaeologically known cultures and the methods of revealing and interpreting them. Sixteen of the credit hours should be at the 300 level or above. At least two courses must be taken from each of categories B-E.

Courses basic to the discipline of archaeology are marked with the word "Basic" after the number of credit hours. It is recommended

that majors who are planning to pursue graduate studies in archaeology should take at least two of the basic courses in each category. Further courses in languages and in geology are also recommended.

**Honors.** Honors in archaeology is awarded on the basis of the quality of an honors essay and the student's overall academic record. Prospective honors students should have a 3.5 grade point in the major and a 3.0 grade point overall. They should consult with the director of undergraduate studies before the beginning of the senior year. The honors essay is normally prepared in consultation with a faculty adviser during the senior year; students may enroll in Archaeology 481, fall; 482, spring for this purpose.

**Fieldwork.** Every student should gain some practical experience in archaeological fieldwork on a project authorized by his or her adviser. This requirement may be waived in exceptional circumstances. The Jacob and Hedwig Hirsch bequest provides support for a limited number of students to work at excavations sponsored by Cornell and other approved institutions.

#### **The Concentration**

Students in Cornell schools and colleges other than Arts and Sciences may elect a concentration in archaeology. To concentrate in archaeology, the student must complete five courses, all with a grade of C or better. The five courses must consist of either (1) Archaeology 100 and four other courses from categories B-D, at least three of which must be basic courses, or (2) five courses from categories B-D, at least four of which must be basic courses. Concentrators are encouraged to gain some fieldwork experience. They are eligible on the same basis as majors for Hirsch Scholarships in support of fieldwork.

#### **Freshman Writing Seminars**

For course descriptions, see the freshman writing seminar brochure.

#### **A. Introductory Courses and Independent Study Courses**

##### **ARKEO 100 Introduction to Archaeology #**

Spring. 3 credits. Staff.

A broad introduction to archaeology—the study of material remains to answer questions about the human past. Case studies illustrate current methods and interpretive frameworks. Guest lectures by members of the Cornell Archaeology Program are an integral part of the course.

##### **ARKEO 300 Individual Study in Archaeology and Related Fields**

Fall and spring. Credit to be arranged. Prerequisite: Archaeology 100 or permission of instructor.

Students pursue topics of particular interest with the guidance of a faculty member.

##### **ARKEO 481-482 Honors Thesis**

481, fall; 482, spring. S-U only. Prerequisite: admission to Honors Program.

The student, under faculty direction, will prepare a senior thesis.

##### **ARKEO 600 Special Topics in Archaeology**

Fall and spring. 4 (V) credits.

Students pursue advanced topics of particular interest under the guidance of a faculty member(s).

#### **ARKEO 681-682 Master's Thesis**

681, fall; 682, spring. S-U only. Limited to students admitted to Master's Program in Archaeology.

Students, working individually with faculty member(s), prepare a Master's Thesis in Archaeology.

#### **B. Theory and Interdisciplinary Approaches**

##### **[ARKEO 202 Interpretive Archaeology (also Anthropology 202) #**

Fall. 3 credits. Basic. Limited to 60 students. Not offered 1995-96.

T. P. Volman.

An introduction to the analysis and interpretation of archaeological data, especially stone and ceramic artifacts, and related contextual data, such as the remains of plants and animals. Emphasis is on the use of archaeological data to answer questions about ancient human behaviors, lifeways, and culture change. Topics include the formation of the archaeological record, the characterization and classification of artifacts, and the analysis of artifact distributions through space and over time. Section meetings include demonstrations, visits to campus facilities, and analyses of artifacts from Cornell archaeological collections.]

##### **ARKEO 203 Early People: The Archaeological and Fossil Record (also Anthropology 203)**

Fall. 3 credits. Basic. T. P. Volman.

A survey of the archaeological and fossil record of human evolution. Contributions by researchers from a variety of disciplines are highlighted, as are the discoveries, personalities, and controversies that have enlivened the study of human evolution for more than a century. Critical evaluation of evidence and interpretations will be stressed. Demonstrations and films supplement the lectures.

##### **ARKEO 204 Ancient Civilizations (also Anthropology 204) @#**

Fall. 3 (4) V credits. J. S. Henderson.

For description, see ANTHR 204.

##### **[ARKEO 317 Stone Age Archaeology (also Anthropology 317)]**

Fall. 4 credits. Not offered 1995-96.

T. P. Volman.

A survey of current approaches to the archaeological record of Stone Age peoples, from the earliest sites to those of recent times. Case studies are used to illustrate the nature of archaeological occurrences, excavation procedures, and analytical methods. Multidisciplinary efforts to expand our knowledge of prehistoric lifeways and behaviors are a major concern of the course.]

##### **[ARKEO 404 Approaches to Archaeology (also Anthropology 404)]**

Spring. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 1995-96.

J. S. Henderson. T. P. Volman.

An exploration of the concepts that have shaped modern archaeology. The course briefly examines the history of theoretical orientations in archaeology, then considers the variety of perspectives and interpretive frameworks that guide present-day investigations. Case studies illustrate the implications of the nature of the archaeological record for reconstructing subsistence and economic systems, trade, social and political organization, demography, and ideology. An

undergraduate seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.]

**ARKEO 494 Seminar in Archaeology: Archaeology of the Household (also Anthropology 494) @#**

Spring. 4 credits. J. S. Henderson.

An exploration of the archaeology of domestic life. Topics include identifying residential remains, defining households and interpreting them in social terms, reconstructing domestic economies and ritual activities, and situating households in the context of neighborhoods, communities, and settlement systems.

**LA 261 Urban Archaeology (also CRP 261)**

Fall. 3 credits. S. Baugher.

For description, see LA 261.

**[LA 569 Archaeology in Historic Preservation Planning**

Fall. 3 credits. Not offered 1995-96.

S. Baugher.

For description, see LA 569.]

### C. Old World Archaeology

**ARKEO 221 Minoan-Mycenaean Art and Archaeology (also Classics 221 and History of Art 221) #**

Spring. 3 credits. Basic. Students may not obtain credit for both this course and Classics 319. J. Coleman.

The birth of civilization in Greece and the Aegean islands during the Bronze Age. The main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of Aegean interactions with Egypt, the Near East, and Anatolia.

**[ARKEO 233 Archaeology in Action II (also History of Art 225 and Classics 233) #**

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1995-96. P. I. Kuniholm.]

**ARKEO 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also NES 247, Classics 249 and RELST 247) @ #**

Fall. 3 credits. L. Kant.

In this course, we will examine material evidence of Judaism from the fourth century B.C.E. to the fifth century C.E. Equal attention will be given to Palestine and the Diaspora. We will look at various kinds of structures, including tombs and cemeteries, prayer buildings and synagogues, houses, fortresses, palaces, and the Jerusalem Temple. All types of objects will come under consideration, such as paintings, mosaics, sarcophagi, jewelry and gemstones, coins, inscriptions, and papyri. In general, we will attempt to understand this material both in terms of its Near Eastern heritage and the powerful influence of the Graeco-Roman environment. Attention will also be paid to relations to early Christian art and archaeology.

**[ARKEO 263 Introduction to Biblical History and Archaeology (also NES 263 and Jewish Studies 263)**

Spring. 3 credits. Not offered 1995-96.

D. I. Owen.]

**[ARKEO 275 Ancient Seafaring (also Near Eastern Studies 261)**

Spring. 3 credits. Not offered 1995-96. D. I. Owen.]

**[ARKEO 320/620 An Introduction to Early Medieval Archaeology and Culture #**

4 credits. Not offered 1995-96. R. T. Farrell.]

**[ARKEO 357 Greek Sanctuaries and Pausanias (also Classics 457) #**

4 credits. Not offered 1995-96; next offered 1996-97. K. Clinton. J. Coleman.)

**[ARKEO 424 Sardis and the Cities of Asia Minor (History of Art 432 and Classics 432) \***

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. A. Ramage.]

**[ARKEO 434 The Rise of Classical Greece (also History of Art 434 and Classics 434) \***

Spring. 4 credits. Recommended: Classics 220 or 221 or History of Art 220 or 221 preferred. Not offered 1995-96. P. I. Kuniholm.]

**[ARKEO 520 Seminar in Classical Archaeology (also History of Art 520 and Classics 630)**

Spring. 4 credits. Not offered 1995-96. P. I. Kuniholm.

For description, see ART H 520.]

**[ARKEO 629 The Prehistoric Aegean and Cyprus (also Classics 629) @#**

Fall. 4 credits. For graduate students, and advanced undergraduates with permission of instructor. Not offered 1995-96; next offered 1995-96. P. I. Kuniholm.]

**[CLASS 219 Mediterranean Archaeology (also Near Eastern Studies 267) @ #**

Fall. 3 credits. Basic. Not offered 1995-96; next offered 1996-97. J. Coleman.

For description, see CLASS 219.]

**[CLASS 326 Greek Cities and Towns (also History of Art 326) #**

Spring. 4 credits. Prerequisite: Classics/History of Art 220 or permission of instructor. Not offered 1995-96. J. Coleman.]

**[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also Religious Studies 333)**

Spring. 4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 1995-96; next offered 1997-98. K. Clinton.]

**ART H 220 Introduction to Classical Archaeology (also Classics 220) #**

Fall. 4 credits. Basic. A. Ramage.

For description, see ART H 220.]

**[ART H 320 Arts and Monuments of Athens (also Classics 320) #**

Fall. 4 credits. Prerequisite: Classics 220 or permission of instructor. Not offered 1995-96.]

**ART H 322 Arts of the Roman Empire (also Classics 350)**

Spring. 4 credits. A. Ramage.

For description, see ART H 322.]

**[ART H 325 Greek Vase Painting (also Classics 325) #**

Fall. 4 credits. Not offered 1995-96. A. Ramage.]

**[ART H 327 Greek and Roman Coins (also Classics 327) #**

Spring. 4 credits. Not offered 1995-96. A. Ramage.]

**[ART H 427 Seminar on Roman Art and Archaeology (also Classics 435) #**

Spring. 4 credits. Not offered 1995-96. A. Ramage.]

**[NES 367 History and Archaeology of Ancient Egypt @#**

Fall. 4 credits. Basic. Not offered 1995-96. D. I. Owen.]

### D. New World Archaeology

**ARKEO 355 Ancient Mexico and Central America (also Anthropology 355) @#**

Spring. 4 credits. Basic. J. S. Henderson. A survey of the cultural history of ancient Mexico and Central America, emphasizing Aztec and Maya civilizations. The use of ethnographic and historical information to enrich archaeological interpretation is a general theme. Special topics include the emergence of settled farming life, the rise of civilization and the state, and the development of mechanisms that linked the many societies in the region into a single sphere of interaction.

**[ARKEO 493 Seminar in Archaeology: The Aztecs (also Anthropology 493) @#**

Fall. 4 credits. Not offered 1995-96. J. S. Henderson.]

**[ANTHR 456 Mesoamerican Religion, Science, and History @#**

Fall. 4 credits. Not offered 1995-96. J. Henderson.

For description, see ANTHR 456.]

**LA 360/666 Pre-Industrial Cities and Towns of North America (also CRP 360/666)**

Fall. 3 credits. S. Baugher.

For description, see LA 360.]

### E. Methodology and Technology

**ARKEO 285 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Physics 200, English 285, Art 372, and Classics 285)**

Spring. 3 credits. Staff.

For description, see NS&E 285.]

**ARKEO 309 Dendrochronology of the Aegean (also History of Art 309 and Classics 309)**

Spring. 4 credits. Limited to 10 students. Prerequisite: permission of instructor. P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in Greece or Turkey.

**ARKEO 370 Environmental Archaeology (also Archaeology 670 and Anthropology 370 and 670)**

Fall. 4 credits. Prerequisite: two previous courses in archaeology or permission of instructor. T. P. Volman.

A survey of selected topics in paleo-environmental analysis and reconstruction, with emphasis on how they inform interpretations of the archaeological record. The course ranges broadly from a general consideration of human ecology and the role of environ-

ment in culture change to detailed study of specific techniques and approaches.

**[ARKEO 402 Archaeology Research Design (also Anthropology 402)**

Spring. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 1995-96. J. S. Henderson. T. P. Volman. Archaeological practice demands careful definition of research objectives and appropriate strategies before excavation or other fieldwork begins. Critical information lies in the arrangement and associations of objects and structures; this context should be a basic concern of any field investigation, particularly when it is destroyed by excavation. This course relies on case studies to illustrate how surveys, excavations, and analytical techniques must be tailored to solving specific problems. A seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.]

**ARKEO 423 Ceramics (also History of Art 423 and Classics 423)**

Spring. 4 credits. Prerequisite: permission of instructor. J. S. Coleman. Bronze Age, Greek, and Roman pottery specimens from Near Eastern and Mediterranean sites will be studied to provide direct experience in one of the basic prerequisites of archaeological excavation—the identification and dating of pottery types. Reports, delivered in class, will concern ancient ceramic materials or particular types and periods. Practical experience in making and decorating pottery will be encouraged.

**ARKEO 458 Archaeological Analysis (also Anthropology 458) @**

Fall. 4 credits. Prerequisite: one course in archaeology or permission of instructor. Enrollment limited to 15 students.

J. S. Henderson.

An introduction to methods of recording, processing, and analyzing archaeological data. Topics include recording of excavation and survey data in the field; processing artifacts in the laboratory; storing and retrieving data; and basic methods of describing, tabulating, analyzing, and interpreting artifacts (mainly ceramic vessels), stratigraphy, and spatial distributions. Intended for those with some understanding of the uses to which archaeological data are put in regional synthesis and interpretation; previous field experience is helpful.

**ARKEO 601 Graduate Colloquium in Archaeology**

Fall. 4 credits. Open to graduate students and advanced undergraduates by permission of instructor. Staff.

Faculty members of the Program in Archaeology and invited speakers will present summaries of the different aspects of archaeological analysis. Topics may include: lithics, ceramic typology, petrographic and neutron activation analysis, dendrochronology and other chronological techniques, settlement patterns, inscriptions, human and animal bones.

**ARKEO 670 Environmental Archaeology (also Archaeology 370 and Anthropology 370 and 670)**

Fall. 4 credits. Prerequisite: two previous courses in archaeology or permission of instructor. T. P. Volman.

For description, see ARKEO 370.

**[ANTHR 371 Human Paleontology (also Biological Sciences 371)**

Fall. 4 credits. Prerequisite: one year of introductory biology, Anthropology 101, or permission of instructor. Not offered 1995-96. K. A. R. Kennedy.]

**[ANTHR 474 Laboratory and Field Methods in Human Biology (also Biological Sciences 474)**

Spring. 5 credits. Prerequisite: one year of introductory biology, Anthropology 101, or permission of instructor. Not offered 1995-96. K. A. R. Kennedy.]

**GEOL 441 Geomorphology**

Fall. 3 credits. Prerequisites: Geological Sciences 102 or 201, or permission of instructor. A. L. Bloom.

For description, see GEOL SCI.

**GEOL 442 Glacial and Quaternary Geology**

Spring. 3 credits. Prerequisite: Geological Sciences 441 or permission of instructor. Offered alternate years. A. L. Bloom.

For description, see GEO SCI.

## ASIAN AMERICAN STUDIES

See Special Programs and Interdisciplinary Studies.

## ASIAN STUDIES

D. R. McCann, chair (388 Rockefeller Hall, 255-5095); B. R. Anderson, R. Barker, M. G. Bernal, K. Brazell, T. Chaloemtiarana, S. Cochran, R. D. Colle, E. W. Coward, Jr., B. de Bary, G. Diffloth, C. D'Orban, E. C. Erickson, S. Feldman, G. Fields, J. W. Gair, D. Gold, E. M. Gunn, M. Hatch, D. Holmberg, J. Jasanooff, M. Katzenstein, K. A. R. Kennedy, A. T. Kirsch, J. V. Koschmann, J. M. Law, L. C. Lee, T. Lyons, J. R. McRae, B. G. MacDougall, K. March, T. L. Mei, C. Minkowski, S. Mohanty, V. Nee, S. J. O'Connor, C. A. Peterson, J. R. Piggot, T. Poleman, N. Sakai, P. S. Sangren, C. L. Shih, T. Shiraishi, V. Shue, J. T. Siegel, R. J. Smith, K. Taylor, N. Uphoff, J. Wheatley, J. Whitman, J. U. Wolff, D. Wyatt, M. W. Young

The Department of Asian Studies encompasses the geographical areas of East Asia, South Asia, and Southeast Asia and offers courses in most of the disciplines of the social sciences and the humanities. Asian studies courses through the 400 level (ASIAN is the prefix) are taught in English and are open to all students in the university. Some of these courses may be counted toward majors in other departments; others fulfill the humanities distribution requirement. Courses listed under Asian Studies offered through other departments may fulfill distribution requirements in history, social sciences, and arts.

### The Major

The applicant for admission to the major in Asian studies must have completed at least one area studies course selected from among those listed under the Department of Asian Studies and must receive permission for admission to the major from the director of undergraduate studies. The student must have received a minimum grade of C in this

course and in all other courses counted toward the major.

A student majoring in Asian studies is required to complete two courses at the 200 level (a minimum of 6 credits with a grade of C or better) in one of the Asian languages offered at Cornell. The major consists of at least 30 additional credits (which may include up to 6 credits of further language study) selected by the student in consultation with his or her adviser from among the courses listed under the Department of Asian Studies and numbered 250 and above. Majors in Asian studies normally specialize in the language and culture of one country and often choose an additional major in a traditional discipline.

## Concentration in South Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in South Asia Studies by completing at least 18 credits of course work, including Asian Studies 215 (Introduction to South Asia) and four courses or seminars at the intermediate or advanced levels, two of which may be South Asian language courses.

Students taking a concentration in South Asian studies are considered members of the South Asia Program and will have an adviser from the program faculty. (This adviser will be for the student's concentration and is not a substitute for a student's academic adviser in his or her major.)

One South Asian graduate course may be taken for the concentration with consent of both the instructor and the adviser. The same applies for one South Asia-related course with a research paper on a South Asian subject. Additional courses may be added if offered with comparable South Asia content.

## Concentration in Southeast Asia Studies

A candidate for the Bachelor of Arts or Bachelor of Science degree at Cornell may take a concentration in Southeast Asia studies by completing 15 credits of course work. A recommended plan would include Asian Studies 208 and three courses at the intermediate or advanced stage, two of which could be a Southeast Asian language. Students taking a concentration in Southeast Asia studies are members of the Southeast Asia Program and are assigned an adviser from the program faculty. Such students are encouraged to commence work on a Southeast Asian language either at the 10-week intensive courses offered by the Southeast Asia Studies Summer Institute or by studying for one semester at IKIP Malang, Indonesia; Khon Kaen University, Thailand; and Hanoi University, Vietnam; fellowships are available for undergraduates through the Cornell Abroad Program.

**Honors.** To be eligible for honors in Asian studies, a student must have a cumulative grade average of A- in all Asian Studies area courses, exclusive of language study only, and must successfully complete an honors essay during the senior year. Students who wish to be considered for honors should apply to the director of undergraduate studies during the second term of their junior year. The application must include an outline of the proposed project and the endorsement of a faculty adviser. During the first term of the senior year the student does research for the

essay in conjunction with an appropriate Asian studies course or Asian Studies 401. Students of China and Japan must also complete Asian Studies 611 or 612, respectively. By the end of the first term the student must present a detailed outline of the honors essay and have it approved by the faculty sponsor and the director of undergraduate studies. The student is then eligible for Asian Studies 402, the honors course, which entails writing the essay. At the end of the senior year, the student has an oral examination (with at least two faculty members) covering both the honors essay and the student's area of concentration.

### **Intensive Language Program (FALCON)**

For those students desiring to accelerate their acquisition of Chinese, Japanese, or Indonesian, Cornell offers a full-time intensive language program, the Full-Year Asian Language Concentration (FALCON). FALCON students spend six hours a day, five days a week, for periods of up to a full year studying only the language and thus are able to complete as many as twelve hundred hours of supervised classroom and laboratory work in one year. For further information, students should contact the FALCON Program Office, Department of Modern Languages and Linguistics, 203 Morrill Hall (telephone: 607/255-6457).

### **Study Abroad**

Cornell is a member of the Inter-University Centers for Chinese Language Study in Taipei and for Japanese Language Study in Yokohama and a member of the Council on International Educational Exchange offering study in China at Peking University and Nanjing University. These centers offer intensive training in both spoken and written forms of the languages. The Kyoto Center for Japanese Studies (KCJS) is an undergraduate program for students who want to spend a year in Japan studying both language and culture.

Cornell is a class-A member of the American Institute of Indian Studies, which offers fellowships in India for intensive language study in Hindi, Bengali, and Tamil. The Intercollegiate Sri Lanka Education program (ISLE) offers an undergraduate curriculum in Sinhala, Buddhist studies, and the culture and civilization of Sri Lanka, at Peradeniya University in Kandy. Cornell also offers study abroad opportunities in South Asian studies at the School of Oriental and African Studies at the University of London. For further details, contact the South Asia Program office, 170 Uris Hall (telephone: 607/255-8923).

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, cosponsor an academic semester or year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include Nepali language (Tibetan and/or Newari Languages also possible), contemporary issues

in Nepalese studies, field research design and methods in sociology/anthropology and ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate. Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field research. No experience in Nepal is necessary and instruction is in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (474 Uris Hall) for further information.

Other opportunities include a junior year abroad at IKIP-Malang, in Indonesia, or at the School of Oriental and African Studies, University of London. Many other options for study in Asia exist, including in Indonesia, Thailand, and Vietnam through the Council for International Educational Exchange. Undergraduates should consult the Cornell Abroad Office; graduate students should inquire at the East Asia Program, the South Asia Program, or the Southeast Asia Program offices.

### **General Education Courses**

#### **ASIAN 208 Introduction to Southeast Asia @**

Spring. 3 credits. T. Chaloemtiarana. This course is for anyone curious about the part of Asia with the most diversity; it defines Southeast Asia both as the nation-states that have emerged since 1945 (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Viet Nam) and as a larger cultural world extending from southern China to Madagascar and Polynesia. Students will find a serious, organized introduction to a variety of disciplinary and topical approaches to this region, including geography, linguistics, history, religion and ideology, anthropology, marriage and family systems, music, literacy and literature, art and architecture, agriculture, industrialization and urbanization, politics and government, warfare and diplomacy, ecological and human degradation, business and marketing. The course aims to teach both basic information and different ways of interpreting that information.

#### **ASIAN 211 Introduction to Japan @**

Fall. 3 credits. K. Brazell. An interdisciplinary introduction to Japanese society and its history especially designed for students not majoring in Asian Studies. The first part of the course focuses on the historical changes in Japanese society from the eighth century down to the nineteenth century; the second part analyzes modern society from a variety of perspectives. It also addresses the question of how Japan is represented in the U.S. mass media. Guest lecturers from five or six different fields offer their opinions on Japanese history, culture, and politics.

#### **ASIAN 212 Introduction to China @**

Spring. 3 credits (4 credits with a special project; consult instructor for information). E. Gunn.

An interdisciplinary introduction to Chinese culture especially designed for students not majoring in Asian studies.

#### **ASIAN 215 Introduction to South Asian Civilization @**

Fall. 3 credits (4 credits with a special project; consult instructor for information). D. Gold.

An interdisciplinary introduction to the culture and history shared by India and other states of South Asia. Designed for students not majoring in Asian Studies. Guest lecturers will provide the perspective of their disciplines to the general themes of the course: cultural diversity and the role of tradition in contemporary life.

#### **ASIAN 218 Introduction to Korea @**

Spring. 3 credits. D. McCann.

An interdisciplinary introduction to Korean history and culture, including language, literature, art, and music. The course begins with an overview of Korean history from the Three Kingdoms Period to the present. The course then focuses on major events in twentieth-century Korean history: the March 1, 1919, Independence Movement, the Korean War, the 1960 Student Revolution, the 1980 Kwangju Massacre, and others. Visiting lecturers will speak about Korea from a variety of disciplinary viewpoints, including linguistics, sociology, anthropology, political science, and law.

### **Asia—Literature and Religion Courses**

The following courses are taught entirely in English and are open to any Cornell student.

#### **ASIAN 250 Introduction to Asian Religions (also Religious Studies 250) @#**

Fall. 3 credits. J. M. Law.

A survey of the major religious traditions of India, China, and Japan, focusing on Vedic ritual and Brahmanical Hinduism; Indian, Chinese, and Japanese Buddhism; the native Chinese traditions of Confucianism and Taoism; and Shinto, Confucianism, and the new religions in Japan. Emphasis will be on the great traditions of these cultures, with frequent reference to the differing realms of popular religions.

#### **[ASIAN 251 Women's Experience In Asian Religions (also Religious Studies 251) @**

Fall. 3 credits. Not offered 1995–96.  
J. M. Law.]

#### **ASIAN 270 Hidden Songs in Greece and Asia (also Comp. Lit. 224 and Classics 224) @#**

Spring. 3 credits. D. McCann,  
G. Holst-Warhaft.

This course will explore four similar moments in cultural histories when pre-literate folk traditions became incorporated into emerging or recently established literate ones. It will examine important early anthologies of songs, stories, myths, fables, genealogies, and other materials from China (the Shih ching), Japan (the Kojiki), Korea (the Samguk Yusa), and Greece (tragedy and laments). The major part of the course explores the hypothesis that as pre-literate, folk materials are incorporated into an official and literary canon, certain transactions occur between the two realms of discourse in which, characteristically, elements identified with disorder are repressed in favor of those identified with order. The final segment of the course will be a brief examination of the process by which songs and their performance have been reclaimed by contemporary, popular political movements in the Republic of Korea, the People's Republic of China, and Greece.

**[ASIAN 291 Classical Indian Narrative (also Classics 291) @#**  
 Spring. 3 credits. Not offered 1995-96.  
 C. Minkowski.]

**ASIAN 310 Pre-Modern Korean Culture and Literature @#**

Fall. 4 credits. D. McCann.  
 Readings in English translation of Korean stories, novels, court diaries, poem, legends, and tales from the seventh century to the end of the nineteenth century.

**ASIAN 311 Modern Korean Culture and Literature @**

Spring. 4 credits. Offered alternate years.  
 Not offered 1995-96. D. McCann.]

**ASIAN 313 Japanese and Asian Film (also Theatre Arts 313 and Comparative Literature 313) @**

Spring. 4 credits. B. de Bary.  
 The course will explore the relationship between thematic and formal concerns of Japanese film and narratives of modern Japanese history dealing with such issues as the nature of the Meiji Restoration, the rise of Taisho commodity culture, the Pacific War, postwar reconstruction, postmodernity and "new nationalism." Weekly analyses of specific films will be accompanied by readings that provide historical context and pose relevant interpretive and theoretical questions, particularly those of gender and cultural difference. Study of works by Ozu, Mizoguchi, Kurosawa, and Naruse will constitute the introductory portions of the course, followed each year by a series featuring recent works of contemporary directors.

**ASIAN 338 Democracy and War (also History 338)**

Spring. 4 credits. D. McCann. B. Strauss.  
 A comparative study, the course will focus on the Korean War (1950-1953) and the Peloponnesian War (431-404 BC). It will examine the relationship between ideas of democracy and democratic government, and the conduct of war to advance or defend them. We will be reading and discussing Korean materials on the background and prosecution of the Korean War; American newspapers and historical records on U.S. involvement; and histories, debates, plays, and other contemporary materials on the Athenian conduct of its war against Sparta.

**ASIAN 347 Tantric Traditions (also Religious Studies 349) @#**

Fall. 4 credits. D. Gold.  
 This course treats the development of tantric traditions in the Indian subcontinent and beyond. Philosophical, socio-religious, cultic, and visionary dimensions of tantra will be discussed. We study different Hindu and Indo-Tibetan traditions, with some attention also paid to tantric developments in East Asian Buddhism.

**ASIAN 351 The Religious Traditions of India (also Religious Studies 351) @#**

Spring. 4 credits. Not offered 1995-96.  
 D. Gold.]

**ASIAN 354 Indian Buddhism (also Religious Studies 354) @#**

Spring. 4 credits. Not offered 1995-96.  
 C. Minkowski.]

**ASIAN 355 Japanese Religions (also Religious Studies 355) @**

Fall. 4 credits. J. M. Law.  
 This course is an exploration of major themes in Japanese religion through a focus on the category of religious practice. After an overview of the major sources of Japanese religion, we look at the dominant understanding of sacrality and the human soul. With the syncretic interaction between Shinto and Buddhism as our foundation, we will study four dynamic themes that express aspects of Japanese religious practice: 1) ritual purity and pollution, 2) the concept of matsuri (festival) and girei (rite), 3) the concept of shugyo (cultivation) as expressed in asceticism, pilgrimage, and aesthetic discipline, and 4) religious understandings of the human body, expressed in healing rituals.

**ASIAN 357 Chinese Religions (also Religious Studies 357) @#**

Fall. 4 credits. Not offered 1995-96.  
 J. McRae.]

**ASIAN 358 Chinese Buddhism (also Religious Studies 356) @#**

Fall. 4 credits. Not offered 1995-96.  
 J. McRae.]

**ASIAN 359 Japanese Buddhism (also Religious Studies 359) @#**

Spring. 4 credits. Not offered 1995-96.  
 J. M. Law.]

**ASIAN 363 Contemporary Mass Culture in Japan and the U.S. (also Comparative Literature 343)**

Fall. 3-4 credits. B. de Bary.  
 A comparative study of Japanese and American mass cultures. Rather than seeking, through comparison, to delineate distinctive models of national cultures, the course will trace the complex relationships between cultural nationalist impulses and transnational economies, emphasizing processes of hybridity and fusion. The course will introduce students to a small number of important theoretical writings on mass culture. Areas of study will include the analysis of science fiction, comic books, film and video, popular music, and toy industries. Enrollment limited to 25 students.

**ASIAN 371 Chinese Philosophical Literature @#**

Spring. 4 credits. T. L. Mei.  
 Readings in English translation of Confucian, Taoist, and Buddhist works.

**ASIAN 373 Twentieth-Century Chinese Literature @**

Fall. 4 credits. E. Gunn.  
 A survey of the principal works in English translation, the course introduces fiction, drama, essays, and poetry of China beginning with the Republican era and continuing up to the present in the People's Republic and Taiwan, with attention to social and political issues and literary theory.

**ASIAN 374 Chinese Narrative Literature @ #**

Spring. 4 credits. E. Gunn.  
 Selected works in classical Chinese fiction are read in translation. Major novels, such as *The Dream of the Red Chamber* and *Water Margin*, are emphasized.

**ASIAN 375 Japanese Poetry and Poetic Prose @ #**

Spring. 4 credits. Alternates with Asian Studies 377. Not offered 1995-96.  
 K. Brazell.]

**[ASIAN 376 Modern Japanese Literature: From Meiji through the Pacific War (also Comparative Literature 369) @**

Fall. 4 credits. Not offered 1995-96.  
 B. de Bary.]

**ASIAN 377 Japanese Narrative Literature @ #**

Spring. 4 credits. Alternates with AS 375. N. Sakai.

A study in English translation of major narratives from the eighth to the eighteenth century. Subject matter will include novelistic narratives like *The Tale of Genji*, biographical stories, poem tales, war tales, and popular stories.

**[ASIAN 378 The Postwar and the Postmodern in Japanese Literature @**

Fall. 4 credits. Alternates with Asian Studies 375. Not offered 1995-96.  
 B. de Bary.]

**ASIAN 380/680 Vietnamese Literature in Translation @ #**

Spring. 4 credits. K. Taylor.  
 A study of Vietnamese poetry, short stories, and novels available in English translation. The course will focus primarily upon texts from the last three centuries, with particular attention to contemporary literature.

**ASIAN 385/685 Cultural History of Vietnam @ #**

Fall. 4 credits. K. Taylor.  
 Cultural survey of Vietnamese historical experience from ancient to contemporary times. Major themes are relations with China; internal, political, social, and intellectual development; Buddhism, Confucianism, and Marxist-Leninism as ruling-class ideologies; southward expansion; military tradition; discontinuities introduced by French colonialism; modern nationalism and the making of a revolution; wars of decolonization; and the efforts of Vietnamese to establish a place for their nation in the modern world. This course will fulfill a humanities distribution requirement.

**ASIAN 393 Images of Humanity in Medieval China @ #**

For description, see HIST 393. Not offered 1995-96. J. McRae. C. Peterson.]

**[ASIAN 395 Classical Indian Philosophical Systems (also Classics 395 and Religious Studies 395) @ #**

Fall. 4 credits. Prerequisite: some background in philosophy or in classical culture. Not offered 1995-96.  
 C. Minkowski.]

**ASIAN 410 Chinese Performing Arts @**

Fall. 4 credits. E. Gunn.  
 The course will survey drama, music theater, and film in twentieth-century China. Some material will require knowledge of Chinese.

**ASIAN 421 Religious Reflections on the Human Body (also Religious Studies 421) @**

Spring. 4 credits. J. M. Law.  
 One undeniable and inescapable fact of human life is that it is experienced in a body. How this fact is understood to define the parameters of religious experience and expression will be the topic of this course. While the format will be comparative, the majority of cases will be drawn from East Asian, primarily Japanese, sources. We will explore how such aspects of the human body

as ecstasy, gender, sexual passion, illness, the dialectic of the physical and the spiritual, and corporeal ascetic discipline reveal models of religious reflection on this fact of human experience. Further, we will study how these models become represented in visual art, narrative, and ritual practice.

**[ASIAN 440] Meditation Schools of East Asian Buddhism (also Religious Studies 440) @#**

Spring. 4 credits. Prerequisite: ASIAN 250 or equivalent. Not offered 1995–96.  
J. McRae.]

**[ASIAN 441] Mahayana Buddhism @#**

Fall. 4 credits. Not offered 1995–96.  
J. McRae.]

**[ASIAN 449] History and Methods of the Academic Study of Religion #**

For description, see RELST 449. Not offered 1995–96. J. M. Law.]

**[ASIAN 451/625] Children, Literature, and Society (also Anthropology 441/625) @**

Spring. 4 credits. Not offered 1995–96.  
S. Shiraishi.]

**ASIAN 460 Indian Meditation Texts (also Religious Studies 460) @#**

Spring. 4 credits. D. Gold.

Because texts that record visionary experience, prescribe the practice of contemplation, and present enigmatic utterances are highly valued in Indian tradition, they need to be taken seriously by students of Indian and world civilizations. Yet the special problems of interpretation that they present have often caused meditation texts to be passed over in embarrassed, sometimes reverent silence. In this course we will draw on approaches from literary criticism, anthropology, and religious studies to explore a number of the problems to which these texts give rise: In what ways are the apparent differences in experience presented in meditation texts shaped by different cosmologies and ritual practice? Do different literary genres have particular religious implications? What are the relations between convention and experience in the creation of the texts? Readings will be drawn from the Upanishads and Tantra, devotional verse in the vernaculars, and the classical meditation manuals of Hinduism and Buddhism. Some attention may be given to Indian Sufi materials. No knowledge of Indian languages is required.

**ASIAN 463 Readings in Hindi and Urdu Literature @**

Fall. 4 credits. D. Gold.

Selected topics in Hindi and Urdu literature, with readings in the original; discussions in Hindi-Urdu and English. May be repeated for additional credit with consent of instructor.

**ASIAN 470 The Japanese Noh Theater and Modern Dramatists (also Comparative Literature 470 and Theater Arts 470) @**

Fall. 4 credits. Alternates with ASIAN 471. K. Brazell.

Several weeks will be spent studying the literary, performance, and aesthetic aspects of the noh theater. Emphasis will be on noh as a performance system, a total theater in which music, dance, text, costume, and props all interact to create the total effect. Then attention will turn to modern theater people who have reacted to noh in some creative way. Choice of dramatists will depend partly

on student interests but will probably include Yeats, Brecht, Britten, Claudel, Grotowski, and Mishima. All readings may be done in English translation.

**[ASIAN 471] Japanese Theatre (also Theatre Arts 471) @#**

Fall. 4 credits. Alternates with ASIAN 470. Not offered 1995–96. K. Brazell.]

**[ASIAN 475] Modernization and the Korean Family (also HSS 490 sec 30) @**

Fall. 3 credits. Not offered 1995–96.  
D. McCann. J. Mueller.]

**[ASIAN 481] Translation and Identities @**

Fall. 4 credits. Not offered 1995–96.  
N. Sakai.]

**ASIAN 483 Internationalism, Nationalism, and Modern Japanese Discursive Space @**

Fall. 3 credits. N. Sakai.

The late 19th century marks an important transitional period; nation-states formed in Britain, France, Japan, Germany, the United States, and elsewhere sought to become imperial powers; and “internationalism” virtually collapsed. Focusing on Japanese examples but not excluding other cases, we will study the discursive spaces of modern national subjectivity with a view to the problems of ethnicity, colonialism, imperial sexism, violence, historical memory, post-coloniality and academic knowledge. A major critical paper will be required.

**ASIAN 496 Tokugawa Literature and Thought @**

Spring. 4 credits. N. Sakai.

An introduction (in English translation) to literary, theatrical, and intellectual works of the Tokugawa period (1600–1868). We will examine the characteristics of early Tokugawa literary and theatrical works and see how different they are from the literary works of the later Tokugawa period. We will also read the philosophical and philological works on the classics by writers such as Ogyu Sorai and Motoori Norinaga to understand the ways contemporary Japanese intellectuals understood cultural activities and literature during the Tokugawa period.

**Asia—Graduate Seminars**

For complete descriptions of courses numbered 600 or above, consult the graduate faculty representative.

**ASIAN 601 Southeast Asia Seminar: Indonesia**

Fall. 4 credits. T. Shiraishi. J. Siegel.

**ASIAN 602 Southeast Asia Seminar: Thailand**

Spring. 4 credits. T. Kirsch. D. Wyatt.

**[ASIAN 604] Southeast Asia Seminar**

Not offered 1995–96.]

**ASIAN 605–606 Master of Arts Seminar in East Asian Studies**

605, fall; 606, spring. 2–4 credits. Staff.

**[ASIAN 607–608] The Plural Society Revisited (also Government 653)**

Spring. 4 credits. 607 may be taken independently for credit; 607 is a prerequisite for 608. Not offered 1995–96.  
B. Anderson.]

**[ASIAN 609] Modern Japanese Studies: The Formation of the Field**

For description, see HIST 609. Not offered 1995–96. B. de Bary. J. V. Koschmann.]

**ASIAN 611 Chinese Bibliography and Methodology**

Spring. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates. C. D’Orban.

**ASIAN 612 Japanese Bibliography and Methodology**

Fall. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates. Staff.

**[ASIAN 621–622] South Asia Seminar: Topic to be announced**

621, Fall; 622, Spring. 4 credits. Not offered 1995–96.]

**ASIAN 630 Strategies for Acquiring and Using Knowledge**

Spring. 2–4 credits. K. Taylor. A graduate seminar designed to introduce students to contemporary theory while relating it to their research specialization. Readings and discussion about narrative, epistemic archaeology, translation, deconstruction, feminism, postmodernism, multiculturalism, and chance operations. Neither area- nor discipline-specific. Graduate students only.

**ASIAN 650 Graduate Seminar in Asian Religions**

Spring. 2–4 credits. Prerequisite: permission of instructor. J. M. Law.

**ASIAN 676 Southeast Asia Research Training Seminar**

Staff.

**ASIAN 701–702 Seminar in East Asian Literature**

701, fall; 702, spring. 1–4 credits. Staff.

**ASIAN 703–704 Directed Research**

703, fall or spring; 704, fall or spring. Credit to be arranged. Staff. For additional courses on Asian religion, see “Related Courses” in the China and Japan area courses listing.

**Asia—General Courses**

**ASIAN 401 Asian Studies Honors Course**

Fall or Spring. 4 credits. Intended for seniors who have been admitted to the honors program. Staff.

Supervised reading and research on the problem selected for honors work.

**ASIAN 402 Asian Studies Honors: Senior Essay**

Fall or spring. 4 credits. Prerequisite: admission to the honors program. Staff. The student, under faculty direction, prepares an honors essay.

**ASIAN 403–404 Asian Studies Supervised Reading**

Fall, spring, or both. Credit to be arranged. Prerequisite: permission of instructor. Open to majors and other qualified students. Intensive reading under the direction of a member of the staff.

**Literature in Chinese****CHLIT 213-214 Introduction to Classical Chinese @#**

213, fall; 214, spring. 3 credits each term. Prerequisite: qualification in Chinese or permission of instructor. May be taken concurrently with Chinese 101-102, 201-202, 301-302. T. L. Mei.

**[CHLIT 420 T'ang and Sung Poetry @#**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. T. L. Mei.]

**CHLIT 421-422 Directed Study**

Fall or spring. 2-4 credits each term. Prerequisite: permission of instructor. Staff.

**[CHLIT 424 Readings in Literary Criticism**

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. T. L. Mei.]

**[CHLIT 435 Chinese Buddhist Texts @#**

Spring. 4 credits. Not offered 1995-96. J. McRae.]

**[CHLIT 603 Seminar in Chinese Fiction and Drama**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. E. Gunn.]

**[CHLIT 605 Seminar in Chinese Fiction and Drama**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. E. Gunn.]

**[CHLIT 610 Chinese Cultural Criticism**

Fall. 4 credits. Not offered 1995-96. E. Gunn.]

**CHLIT 621-622 Advanced Directed Reading: Chinese Historical Syntax**

Spring. 2-4 credits. Prerequisite: permission of instructor. Staff.

**Literature in Japanese****JPLIT 406 Introduction to Classical Japanese @#**

Fall. 4 credits. Prerequisite: permission of instructor. N. Sakai.

**[JPLIT 407 Advanced Classical Japanese**

Spring. 4 credits. Prerequisite: JPLIT 406 or permission of instructor. Not offered 1995-96. K. Brazell.]

**JPLIT 421-422 Directed Readings**

421, fall; 422, spring; credits to be arranged. Prerequisite: for Japanese 421, Japanese 402 or equivalent; for Japanese 422, Japanese 421 or equivalent. Staff. Note: For complete descriptions of courses numbered 600 or above, consult the appropriate instructor.

**[JPLIT 611 Seminar in Classical Japanese Literature**

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1995-96. K. Brazell.]

**[JPLIT 612 Seminar in Medieval Japanese Literature**

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1995-96. K. Brazell.]

**[JPLIT 613 Seminar in Tokugawa Culture and Thought: Otherness, Text, and Body**

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1995-96. N. Sakai.]

**JPLIT 614 Seminar in Modern Japanese Literature**

Fall. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. B. de Bary, N. Sakai.

**[JPLIT 621 Advanced Readings in Pre-Modern Japanese Narrative Literature**

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. K. Brazell.]

**Graduate-Level Reading Courses****[JPLIT 622 Advanced Readings in Pre-Modern Japanese Poetry**

Spring. Credit to be arranged. Prerequisite: permission of instructor. Not offered 1995-96. K. Brazell.]

**[JPLIT 623 Advanced Readings in Pre-Modern Drama**

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Not offered 1995-96. K. Brazell.]

**JPLIT 624 Advanced Readings in Modern Japanese Literature**

Spring. 4 credits. Prerequisite: permission of instructor. Offered alternate years. B. de Bary.

Note: See courses listed under Asia—Literature and Religion Courses for Japanese literature courses in translation.

**Japanese Language**

See Modern Languages and Linguistics.

**FALCON Program**

255-6457; R. Sukle, 412 Morrill Hall, 255-0734; J. Whitman, 320 Morrill Hall, 255-0737; J. Wheatley, 416 Morrill Hall, 255-9301.

**Literature in Korean****KRLIT 405 Readings in Korean Literature**

Fall. 4 credits. D. McCann.

**[KRLIT 406 Korean Literature Translation Workshop**

Spring. 2-3 credits. Prerequisite: Korean 301-302 or equiv.; permission of instructor. Not offered 1995-96. D. McCann.]

**Literature in Sanskrit****Sanskrit 251, see DMIL.****[SNLIT 467-468 Reading in Sanskrit Literature: The Vedas @#**

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1995-96. C. Minkowski.]

**Related Courses in Other Departments****ANTHR 313 Anthropology of the City @****[ANTHR 474 Laboratory and Field Methods in Human Biology (also BIOES 474)**

Not offered 1995-96.]

**[ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia**

Not offered 1995-96.]

[ANTHR 673 Human Evolution: History, Concepts and Theory (also BIOES 673)  
Not offered 1995-96.]

[GOVT 348 Politics of Industrial Societies  
Not offered 1995-96.]

GOVT 349 Political Role of the Military

[GOVT 647 Political Anthropology  
Not offered 1995-96.]

GOVT 648 Graduate Seminar in Political Economy of Change: Rural Development in the Third World

ART H 280 Introduction to Art History: Asian Traditions @#

[ART H 396 The Arts of Southeast Asia @#  
Not offered 1995-96.]

[ART H 482 Ceramic Art of China and Southeast Asia @#  
Not offered 1995-96.]

[ART H 580 Problems in Asian Art  
Not offered 1995-96.]

SOC 497 Social Relations Seminar

**Related Courses in Other Colleges**

The courses listed below will count as College of Arts and Sciences credit only for Asian studies majors.

ARME 464 Economics of Agricultural Development

ARME 660 The World's Food

ARME 665 Food and Nutrition Policy (also Nutritional Science 685)

ARME 763 Macro Policy in Developing Countries

ARCH 342 Architecture as a Cultural System

ARCH 445 Architecture and the Mythic Imagination

ARCH 448 The Indian Example and the Visual Tradition in Culture

[ARCH 667-668 Architecture in Its Cultural Context  
Not offered 1995-96.]

COMM 624 Communication in the Developing Nations

COMM 685 Training and Development: Theory and Practice

ECON 473 Economics of Export-Led Development

[GOVT 482 International Relations of East Asia @  
Not offered 1995-96.]

GOVT 692 Administration of Agricultural and Rural Development

[ILR 637 Labor Relations in Asia and the Pacific Rim  
Not offered 1995-96.]

**China—Area Courses**

[ANTHR 326 Economic Anthropology @  
Not offered 1995-96.]

[ANTHR 343 Religion, Family, and Community in China @  
Not offered 1995-96.]

[ANTHR 443 Religion and Ritual in Chinese Society @  
Not offered 1995-96.]

ECON 369 Economy of China @	[HIST 298 State, Society, and Culture in Modern Japan @ Not offered 1995-96.]	[ANTHR 371 Human Paleontology Not offered 1995-96.]
GOVT 347 Government and Politics of China @	[HIST 352 The Past as Prelude? Japan in Asia, German in Europe @ Not offered 1995-96.]	[ANTHR 448 Contemporary Approaches to South Asian Anthropology @ Not offered 1995-96.]
GOVT 391 Chinese Foreign Policy @	HIST 420 Tale of Genji in Historical Perspective @#	[ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia Not offered 1995-96.]
GOVT 645 Chinese Politics	[HIST 489 Undergraduate Seminar in Modern Japanese History @ Not offered 1995-96.]	ANTHR 640-641 South Asia: Readings in Specific Problems
[HIST 243 China and the West before Imperialism @# Not offered 1995-96.]	[HIST 494 The Japanese in Asia @ Not offered 1995-96.]	ARCH 342 Architecture as a Cultural System
HIST 293 History of China up to Modern Times @#	[HIST 497 Premodern Japan-Historical Perspectives @# Not offered 1995-96.]	ARCH 441-442 Special Topics in Architectural Culture and Society
[HIST 294 History of China in Modern Times @ Not offered 1995-96.]	HIST [797]-798 Seminar in Japanese Thought	ARCH 445 Architecture and the Mythic Imagination
[HIST 360 Early Warfare, East and West # Not offered 1995-96.]	ILRIC 333/533 Western Europe, United States, and Japan in a Changing World Economy	ARCH 446 Topics in Architecture, Culture, and Society
HIST 492 Undergraduate Seminar in Medieval Chinese History @#	[ART H 384 The Arts of Japan @# Not offered 1995-96.]	ARCH 447 Architectural Design and the Utopian Tradition
HIST 493 Problems in Modern Chinese History @	[NBA 580 Industrial Policy: Lessons for the United States from Japan and Europe Not offered 1995-96.]	ARCH 448 The Indian Example and the Visual Tradition in Culture
[HIST 494 The Japanese in Asia @ Not offered 1995-96.]	[R SOC 492 Development in the Pacific Rim Not offered 1995-96.]	ARCH 647-648 Architecture in its Cultural Context I & II
HIST 499 Problems in Modern Chinese History @	S HUM 405 Perception and Cognition	ARCH 649 Graduate Investigations in Architecture, Culture, and Society
HIST 691 Chinese Historiography and Source Materials	<b>Japan—Language Courses</b>	[ARCH 667-668 Architecture in Its Cultural Context Not offered 1995-96.]
HIST 693-694 Problems in Modern Chinese History	JAPAN 101-102 Elementary Japanese	AAS 250 South Asia Diaspora
HIST 791-792 Seminar in Medieval Chinese History	JAPAN 123 Accelerated Introductory Japanese	[BIOES 474 Laboratory and Field Method in Human Biology Not offered 1995-96.]
[ART H 396 The Arts of Southeast Asia @# Not offered 1995-96.]	JAPAN 161-162 FALCON @	[BIOES 673 Human Evolution: Concepts, History, and Theory Not offered 1995-96.]
[ART H 481 The Arts in Modern China @ Not offered 1995-96.]	JAPAN 201-202 Intermediate Japanese Reading I @	CRP 101 The Global City
[ART H 482 Ceramic Art of China and Southeast Asia @# Not offered 1995-96.]	JAPAN 203-204 Intermediate Japanese Conversation @	CRP 671 Seminar in International Planning
[SOC 545 Peasants, Market, and the State Not offered 1995-96.]	JAPAN 301-302 Intermediate Japanese Reading II @	[CRP 775 Transnational Corporations and Developing Regions Not offered 1995-96.]
<b>China—Language Courses</b>	JAPAN 303-304 Communicative Competence @	CRP 777 Theories of Development and Underdevelopment
CHIN 101-102 Elementary Mandarin	JAPAN 341-342 Advanced Japanese for Business Purposes @	COMM 490 Special Topics in Communication
CHIN 109-110 Elementary Reading	JAPAN 401-402 Advanced Japanese Reading @	COMM 611 Human Communication in Organizations
CHIN 111-112 Cantonese Elementary Speaking	JAPAN 404 Linguistic Structure of Japanese	COMM 624 Communication in the Developing Nations
CHIN 113-114 Cantonese Elementary Reading	JAPAN 407-408 Oral Narration and Public Speaking	COMM 685 Training and Development
CHIN 161-162 FALCON @	JAPAN 410 History of Japanese Language @#	ECON 375 Economic Problems of India
CHIN 201-202 Intermediate Mandarin @	JAPAN 421-422 Directed Readings	GOVT 351 India: Social and Economic Change in a Democratic Polity @
CHIN 211-212 Intermediate Cantonese @	JAPAN 543-544 Intermediate Japanese for Business Purposes	[GOVT 367 Politics of Development Not offered 1995-96.]
CHIN 301-302 Advanced Mandarin I @	JAPAN 545-546 Advanced Japanese for Business Purposes	[GOVT 436 Environmental Politics Not offered 1995-96.]
CHIN 303-304 Advanced Mandarin Conversation @		[GOVT 640 Political Economy of India Not offered 1995-96.]
CHIN 411-412 Advanced Mandarin II		GOVT 648 The Political Economy of Change
CHIN 413-414 Current Events		[GOVT 649 Agrarian Political Economics Not offered 1995-96.]
<b>Japan—Area Courses</b>		
ANTHR 345 Japanese Society @	[ABEN 754 Sociotechnical Aspects of Irrigation Not offered 1995-96.]	
ANTHR 645 Japanese Ethnology	ARME 660 The World's Food	
GOVT 346 Modern Japanese Politics @	ARME 754 Sociotechnical Aspects of Watershed Development	
HIST 297 State, Society, and Culture in Japan to 1750 @#	ANTHR 275 Human Biology and Evolution	
	ANTHR 339 Peoples and Cultures of the Himalayas @	

[GOVT 651 Agrarian Change in South Asia—  
Politics, Society, and Culture  
Not offered 1995-96.]

[GOVT 687 International Environmental Policy  
Not offered 1995-96.]

GOVT 692 The Administration of Agricultural and  
Rural Development

HDFS 436 Language Development

HDFS 633 Seminar on Language Development

[ART H 386 Art of South Asia @#  
Not offered 1995-96.]

ART H 489 Miniature Paintings and Drawings of  
India

IILRIC 637 Labor Relations in Asia

[LING 619 Rigveda  
Not offered 1995-96.]

[LING 635-636 Indo-European Workshop  
Not offered 1995-96.]

LING 701-702 Directed Research

[R SOC 425 Gender Relations and Social Change  
Not offered 1995-96.]

[R SOC 492 Developments in the Pacific Rim  
Not offered 1995-96.]

R SOC 645 Rural Economy and Society

[R SOC 725 The Sociology of "Third World" States  
Not offered 1995-96.]

THETR 307-308 Indian Classical Dance: Odissi  
Style

#### **South Asia—Language Courses**

BENGL 121-122 Elementary Bengali

BENGL 201-202 Intermediate Bengali Reading @

BENGL 203-204 Intermediate Bengali  
Composition and Conversation @

BENGL 303-304 Bengali Literature I, II

HINDI 101-102 Elementary Hindi-Urdu

HINDI 109-110 Accelerated Elementary Hindi-Urdu

[HINDI 201-202 Intermediate Hindi Reading @  
Not offered 1995-96.]

HINDI 203-204 Intermediate Composition and  
Conversation @

[HINDI 301-302 Advanced Readings in Hindi  
Literature @  
Not offered 1995-96.]

HINDI 303-304 Advanced Composition and  
Conversation @

[HINDI 305-306 Advanced Hindi Readings @  
Not offered 1995-96.]

NEPAL 101-102 Elementary Nepali

NEPAL 106 Intensive Nepali

NEPAL 201-202 Intermediate Nepali  
Conversation @

NEPAL 203-204 Intermediate Nepali  
Composition @

NEPAL 301-302 Advanced Nepali

PALI 131-132 Elementary Pali

SINHA 101-102 Elementary Sinhala

SINHA 160 Intensive Sinhala

SINHA 201-202 Intermediate Sinhala Reading @

SINHA 203-204 Intermediate Composition and  
Conversation @

TAMIL 101-102 Elementary Tamil

TAMIL 201-202 Intermediate Tamil Conversation

TAMIL 203-204 Intermediate Tamil Composition

SANSK 131/132 Elementary Sanskrit (also  
Classics 131/132)

[SANSK 251/252 Intermediate Sanskrit (also  
Classics 251/252) @#  
Not offered 1995-96.]

CLASS 403-404 Independent Study in Sanskrit  
Undergraduate (also Linguistics 300)

CLASS 703-704 Independent Study in Sanskrit  
Graduate (also Linguistics 300)

#### **Southeast Asia—Area Courses**

[ABEN 754 Sociotechnical Aspects of Irrigation  
Not offered 1995-96.]

ARME 464 Economics of Agricultural  
Development

[ANTHR 306 Ethnographic Description  
Not offered 1995-96.]

ANTHR 322 Magic, Myth, Science, and  
Religion @

[ANTHR 334 Ethnology of Island Southeast Asia  
Not offered 1995-96.]

ANTHR 335 Peoples and Cultures of Mainland  
Southeast Asia @

ANTHR 424 Anthropology amongst Disciplines

[ANTHR 441/625 Children, Literature, and Society  
Not offered 1995-96.]

[ANTHR 610 Myth and Mythology  
Not offered 1995-96.]

[ANTHR 619 Anthropological Approaches to the  
Study of Buddhism in Asia  
Not offered 1995-96.]

[ANTHR 628 Political Anthropology: Indonesia  
Not offered 1995-96.]

ANTHR 634-635 Southeast Asia: Readings in  
Special Problems

GOVT 344 Government and Politics of Southeast  
Asia @

[GOVT 652 Political Problems of Southeast Asia  
Not offered 1995-96.]

[GOVT 653 The Plural Society Revisited (also  
ASIAN 607-608)  
Not offered 1995-96.]

HIST 395 Southeast Asia to the Eighteenth  
Century @#

HIST 396 Southeast Asian History from the  
Eighteenth Century @

HIST 695 Early Southeast Asia: Graduate  
Proseminar

HIST 696 Modern Southeast Asia: Graduate  
Proseminar

[HIST 697 Seminar in Southeast Asian Palaeontology  
Not offered 1995-96.]

HIST 795-796 Seminar in Southeast Asian  
History

ART H 280 Introduction to Art History: Asian  
Traditions @#

[ART H 396 The Arts of Southeast Asia @#  
Not offered 1995-96.]

[ART H 482 Ceramic Art of China and Southeast  
Asia @#  
Not offered 1995-96.]

[ART H 580 Problems in Asian Art  
Not offered 1995-96.]

[LING 203 Introduction to Southeast Asian  
Languages and Linguistics  
Not offered 1995-96.]

LING 405-406 Sociolinguistics

LING 600 Field Methods

[LING 653-654 Seminar in Southeast Asian  
Linguistics  
Not offered 1995-96.]

[LING 655-656 Austronesian Linguistics  
Not offered 1995-96.]

[LING 657-658 Seminar in Austro-Asiatic  
Linguistics  
Not offered 1995-96.]

LING 701-702 Directed Research

MUSIC 245 Gamelan in Indonesian History and  
Cultures @

MUSIC 345-346 Introduction to the Gamelan @

MUSIC 445-446 Cornell Gamelan Ensemble

MUSIC 680 Topics in Ethnomusicology: Popular  
Music

NBA 529 Business Environment in Southeast Asia

R SOC 205 Rural Sociology and International  
Development

#### **Southeast Asia—Language Courses**

BURM 103-104 Burmese Conversation Practice

BURM 121-122 Elementary Burmese

BURM 123 Continuing Burmese

BURM 201-202 Intermediate Burmese Reading

BURM 301-302 Advanced Burmese Reading

BURM 401-402 Burmese Directed Individual  
Study

[CEBU 101-102 Elementary Cebuano  
Not offered 1995-96.]

INDO 161-162 FALCON @

INDO 121-122 Elementary Indonesian

INDO 123 Continuing Indonesian

INDO 203-204 Intermediate Composition and  
Conversation

INDO 205-206 Intermediate Indonesian @

[INDO 300 Linguistic Structure of Indonesian  
Not offered 1995-96.]

[INDO 301-302 Advanced Readings in Indonesian  
and Malay  
Not offered 1995-96.]

INDO 303-304 Advanced Indonesian  
Conversation and Composition

INDO 305-306 Directed Individual Study

[INDO 401-402 Advanced Readings in Indonesian  
and Malay Literature  
Not offered 1995-96.]

JAVA 131-132 Elementary Javanese

JAVA 133-134	Continuing Javanese
JAVA 203-204	Directed Individual Study
KHMER 101-102	Elementary Khmer
KHMER 201-202	Intermediate Khmer Reading @
KHMER 203-204	Intermediate Composition and Conversation @
KHMER 301-302	Advanced Khmer @
KHMER 401-402	Directed Individual Study
[KHMER 403-404]	Structure of Khmer Not offered 1995-96.]
TAG 121-122	Elementary Tagalog
TAG 123	Continuing Tagalog
TAG 205-206	Intermediate Tagalog @
[TAG 300]	Linguistic Structure of Tagalog Not offered 1995-96.]
THAI 101-102	Elementary Thai
THAI 201-202	Intermediate Thai Reading
THAI 203-204	Intermediate Composition and Conversation @
THAI 301-302	Advanced Thai @
THAI 303-304	Thai Literature
THAI 401-402	Directed Individual Study
VIET 103-104	Vietnamese Conversation Practice
VIET 121-122	Elementary Vietnamese
VIET 201-202	Intermediate Vietnamese Reading
VIET 301-302	Advanced Vietnamese
VIET 401-402	Directed Individual Study

## ASTRONOMY

Y. Terzian, chair (512 Space Sciences Building, 255-4935); M. P. Haynes, director of undergraduate studies (530 Space Sciences Building 255-0610); J. A. Burns, D. B. Campbell, D. F. Chernoff, J. M. Cordes, M. M. Davis, P. J. Giersch, R. Giovanelli, P. F. Goldsmith, T. L. Herter, J. R. Houck, P. D. Nicholson, C. E. Sagan, E. E. Salpeter, S. L. Shapiro, S. W. Squyres, G. J. Stacey, S. A. Teukolsky, J. F. Veverka, I. M. Wasserman. Emeritus: T. Gold, T. Hagfors, M. O. Harwit

Cornell's astronomy faculty, research staff, and graduate students are active in diverse areas of modern astronomy ranging from theoretical astrophysics and general relativity to radio and radar astronomy, infrared and optical astronomy, and the exploration of the solar system. Cornell operates two local optical observatories, the world's largest radio telescope at Arecibo, Puerto Rico, and with two other institutions, the 200-inch optical telescope at Mt. Palomar in California.

The department offers a number of courses to satisfy a general interest in astronomy. These courses have few or no prerequisites and are not intended for the training of professional astronomers. The 100-level courses and Astronomy 201-202 are designed primarily for nonscience majors. The alternative introductory sequence Astronomy 211-212 is geared toward sophomore physical science and engineering majors and requires coregistration in beginning calculus. Astronomy 332 is designed for nonmajors as an introduction to

astrophysics and requires at least one year of calculus and college physics as prerequisites. The other courses numbered below 400 have no college prerequisites at all.

Courses numbered above 400 are intended for students who have had two to three years of college physics and at least two years of college mathematics. Astronomy 440, Independent Study, permits students to engage in individual research projects under the guidance of a faculty member.

Interested students are encouraged to become members of the undergraduate Cornell Astronomy Club. The club has access to the Fuertes Observatory on campus and conducts regular observing and astrophotography sessions. All students are invited to visit the Space Sciences Building, see the exhibits on display there, and consult a faculty member about career plans or choice of courses.

### The Major

The purpose of the major in astronomy is to provide in-depth knowledge and education about the nature of the universe. Astronomy relies heavily on preparation in physics and mathematics. Consequently, many courses in these fields are included as prerequisites. In preparation for the major, a student would normally elect the introductory physics sequence Physics 112-213-214 or 116-217-218 plus Physics 316 and 318 and the complementary pathway in mathematics, Mathematics 111-122-221-222 or 191-192-293-294 (or equivalent). The sophomore seminar Astronomy 233 "Topics in Astronomy and Astrophysics" will provide an introduction to current research in astronomy and astrophysics for prospective majors, but is not required of students who elect to major in astronomy after the sophomore year. Students are also urged to acquire computer literacy. Acceptance to the major will first be considered after completion of three semesters of introductory physics and mathematics and in general will require a GPA of 3.20 in physics and mathematics courses.

The major requirements stress the importance of building a strong preparation in physical science. The following upper level courses are normally required:

Physics 317, 327, 341, and 443  
Mathematics 421 and 422 (or equivalent,  
e.g. A&EP 321-2)  
Astronomy 410, 431, and 432.

Students are encouraged to supplement the above courses with any astronomy, physics, or other appropriate courses at or above the 400 level. Advanced seniors can enroll in astronomy graduate courses with the consent of the instructor. Students are also encouraged to work with faculty members on independent study projects (Astronomy 440). Students whose interest in astronomy is sparked somewhat late in their undergraduate careers are encouraged to discuss possible paths with the Director of Undergraduate Studies in Astronomy.

**Honors.** A student may be granted honors in astronomy upon the recommendation of the Astronomy Advisers Committee of the astronomy faculty.

**Double majors.** A double major in astronomy and another subject is possible in many circumstances. However, the set of courses used to fulfill the requirements for each major must be completely independent.

**Concentration.** Students majoring in other fields but interested in astronomy are encouraged to supplement their major with a concentration in astronomy, an option that is somewhat less intensive than a major. Normally Astronomy 431 and 432 are required for a concentration.

### Distribution Requirement

The distribution requirement in physical sciences is met by A101 or A211, A102 or A212, 107, A201, A202 or any course numbered 300 or above. If A107 is taken, no other 100-level course can be used. Note that ASTRO 103, 104, 105, and 106 do not satisfy the distribution requirement for the College of Arts and Sciences, but may satisfy the requirements of some other college.

### Courses

#### ASTRO 101 The Nature of the Universe

Fall. 4 credits. No prerequisites. Labs and discussions limited to 20 students each.  
T. Herter; labs: G. Stacey.

The history of the universe and the physical nature of existence. An examination of the universe and our place in it and the possible existence of life and intelligence elsewhere in the cosmos. The nature of stars, galaxies, and quasi-stellar sources. The birth, evolution, and death of stars and the formation of the chemical elements, including discussions of supernovae, pulsars, neutron stars, and black holes. The physical state and composition of the interstellar material and its influence on the evolution of our galaxy. An introduction to the special and general theories of relativity. The nature of time. Modern theories of cosmology and the structure and evolution of the universe.

#### ASTRO 102 Our Solar System

Spring. 4 credits. No prerequisites. Labs and discussions limited to 20 students each. P. Giersch, J. Houck; labs: G. Stacey.

A survey of the current state and past evolution of our solar system, with emphasis on results from the direct exploration of planets by spacecraft. The course is divided into four parts: theories of formation; the inner planets; the outer solar system; and the search for life in the solar system and elsewhere. Stress is placed on the important processes that have shaped the evolution of planets and satellites.

#### ASTRO 103 The Nature of the Universe

Fall. 3 credits.  
Identical to Astronomy 101 except for omission of the laboratory (see description above). This course does not satisfy the distribution requirement in physical sciences for students in the College of Arts and Sciences.

#### ASTRO 104 Our Solar System

Spring. 3 credits.  
Identical to Astronomy 102 except for omission of the laboratory (see description above). This course does not satisfy the distribution requirement in physical sciences for students in the College of Arts and Sciences.

#### ASTRO 105 An Introduction to the Universe

Summer. 3 credits.  
How do we measure the size of our galaxy and the size of the universe? Is the universe round or flat? How are the stars born, why do

they shine, and how do they die? What are the chemical elements, and how were they formed in stars? What are quasars, pulsars, and black holes? How was the solar system formed? What are the environments of other planets like? What is the basic structure of Earth and the other planets? Will we catastrophically alter the earth? Does life exist elsewhere in the universe? How can we find out? Each student has an opportunity to make observations with small telescopes.

#### **ASTRO 106 Essential Ideas in Relativity and Cosmology**

Summer. 3 credits. Prerequisites: high school algebra and trigonometry. Einstein's theories of special and general relativity, which brought about a fundamental change in our conceptual understanding of space and time, will be studied. Correspondence to, and conflicts with, common sense will be pointed out. Applications to various areas will be studied: in special relativity—space travel, equivalence of mass and energy, nuclear fission and fusion, and thermonuclear processes in the sun; in general relativity—motion of light and particles in curved space-time, cosmological models, and the question of whether the universe is open or closed.

#### **ASTRO 107 An Introduction to the Universe**

Summer. 4 credits. Identical to Astronomy 105 except for the addition of the afternoon laboratory. This course meets the science distribution requirement in the College of Arts and Sciences.

#### **ASTRO 201 Our Home in the Universe**

Fall. 3 credits. Assumes no scientific background. Preference given to freshmen and sophomores. Limited to 25 students. R. Giovanelli, M. Haynes.

A general discussion of our relation to the physical universe and how our view of the universe has changed from ancient to modern times. Four themes are covered over the course of semester: (1) our view of the night sky from the ancient Greeks to the Hubble Space Telescope, (2) the search for planets and life elsewhere; (3) the death of stars and the formation of black holes, and (4) the origin, evolution, and fate of the universe. We present a nonmathematical introduction to these subjects and discuss uncertainties and unresolved issues in our understanding.

#### **ASTRO 202 Our Home in the Solar System**

Spring. 3 credits. Prerequisite: some background in science. Course intended for freshman and sophomores. Limited to 25 students. C. Sagan.

A comparison of the Earth with the other worlds in our solar system, with an emphasis on the nature and fragility of planetary environments. Topics to be discussed include the climate and weather, species extinctions, the history of climate change, evolution of the atmosphere of the Earth and other planets, ecology and biological interdependence, and threats to the current global environment—including ozone layer depletion, greenhouse warming, and nuclear winter. Possible solutions to these problems, including their economic and social costs and their ethical implications, will be considered. The course will attempt to develop skills in writing and in elementary physics and chemistry.

#### **ASTRO 211 Astronomy: Stars, Galaxies, and Cosmology**

Fall. 4 credits. Intended for engineering and physical sciences freshmen and sophomores. Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191. G. Stacey.

The formation and evolution of stars, supernovae, pulsars, quasars, and black holes. The interstellar medium. Cosmology and the structure and evolution of galaxies.

#### **ASTRO 212 The Solar System: Planets, Satellites, and Rings**

Spring. 4 credits. Intended for first and second year engineering and physical sciences students. Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191. D. Campbell, S. Squares.

The origin of the solar system; celestial mechanics; tidal evolution; the physics and chemistry of planetary surfaces, atmospheres, and satellites; interiors; planetary rings; asteroids, comets, and meteorites; the search for other planetary systems.

#### **ASTRO 233 Topics in Astronomy and Astrophysics**

Fall. 2 credits. Prerequisites: Physics 112 and 213, Mathematics 112 and 221, or permission of instructor. Intended for sophomores planning to major in astronomy or related fields. M. Haynes.

A seminar course on selected topics in astronomy and astrophysics designed for prospective astronomy majors. Content will vary from year to year, but will include topics from the fields of planetary, galactic, and extragalactic research.

#### **ASTRO 331 Climate Dynamics (also SCAS 331)**

#### **ASTRO 332 Elements of Astrophysics**

Spring. 4 credits. Prerequisites: calculus and Physics 213. Physics 214 strongly recommended. R. Giovanelli.

An introduction to astronomy, with emphasis on the application of physics to the study of the universe. Physical laws of radiation. Distance, size, mass, and age of stars, galaxies, and the universe; stellar evolution and nucleosynthesis. Supernovae, pulsars, and black holes. Galaxies and quasars. Introduction to cosmology. Mainly intended for students of science, engineering and science education, interested in astronomy and astrophysics.

#### **ASTRO 410 Experimental Astronomy**

Fall. 4 credits. Prerequisites: Physics 214 (or 310 or 360), Physics 325 (or coregistration) or permission of instructor. J. Cordes, P. Goldsmith, J. Houck.

Observational astrophysics. Major experiments will involve techniques in CCD (charge-coupled-device) imaging, optical photometry, optical spectroscopy, radiometry, radio spectroscopy and radio astronomy. The experiments involve use of the Hartung-Boothroyd Observatory's 24-inch telescope, a laboratory 2-element radio interferometer, and a radio telescope mounted on top of the Space Sciences Building. The laboratory covers the fundamentals of using astronomical instrumentation and data analysis as applied to celestial phenomena, asteroids, normal stars, supernova remnants, globular clusters, planetary nebulae, the interstellar medium and galaxies.

#### **ASTRO 431 Introduction to Astrophysics and Space Sciences I**

Fall. 4 credits. Prerequisites: mathematics above the 200 level and physics above the 300 level; co-registration in Physics 341 and 443 is recommended. D. Chernoff.

A systematic development of modern astrophysical concepts for physical science majors. Atomic and electromagnetic processes in space. Introduction to star formation, stellar structure and evolution, radiative transfer, and the interstellar medium. At the level of *Astrophysical Concepts*, by Harwit.

#### **ASTRO 432 Introduction to Astrophysics and Space Sciences II**

Spring. 4 credits. Prerequisite: Astronomy 431 or permission of instructor. G. Stacey.

This course is divided into two broad topics; the astrophysics of the interstellar medium and cosmology. The interstellar medium section will cover thermal equilibrium and radiative transport in HII regions, atomic gas regions, and molecular clouds. The cosmology section will include expansion of the universe, metrics, Friedmann equations, dark matter, cosmological tests, the early universe, and the cosmological production of the elements. At the level of *Astrophysics of Gaseous Nebulae and Galactic Nuclei* by Osterbrock.

#### **[ASTRO 434 The Evolution of Planets**

Fall. 4 credits. Not offered 1995-96. An introduction to the physical and chemical processes that have been active in altering the environments of planets and satellites from their original to their present state. Theories of the formation of the solar system are revealed with special emphasis on chemical differentiation of the primeval solar nebula. A critical assessment is made of how well the various theories account for the clues left in the meteorite record and how well they explain the current environments of the planets and satellites. The main ideas about the formation and evolution of terrestrial planets, satellite systems, and asteroids are considered in detail. Some specific topics included are the history of the earth-moon system, the probable evolution of Jupiter's Galilean satellites, and the comparative histories of Venus, Earth, and Mars.]

#### **ASTRO 440 Independent Study in Astronomy**

Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Recommended: familiarity with the topics covered in Astronomy 332, 431, or 434.

Individuals work on selected topics. A program of study is devised by the student and instructor. Students need to fill out an independent study form, have it signed by the instructor, and register in the department office, 510 Space Sciences Building.

#### **ASTRO 490 Senior Seminar Critical Thinking**

Spring. 3 credits. Permission of instructor required. J. Cordes, Y. Terzian. Critical thinking in scientific and nonscientific contexts. Topics will include elements of classical logic and rhetoric, including standards of evidence. Case studies will include examples of competing hypotheses in the history of science, as well as examples from borderline science and medicine, religion, and politics. Stress will be laid on creative generation of alternative hypotheses and their winnowing by critical scrutiny.

Discussion will be both qualitative and quantitative. Students from widely diverse fields will be admitted, but are expected to be well-qualified. They will be expected to assimilate an extensive reading list; the seminar itself will be devoted to the implications of the readings and the interaction of the participants.

#### **[ASTRO 509 General Relativity]**

For description, see PHYS 553. Not offered 1995-96.]

#### **[ASTRO 510 Applications of General Relativity]**

For description, see PHYS 554. Not offered 1995-96.]

#### **ASTRO 511 Physics of Black Holes, White Dwarfs, and Neutron Stars (also Physics 525)**

Spring. 4 credits.

The formation of compact objects; neutrino and gravitational radiation from supernova collapse and neutron stars. Equilibrium configurations, equations of state, stability criteria and mass limits: the influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and X-ray bursts. Emphasis will be on the application of fundamental physical principles to compact objects. No astronomy or general relativity prerequisites. Text: *Physics of Black Holes, White Dwarfs, and Neutron Stars*, by Shapiro and Teukolsky.

#### **[ASTRO 516 Galactic Structure and Stellar Dynamics]**

Fall. 4 credits. Not offered 1995-96.

The kinematics and distribution of stars in the solar neighborhood. The dynamical structure, composition, and evolution of our galaxy. Characteristics and classifications of galaxies, galaxy groups, globular clusters, and clusters of galaxies. Theory of N-body systems, stellar encounters, collisional and violent relaxation, and stellar evaporation rates. Dynamical evolution of star cluster and associations. Theory of spiral structure. Binary and rotating star systems.]

#### **ASTRO 520 Radio Astronomy**

Fall. 4 credits. D. Campbell, J. Cordes. Radio astronomy telescopes and electronics; antenna theory; observing procedures and data analysis; concepts of interferometry and aperture synthesis.

#### **[ASTRO 523 Signal Processing and Data Analysis in Astronomy]**

Fall. 4 credits. Not offered 1995-96. Topics will include probability theory, Fourier analysis of discrete and continuous time series, digital filtering, spectral analysis, parameter estimation, statistical inference using Bayesian methods, stochastic and chaotic processes, image formation and analysis, maximum entropy analysis, and cluster analysis. Special topics will include neural networks and genetic algorithms. Examples will be drawn from subject areas in astronomy and astrophysics, geophysics, plasma physics, and electronics.]

#### **[ASTRO 525 Techniques of Optical/ Infrared and Submillimeter Astronomy]**

Fall. 4 credits. Not offered 1995-96. Optical/infrared and submillimeter telescopes and instrumentation will be discussed and related to current research in these fields.

Special emphasis will be on detector elements, instrument design and construction, data analysis and observing procedures. Intended for students with a thorough understanding of undergraduate physics.]

#### **ASTRO 530 Astrophysical Processes**

Spring. 4 credits. R. Giovanelli, P. Goldsmith, T. Herter.

Thermal and nonthermal radiation processes encountered in studies of stars, the interstellar and intergalactic media, galaxies and quasars. Fundamentals of radiative transfer, bremsstrahlung, synchrotron radiation, and Compton scattering will be covered, as well as spectral line transfer, gas heating and cooling, and topics in atomic and molecular spectroscopy. These topics will be discussed within the framework of astrophysical situations, such as star formation, interstellar gas and dust clouds, jets, active galactic nuclei, clusters of galaxies and cosmology.

#### **ASTRO 555 Theory of the Interstellar Medium**

Spring. 4 credits. D. Chernoff.

Global theories of the interstellar medium-mass and energy exchange between the different phases. The role of shock waves and energetic outflows in the thermal equilibrium and ionization state of gas in the galaxy. Basic astrophysical fluids and plasmas. Galactic dynamics. Observations techniques, current problems and results.

#### **ASTRO 560 Theory of Stellar Structure and Evolution (also Physics 667)**

Fall. 4 credits. I. Wasserman.

Observational overview; hydrostatic equilibrium; equations of state; radiative and convective energy transport; nuclear burning; solar neutrinos; rotation and magnetic fields; stellar seismology; brown dwarfs; pre-main sequence contraction.

#### **ASTRO 570 Physics of the Planets**

Fall. 4 credits. P. Nicholson.

An introductory survey of planetary science with an emphasis on the application of physical principles. Planetary dynamics, including satellite orbits, tidal interactions, resonances, and ring dynamics. An introduction to the theory of planetary interiors, gravitational fields, heat sources, and rotational mechanics. Physics and chemistry of planetary atmospheres, including radiative transfer, convection, and thermal structure. Important observational results, including those of ground-based optical, infrared, radio, and radar astronomy, as well as those made by spacecraft, will also be discussed. Intended for students in astronomy, physics, and engineering.

#### **ASTRO 571 Mechanics of the Solar System (also Theoretical and Applied Mechanics 673)**

Spring. 3 credits. J. Burns.

Gravitational potential, planetary gravity fields. Free and forced rotations. Chandler wobble, polar wander, damping of nutation. Equilibrium tidal theory, tidal heating. Orbital evolution of natural satellites, resonances, spin-orbit coupling. Cassini states. Long-term variations in planetary orbits. Orbital and Rotational Chaos. Dust dynamics. Dynamics of ring systems. Seismic waves, free oscillations. Illustrative examples are drawn from contemporary research.

#### **ASTRO 575 Atmospheric and Ionospheric Physics (also Electrical Engineering 585)**

Fall. 3 credits. P. Gierasch, M. Kelley.

Energy balance and thermal structure of neutral atmospheres. Elements of circulation theory. Waves and instabilities. Coupling of lower atmospheres to upper atmospheres. Observations of the terrestrial atmosphere and of the other planets. Physical processes in the earth's ionosphere and magnetosphere. Production, loss, and transport of charged particles. Electric fields. Coupling of neutral atmosphere dynamics with electric fields and charged-particle transport. Diagnostic techniques, including radar and in situ observations. The equatorial electrojet. Observations of ionospheres on the other planets.

#### **[ASTRO 576 Solar Terrestrial Physics (also Electrical Engineering 586)]**

Spring. 3 credits. Not offered 1995-96.

High-latitude ionosphere; electric fields in the polar cap and auroral zone; particle precipitation and the aurora; magnetic and ionospheric storms; plasma instabilities in the ionosphere and magnetosphere; structure and physical processes in the sun, solar corona, and solar wind; interactions between the solar wind and the earth's magnetosphere; trapping, acceleration, and drift of energetic particles in the magnetosphere.]

#### **[ASTRO 579 Celestial Mechanics]**

For description, See T&AM 672. Not offered 1995-96.]

#### **[ASTRO 590 Galaxies and the Universe]**

Spring. 4 credits. Not offered 1995-96.

The universe, its constituents, its large-scale structure, and its history in the light of the major thrusts of extragalactic research. The morphology, photometry, dynamics, and kinematics of galaxies and their subsystems. Determination of masses, mass-to-light ratios, and the "missing mass." Activity in Seyferts, radio galaxies, and quasars. Binaries, groups, clusters and superclusters. The extragalactic distance scale. Galaxy formation and evolution. Confrontation of cosmological theories with observational results.]

#### **ASTRO 599 Cosmology**

Spring. 4 credits. Prerequisites: statistical physics, quantum mechanics and electromagnetic theory. I. Wasserman.

This course is intended to provide a detailed theoretical development of current ideas in cosmology. Topics will include observational overview; growth of irregularities, galaxy formation and clustering; big bang cosmology, recombination, nucleosynthesis; very early universe, symmetry breaking, inflationary scenarios. At the level of Peebles, *Principle of Physical Cosmology*.

#### **[ASTRO 620 Seminar: Advanced Radio Astronomy]**

Spring. 2 credits. Prerequisites: some background in extragalactic astronomy and/or radio astronomy suggested. Open to advanced undergraduates by permission of instructor. Not offered 1995-96.

Selected topics in observational cosmology at radio wavelengths including: redshift surveys, gas stripping mechanisms, rotation curves and the distributions of mass and light, large scale structure, peculiar motions, atomic and molecular studies at high redshift, the Sunyaev-Zel'dovich effect, evolution of radio luminosity function, and the cosmic microwave background.]

**[ASTRO 621 Seminar: Planetary Radar Astronomy]**

Spring. 3 credits. Not offered 1995-96.]

**ASTRO 640 Advanced Study and Research**

Fall or spring. Credit to be arranged. Guided reading and seminars on topics not currently covered in regular courses. Students need to register in the department office, 510 Space Sciences Building.

**[ASTRO 660 Cosmic Electrodynamics (also Applied and Engineering Physics 608)]**

Spring. 2 credits. Not offered 1995-96.]

**[ASTRO 671 Seminar: Satellites and Rings of the Outer Solar System]**

Fall. 3 credits. Not offered 1995-96. An informal series of lectures on the satellites and rings of the outer solar system: Io, the icy satellites of the giant planets, and the ring systems of the giant planets. Topics to be discussed include the origin, evolution, and current structure of satellites and rings, with particular emphasis on past and future spacecraft exploration of the outer solar system.]

**[ASTRO 673 Seminar: Planetary Atmospheres]**

Spring. 2 credits. Not offered 1995-96. This course will deal with motions in planetary atmospheres. Among the topics to be discussed are the Venus general circulation, dust and water transports on Mars, alternating jets on the outer planets, and compositional layering in the outer planets.]

**[ASTRO 680 Seminar: Cosmic Rays and High-Energy Electromagnetic Radiation]**

Spring. 2 credits. Not offered 1995-96.]

**ASTRO 690 Seminar: Computational Astrophysics (also Physics 680)**

Spring. 3 credits. Prerequisites: working knowledge of FORTRAN or C. S. Teukolsky.

A course designed to familiarize graduate students with numerical techniques for solving diverse problems in astrophysics. Numerical methods discussed in the course will include solving ordinary and partial differential equations, linear algebra and eigenvalue problems, Monte Carlo techniques, fast Fourier transforms, etc. In contrast to traditional numerical analysis courses, the flavor of the course will be "how-to", rather than theoretical. No theorems will be proved. Students will be allotted computer time to solve, both individually and in small teams, assigned numerical exercises. Text: *Numerical Recipes* by Press, Teukolsky, Vetterling, and Flannery.

**ASTRO 699 Seminar: Problems in Theoretical Astrophysics (also Physics 665)**

Fall. 2 credits. E. Salpeter.

An informal seminar, meeting Mondays (and occasionally Wednesdays), for advanced graduate students in astronomy or physics. Topics: Radiative transfer and stellar atmospheres, theories of star formation.

**BIOLOGICAL SCIENCES**

P. J. Bruns, director (169 Biotechnology Building, 255-5042); H. T. Stinson, associate director and director of undergraduate studies (200 Stimson Hall, 255-5233); R. M. Sparrow, biology center coordinator (Biology Center, 216 Stimson Hall, 255-3358); M. L. Cox, executive staff assistant (200 Stimson Hall, 255-6859).

Biology is a popular subject at many universities for a variety of reasons: It is a science that is in an exciting phase of development; it prepares students for careers in challenging and appealing fields such as human and veterinary medicine, environmental sciences, and biotechnology; and it deals with the inherently interesting questions that arise when we try to understand ourselves and the living world around us. Many of the decisions we face today deal with the opportunities and problems that biology has put before us.

The major in biological sciences at Cornell is offered by the Division of Biological Sciences to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. Student services in the division's Office for Academic Affairs and the Behrman Biology Center are available to students from either college.

The biology major is designed to enable students to acquire the foundations in physical and life sciences necessary to understand modern biology and to pursue advanced studies in a specific area of biology. Programs of study include animal physiology; biochemistry; cell biology; ecology and evolutionary biology; general biology; genetics and development; microbiology; neurobiology and behavior; and plant biology. A special program of study is available for qualified students with an interest in nutrition. Students interested in the marine sciences may consult the Cornell Marine Programs Office (G14 Stimson Hall, 255-3717) for academic advice and career counseling. For more details about the biology curriculum see the section in this catalog on the Division of Biological Sciences.

**BIOLOGY AND SOCIETY MAJOR**

See Special Programs and Interdisciplinary Studies.

**BURMESE AND CEBUANO (BISAYAN).**

See Modern Languages and Linguistics.

**CHEMISTRY**

B. Ganem, chair (122 Baker Laboratory, 255-4174); H. D. Abruna, A. C. Albrecht, B. A. Baird, T. P. Begley, J. M. Burlitch, B. K. Carpenter, J. C. Clardy, D. B. Collum, H. F. Davis, F. J. DiSalvo, G. S. Ezra, R. C. Fay, J. M. J. Fréchet, J. H. Freed, M. A. Hines, R. Hoffmann, P. L. Houston, R. Loring, J. E. McMurry, J. Meinwald, S. O. Russo, D. Sogah, D. A. Usher, B. Widom, J. R. Wiesenfeld, C. F. Wilcox, P. T. Wolczanski, D. B. Zax

J. E. McMurry, director of undergraduate studies

S. T. Marcus, associate director of undergraduate studies

The chemistry department offers a full range of courses in physical, organic, inorganic, analytical, theoretical, bioorganic, and biophysical chemistry. In addition to their teaching interests, chemistry faculty members have active research programs. The link between teaching and research is a vital one in a continuously evolving scientific subject; it ensures that students will be provided with the most advanced information and perspectives, and affords opportunities for students to participate in research.

**The Standard Major**

The chemistry major at Cornell provides a great deal of flexibility and prepares students for a large variety of career options. In recent years, chemistry majors have gone on to graduate study in chemistry, medicine, law, and business management, as well as directly into positions with chemical, pharmaceutical, and other industrial companies. A major in chemistry can also provide the basis for work in related areas such as molecular biology, chemical physics, geochemistry, chemical engineering, materials science, solid state physics, and secondary education. The required courses for the major can be completed in three years, leaving the senior year open for advanced and independent work under the supervision of a professor.

The courses are arranged as a progression, with some (including mathematics and physics) prerequisite to those that are more advanced. During the first year, a student should normally register for general chemistry (preferably Chemistry 215-216 although Chemistry 207-208 is acceptable), mathematics, a freshman writing seminar, a foreign language if necessary, or physics. Chemistry 215-216 is aimed at those students with good preparation and a strong interest in chemistry. Students who do not know if their preparation is adequate should consult the instructor. In the second year a student should complete calculus and take physics and organic chemistry (Chemistry 359-360 is preferred to Chemistry 357-358). The second-year laboratory courses include 300, Quantitative Chemistry, if needed, and 301, Experimental Chemistry I. Chemistry 389-390, Physical Chemistry I and II, and Chemistry 302-303, Experimental Chemistry II and III, should be completed in the third year. Chemistry 410 should be completed in the third or fourth year. Advanced work in chemistry and related subjects can be pursued in the fourth year and in the earlier years as well. The opportunity for independent research is also available. All students with questions about the major are encouraged to consult the chair of the Department of Chemistry or the chair's representative. Entering students who are exceptionally well prepared in chemistry may receive advanced placement credit for Chemistry 207.

Prerequisites for admission to a major in chemistry are (1) Chemistry 215-216; or 207-208; 300; or 211-208, 300; or 103, 208, 300; (2) Physics 207 or 112; and (3) Mathematics 111 or 191. Students are not encouraged to undertake a major in chemistry unless they have passed those prerequisite courses at a good level of proficiency. Knowledge of

simple computer programming is desirable. This may be achieved either by self-study (a syllabus is available) or by taking a course such as Computer Science 100. The minimum additional courses that must be completed for the standard major in chemistry are listed below.

- 1) Chemistry 301–302–303, 359–360 (357–358 may be substituted), 389–390, and 410
- 2) Mathematics 112, 213; or 122, 221–222; or 192–293–294
- 3) Physics 208

Potential majors electing to take Mathematics 213 are strongly urged to do so in their sophomore year to avoid scheduling conflicts with Chemistry 389 in their junior year.

The sequence described above is a basic program in chemistry that students can extend substantially in whatever direction suits their own needs and interests. Those going on to do graduate work in chemistry should recognize that these requirements are minimal and should supplement their programs, where possible, with further courses such as Chemistry 405, 605, 606, 666, 668, and 681. Even students not planning graduate work in chemistry should consider advanced work in physics and mathematics, courses in the biological sciences, and advanced work in chemistry as possible extensions of the basic program.

**Honors.** The honors program in chemistry offers superior students in the standard major, an opportunity to study independently in seminars and to gain additional experience by engaging in research during the senior year. It is particularly recommended to those who plan graduate work in chemistry. Prospective candidates should complete the introductory organic chemistry and physical chemistry sequences by the end of the junior year, although, failure to have completed those courses in the junior year does not in itself disqualify a student from the honors program. Completion of the program at a high level of performance leads to the degree of Bachelor of Arts with honors in chemistry. Students will be admitted to the program by invitation of the department, with selection based on a superior cumulative average, including chemistry grades, and good performance in a prior research program.

Prospective candidates should discuss their plans with advisers by March 1 of their junior year; participants are notified by early January of their senior year. To be awarded honors, candidates must show outstanding performance in at least 8 credits of undergraduate research such as is offered in Chemistry 421, 433, 461, or 477. In addition, the writing of a thesis in the honors seminar (Chemistry 498) is expected.

### The Alternative Major

The alternative major is a flexible program that provides core coverage of chemistry around which students can design a program to meet their own career goals. Requirements consist of a core program along with four additional courses chosen by the student. One of the four must be in chemistry at the 300 level or above; the other three may be in another field but should represent a cohesive plan and must be approved by a departmental committee. Students who select the alternative major are not eligible for the Honors Program.

### The Core Program for the Alternative Major

- 1) Chemistry 215–216 (or 207–208, 300; or 211, 208, 300; or 103, 208, 300); 253, 251, 287, 289, and 410 (Chem 357–358 or 359–360 can be substituted for Chem 253, or Chem 389–390 can be substituted for Chem 287, thereby fulfilling the requirement for an additional chemistry course)
- 2) Mathematics 111–112; or 111, 122; or 191–192
- 3) Physics 207–208; or 112, 213

### Additional Courses for the Alternative Major

Possible plans for the remaining three courses might include programs in Biochemistry; Biology; Physics; Computer Science; Polymers; Materials Science; Science, Technology, and Society; History and Philosophy of Science and Technology; Business and Management; Economics; Education; and others.

Premedical students and those interested in pursuing double majors might find the alternative major particularly attractive. The course requirements for admission to the alternative major are the same as those for the standard major.

### Program for Science Teachers

Chemistry majors who wish to become teachers will be interested to know that Cornell University offers a certification program for teachers of secondary (grades 7–12) science. Interested students apply to the program during their sophomore or junior years. If accepted, students integrate some course work in Education with the rest of their undergraduate studies. All chemistry majors who enter this program will remain in the College of Arts and Sciences to complete the major.

After earning the bachelor's degree, certification students enter the Graduate Field of Education to complete a fifth year of study at Cornell. Following this fifth year, students are eligible for a master's degree from Cornell and a teaching certificate from New York State. Additional information is available from Susie Slack, 424 Kennedy Hall, 255-9255 or Prof. Deborah Trumbull, 426 Kennedy Hall, 255-3108.

### Laboratory Course Regulations

Students registered for laboratory courses who do not appear at the first meeting of the laboratory will forfeit their registration in that course.

Students and members of the teaching staff are required to wear safety goggles and lab aprons in all chemistry laboratories. Close-toed footwear is required (no sandals). Students are reminded to take their goggles and lab aprons to the first laboratory session. Those who fail to cooperate with the safety program will be asked to leave the laboratories.

Students are required to pay for glassware and any other items broken or missing from their laboratory desks at the close of each semester. Students who fail to inventory their desks at the appointed time in the presence of their instructor are charged a \$10 fee in addition to charges for any breakage.

### Courses

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

Preliminary examinations for all courses may be given in the evening.

#### **CHEM 103 Introduction to General Chemistry**

Fall or summer. 4 credits. Enrollment limited. Recommended for students who have not had high school chemistry and for those needing a less intensive course than Chemistry 207–208. Lecs, M W F 11:15; lab, T R or F 8:00–11:00, or M W or F 1:25–4:25. Prelims: 7:30–9 p.m., Oct. 12, Nov. 16. D. Y. Sogah.

An introduction to general chemistry, with emphasis on important principles and facts. Chemistry 103 covers much of the same material as Chemistry 207 and the first third of Chemistry 208, but does so in less depth.

#### **CHEM 104 Introduction to Organic and Biological Chemistry**

Spring or summer. 3 credits. Enrollment limited. Prerequisite: Chemistry 103 or 207. Lecs, M W 11:15; lab, T R or F 8:00–11:00, or M W or F 1:25–4:25. Prelims: 7:30–9 p.m. Feb. 29, April 11. J. Meinwald.

An introduction to organic and biological chemistry, with emphasis on important reactions of organic compounds and on the applications of those reactions in biological systems.

#### **CHEM 203 Strategies in Science: The World of Chemistry**

Spring. 3 credits. This course plus Chemistry 103, 204, or 207 or 211 satisfies the College of Arts and Sciences physical science distribution requirement. Chemistry 203 also satisfies the C.A.L.S. physical science requirement of one course in chemistry. S-U or letter grades. Lecs, M W F 1:25. Prelims: 7:30–9 p.m., Feb. 27, April 2. F. J. DiSalvo.

A general appreciation of chemistry in the everyday world which will highlight for nonscientists the way the scientific method works. Using several case studies, the course will focus not only on what modern chemistry has accomplished, but more generally on the way scientists think, how they function, what their *modus operandi* is. Selected topics include (a) the chemistry of food, food additives, and the effect of diet on health; (b) drugs and medicines; (c) air and water pollution, pesticides, herbicides, acid rain, and other environmental chemistry; (d) the chemistry of plastics, polymers, and other modern materials; (e) the chemistry of taste and smell, including flavors, perfumes, and cosmetics; and (f) biotechnology and genetic chemistry. Other topics to be discussed are the influence of the media on scientific issues, the decision-making process in science, scientific publishing, and fraud in science.

#### **CHEM 204 The Language of Chemistry**

Fall. 3 credits. This course contributes to meeting the College of Arts and Sciences "Physical and Biological Sciences" (Group I) distribution requirement, as well as the C.A.L.S. physical science requirement of one course in chemistry. S-U or letter grades. Lecs, M W F 12:20. Prelims: 12:20 p.m. Sept. 22, Oct. 25. J. Meinwald.

In his autobiography, A. Kornberg (Nobel Laureate in Medicine, 1959) wrote, "much of

life can be understood in rational terms if expressed in the language of chemistry. It is an international language, a language for all time, a language that explains where we came from, what we are, and where the physical world will allow us to go." Through careful examination of a few milestone investigations of naturally occurring biologically important compounds (such as the antimalarial quinine, taxol, penicillin, and the sperm attractants of algae), the principles of chemistry to which Kornberg refers will be developed. Methods of analyzing problems will be emphasized, rather than the memorization of specific results or formulas. There will be an opportunity for students, working in small groups, to prepare and present short reports on topics of particular current interest at the interface between chemistry and biology.

#### **CHEM 207-208 General Chemistry**

207, fall or summer; 208, spring or summer. 4 credits each term. Enrollment limited. Recommended for those students who will take further courses in chemistry. Prerequisite for Chemistry 207: high school chemistry. Prerequisite for Chemistry 208: Chemistry 207 or 103. Lecs: fall, T R 10:10 or 12:20; spring, T R 9:05, 10:10 or 12:30. Lab: fall and spring, T R F 8-12 or M T W R F 12:20-4:25. Prelims: 7:30-9 p.m., Oct. 12, Nov. 16, Feb. 27, April 11. Fall: J. E. McMurry; spring: R. C. Fay.

The fundamental chemical principles and descriptive facts are covered, with considerable attention given to the quantitative aspects and to the techniques important for further work in chemistry. Second-term laboratory includes a systematic study of qualitative analysis.

*Note:* Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

#### **CHEM 211 Chemistry for the Applied Sciences**

Fall or spring. 4 credits. Recommended for those students who intend to take only one term of chemistry. Enrollment limited. Prerequisite: high school chemistry or permission of instructor. Corequisite: a calculus course at the level of Mathematics 111 or 191. Lecs: M W F 12:20. Lab: fall and spring, M T W R F 1:25-4:25. Prelims: 7:30-9 p.m., Sept. 26, Oct. 26, Nov. 30, Feb. 15, March 12, April 16. Fall: F. J. DiSalvo; spring: H. F. Davis.

The important chemical principles and facts are covered with the objective of understanding the role of chemistry in other fields. Emphasis is on topics such as solid-state materials, periodic trends, and specific classes of compounds, such as polymers.

*Note:* Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

#### **CHEM 215-216 General and Inorganic Chemistry**

215, fall; 216, spring. Fall, 4 credits; spring, 5 credits. Recommended for students who intend to specialize in chemistry or in related fields. Enrollment limited. Prerequisites: good performance in high school chemistry and physics and in mathematics SAT. Corequisite: a calculus course at the level of Mathematics 111 or 191 for students who have not taken high school calculus. Prerequisite for Chemistry 216: Chemistry 215. Fall: lecs, M W F 12:20; lab, M T W R or F 1:25-4:25. Spring: lecs, M W F 12:20; two labs, M W 1:25-4:25, T R 10:10-1:10 or T R 1:25-4:25. Prelims: 7:30-9 p.m., Sept. 28, Oct. 26, Nov. 30, Feb. 15, March 12, April 16. Fall: B. Widom; spring P. Wolczanski.

An intensive systematic study of the laws and concepts of chemistry, with considerable emphasis on quantitative aspects. Second term includes systematics of inorganic chemistry. Laboratory work covers both qualitative and quantitative analysis.

#### **[CHEM 222 Molecular Messengers in Nature]**

Spring. 3 credits. Prerequisite: one year of high school chemistry, Chemistry 103 or 207, or permission of instructor. Not offered 1995-96.

Organisms communicate with one another in nature chiefly by means of chemical signals. We will examine this intriguing mode of communication as it applies to a wide variety of species ranging from bacteria to insects and mammals, including humans. Essential concepts of organic chemistry and biology will be introduced and illustrated. Each student will be expected to prepare a term paper, and there will be an opportunity for oral presentation of some of these papers for class discussion.]

#### **CHEM 251 Introduction to Experimental Organic Chemistry**

Fall, spring, or summer. 2 credits. Recommended for non-chemistry majors. Enrollment limited. Prerequisites: coregistration in Chemistry 253 or 357. Lecs: fall, R 11:15 or F 8:00; spring, F 8 (all students attend the first lecture); lab, M T W R or F 1:25-4:25, or T or R 8-11. Prelims: 7:30-9 p.m., Fall: Nov. 9. Spring: 8:00 a.m. Day to be announced. Fall: S. Russo; Spring: S. Russo.

Introduction to the synthesis, separation, and handling of materials, including applications of many types of chromatography, simple and fractional distillation, crystallization, extraction, and others.

#### **CHEM 252 Elementary Experimental Organic Chemistry**

Spring or summer. 2 credits. Recommended for non-chemistry majors. Prerequisite: Chemistry 251. Lec, M 8:00; lab, M T W R or F 1:25-4:25, or T or R 8-11. Prelims: 8:00 a.m. Day to be announced. S. Russo.

A continuation of Chemistry 251.

#### **CHEM 253 Elementary Organic Chemistry**

Fall or summer. 4 credits. Primarily for students in the biological curricula. Prerequisite: Chemistry 208 or 216. Lecs, M W F S 11:15. Prelims: 7:30-9 p.m., Sept. 28, Oct. 24, Nov. 21. T. P. Begley.

The occurrence and properties of organic molecules and the mechanisms of organic

reactions, including a brief introduction to the organic chemistry of biological systems.

*Note:* Because of duplication of material, students are not permitted to earn both 4 credits for Chemistry 253 and 3 credits for Chemistry 357. In special situations (consult instructor for details), students should take Chemistry 255 for 2 credits after having earned 3 credits for Chemistry 357. Students may earn 6 credits by taking Chemistry 251-253 or 8 credits by taking Chemistry 357, 358 and 251 or 253, 251, and 252.

#### **CHEM 255 Elementary Organic Chemistry**

Fall or summer. 2 credits.

Same course as Chemistry 253, but to be taken for reduced credit by students already having 3 credits for Chemistry 357.

#### **CHEM 287-288 Introductory Physical Chemistry**

287, fall; 288, spring. 3 credits each term. Prerequisites: Chemistry 208 or 216 and Mathematics 111-112, or permission of instructor. Prerequisite for Chemistry 288: Chemistry 287 or 389. Lecs, M W F 9:05; 287: rec, M or W 1:25, T 9:05; 288: rec, M or W 1:25. Prelims: 7:30-9 p.m., 287: Oct. 5, Nov. 9, Dec. 5. 288: Feb. 15, March 28, April 25. Fall: J. H. Freed; spring: B. A. Baird.

A systematic treatment of the fundamental principles of physical chemistry, focusing in the fall on thermodynamics and the quantum mechanics of the periodic table and chemical bonding. In the spring the course will be oriented to the application of physical chemistry to biological systems, including mass transport, kinetics, spectroscopy, and probability. Chemistry 287 satisfies the minimum requirement for physical chemistry in the alternative chemistry major.

#### **CHEM 289-290 Introductory Physical Chemistry Laboratory**

289, fall; 290, spring. 2 credits each term. Lecs: fall, R 8:00 a.m.; spring, R 9:05. Lab: fall, M T 1:25-4:25; spring, M T W R F 1:25-4:25. Fall: A. C. Albrecht; spring: J. H. Freed.

Quantitative and qualitative methods basic to the experimental study of physical chemistry.

#### **CHEM 300 Quantitative Chemistry**

Fall. 2 credits. Prerequisite: Chemistry 208 or advanced placement in chemistry. Lec, R 10:10; lab, M T W R F 12:20-4:25 or T 8-12. Prelim: 7:30-9 p.m., Nov. 16. J. M. Burlitch.

Gravimetric, volumetric, spectrophotometric, and potentiometric methods are emphasized. Techniques are learned by analysis of knowns and then are used on unknowns. Lectures and problem sets stress the relationship between theory and applications.

#### **CHEM 301 Experimental Chemistry I**

Spring. 4 credits. Prerequisites: Chemistry 216 or 300, and 253 or 357 or 359. Lec, M W F 8:00; 2 labs, M W 1:25-4:25 or T R 8-11 or T R 1:25-4:25. Prelims: 8:00 a.m. March 6. D. A. Usher.

An introduction to the techniques of synthetic organic chemistry. A representative selection of the most important classes of organic reactions will be explored in the laboratory. The theoretical basis for these reactions and for the separation techniques used will be discussed in the lectures.

**CHEM 302 Experimental Chemistry II**

Fall. 4 credits. Enrollment limited; preference given to chemistry majors. Prerequisite: Chemistry 301. Lecs, M W F 9:05; 2 labs, M W 1:25-4:25, T R 8-11 or T R 1:25-4:25. M. A. Hines.

Instrumental methods of analysis, including optical spectroscopy, atomic absorption, NMR, gas chromatography, and electrochemical methods.

**CHEM 303 Experimental Chemistry III**

Spring. 4 credits. Each lab limited to 11 students. Prerequisites: Chemistry 302, 389, 390; coregistration in the latter is permissible. Lecs, M W F 9:05; 2 labs, M W 1:25-4:25, or T R 9:00-12 or T R 1:25-4:25. M. Hines.

An introduction to measurement strategies in physical chemistry as applied to kinetics, spectroscopy, the dynamics of photo-excited states, and the dielectric properties of matter. The principles and assembly of electronic, optic, computer, and vacuum line equipment will be studied.

**CHEM 357-358 Introductory Organic Chemistry**

357, fall; 358, spring. 3 credits each term. Prerequisite for Chemistry 357: Chemistry 208 or 216 or advanced placement; recommended: concurrent registration in Chemistry 251 or 300. Prerequisite for Chemistry 358: Chemistry 357; recommended: concurrent registration in Chemistry 252 or 301. Lecs, M W F 9:05 or 10:10, optional rec may be offered. Prelims: 7:30-9 p.m., Sept. 26, Oct. 24, Nov. 21, Feb. 15, March 14, April 16. Fall: J. M. J. Frechet; spring: J. E. McMurry.

A systematic study of the more important classes of carbon compounds—reactions of their functional groups, methods of synthesis, relations, and uses.

*Note:* Because of duplication of material, students are not permitted to earn both 4 credits for Chemistry 253 and 3 credits for Chemistry 357. In special situations (consult instructor for details), students should take Chemistry 255 for 2 credits after having earned 3 credits for Chemistry 357. Students will not be permitted to take Chemistry 358 after completing Chemistry 253.

**CHEM 359-360 Organic Chemistry I and II**

359, fall; 360, spring. 4 credits each term. Recommended for students who intend to specialize in chemistry or closely related fields. Enrollment limited. Prerequisites: Chemistry 216 with a grade of B or better, Chemistry 208 with a grade of A or better, or permission of instructor. Prerequisite for Chemistry 360: Chemistry 359.

Recommended: coregistration in Chemistry 300-301-302. Lecs, M W F 9:05; dis sec, W 7:30 p.m.; prelims, 9:05 a.m., Sept. 27, Oct. 20, Nov. 20, Feb. 21, Apr. 5. Fall: J. C. Clardy; spring, T. P. Begley.

A rigorous and systematic study of organic compounds, their structures, the mechanisms of their reactions, and the ways they are synthesized in nature and in the laboratory.

**CHEM 389-390 Physical Chemistry I and II**

389, fall; 390, spring. 4 credits each term. Prerequisites: Mathematics 213 or, ideally, 221-222; Physics 208; Chemistry 208 or 216 or permission of instructor. Prerequisite for Chemistry 390: Chemistry 389. Lecs, 389: M W F 10:10; rec M or W 1:25

or T 9:05. Lecs, 390: M W F 10:10; prelims: 7:30-9 p.m. 389: Oct. 5, Nov. 9, Dec. 5. 390: Feb. 15, March 12, April 16. Fall: G. S. Ezra; spring: 390: R. Loring.

The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, statistical mechanics, and quantum chemistry.

**CHEM 391 Physical Chemistry II**

Spring. 4 credits. Enrollment limited to engineering students only. Prerequisites: Mathematics 293; Physics 112, 213; Chemistry 208 or 216 or permission of instructor.

Co-requisite: Math 294. Prerequisite for Chemistry 391: Chemistry 389. Lecs, M W F 9:05; rec M or T 9:05; prelims: 7:30-9 p.m. Feb. 20, Mar. 12, Apr. 25.

T. M. Duncan.

The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, statistical mechanics, and quantum chemistry.

**CHEM 405 Techniques of Modern Synthetic Chemistry**

Spring. 3 or 6 credits. Enrollment limited. Prerequisites: Chemistry 302 and permission of instructor. To receive three credits, students must perform a minimum of three two-week experiments. Six credits will be given for three additional experiments. Completion of five exercises in elementary glass-blowing will count as one experiment. Lab time required: 16 hours each week, including at least two 4-hour sessions in one section (M W 1:25). First meeting will be at 1:30 on first class day of semester. Lec, first week only, at times to be arranged. J. M. Burlitch.

The syntheses of complex organic, organometallic, and inorganic molecules are carried out with emphasis on the following techniques: vacuum line, high pressure, high-temperature solid state, inert atmosphere, nonaqueous solvents, radioactive labeling, sol-gel, photochemical and electrochemical methods, solid phase peptide synthesis, and polymer synthesis. Elementary glassblowing.

**CHEM 410 Inorganic Chemistry**

Fall. 4 credits. Prerequisites: Chemistry 253, 358 or 360, and 287 or 390. Lecs, M W F 11:15. R. C. Fay.

A systematic study of the synthesis, structure, bonding, reactivity and uses of inorganic molecular and solid state compounds.

**CHEM 421 Introduction to Inorganic Chemistry Research**

Fall or spring. 2-4 credits. Prerequisites: Chemistry 303 and 389-390, or Chemistry 287-288, and Chemistry 289-290 with an average of B- or better, or permission of instructor. Selected faculty.

Research in inorganic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

**CHEM 433 Introduction to Analytical Chemistry Research**

Fall or spring. 2-4 credits. Prerequisites: Chemistry 303 and 390 with an average of B- or better or permission of instructor. Selected faculty.

Research in analytical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

**CHEM 461 Introduction to Organic Chemistry Research**

Fall or spring. 2-4 credits. Prerequisites: Chemistry 302 and 358 or 360 with a grade of B- or better or permission of instructor. Selected faculty.

Research in organic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

**CHEM 477 Introduction to Physical Chemistry Research**

Fall or spring. 2-4 credits. Prerequisite: Chemistry 390 with an average of B- or better or permission of instructor. Selected faculty.

Research in physical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

**CHEM 498 Honors Seminar**

Spring. No credit. Admission to standard chemistry majors only by departmental invitation. Additional prerequisites or corequisites: outstanding performance in either (1) two coherent 4-credit units of research in a course such as Chemistry 421, 433, 461, or 477; or (2) one 4-credit unit in a course such as Chemistry 421, 433, 461, or 477 and summer research equivalent to at least 4 credits in the same subject.

W 2:30-4. B. Ganem.  
Informal presentations and discussions of selected topics in which all students participate. Individual research is on advanced problems in chemistry or a related subject under the guidance of a faculty member, culminating in a written report.

**CHEM 600-601 General Chemistry Colloquium**

600, fall; 601, spring. No credit. Required of all graduate students except those majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend. R 11:15. Fall: R. Loring; spring: J. H. Freed.

A series of talks representative of all fields of current research interest in chemistry other than organic chemistry, given by distinguished visitors and faculty members.

**CHEM 605 Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity**

Fall. 4 credits. Prerequisite: Chemistry 389-390 or equivalent or permission of instructor. Lecs, T R 8:40-9:55. R. C. Fay.

Selected topics in structure, bonding, and reactivity of inorganic compounds with emphasis on main group elements; at the level of *Chemistry of the Elements*, by Greenwood and Earnshaw. Group theory applications: hybrid orbitals, molecular orbitals, molecular vibrations, and ligand field theory; at the level of Cotton's *Chemical Applications of Group Theory*.

**CHEM 606 Advanced Inorganic Chemistry II: Synthesis, Structure, and Reactivity of Inorganic and Organotransition Metal Compounds**

Fall. 4 credits. Lecs, M W F 10:10. P. T. Wolczanski.

Synthesis, structure, and reactivity of coordination compounds and organometallic complexes. Emphasis on bonding models, structure, and reactivity, including the elucidation of mechanisms. Readings at the level of Purcell and Kotz's *Inorganic Chemistry*, and Collman, Hegedus, Finke, and Norton's *Principles and Applications of Organotransition Metal Chemistry*.

**[CHEM 607 Advanced Inorganic Chemistry III: Solid-State Chemistry]**

Spring. 4 credits. Prerequisite: Chemistry 605 or permission of instructor. Not offered 1995-96.

The third of a three-term sequence. Interdisciplinary approach to solids. Topics include solid-state structure and X-ray diffraction, synthesis methods, defects in solids, phase diagrams, electronic structure, and chemical and physical properties of solids. Text: *Solid State Chemistry and Its Applications*, by West. Readings from inorganic chemistry and solid-state physics texts.]

**[CHEM 622 Chemical Communication]**

For description, see BIONB 623. Not offered 1995-96.]

**CHEM 625 Advanced Analytical Chemistry I**

Fall. 4 credits. Prerequisite: Chemistry 288 or 390 or equivalent. Lecs, M W F 9:05; occasional prelims W 7:30 p.m. C. F. Wilcox.

The application of molecular spectroscopy to chemical problems. Topics in infrared, NMR, and mass spectroscopy are discussed.

**[CHEM 627 Advanced Analytical Chemistry II]**

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalent. Not offered 1995-96. Modern analytical methods for molecular characterizations, including electron, Mossbauer, and Fourier spectroscopy; mass spectrometry; methods applicable to macromolecules; information theory.]

**CHEM 628 Trace Element and Isotopic Analysis (also Nutritional Sciences 690)**

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390, or Chemistry 208 and Mathematics 112, or permission of instructor. Offered alternate years. Lecs, T R 10:10.

J. T. Brenna.

Modern trace, micro, and surface methods of analysis, including atomic spectrometry, solids mass spectrometry, high precision isotope ratio techniques, microscopic, microprobe, and electron spectroscopy. Applications to biological and solid state problems.

**CHEM 629 Electrochemistry**

Fall. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: Chemistry 390 or equivalent (Mathematics 213 helpful). Lecs, T R 8:40-9:55. H. D. Abruna.

Fundamentals and applications of electrochemistry. Topics will include the fundamentals of electrode kinetics, electron transfer theory, the electrical double layer, diffusion, and other modes of transport. A wide range of techniques and their application as well as instrumental aspects will be covered.

**CHEM 650-651 Organic and Organometallic Chemistry Seminar**

650, fall; 651, spring. No credit. Required of all graduate students majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend.

M 4. Fall: J. Meinwald; spring:

D. B. Collum.

A series of talks representative of all fields of current research interest in organic and organometallic chemistry, given by research associates, faculty members, and distinguished visitors.

**CHEM 665 Advanced Organic Chemistry**

Fall. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisites: Chemistry 253 or 358 or 360, and 390 or equivalents or permission of instructor. Lecs, M W F 12:20.

B. K. Carpenter.

A survey of reaction mechanisms and reactive intermediates in organic chemistry.

**CHEM 666 Synthetic Organic Chemistry**

Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: Chemistry 665 or permission of instructor. Lecs, T R 10:10-11:25.

D. B. Collum.

Modern techniques of synthesis; applications of organic reaction mechanisms to the problems encountered in rational multistep synthesis, with particular emphasis on modern developments in synthesis design.

**CHEM 668 Chemical Aspects of Biological Processes**

Fall. 4 credits. Prerequisite: Chemistry 360 or equivalent. Lecs, T R 10:10-11:30; and occasionally M 8 p.m. D. A. Usher.

A representative selection of the most important classes of enzyme-catalyzed reactions will be examined from a mechanistic perspective. Topics discussed will include the chemical basis of enzymatic catalysis, techniques for the elucidation of enzyme mechanism, cofactor chemistry, and the biosynthesis of selected natural products. The application of chemical principles to understanding biological processes will be emphasized.

**[CHEM 670 Fundamental Principles of Polymer Chemistry]**

Fall. Prerequisite: Physical Chemistry 389/390 and Organic Chemistry 359/360 or equivalent or by permission of instructor. Primarily for graduate students and advanced undergraduates. No previous knowledge of polymers is required. Not offered 1995-96.

This course emphasizes general concepts and fundamental principles of polymer chemistry. The first part of the course deals with general introduction to classes of polymers, molar masses and their distributions, and a brief survey of major methods of polymer synthesis—radical, step growth, ionic, group transfer, Ziegler-Natta and metathesis polymerization methods—with emphasis on kinetics and mechanisms rather than on structure. The second part deals with characterization and physical properties. These include: solution properties—solubility and solubility parameters, solution viscosity, molecular weight characterizations [gel permeation chromatography, viscometry, light scattering, osmometry]; bulk properties—thermal and mechanical properties; and structure-property relationships. The discussions will focus on chemistry rather than engineering of polymers.]

**CHEM 671 Synthetic Polymer Chemistry (also Materials Science and Engineering 671 and Chemical Engineering 675)**

Spring. 4 credits. Prerequisite: Chemistry 359-360 or equivalent or permission of instructor; recommended: Materials Science and Engineering 620. Lecs, T R 8:30-10:00. D. Sogah.

Modern concepts in synthetic polymer chemistry. The application of organic synthesis to the development of new polymers

and copolymers and the control of their architecture. Chain and step-growth polymerizations, reactions of polymers, block and graft copolymers. A broad spectrum of applications from recent literature will also be discussed.

**CHEM 672 Protein Kinetics**

Fall. 4 credits. Primarily for graduate students in Chemistry and Biochemistry. Prerequisite: Chemistry 390, Biological Sciences 331, or equivalents or permission of instructor. Lecs, M W F 10:10.

B. A. Baird.

Focus is on protein interactions with ligands and consequent changes in structure and activity. Topics include: protein structure and dynamics; thermodynamics and kinetics of ligand binding; steady state and transient enzyme kinetics; enzyme catalysis and regulation; role of cell membrane receptors in regulating cellular activities.

**CHEM 677 Chemistry of Nucleic Acids**

Spring. 4 credits. Primarily for graduate students. Prerequisites: Chemistry 358 or 360, and 390 or equivalents. S-U grades only. Lecs, M W 10-11:10. D. A. Usher. Properties, synthesis, reactions, and biochemical reactions of nucleic acids.

**CHEM 678 Statistical Thermodynamics**

Fall. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents. Lecs, M W F 9:05. F. Davis.

Principles of statistical thermodynamics. Ensemble averages, Boltzmann distribution, partition functions, and thermodynamic quantities. Ideal gases and crystals. Evaluating thermodynamic properties from spectroscopic and structural data. Chemical equilibrium. Dense gases; the second virial coefficient. Statistical mechanics of solutions. Bose-Einstein statistics: photons, phonons. Fermi-Dirac Statistics: electrons in metals. At the level of *Introduction to Statistical Thermodynamics* by Hill.

**CHEM 681 Physical Chemistry III**

Fall. 4 credits. Prerequisites: Chemistry 288 or 390; Mathematics 213 and Physics 208; or equivalents. Not offered 1995-96. An introduction to the principles of quantum theory and statistical mechanics, atomic and molecular spectra, and elementary valence theory. At the level of *Quantum Chemistry*, by Levine.]

**CHEM 686 Physical Chemistry of Proteins**

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents. S-U grades. Letter grades for undergraduates. Offered alternate years. Not offered 1995-96.

Chemical constitution, molecular weight, and structural basis of proteins; thermodynamic, hydrodynamic, optical, spectroscopic, and electrical properties; protein and enzyme reactions; statistical mechanics of helix-coil transition in biopolymers; conformation of biopolymers; protein folding.]

**CHEM 700 Baker Lectures**

Fall, on dates to be announced. No credit. Distinguished scientists who have made significant contributions to chemistry present lectures for periods varying from a few weeks to a full term. This year's lecturer: Prof. Graham Fleming, Univ. of Chicago, Chicago, Illinois.

**[CHEM 701-702 Introductory Graduate Seminar in Analytical, Inorganic, and Physical Chemistry]**

701, fall; 702, spring. No credit. Required of all first-year graduate students majoring in analytical, inorganic, physical, theoretical, and biophysical chemistry. Not offered 1995-96.]

**[CHEM 716 Special Topics in Advanced Inorganic Chemistry]**

Fall. 3 credits. Not offered 1995-96. Lecs, M W F 10:10.

Topic: Applications of nuclear magnetic resonance, and other spectroscopies, to problems of structure and dynamics in solids.]

**[CHEM 745 Physical Polymer Science I (also Chemical Engineering 745)]**

Spring. 3 credits. Prerequisite: a graduate-level thermodynamics statistical course. Offered alternate years. Not offered 1995-96.

Thermodynamic properties of dilute, semidilute, and concentrated solutions from both classical and scaling approaches. Characterization techniques of dilute solutions: osmometry, light scattering, viscometry, and sedimentation. Rubber elasticity; mechanical and thermodynamic properties of gels. Polymer melts: equations of state and glass transition phenomenon.]

**[CHEM 762 Special Topics in Organic Chemistry: Fundamentals of Polymer Chemistry]**

Fall. 4 credits. Prerequisite: Physical Chem 389/390 and Organic Chem 359/360 or equivalent or permission of instructor. Primarily for graduate and advanced undergraduate students. Not offered 1995-96. Lecs, T R 8:30-10:00.

Introduction to polymer physical chemistry. Kinetics and mechanisms of Polymerization methods: Ionic, radical, step-growth and group transfer polymerization. Polymer Stereochemistry. Solution properties: Molecular weight characterization and polymer solubility. Mechanical and Thermal Properties. Structure-Property Relations. The discussions will focus on chemistry rather than engineering of polymers and examples will be taken from current literature.]

**CHEM 765 Physical Organic Chemistry I**

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 665 or permission of instructor. Lecs, M W F 10:10. B. K. Carpenter.

Application of computational and experimental techniques to studies of organic reaction mechanisms and the properties of reactive intermediates.

**[CHEM 766 Physical Organic Chemistry II]**

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 765 or permission of instructor. Not offered 1995-96.]

**[CHEM 774 Chemistry of Natural Products]**

Fall. 3 credits. Primarily for graduate students. Prerequisites: Chemistry 665-666. Not offered 1995-96.

Particular attention is devoted to methods of structure determination and synthesis as applied to selected terpenes, steroids, alkaloids, and antibiotics.]

**CHEM 780 Principles of Chemical Kinetics**

Fall. 4 credits. Prerequisite: Chemistry 681 or permission of instructor. Lecs, T R 10:10-11:25. P. L. Houston.

Principles and theories of chemical kinetics; special topics such as surface reactions, photochemistry, enzymatic reactions, energy transfer, and molecular beams.

**[CHEM 782 Special Topics in Biophysical and Bioorganic Chemistry]**

Spring. 3 credits. Not offered 1995-96. Lecs, T R 11:15.

Topics vary from year to year.]

**CHEM 789 X-ray Crystallography**

Spring. 4 credits. Prerequisite: Chemistry 288 or 390 or permission of instructor. Offered alternate years. Lecs, M W F 10:10. J. Clardy.

A beginning course in the application of X-ray crystallography to chemistry. Topics include symmetry properties of crystals, diffraction of X-rays by crystals, interpretation of diffraction data, and refinement of structures. The chemical information available from a diffraction experiment is stressed, and practical aspects are incorporated by conducting an actual structure determination as a classroom exercise.

**CHEM 791 Spectroscopy**

Spring. 4 credits. Prerequisite: Chemistry 793 or Physics 443 or equivalent. Lecs, M W F 10:10. A. C. Albrecht.

The course will explore the interaction of light with matter. We will start with the quantum mechanical foundations of spectroscopy and follow with a detailed treatment of a variety of different spectroscopies including the study of rotation, vibration, and electronic spectra of polyatomics. As time and interest allow, we will cover special topics such as non-linear spectroscopies and the molecular symmetry group.

**[CHEM 792 Molecular Collision Theory]**

Spring. 4 credits. Not offered 1995-96. Lecs, T R 10:10-11:25. G. S. Ezra.

The concepts and methods of scattering theory are described with particular emphasis on applications to problems of chemical interest. At the level of Child's *Molecular Collision Theory* and Taylor's *Scattering Theory*.]

**CHEM 793 Quantum Mechanics I**

Fall. 4 credits. Prerequisites: Chemistry 390, coregistration in A&EP 321 or equivalents or permission of instructor. Lecs, M W F 11:15. R. Loring.

Schrodinger's equation, wave packets, uncertainty principle, WKB theory, matrix mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, variational principle. At the level of Cohen-Tannoudji's *Quantum Mechanics*.

**CHEM 794 Quantum Mechanics II**

Spring. 4 credits. Prerequisites: Chemistry 793 or equivalent and the equivalent of or coregistration in Physics 432 and Mathematics 422, or permission of instructor. Lecs, M W F 9:05. G. S. Ezra.

Quantum structure of atoms and molecules. Time-dependent phenomena in quantum mechanics and light/matter interaction. Spectroscopies. Group theory. At the level of Weissbluth's *Atoms and Molecules*, Levine's *Quantum Chemistry*, and Sakurai's *Modern Quantum Mechanics*.

**CHEM 796 Statistical Mechanics**

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 678 and 793 or equivalent. Lecs, T R 8:30-9:55. B. Widom.

Statistical mechanics of systems of interacting particles. Structure and thermodynamics of classical liquids. Phase transitions and critical phenomena. This course provides a survey of topics in modern statistical mechanics. Students are presumed to have taken a course in statistical thermodynamics at the level of the first twelve chapters of *Statistical Mechanics*, by McQuarrie.

**CHEM 798 Special Topics in Physical Chemistry**

Spring. 4 credits. Prerequisite: Chemistry 605, or 681, or 793, or Physics 443, or the equivalent. Lecs, T R 10:10-11:25. R. Hoffmann.

**CHINESE**

See Modern Languages and Linguistics.

FALCON Program: 255-6457; J. Wheatley, 416 Morrill Hall, 255-9301.

**CLASSICS**

J. Rusten, chair; L. S. Abel, F. M. Ahl, K. Clinton, J. E. Coleman, J. R. Ginsburg, I. Hohendahl, P. Keyser, G. M. Kirkwood (emeritus), H. Kolias, D. Mankin (director of undergraduate studies), G. M. Messing (emeritus), C. Minkowski, A. Nussbaum, H. Pelliccia (graduate faculty representative), P. Pucci, H. R. Rawlings III, D. R. Shanzer, G. Van Steen

Cornell University has long recognized the importance of studying the civilizations of ancient Greece and Rome. Particularly in an age of increasing specialization, study of the Classics is widely viewed as an excellent means of acquiring a liberal education; at Cornell, we are deeply interested in the continuing humanistic values contained in the literature of the ancient world and in gaining a fuller understanding of these important cultures and their imprint upon subsequent ages.

The Department of Classics at Cornell is one of the oldest and largest in the country. With nineteen faculty members, together with professors of related interests in the departments of History, Philosophy, Comparative Literature, History of Art, Modern Languages and Linguistics, and Near Eastern Studies and in the Archaeology, Medieval Studies, and Religious Studies programs, the range of instruction available is very large, including not only the traditional study of language, literature, and ancient history, but also newer developments in the field, such as comparative study of Mediterranean civilizations and modern literary theory.

Although Classics, like other areas of humanistic study, does not aim at providing specific preprofessional training, over the years Classics majors from Cornell have gone on to a wide variety of careers: in law, teaching, medicine, diplomacy, management, educational administration, government, and many others.

The department offers courses in Bronze Age and Classical archaeology and is active in field projects in Classical lands. It sponsors archaeological excavations at Halai in Greece, which serves as a field training school for Cornell undergraduate and graduate students. On campus there are also collections of ancient artifacts, reproductions of ancient sculpture, and one of the few laboratories in the world to concentrate on the tree-ring dating of ancient monuments from Greece, Cyprus, and Turkey. The archaeology courses may be used to satisfy some of the requirements for the Intercollegiate Program in Archaeology or for the major in Classical Civilization. They require no knowledge of either Greek or Latin. Similarly, the department offers a variety of courses and seminars in English on such subjects as Greek mythology, Greek and Roman mystery religions, early Christianity, and Greek and Roman society, as well as ancient epic, tragedy, history, and philosophy. For those whose interest in things Greek and Roman extends no further than a desire to understand the English language a little better, the department offers one course in the Greek and Latin elements that make up a huge proportion of the vocabulary of Modern English, and another that deals more specifically with the Greek and Latin ingredients of bioscientific vocabulary. Programs in Greek and Latin at the elementary level are also offered, of course; and for the more ambitious there are courses involving reading, in the original, of Greek and Latin authors from Homer to St. Augustine and Bede and, periodically, the Latin works of Dante, Petrarch, and Milton. Sanskrit, the classical language of ancient India, is also offered, along with courses in translation on Indic religion, myth, and literature. The department makes every attempt to adapt its program to the needs of each student. If there is a Classical writer you would like to study, the department will do its best to help you do so whether you are a major in the department or not.

## Majors

The Department of Classics offers majors in Classics, Greek, Latin, and Classical Civilization.

### Classics

Those who major in Classics must complete 24 credits in advanced Greek or Latin (numbered 201 or above) and 15 credits in related subjects selected in consultation with the adviser.

### Classical Civilization

Those who major in Classical Civilization must complete (a) qualification in Latin and Greek or proficiency in either; (b) 24 credits selected from the courses listed under Classical civilization, Classical archaeology, Latin, and Greek; and (c) 15 credits in related subjects selected in consultation with the adviser.

### Greek

Those who major in Greek must complete 24 credits of advanced courses in Greek and 15 credits in related subjects (including Latin).

### Latin

Requirements for the major in Latin parallel those of the major in Greek.

### Honors

Candidates for the degree of Bachelor of Arts with honors in Classics, Greek, Latin, or Classical civilization must fulfill the requirements of the appropriate major study as given above and must also successfully complete the special honors courses 370, 471, and 472. Credit for honors courses may be included in the credits required for the major study. Students who wish to become candidates for honors, who have a cumulative average of B+ or better, and who have demonstrated superior performance in Classical courses (Greek, Latin, and Classical Civilization), submit an outline of their proposed honors work to the honors committee during the first month of their fifth semester. The chair will appoint a committee of three faculty members for each candidate, and the committee will be responsible for evaluating the candidate's proposal and subsequently supervising his or her work. At the completion of the honors thesis, which must demonstrate knowledge of the main bibliographical sources, give promise of scholarly talent, and show creativity, the committee will determine the level of honors to be awarded.

### Study Abroad

Cornell participates in the Intercollegiate Center for Classical Studies in Rome, which offers courses in Latin, Greek, ancient history, art, archaeology, and Italian. Another opportunity for a semester's study abroad is available through Cornell Abroad in Greece at the Athens Centre. (Consult Cornell Abroad for details.) In addition, Cornell is a member institution of the American School of Classical Studies at Athens, whose Summer Program is open to graduate students and qualified undergraduates. The American Academy in Rome, of which Cornell is also a member institution, offers full-year and summer programs for qualified graduate students. For graduate students the Department of Classics offers a few travel grants each year from the Townsend Memorial Fund. Detailed information on these programs is available in the Department of Classics Office, 120 Goldwin Smith Hall.

### Summer Support for Language Study

The Beatrice R. Kanders Memorial Scholarship (for the summer immediately following the freshman or sophomore year; preference given to dyslexic students) and a certain amount of tuition aid made possible by gifts from the Constantinos C. Polychronis Foundation are normally available to students who want to enroll in Intensive Latin or Greek in the Cornell summer session. These courses are designed to enable students to enter second-year Latin or Greek the following fall. Preference is given to Classics undergraduate majors, and other students needing Latin or Greek for completion of their majors. Applications are due to the chair of the Department of Classics by March 22.

### Placement in Latin, Ancient Greek, and Modern Greek

Placement of first-year students in Latin, ancient Greek, and modern Greek courses is determined by an examination given by the Department of Classics during orientation week or by arrangement with the director of undergraduate studies.

### Freshman Writing Seminars

The department offers freshman writing seminars on a variety of topics. Consult John S. Knight Writing Seminar Program brochures for times, instructors, and descriptions.

### Classical Civilization

#### CLASS 100 Word Power: Greek and Latin Elements in the English Language

Fall. 3 credits. I. Hohendahl.

This course gives the student with no knowledge of the Classical languages an understanding of how the Greek and Latin elements that make up over half our English vocabulary operate in both literary and scientific English usage. Attention is paid to how words acquire their meaning and to enlarging each student's working knowledge of vocabulary and grammar.

#### CLASS 102 Bioscientific Terminology

Summer. 3 credits. H. Roisman.

A study of the Greek and Latin word elements that combine to form most of the specialized terms in the biological sciences. The student who learns the meanings of those elements and the rules of word formation usually can recognize the basic meaning of any unfamiliar word in that field. The class also gives attention to misformations and words still in use that reflect outmoded scientific theories.

#### CLASS 211 The Greek Experience #

Fall. 3 credits. F. Ahl.

An introduction to the literature and thought of ancient Greece. Topics will include epic and lyric poetry, tragedy and comedy, and historical, political, philosophical, and scientific writings. Some attention will also be given to the daily life of ordinary citizens, supplemented by slides of ancient art and architecture.

#### CLASS 212 The Roman Experience #

Spring. 3 credits. Not offered 1995-96; next offered 1996-97. D. Mankin.

An introduction to the civilization of the Romans as expressed in their literature, religion, and social and political institutions.]

#### CLASS 217-218 Initiation to Greek and Roman Cultures #

Limited to 18 students. These courses are intended especially for freshmen (a few exceptionally motivated sophomores or upperclass students may be accepted) and may be taken independently of one another. Apply in writing to the chair, Department of Classics, 120 Goldwin Smith Hall.

Knowledge of Greek or Latin is not necessary, since all texts are in translation. What is necessary is the willingness to participate in three one-hour seminars each week and also a supplementary one-hour (occasionally two-hour) session, during which the class will participate in workshops with specially invited guests.

#### CLASS 217 Initiation to Greek Culture: The Greeks at War, from Troy to Chaironeia #

Fall. 4 credits. M W F 10:10-11:00, plus one hour to be arranged. J. Coleman and guest lecturers.

One of the most troubling legacies of the Ancient Greeks is their almost unquestioning acceptance of war as a legitimate human activity and a measure of male heroism. Our critical examination will show how literature and art exemplify this predominant Greek

attitude, beginning with the first and greatest war poem, the *Iliad*, and concluding with the Macedonian conquests of the 4th century B.C.E. Included are Herodotus on the Persian wars, Thucydides on the Peloponnesian War, and the anti-war comedies of Aristophanes. Among themes to be considered are the literary and visual image of the hero, the role of women as mediators and victims, and the importance of warfare in the political life of the Greek city-states.

**[CLASS 218 Initiation to Roman Culture #]**

Spring. 4 credits. Not offered spring 1996.]

**CLASS 223 The Comic Theater (also Comparative Literature 223 and Theatre Arts 223) #**

Spring and summer 1996. 3 credits.

J. Rusten.

The origins of comic drama in ancient Greece and Rome, and its subsequent incarnations especially in the Italian renaissance (*Commedia erudita* and *Commedia dell'arte*), Elizabethan England, seventeenth-century France, the English Restoration, and Hollywood in the thirties and forties. Chief topics will be: the growth of the comic theatrical tradition and conventions; techniques and themes of comic plots (trickster, parody, farce, caricature); and the role of comedy in society. All readings in English.

**CLASS 224 Hidden Songs in Greece and Asia (also Asian Studies 270 and Comparative Literature 224) @#**

Spring. 3 credits. G. Holst-Warhaft and D. McCann.

For description, see ASIAN 270.

**CLASS 236 Greek Mythology (also Comparative Literature 236) #**

Fall 1995 and summer 1996. 3 credits.

D. Mankin.

A survey of the Greek myths, with emphasis on the content and significance of the myths in Mediterranean society, including the place of myth in Greek life and consciousness; the factors and influences involved in the creation of myths; and the use of myths for our understanding of Greek literature, religion, and moral and political concepts.

**CLASS 237 Greek Religion and Mystery Cults (also Religious Studies 237) #**

3 credits. Not offered 1995-96; next offered 1996-97. K. Clinton.

Greek religion constitutes one of the essential features of ancient Greek civilization and distinguishes it from later Western civilization. Since religion permeates Greek culture, including the major art forms (epic poetry, tragedy, comedy, architecture, painting, and sculpture), the course will investigate the interaction of religion with these forms—an investigation that is fruitful both for the understanding of Greek religion and the forms themselves, some of which, like tragedy, originated in cult. A representative variety of cults and their history will be studied with special emphasis on mystery cults, such as the Eleusinian mysteries of Demeter and Persephone, the Kabiroi, the Great Gods of Samothrace, and Bacchic rites.]

**CLASS 238 The Ancient Epic and Beyond #**

Fall. 3 credits. Not offered 1995-96; next offered 1996-97. H. Pelliccia.

We will move, Odysseus-like, to the West: beginning with Homer's *Iliad* (and including

the British poet Christopher Logue's "account of the opening books) and *Odyssey*, we will continue in the Hellenistic and Augustan eras with Apollonius of Rhodes' *Argonautica* and Virgil's *Aeneid*. A violent shift in space and time will have us conclude with two New World maritime epics: Herman Melville's *Moby Dick* and Derek Walcott's *Omeros*.]

**[CLASS 245 Greek and Roman Historians #]**

3 credits. Not offered 1995-96; next offered 1997-98. J. Ginsburg.]

**CLASS 247 Byzantine History and Culture (also Religious Studies 245) #**

Spring. 3 credits. G. Van Steen.

From 312 to 1453, the Byzantine Empire was a major force in the Eastern Mediterranean and played a decisive role in the history, politics, and culture of Western Europe. This course traces the political, social, literary, and religious development of the Byzantine state.

**CLASS 285 Art, Archaeology, and Analysis (also ARCH 285, ENGRG 185, MS&E 285, PHYS 200, ENGL 285, ART 372, and NS&E 285)**

Spring. 3 credits. Staff.

An interdepartmental course on how techniques of physical sciences and engineering are being applied to issues in cultural research. For complete description, see ENGRG 185.

**[CLASS 291 Classical Indian Narrative (also Asian Studies 291) @#]**

Spring. 3 credits. Not offered 1995-96. C. Minkowski.

For description, see ASIAN 291.]

**[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also Religious Studies 333) #]**

4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 1995-96; next offered 1997-98. K. Clinton.

A study of the controversial question of religious continuity between paganism and early Christianity. After a brief survey of Classical mystery cults and Hellenistic religion, the course will focus on such Hellenistic cults as the mystery cults of Isis, Bacchus, and Attis and the Great Mother and on the distinctive features that contributed to their success. Discussion of Christian liturgy and beliefs both in the East and the West to determine what Christianity owed to its pagan predecessors and to isolate the factors that contributed to its triumph over the "rival" pagan cults of late antiquity.]

**[CLASS 339 Ancient Wit: An Introduction to the Theory and Form of Comic and Satiric Writing in Greece and Rome (also Comparative Literature 339) #]**

4 credits. Not offered 1995-96.]

**[CLASS 357 Greek Sanctuaries and Pausanias (also Archaeology 357, Religious Studies 353, and Classics 457) #]**

3 credits. Prerequisite: at least one course in classical civilization or archaeology. Not offered 1995-96; next offered 1996-97. K. Clinton and J. Coleman.

Many Greek sanctuaries were described by Pausanias, who wrote a guide to Greece in the second century C.E. By comparing his descriptions (and other written sources) with the archaeological remains at the actual sites,

the course will examine how these sanctuaries functioned and what they meant to Greeks of his day. No Greek required for 357; for 457 see Greek, Classics 457.]

**CLASS 363 Representations of Women in Ancient Greece and Rome (also History 367 and Women's Studies 363) #**

Spring. 4 credits. L. S. Abel and J. Ginsburg.

The task of this course is to analyze ancient Greek and Roman representations of women—some famous, some infamous, some nameless—within their historical and cultural contexts and the assumptions that underlie these representations. Using literary, historical, legal, and artistic sources (in translation) and examining the historiographical and methodological problems the use of such evidence poses, the class will assess the changing social conditions that relate to the roles, status, and images of women in antiquity. Among the topics considered are: myth and ideology, women's role in the family and society, views of the female body and female sexuality, the place of women in creative art.

**[CLASS 382 Greeks, Romans, and Victorians (also Comparative Literature 382) #]**

Spring. 4 credits. Not offered 1995-96; next offered 1996-97. F. Ahl.

Modern popular and scholarly views of Greek and Latin literature were shaped in the Victorian years of the nineteenth century, between the years of Republican and Marxist revolution. This course explores some of the ways in which nineteenth-century social and intellectual upheavals, and changes in scholarly techniques and approaches, may have affected how English and Irish writers presented Greco-Roman antiquity and, especially, how they began to discard an idealized past based on a Roman model for one based on a Greek model. The focus will be on poets and dramatists (and a few artists and novelists) rather than on philosophers and scientists. The varied influences of Vergil and Homer, Seneca and Sophocles, Plautus and Aristophanes, Horace, and Greek lyric poetry will be discussed in selected works of writers such as Thomas More, Shelley, Byron, Swinburne, Arnold, Tennyson, W. S. Gilbert, Oscar Wilde, Samuel Butler, and others, including important artists such as Aubrey Beardsley.]

**[CLASS 390 Comparative Sanskrit Myth and Epic (also Asian Studies 390) @#]**

Fall. 4 credits. Not offered 1995-96. C. Minkowski.

Readings in translation from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*, and from the main cycles of the *Puranas*, the Sanskrit mythological literature. Special attention will be given to parallels and comparisons with Greek myth and epic, especially Homer and Hesiod. Classics 236 or 238 would be useful as background, but not presupposed.]

**[CLASS 395 Classical Indian Philosophical Systems (also Asian Studies 395 and Religious Studies 395) @#]**

4 credits. Prerequisite: some background in philosophy or in classical Indian culture. Not offered 1995-96. C. Minkowski.

For description, see ASIAN 395.]

**[CLASS 459 The Language of Myth**  
4 credits. Not offered 1995-96.]

**[CLASS 463 Gender and Politics in the Roman World (also History 463 and Women's Studies 464) #**

4 credits. Not offered 1995-96; next offered fall 1997. J. Ginsburg.

An undergraduate seminar examining the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions this course will address are: was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms political activity in ancient Rome might take allow a place for women in Roman political life? what role does gender have in Roman political discourse and ideology? why do issues such as family, marriage, and sexuality become subjects of political debate and legislation?

**CLASS 465-466 Independent Study in Classical Civilization, Undergraduate Level**

465, fall; 466, spring. Up to 4 credits.

**[CLASS 480 Roman Society and Politics under the Julio-Claudians (also History 473) #**

4 credits. Prerequisite: Classics 212, History 268, or permission of instructor. Not offered 1995-96; next offered spring 1998. J. Ginsburg.

An undergraduate seminar examining several of the important social and political changes in Roman society under Augustus and his successors, the Julio-Claudians. Topics to be investigated include Augustus's consolidation of power through political and social revolution, the Augustan attempt to regulate family life and social relations by legislation, the relation of the emperor Tiberius with the members of the old ruling class, the growth of the imperial bureaucracy and the new opportunities for social mobility, the political opposition to Claudius and Nero, Nero's cultural and provincial policy, and the manipulation of the imperial cult. All readings will be in English.]

**CLASS 711-712 Independent Study for Graduate Students in Classical Civilization**

711, fall; 712, spring. Up to 4 credits.

## Greek

**CLASS 101 Greek for Beginners**

Fall. 4 credits. F. Ahl.

Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

**CLASS 103 Attic Greek**

Spring. 4 credits. Prerequisite: 101 or equivalent. H. Pelliccia.

A continuation of Classics 101.

**CLASS 104 Intensive Greek**

Summer. 6 credits. Staff.

An intensive introduction to the fundamentals of ancient Greek grammar. Prepares students in one term for 200-level Greek.

**CLASS 111-112 Modern Greek**

111, fall; 112, spring. 3 credits each term. H. Kolias.

**CLASS 201 Attic Authors #**

Fall. 3 credits. Prerequisite: Classics 103 or 104 or equivalent. H. Pelliccia. Selected readings from Greek prose and poetry.

**CLASS 202 The Greek New Testament (also Near Eastern Studies 220 and Religious Studies 202) #**

Spring. 3 credits. Prerequisite: at least one year of ancient Greek (Classics 101-103) or permission of instructor. L. Kant.

Selections in Greek from all four gospels, the letters of Paul and Acts.

**CLASS 206 Herodotus #**

Spring. 3 credits. Prerequisite: Classics 103 or 104 or equivalent. A. Ramage.

Selected readings from Herodotus' *Histories*.

**CLASS 209 Greek Composition**

Spring. 3 credits. Prerequisite: One term of 200-level Greek or equivalent. Not offered 1995-96; next offered 1997-98.]

**CLASS 213 Intermediate Modern Greek**

Fall. 3 credits. Prerequisite: Classics 112 or placement by departmental examination. H. Kolias.

This course, designed for students who have completed introductory modern Greek or have a reading knowledge of the language, will give attention to developing facility in conversational and written expression, usually in connection with assigned readings reflecting Greek history and culture.

**CLASS 214 Readings in Modern Greek Literature**

Spring. 3 credits. Prerequisite: Classics 213 or permission of instructor. Not offered 1995-96.

A study of modern Greek language, history, and culture as manifested in the works of individual poets, dramatists, and prose writers.]

**CLASS 310 Greek Undergraduate Seminar: Sophocles and Euripides #**

Fall. 4 credits. Prerequisite: two 200-level courses in Greek or permission of instructor. K. Clinton.

**CLASS 311 Greek Philosophical Texts: (also Philosophy 411) #**

Fall and spring: up to 4 credits. Prerequisites: Knowledge of Greek and permission of instructor. T. Irwin.

Readings of Greek philosophical texts in the original.

**CLASS 313 Greek Epic #**

4 credits. Prerequisite: Classics 206 or equivalent. Not offered 1995-96.

Readings from the *Odyssey*. Emphasis upon the nature of Homeric language and the literary interpretation of the poem.]

**CLASS 401-402 Independent Study in Greek, Undergraduate Level**

401, fall; 402, spring. Up to 4 credits.

**CLASS 417 Advanced Readings in Greek #**

4 credits. Not offered 1995-96.]

**CLASS 419 Advanced Greek Composition #**

3 credits. Prerequisite: Classics 209 or equivalent. Not offered 1995-96; next offered 1996-97.]

**[CLASS 433 Greek Mystery Cults (also Classics 633 and Religious Studies 433) #**

4 credits. Prerequisite: one term of 300-level Greek or permission of instructor. Not offered 1995-96; next offered 1997-98. K. Clinton.

Discussion of the major Greek mystery cults—the Mysteria at Eleusis, the cult of the Great Gods at Samothrace, and Dionysiac mysteries—with the aim of elucidating the structure and religious purpose of these cults and the nature of the initiates' experience. The evidence includes: the *Homeric Hymn to Demeter*, Plato's *Symposium*, works of Christian Fathers, inscriptions, artistic representations, and archaeological data.]

**[CLASS 457 Greek Sanctuaries and Pausanias (also Classics 357) #**

4 credits. Not offered 1995-96; next offered 1996-97.

For description, see Classical Civilization, Classics 357. Students in Classics 457 will read relevant sections of Pausanias and other documentation such as inscriptions in Greek.]

**CLASS 501 Introduction to Greek Epigraphy**

Fall. 3 credits. Prerequisite: one term of 300-level Greek. K. Clinton.

**[CLASS 633 Greek Mystery Cults (also Classics 433) #**

4 credits. Not offered 1995-96; next offered 1997-98. K. Clinton.

For description, see Classics 433.]

**CLASS 671 Graduate Seminar in Greek: Aeschylus**

Fall. 4 credits. K. Clinton.

**CLASS 672 Graduate Seminar in Greek: Pindar**

Spring. 4 credits. H. Pelliccia.

**CLASS 701-702 Independent Study for Graduate Students in Greek**

701, fall; 702, spring. Up to 4 credits.

## Latin

**CLASS 105 Latin for Beginners**

Fall. 4 credits. Staff.

An introductory course in the essentials of Latin, designed for rapid progress toward reading the principal Latin writers.

**CLASS 106 Elementary Latin**

Spring. 4 credits. Prerequisite: 105 or equivalent. Staff.

A continuation of Classics 105, using readings from various authors.

**CLASS 107 Intensive Latin**

Spring and summer. 6 credits. Staff.

Prepares students in one term for 200-level Latin.

**CLASS 205 Intermediate Latin #**

Fall. Prerequisite: Classics 106, 107, or placement by departmental examination. Readings in Latin prose.

**CLASS 207 Catullus #**

Spring and summer. 3 credits. Prerequisite: Classics 106, 107, or one term of 200-level Latin. D. Mankin.

**[CLASS 216 Vergil #**

Spring. 3 credits. Prerequisite: Classics 106, 107, or one term of 200-level Latin. Not offered 1995-96; next offered 1996-97.]

**[CLASS 241 Latin Composition**

Spring. 3 credits. Prerequisite: Classics 106, 107, or equivalent. Not offered 1995–96; next offered 1996–97.]

**CLASS 312 Latin Undergraduate Seminar: Sallust**

Spring. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. P. Keyser.

**CLASS 314 The Augustan Age #**

Fall. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. D. Mankin.

**CLASS 317 Roman Historiography: Suetonius and Tacitus #**

Spring. 4 credits. Prerequisite: one term of 300-level Latin or permission of instructor. Not offered 1995–96.

J. Ginsburg.

Readings from Suetonius' *Lives of the Caesars* and Tacitus' *Annals*, with particular emphasis on the different aims and literary methods of biography and history. Should Suetonius' work be taken less seriously as a historical source than the narrative of his contemporary, Tacitus? Our understanding and appreciation of both writers will be enhanced if we attempt to place Suetonius and his work in the intellectual and cultural currents of his day rather than to see him as a failed narrative historian.]

**CLASS 318 Roman Elegy: Tibullus, Propertius, Ovid #**

4 credits. Prerequisite: two terms of 200-level Latin. Not offered 1995–96.]

**CLASS 338 Latin Undergraduate Seminar**

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1995–96.]

**CLASS 411 Advanced Readings in Latin Literature: Prose**

Fall. 4 credits. H. Pelliccia.

Rapid reading of prose works selected from graduate reading list. Emphasis will be on translation skills. Designed to meet the needs of graduate students preparing for "A" exams, and especially for those intending to take Advanced Latin Prose Composition in the spring. Open to advanced undergraduates by permission of the instructor.

**CLASS 412 Advanced Readings in Latin Literature: Apuleius #**

Spring. 4 credits. Not offered 1995–96; next offered 1996–97.]

**CLASS 439 Ammianus Marcellinus and the 4th Century A.D. (also Classics 439) #**

4 credits. Prerequisite: permission of instructor. Not offered 1995–96.

D. Shanzer.

Readings from Ammianus Marcellinus and other related historical texts.]

**CLASS 441 Advanced Latin Composition #**

Spring. 3 credits. For undergraduates who have completed Latin 241 and for graduate students. D. Mankin.

**CLASS 451–452 Independent Study in Latin, Undergraduate Level**

451, fall; 452, spring. Up to 4 credits.

**[CLASS 468 Augustine's Confessions (also Religious Studies 468) #**

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1995–96.]

**[CLASS 603–604 Topics in Late Antique and Medieval Latin Literature**

4 credits each term. Not offered 1995–96; next offered 1996–97.]

**[CLASS 639 Ammianus Marcellinus and the 4th Century A.D. (also Classics 439) #**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995–96.

D. Shanzer.

For description, see Classics 439. Students who wish to enroll in Classics 639 will be required to write a research paper and do additional work.]

**[CLASS 679 Graduate Seminar in Latin**

Fall. 4 credits. Not offered 1995–96; next offered 1996–97.]

**CLASS 680 Graduate Seminar in Latin: Historiography**

Spring. 4 credits. J. Ginsburg.

**CLASS 751–752 Independent Study for Graduate Students in Latin**

751, fall; 752, spring. Up to 4 credits.

**Classical Art and Archaeology****[CLASS 219 Mediterranean Archaeology (also Near Eastern Studies 267) #**

Fall. 3 credits. Not offered 1995–96; next offered 1996–97. J. Coleman.

An examination of the archaeological bases of ancient Mediterranean civilization with special focus on contacts and interrelationships in the Bronze Age (ca. 3500–1100 B.C.). Topics include the Neolithic of Anatolia, Greece, and the Near East; the rise of civilization in Egypt; the Bronze Age states of Syro-Palestine (Ebla, Ugarit, Byblos, etc.); Cyprus, copper, and the Alasia question; the Hittites and Bronze Age Anatolia; the early Bronze Age in Greece; Minoans, Mycenaeans, and their eastern and western contacts; the Bronze Age in the western Mediterranean; and ancient ships and trade in the late Bronze Age.]

**CLASS 220 Introduction to Art History: The Classical World (also History of Art 220) #**

Fall. 4 credits. A. Ramage.

An overview of the art and archaeology of the Greek and Roman world. The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the late empire.

**CLASS 221 Minoan-Mycenaean Art and Archaeology (also Archaeology 221 and History of Art 221) #**

Spring. 3 credits. J. Coleman.

The birth of civilization in Greece and the Aegean islands during the Bronze Age. The main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of Aegean interactions with Egypt, the Near East, and Anatolia.

**[CLASS 232 Archaeology in Action I (also Archaeology 232 and History of Art 224) #**

Fall. 3 credits. Prerequisite: permission of instructor. Not offered fall 1995.

P. I. Kuniholm.]

**[CLASS 233 Archaeology in Action II (also Archaeology 233 and History of Art 225) #**

Spring. 3 credits. Prerequisite: permission of instructor. Not offered spring 1996. P. I. Kuniholm.]

**CLASS 249 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also Archaeology 247, Near Eastern Studies 247, and Religious Studies 247)**

For description, see JWST 247.

**CLASS 309 Dendrochronology of the Aegean (also Archaeology 308)**

Spring. 4 credits. Prerequisite: permission of instructor. Limited to 10 students. P. I. Kuniholm.

For description, see ART H 309.

**[CLASS 320 The Archaeology of Classical Greece (also History of Art 320) #**

4 credits. Not offered 1995–96.

A. Ramage.]

**[CLASS 322 Greeks and Their Neighbors (also History of Art 328) #**

4 credits. Not offered 1995–96.

A. Ramage.]

**[CLASS 323 Painting in the Greek and Roman World (also History of Art 323) #**

4 credits. Not offered 1995–96.

A. Ramage.]

**[CLASS 325 Greek Vase Painting (also History of Art 325) #**

4 credits. Not offered 1995–96.

A. Ramage.]

**[CLASS 326 Greek Cities and Towns (also History of Art 326) #**

4 credits. Not offered 1995–96.

A. Ramage.

Ancient Greek cities and towns from an archaeological perspective. Topics include the city in its geographical setting, the development of the fortified city, town planning, the Classical house and household, official and religious life versus private life, the territory and boundaries of cities and towns, regional states and leagues, warfare between cities and regions, and roads and sea routes. Examples will mostly be drawn from Athens/Attica and central Greece. Two short oral presentations, presented after consultation in written form, and a final examination.]

**[CLASS 327 Greek and Roman Coins (also History of Art 327) #**

4 credits. Not offered 1995–96.

A. Ramage.]

**[CLASS 329 Greek Sculpture (also History of Art 329) #**

4 credits. Not offered 1995–96.]

**CLASS 350 Arts of the Roman Empire (also History of Art 322) #**

Spring. 4 credits. A. Ramage.

For description, see ART H 322.

**[CLASS 360 Field Archaeology in Greece (also Archaeology 360) #**

Summer. 6 credits. Not offered 1996; next offered summer 1997.

A six-week archaeological field training program in conjunction with the Cornell Halai and East Lokris Project. For information and application forms, contact Professor John E. Coleman, Department of Classics, 120 Goldwin Smith Hall.]

**CLASS 423 Ceramics (also Archaeology 423 and History of Art 423)**

Spring. 4 credits. Prerequisite: permission of instructor. J. Coleman.  
Bronze Age, Greek, and Roman pottery specimens from Near Eastern and Mediterranean sites will be studied to provide direct experience in one of the basic prerequisites of archaeological or archaeological excavation—the identification and dating of pottery types. Reports, delivered in class, will concern ancient ceramic materials or particular types and periods. Practical experience in making and decorating pottery will be encouraged.

**[CLASS 432 Sardis and the Cities of Asia Minor (also Archaeology 432 and History of Art 424) #]**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.  
A. Ramage.]

**[CLASS 434 The Rise of Classical Greece (also Archaeology 434 and History of Art 434) #]**

Spring. 4 credits. Recommended: Classics 220 or 221; History of Art 220 or 221, or permission of instructor. Not offered 1995-96. P. I. Kuniholm.]

**[CLASS 435 Seminar on Roman Art and Archaeology (also History of Art 427) #]**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.  
A. Ramage.]

**CLASS 475-476 Independent Study in Classical Archaeology, Undergraduate Level**

475, fall; 476, spring. Up to 4 credits.

**[CLASS 629 The Prehistoric Aegean and Cyprus (also Archaeology 629) #]**

4 credits. For graduate students, and advanced undergraduates with permission of instructor. Not offered 1995-96.  
J. Coleman.]

**[CLASS 630 Selected Topics in Classical Archaeology (also Archaeology 520 and History of Art 520) #]**

Spring. 4 credits. Not offered 1995-96.  
For description, see ART H 520.]

**CLASS 721-722 Independent Study for Graduate Students in Classical Archaeology**

721, fall; 722, spring. Up to 4 credits.

**Greek and Latin Linguistics****[CLASS 421 Greek Comparative Grammar (also Linguistics 609) #]**

4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 1995-96; next offered 1997-98. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

**[CLASS 422 Latin Comparative Grammar (also Linguistics 610) #]**

4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 1995-96; next offered 1997-98. A. Nussbaum.

The prehistory and evolution of the sounds and forms of Classical Latin as reconstructed by comparison with the other Indo-European languages.]

**[CLASS 424 Italic Dialects (also Linguistics 612) #]**

4 credits. Not offered 1995-96; next offered 1997-98. A. Nussbaum.]

**[CLASS 425 Greek Dialects (also Linguistics 611) #]**

4 credits. Not offered 1995-96; next offered 1996-97. A. Nussbaum.]

**[CLASS 426 Archaic Latin (also Linguistics 614) #]**

4 credits. Prerequisite: reading knowledge of Latin. Not offered 1995-96; next offered 1996-97. A. Nussbaum.]

**CLASS 427 Homeric Philology (also Linguistics 613) #**

Spring. 4 credits. Prerequisite: ability to read Homeric Greek. A. Nussbaum.  
The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.

**CLASS 429 Mycenaean Greek (also Linguistics 615) #**

Fall. 4 credits. Prerequisite: thorough familiarity with the morphology of Classical Greek. A. Nussbaum.

**Sanskrit****[CLASS 131-132 Elementary Sanskrit (also Sanskrit 131-132) #]**

131, fall; 132, spring. 4 credits each term.  
Not offered 1995-96; next offered 1996-97.  
An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.]

**[CLASS 251-252 Intermediate Sanskrit (also Sanskrit 251-252) @ #]**

251, fall; 252, spring. 3 credits each term.  
Prerequisite: Classics 132 or equivalent.  
Not offered 1995-96; next offered 1997-98.  
C. Minkowski.

Readings from the literature of Classical Sanskrit. Fall: selections from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*. Spring: more selections from the epics, and from either Sanskrit story literature or from Sanskrit dramas.]

**CLASS 403-404 Independent Study in Sanskrit, Undergraduate Level (also Language 300)**

403, fall; 404, spring. Up to 4 credits.  
Staff.

**CLASS 703-704 Independent Study for Graduate Students in Sanskrit (also Language 300)**

703, fall; 704, spring. Up to 4 credits.  
Staff.

Also see Classics 291, 390, and 395 (Classical Civilization listings).

**Honors Courses****CLASS 370 Honors Course**

A program of reading and conferences centered on an author or topic chosen in accordance with the special interests of the student and instructor.

**CLASS 471 Honors Course**

A continuation of Classics 370, with change of author or topic.

**CLASS 472 Honors Course: Senior Essay**

Spring. 4 credits. For students who have successfully completed Classics 471.  
Topics must be approved by the student's honors committee at the end of the first term of the senior year.

**Related Courses in Other Departments and Programs**

See listings under:

Archaeology

Comparative Literature

English

History

History of Art

Medieval Studies

Modern Languages and Linguistics

Near Eastern Studies

Philosophy

Religious Studies

Society for the Humanities

Women's Studies

**COMPARATIVE LITERATURE**

J. Culler, chair (141 Goldwin Smith, 255-5798) on leave academic year 1995-96;

C. Carmichael, acting chair, academic year 1995-96 (139 Goldwin Smith, 255-8265);

W. J. Kennedy, graduate faculty representative (163 Goldwin Smith 255-3398); G. Gibian, director of undergraduate studies, fall 1995 (236B Goldwin Smith, 255-8347);

E. Rosenberg, director of undergraduate studies, spring 1996 (133 Goldwin Smith, 255-3544); C. M. Arroyo, A. Caputi (Emeritus), D. Castillo, W. Cohen, B. de Bary, H. Foster, S. Gilman, D. Grossvogel, P. Hohendahl, W. Holdheim (Emeritus), N. Melas, J. Monroe, J. Porte, E. Rosenberg, L. Waugh, W. Wetherbee

Also cooperating: A. Adams, F. Ahl, M. Bernal, J. Bishop, R. Brann, K. Brazell, J. Devenyi, J. E. Gainor, G. Holst-Warhaft, D. LaCapra, H. Mah, D. Mankin, B. Maxwell, D. McCann, J. Najemy, B. V. Olguín, L. Olschner, L. Quinney, J. Rusten, H. Shaw, I. Tucker, G. Waite, A. Wood

The Department of Comparative Literature provides a broad range of courses in European as well as non-European literatures. Courses variously stress significant authors, themes, problems, styles, genres, historical periods, and theoretical perspectives. The departmental offerings reflect current interdisciplinary approaches to literary study, hermeneutics, rhetorical analysis, semiotics, deconstruction, Marxism, reception aesthetics, feminism, formalism, and psychoanalysis.

**The Major**

The major enables students to develop an integrated knowledge of Western literature, to strengthen their reading and writing abilities, and to prepare for careers demanding analytical, interpretive, and evaluative skills. Prospective majors should consult with the director of undergraduate studies. After declaring a major, a student chooses an adviser from the department's faculty. The requirements for the major are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests. The specific

contours of such a program are worked out in consultation with the student's adviser.

#### Requirements for the Major

- 1) Five courses in Comparative Literature at the 200 level and above, including the core course listed below. A student may include up to two literature courses from other departments.
- 2) One core course in Comparative Literature (for 1995-96 the core course is Comparative Literature 413 [fall]), to be taken by all majors either in the spring term of their junior year or the fall term of their senior year. Students may enroll in both core courses.
- 3) Five courses in literature or other areas of the humanities at the 200 or higher level, to be taken in one or more foreign literature departments. Texts must be read in the original language. A student may offer one language course (conversation, composition, etc.).
- 4) A senior essay (Comparative Literature 493) of roughly fifty pages, to be written during the senior year under the direction of the student's adviser.

The department also encourages:

- 1) a program that includes broad historical coverage (e.g., Comparative Literature 201-202: Great Books, Comparative Literature 210: Ancients and Moderns); intensive study of single genre, (e.g., Comparative Literature 320: Introduction to Caribbean Poetry, Comparative Literature 363-364: The European Novel); Comparative Literature 365: Contemporary Fiction; analysis of problems in literary theory (e.g., Comparative Literature 302: Literature and Theory, Comparative Literature 381: Marxist Cultural Theory, and Comparative Literature 402: Theories of Rhetoric)
- 2) a second foreign language, especially for students interested in graduate work in literature.

#### Honors

A student who completes the requirements for the major is eligible for the degree of Bachelor of Arts with honors in comparative literature. The department bases its decision on the student's achieving grades of at least B+ in the senior essay and in course work for the major, and on overall academic performance at Cornell.

#### Freshman Writing Seminars

Most 100-level courses may be used toward satisfying the freshman writing seminar requirements. See "John S. Knight Writing Program" for a full description of the freshman writing seminar program.

#### Courses

**Note:** Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

#### [COM L 150] Introduction to Cultural Studies (also Society for the Humanities 150)

4 credits. Does not satisfy the freshman writing seminar requirement, but will satisfy the distribution requirement. Not offered 1995-96.]

#### COM L 201#-202 Great Books

201, fall; 202, spring. 4 credits. Comparative Literature 201 and 202 may be taken independently of each other. COM L 202 also offered summer 1996.

A reading each semester of seminal texts that represent and have shaped Western culture and hence form an essential part of the student's intellectual equipment. By analyzing, interpreting, and evaluating, students will develop critical reading abilities. 201: selections from the Bible, Homer, Dante, Rabelais, Shakespeare, and others.

202: World literature of the last 300 years, emphasizing the response to European worldwide expansion first in the colonizing countries, then in the colonized. A central concern will be the globalization of European literary forms. Probable authors: Camoens, Shakespeare, Behn, Voltaire, Melville, Conrad, Tagore, Lu Hsun, Borges, Césaire, Mahfouz, Soyinka, Enchi, Erdrich, and selected lyric poets.

#### COM L 205 Comparative American Literatures

Spring. 4 credits. TR 1:25-2:40.  
B. Maxwell.

Twentieth-century writing from Canada, the United States, Latin America, and the Caribbean. A hemispheric perspective will encourage thinking about and across cultural, linguistic, and national demarcations. This course takes its heading from a question asked by the poet William Carlos Williams, and a sort of reply, from Africa, passed on by the novelist Paule Marshall. "History, history! What do we fools know or care?" Besides these words, we will place those appearing as the epigraph of Paule Marshall's *The Chosen Place, The Timeless People*: "Once a great wrong has been done, it never dies. People speak the words of peace, but their hearts do not forgive. Generations perform ceremonies of reconciliation but there is no end." Countering the literature of amnesia and baseless optimism, the works that we will read cannot forget, and decline to forgive, the historical traumas that so bitterly flavor them. Our concern largely will be with understanding the aesthetic means and strategies that certain writers use to perform ceremonies *not* bent on reconciliation. Readings will include Wilson Harris, "Adversarial Contexts and Creativity"; Joy Kogawa, *Obasan*; Sheila Watson, *The Double Hook*; Michael Ondaatje, *In the Skin of a Lion*; Hubert Aquin, *The Antiphony*; Jean Toomer, *Cane*; William Faulkner, *Absalom, Absalom!*; Djuna Barnes, *Nightwood*; Mariano Azuela, *The Underdogs*; Gabriel García Márquez, *One Hundred Years of Solitude*; José Donoso, *Curfew*; and Eduardo Galeano, *The Book of Embraces*.

#### [COM L 210] Ancients and Moderns

4 credits. Not offered 1995-96.]

#### COM L 213 Existentialism and Literature (also Philosophy 213)

Fall. 4 credits. A. Wood.  
For description, please see Philosophy 213.

#### COM L 223 The Comic Theater (also Classics 223 and Theatre Arts 223) #

Spring. 3 credits. (also offered summer '96). J. Rusten.

For description, please see Classics 223.

#### COM L 224 Hidden Songs in Greece and Asia (also Asian Studies 270 and Classics 224) #@

Spring. 3 credits. To be announced.  
G. Holst-Warhaft and D. McCann.

For description, please see ASIAN 270.

#### COM L 234 Arabs and Jews in Confluence and Conflict (also NES 234, JWST 234, Rel. St. 234) @#

Fall. 3 credits. TR 8:40-9:55. R. Brann.  
For description, please see NES 234.

#### COM L 236 Greek Mythology (also Classics 236) #

Fall. 3 credits. Limited to 200. (also offered summer '96).

For description, see Classics 236.

#### COM L 243 Poetry and Politics in the Americas (also English 243)

Spring. 3 credits. M W F. B. V. Olguín. This course examines poetry and poetics as dialogical statements where history, politics, and culture are actively engaged by the poet and the poem. Our particular focus will be on poetic interventions in popular struggles throughout the Americas over time—from nineteenth-century independence movements to twentieth-century nationalist and internationalist struggles—and across space—from the Caribbean, South, Central, and North America. Students will consider the unique challenges to aesthetics, ideology and identity in general posed by various engaged artists such as José Martí, Nicanor Parra, Ariel Dorfman, Pablo Neruda, Nicolás Guillén, Clairbel Alegría, Roque Dalton, Raúl Salinas, Lorna Dee Cervantes, Carolyn Forché, Alejandro Murguía, Sonia Sanchez, Allen Ginsberg, Martin Espada, Gwendolyn Brooks, Adrienne Rich and others.

#### [COM L 302] Literature and Theory (also Comparative Literature 602)

4 credits. Not offered 1995-96.]

#### [COM L 304] Colonialism and Narrative

4 credits. Not offered 1995-96.]

#### COM L 313 Japanese and Asian Film (also Asian Studies 313, Theatre Arts 313) @

Spring. 4 credits. B. deBary.  
For description, please see Asian Studies 313.

#### [COM L 320] Introduction to Caribbean Poetry @

4 credits. Not offered 1995-96.]

#### COM L 326 Christianity and Judaism (also Religious Studies 326) #

Spring. 4 credits. Not open to freshmen.  
To be arranged. C. Carmichael.

A study of the New Testament as a product of first-century Palestinian and Hellenistic Judaism. Other text (also in translation): Passover Haggadah.

#### COM L 328 Literature of the Old Testament (also Religious Studies 328)

Fall. 4 credits. Not open to freshmen.  
T R 2:55-4:10. C. Carmichael.

Analysis of selected material in translation.

#### COM L 333 Neo-Classical Theatre (also THETR 333)

Spring. 4 credits. Prerequisite: THETR 240 or THETR 241. TR 1:25-2:40.  
J. Devenyi.

For description, see THETR 333.

**COM L 334 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also COM L 639, Near Eastern Studies 339/669, Jewish Studies 339, Religious Studies 334 and Spanish Literature 339) @ #**

Spring. 4 credits. S-U or letter option. Enrollment limited to 20 students. Grad course for letter grade only. R. Brann. For description, please see Near Eastern Studies 339/639.

**COM L 337 The Modern and Contemporary Theatre (also THETR 335)**

Spring. 4 credits. Prerequisite: THETR 240 or permission of instructor.

J. E. Gainor.

For description, see THETR 335.

**COM L 339 Ancient Wit: An introduction to the Theory and Form of Comic and Satiric Writing in Greece and Rome (also Classics 339) #**

Spring. 4 credits. F. Ahl.

For description, please see Classics 339.

**COM L 340 Twentieth-Century European Intellectual History (also History 354)**

Fall. 4 credits. T R 2:55-4:10. D. LaCapra. For description, please see History 354.

**COM L 343 Contemporary Mass Culture in Japan and in the U.S. (also Asian Studies 363)**

Fall. 3-4 credits. T R 10:10-11:25.

B. deBarry.

For description, please see Asian Studies 363.

**COM L 345 Letter, Novel, Dictionary: The Making of National Language (also NES 343 and JWST 345) #**

Fall. 4 credits. Enrollment limited to 25 students. For letter grade only. T R 1:25-2:40. I. Tucker.

This course will trace the emergence of the concept of national language in Europe in the eighteenth and nineteenth centuries, attempting to discover what exactly was at stake in the establishment of language as the paradigmatic form of national culture. Using the "case" of the Hebrew language as the organizing principle of the first part of the course, we will examine a variety of theories of linguistic and political authority. We will then turn to the novel as a genre centrally concerned with the paradoxical construction of "written speech," tracing the movement from the epistolary novel's formal attempt to make written language behave like speech, to the development of narrative voice as a kind of standardization of speech, to the decline of the univocal national novel. In this light, the course will return to the theoretically and historically revealing case of Hebrew, focusing in particular on the late nineteenth-century rise of the Hebrew novel, texts composed in a language without a vernacular out of fragments of existing religious writings. We will also examine the epistemological, pedagogical, sociological and formal presumptions underwriting a variety of efforts to institutionalize national language, including the Academie Francaise and national dictionaries like Samuel Johnson's and the *OED*. (All readings will be in English.)

**COM L 350 Education and the Philosophical Fantasies (also Russian Literature 350)**

Spring. 4 credits. M W F 10:10-11. P. Carden.

For description, please see RUSSL 350.

**COM L 359 Being, God, Mind: Key Terms of Western Thought from Plato to Vico (also Romance Studies 459) #**

Fall. 4 credits. T R 10:10-11:25.

C. M. Arroyo.

Systematic course in European intellectual history, with a triple focus: a) the codification of ethical concepts in Plato and Aristotle (love, finality, choice, virtue, wisdom, art, happiness). New meanings in medieval scholasticism as a synthesis of Bible and Greek thought. First modern variants (Descartes, Vico); b) humanistic revolutions: continuity and the emergence of new paradigms in intellectual history; c) liberal vs. mechanistic "scientific" criteria of social distinctions and discrimination.

**[COM L 361 The Culture of the Renaissance I (also History 361 and Art History 350) #**

4 credits. Not offered 1995-96. Semester next offered to be announced.]

**[COM L 362 The Culture of the Renaissance II (also English 325 and History 364) #**

4 credits. Not offered 1995-96. Semester next offered to be announced.]

**COM L 363-364 The European Novel (363#)**

364, fall; 363, spring. 4 credits. Comparative Literature 363 and 364 may be taken independently of each other. Note: normal semester order is reversed for 1995-96 only.

363: This course will survey the history of the novel until the mid-nineteenth century, focusing on the social, literary, and philosophical significance of its narrative forms. Topics to be discussed: the novel as a site of conflict between "high" and "low" culture; the relation of fictional narrative to historical and autobiographical narrative; the gender politics and class ideology of romance. Texts may include *Lazarillo de Tormes* or Cervantes' *Don Quixote*, Fielding's *Tom Jones*, Laclos's *Dangerous Liaisons*, Goethe's *The Sorrows of Young Werther*, Brontë's *Wuthering Heights*.

364: Flaubert's *Madame Bovary*, Dostoevsky's *Crime and Punishment*, Turgenev's *Fathers and Sons*, George Eliot's *Middlemarch*, Joyce's *Portrait of the Artist as a Young Man*, Kafka's stories, Malraux's *Man's Fate*. Close attention will be paid to the texts of the novels considered as creations of literary art as well as documents of the achievements of the human mind in a fascinating period of change in European history. We shall briefly examine the historical and cultural background of novels written in France, Russia, England, Ireland, and Central Europe, and the artistic and psychological assumptions discernible in them as well as historical perceptions of Romanticism, Realism, and Modernism. No knowledge of foreign languages required. Mixture of lectures and class discussion.

**COM L 365 Contemporary Fiction (also French Literature 365) @**

Fall. 4 credits. T R 10:10-11:25.

D. Grossvogel.

A continuation of Comparative Literature 363-364 (The European Novel). Probable authors: Barthes, Böll, Calvino, Camus, Cardinal, García Márquez, Hemingway, Kundera, Robbe-Grillet, Sartre. An attempt to interpret these authors through questions like those raised by Roland Barthes on writing, structuralism, criticism, the role of the reader,

the death of the author, etc. Lectures and seminar discussions.

**COM L 367 The Russian Novel (also Russian Literature 367) @**

Fall. 4 credits. G. Gibian. M W F 2:30-3:20. G. Gibian.

For description, please see RUSSL 367.

**COM L 372 Selections from Contemporary World Literature**

Summer. 4 credits. M-F 9:15-12. L. Olschner.

Readings of celebrated texts by contemporary authors, with attention to the local and global contexts of their literary production and reception. The course includes works in various genres by such authors as Christa Wolf, Marguerite Duras, Gabriel García Márquez, Chinua Achebe, Vaclav Havel, Nadine Gordimer and Toni Morrison.

**COM L 382 Greeks, Romans, and Victorians (also Classics 382) #**

Spring. 4 credits. To be arranged. F. Ahl. For description, please see CLASS 382.

**COM L 386 Problems in Modernism: Primitivism (also Art History 366)**

Fall. 4 credits. T R 1:25-2:40. H. Foster. For description, please see ART H 366.

**COM L 396 German Film (also German Studies 396 and Theatre Arts 396)**

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final. D. Bathrick. For description, please see GERST 396.

**COM L 401 Alchemy and Abjection in Early Modern Europe (also Society for the Humanities 420 and Romance Studies 406)**

Spring. 4 credits. Enrollment limited to 17 students. R 2:30-4:25. K. P. Long.

Using the psychoanalytic works of Jung (*The Psychology of Alchemy*) and *The Powers of Horror* of Kristeva as guides, this course will focus on the development of a divided subject in early modern alchemical treatises such as *Concerning the Nature of Things* of Paracelsus, the *Aureum vellus* (*The Golden Fleece*) of Salomon Trismosin, the *Atlanta fugiens* (*Fleeing Atlanta*) of Michael Maier, *The Chymical Wedding* of Christian Rosencreutz, among others. This course will provide an introduction to hermetic (alchemical) thought and explore the problem of gender distinction and its relationship to the gnostic divisions of spiritual/material, active/passive, and mind/body. We shall explore how these dualisms are played out and played with in the alchemical texts and how they carry over into modern notions of subjectivity, based as they are on the subject/object distinction, which privileges the subject as agent. We shall also see how the alchemical emblem books in particular problematize these dualisms by "marrying" visual elements to their texts, in an attempt to embody abstract concepts. These works thus destabilize easy divisions between material and spiritual realms, and between subject and object as well. They persist as a subversive undercurrent in early modern culture, offering an alternative to the institutionalized divisions between gender and class. All texts will be in English translation.

**[COM L 404 History into Fiction: Nazis and the Literary Imagination (also German Studies 414)]**

Next offered 1996-97.

For description, see ENGL 404.]

**COM L 407 The Construction and Critique of the Enlightenment Subject (also Society for the Humanities 407)**

Spring. 3 credits. Enrollment limited to 17 students. W 2:30–4:25. H. Mah.

This seminar examines the construction and criticism of Enlightenment subjectivity in both the eighteenth century and recent social theory and philosophy. We first consider how Enlightenment writers sought to fashion a self defined by a transparent and socially unsituated rationality. We then examine how that identity proved to be problematical for both Enlightenment writers and more recent theorists. Readings include Enlightenment texts, secondary historical literature, and critical analyses by Horkheimer and Adorno, Alasdair, MacIntyre, Derrida, Foucault, and Habermas.

**COM L 409 Disillusion and Disappointment (also Society of Humanities 409)**

Fall. 3 credits. Enrollment limited to 17 students. R 2:30–4:25. L. Quinney.

This course will study the representation of frustrated ideals, balked hopes, and bitter disenchantment. It will explore the ways in which various kinds of literature represent disappointment with ideals in love, work, and self-conception, considering especially how the experience of disappointment is evaluated—whether as an impetus to psychological growth and intellectual development, or as a source of paralysis and despair. Both literary descriptions and analytical studies of disappointment will be covered, as well as efforts to critique or repudiate the power of disillusion. Readings may include: poems by Blake, Shelley, Ashbery, and Bishop; Johnson, *Rasselas*; Flaubert, *Sentimental Education*; Proust, *Swann in Love*; Fitzgerald, *Tender is the Night*; McCarthy, *Birds of America*; essays by Emerson, Kierkegaard, and Nietzsche; psychoanalytic literature of melancholia (Freud, Abraham, Klein, Kristeva).

**COM L 413 Death, Culture and the Literary Monument**

Fall. 4 credits. Enrollment limited to 17 students. Core course for majors. T R 1:25–2:40. N. Melas.

Critical study of the old association between literary greatness and immortality, with emphasis on the frictions resulting from death's encounter in literature with other, more wordly negations, particularly those surrounding gender difference and colonial domination. Framed by Homer's *Iliad* and Derek Walcott's "postcolonial" epic *Omeros*, readings may include works by Hegel, Blanchot, Patterson, Duras, Condé, de Man, Conrad, Salih, Benjamin, Cixous.

**COM L 418 Freedom and Interpellation**

Spring. 4 credits. T R 2:55–4:10. E. M. Dillon.

Consideration of the nature of the discursively constructed subject and the freedom of movement as well as the limits implied in such a notion. Discussion of the agency or freedom of such a subject in relation to political theories of liberalism, literary traditions of romanticism and modernism, and contemporary critical debates concerning the mobility of the subject. Authors to be read include Locke, Kant, Mill, Rousseau, Kleist, Harriet Jacobs, Althusser, Lacan, Zizek, Laclau, Mouffe and Butler.

**COM L 419–420 Independent Study**

419, fall; 420, spring. Variable credit. Comparative Literature 419 and 420 may be taken independently of each other.

**COM L 422 African Literature (also AS&RC 422) #**

Spring. 4 credits. M 2:00–4:25. A. Adams. With such great focus, both inside and outside Africa, on issues of Africa's "development," what place does "literature" take? Is African literature influencing or influenced by the mundane realities of daily living faced by African people? Or does African literature concern itself with philosophical ideas and ideals that transcend those realities to embrace the general human condition? Or, does it do both? The texts that we will be reading in this course will be approached in terms of these issues of "African development" and "the universal human experience."

**COM L 425 Marx, Nietzsche, Freud (also German Studies 415, Government 473)**

Fall. 4 credits. T R 2:55–4:10. G. Waite. For description, please see German Studies 415.

**COM L 427 Russian Formalism (also Comparative Literature 627 and Russian Literature 427/627)**

Spring. 4 credits. W 3:35–5:35. N. Pollak. For description, please see Russian Literature 427.

**COM L 429 Readings in the New Testament (Near Eastern Studies 429, Religious Studies 429, and English 429) #**

Fall. 4 credits. Limited to 40 students. M W F 1:25–2:15. J. Bishop.

Close readings of representative texts from the New Testament in modern scholarly editions, with the help of appropriate commentary, introductory and specialized. The focus for 1995 will be on Mark, Matthew, and Luke. All readings will be in English, but repeated reference to the Greek original will be made. Graduate students and undergraduates from other colleges who are interested in the material should not feel inhibited from enrolling. The approach will be primarily exegetical; that is, we will try to find out what the texts say and what they mean by what they say. Thus we can hope to stay open to scholarly and religious issues alike.

**COM L 434 Ethics, Evil, Sexual Difference (also S Hum 414)**

Fall. 3 credits. Limited to 17 students. R 2:30–4:25. J. Copjec.

The symbolic mutation that began in the nineteenth century to topple old regimes of power brought with it a mutation of the ethical field. The Good, which had formerly guided ethical action, dropped from our practical horizons; henceforth no deed could be sanctioned in advance, externally, by any guarantee of its goodness. Many theorists have been cowed by this state of affairs into adopting a relativist stance on ethical questions. We will try to show why this position is not only insufficient, but unethical, how it remains blind to the real issue of evil whose insinuating rise over the last two centuries has been evidenced by modern racism. Focusing on a reading of Jacques Lacan's *The Ethics of Psychoanalysis* supplemented by philosophical and political texts (by Kant, Lefort, Laclau, Zizek, and others), we will attempt to show not simply what

psychoanalysis might add to ethical thought, but why modern ethics is unthinkable outside psychoanalysis. We will also try to determine why Lacan makes a woman, Antigone, the exemplar of ethical action and to suggest what might constitute an ethical feminism. Several films, screened outside seminar hours, will serve as reference points for some of our discussions.

**COM L 436 Theories of Contemporary Performance (also Theatre Arts 435)**

Spring. 4 credits. Permission of instructor is needed. Enrollment is limited to 15 students. W 10:10–12:05. J. Devenyi. For description, see THETR 435.

**COM L 438 Fictions of Change: Shakespeare, Scott, Stendhal, Achebe (also English 428)**

Fall. 4 credits. Enrollment is limited to 20 students. M W F 11:15–12:05. H. Shaw.

What does change mean to Shakespeare, Scott, Stendhal, Achebe, and to their cultures? This course examines literature that represents periods of historical transition in England, Scotland, France, and Nigeria. What do these works reveal about how the movements of history affect individuals, in the periods they depict and in our own? How does the recognition that we are historical beings alter our sense of the human situation and of moral responsibility? We will focus our energy primarily on reading and discussing individual novels and plays. As time allows and class interest suggests, we may also turn our attention to the source materials the various authors drew upon and to theories, past and present, about history and its relationship to literature. Nonmajors are welcome.

**COM L 450 Renaissance Poetry (also Comparative Literature 650)**

Spring. 4 credits. To be arranged. W. J. Kennedy.

A reading and discussion of key texts in lyric poetry from Italian, French, English, and other European literatures of the Renaissance. Topic for 1996: the creation of a national language. Texts by: Petrarch, Stampa, DuBellay, Labé, Spenser, and Wroth.

**COM L 454 The Herodotean Moment: The Uses and Abuses of Western Civilization (also Government 454) #**

Spring. 4 credits. 2:55–4:10. M. Bernal and J. Najemy.

For description, please see GOVT 454.

**COM L 455 Caribbean Literature (also Africana Studies 455)**

Fall. 4 credits. M 2:00–4:25. A. Adams.

This course will examine the prose literature of the Caribbean islands. Through the readings of several novels and short stories from the various languages and cultural strains that comprise the Caribbean societies, students will study the points of commonality and the diversity within this body of literature. The recurrence of certain historical, social, and cultural issues that have formed the multi-ethnic Caribbean peoples will be analyzed in their varying manifestations across the linguistic and other boundaries to uncover the underlying shared experience.

**COM L 470 Japanese Noh and Modern Dramatists (also Asian Studies 470)**

Fall. 4 credits. M W 2:55–4:10. K. Brazell. For description, please see ASIAN 470.

**[COM L 472 Poetry of the 1990s (also English 408 and German Studies 472)**  
4 credits. Not offered 1995-96.]

**COM L 480 The Form of the Jews (also Near Eastern Studies 440 and Jewish Studies 440) #**

Spring. 4 credits. Enrollment is limited to 25 students. For letter grade only. T R 1:25-2:40. I. Tucker.

This course will examine the intersections of generic innovation and the category of Jewishness in marking and producing changes in the concept of the modern subject. Moving from the emergence of a formal political identity of English liberalism through the nineteenth-century creation of the national subject to the "deformations" of modernism and post-structuralism, we will explore the political, social, and literary histories of the concept of *form*, and ask why it is that these histories seem so consistently to trace a discursive history of Jewishness as well. The second part of the course, "Forming the Group," combines an examination of novelistic challenges to liberalism with an exploration of a variety of nineteenth-century efforts to formalize group identity: Marxism, nationalism, social science. In part III, we will examine the movement to formalize group identity in the context of the Holocaust, asking what it would mean to see the historical event of genocide in relation to (and perhaps caused by) a history of form. We will end by looking at a number of post-structuralist explorations of these issues.

#### **COM L 493 Senior Essay**

Fall and spring. 8 credits.

Hours to be arranged individually in consultation with the Director of Undergraduate Studies. Approximately fifty pages to be written over the course of two semesters in the student's senior year under the direction of the student's adviser. An "R" grade will be assigned on the basis of research and a preliminary draft completed in the first semester. A letter grade will be awarded on completion of the second semester.

#### **COM L 609 Comparison and Cultural Difference**

Fall. 4 credits. T 10:10-12:05. N. Melas. This course will be a wide-ranging investigation of comparison as a foundation for disciplines (e.g., comparative literature), a measurement of value, a means of understanding, and an act. Can comparison make links between things or cultures without subordinating differences to a common standard? What are the literary and cultural grounds of comparability? Roving from theories of metaphor and metonymy to magic, assimilation, and various forms of colonial doubling, we will seek answers and refine questions that might help us discern what exactly the limitations on comparing apples and oranges are. Authors may include: Aristotle, Ricoeur, Derrida, Foucault, Fanon, Genette, Frazer, Bhabha, Nancy, Glissant, Clifford, Homer.

#### **COM L 612 Allegory and Vernacular Poetry (also English 610)**

Spring. 4 credits. To be arranged. W. Wetherbee.

For description, please see ENGL 610.

#### **COM L 619-620 Independent Study**

619, fall; 620, spring. Variable credit. Comparative Literature 619 and 620 may be taken independently of each other.

#### **COM L 625 Art History and Visual Culture (also Art History 595)**

Fall. 4 credits. Prerequisite: permission of instructor is needed. W 2:30-4:25. H. Foster.

For description, please see ART 595.

#### **COM L 627 Russian Formalism (also Comparative Literature 427 and Russian Literature 427/627)**

Spring. 4 credits. W 3:35-5:35. N. Pollak. For description, please see COM L 427.

Students who enroll in 627 will be required to do more and extra reading in translation and/or the original, and a longer, more substantial final paper, which will require more research.

#### **COM L 629 Cultural Studies (also English 608)**

Spring. 4 credits. W 1:25-3:20. W. Cohen.

A look at the intellectual, institutional, and political prospects of cultural studies. Can cultural studies become a master category for reorganizing the humanities and soft social sciences? The first half of the course surveys the field of cultural studies in England and the United States, with sidelong glances at France and Germany. The second half considers a territorial division within cultural studies—between postmodernism and postcolonial studies. Readings from Jean Baudrillard, Homi Bhabha, Stuart Hall, Fredric Jameson, Ernesto Laclau and Chantal Mouffe, Francois Lyotard, Edward Said, Gayatri Spivak, Cornel West, and Raymond Williams, among others.

#### **COM L 639 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also Comparative Literature 334, Near Eastern Studies 339/639, Jewish Studies 339, Religious Studies 334, Spanish Literature 339/669)**

Spring. 4 credits. Enrollment is limited to 20 students. Grad course for letter grade only. M W 8:40-9:55. R. Brann.

For description, please see NES 639.

#### **COM L 640 Paul Celan and the Shoah (also German Studies 640)**

Spring. 4 credits. Open to qualified undergrads with permission of instructor. Texts are in German. L. M. Olschner.

For description, please see German Studies 660.

#### **COM L 650 Renaissance Poetry (also Comparative Literature 450)**

Spring. 4 credits. W 2:30-4:25. W. J. Kennedy.

For description, please see COM L 450.

#### **COM L 660 Visual Ideology (also German Studies 660 and Theatre Arts 660)**

Spring. 4 credits. To be arranged. G. Waite.

For description, please see GERST 660.

#### **COM L 672 Theories of Modernism (also Art History 570)**

Spring. 4 credits. To be arranged. H. Foster.

For description, please see ART 570.

#### **COM L 691 Borderwork (also Spanish Literature 692)**

Spring. 4 credits. R 2:30-4:25. D. Castillo. This course looks at literary works that thematize geographical, cultural, and linguistic

borders between a Spanish-speaking and a non-Hispanic culture. Emphasis in the class will be on works written from the Spanish side of the divide: writers like Pepe Marqués, Ana Lydia Vega, José Emilio Pacheco, and Mario Vargas Llosa may be included. We will, however, also look at books written in English, and may include works by writers such as Ruth Behar, Esmeralda Santiago, D. H. Lawrence, or José Antonio Burciaga who reflect upon a border experience from different racial, geographical, social class, and linguistic backgrounds.

## COMPUTER SCIENCE

R. L. Constable, chair; K. Birman, B. Bloom, C. Cardie, T. Coleman, B. Donald, D. Gries, J. Hartmann, T. Henzinger, J. E. Hopcroft, D. Huttenlocher, D. Kozen, K. Pingali, M. Rauch, R. A. Rubinfeld, G. Salton, F. B. Schneider, B. Smith, D. Subramanian, R. Teitelbaum, S. Toueg, N. Trefethen, C. Van Loan, S. Vavasis, T. vonEicken, R. Zabih

The Department of Computer Science is affiliated with both the College of Arts and Sciences and the College of Engineering. Students in either college may major in computer science. The following describes the College of Arts and Sciences major.

### The Major

The major has three components: a core (a minimum of 42 credits), a group of electives in computer science and related fields (a minimum of 10 credits), and a concentration outside computer science (a minimum of 14 credits). The core focuses on the central topics within computer science: the logical design of programs, data structures, and algorithms. The remaining components of the major—the related electives and the outside concentration—provide a flexible extension to the core program. In consultation with their advisers, students are expected to choose electives and an outside concentration that best suit their graduate and career plans.

Students interested in pursuing an advanced degree in theoretical computer science should concentrate in mathematics. Students preparing for advanced work in scientific computation should take Computer Science 621 (instead of Computer Science 222) and Computer Science 622 (as a related elective) and concentrate in some branch of applied mathematics. Qualified students are encouraged to concurrently major in mathematics.

### Admission

The prerequisites for admission to the major are:

- 1) Completion of Computer Science 100-211 (or 212)-280 (or equivalent)
- 2) Completion of Mathematics 111-122-221 or Mathematics 191-192-293
- 3) A 2.75 grade-point average in all computer science and mathematics courses
- 4) Acceptance by the department's admissions committee

After admission, students are expected to maintain at least a 2.75 grade-point average in their major courses. Any grade below C- in a

core course or related elective is not acceptable.

### Core

The core consists of the following courses:

- 1) Calculus and linear algebra: Mathematics 111–122–221–222 or 191–192–293–294
- 2) Programming and systems: Computer Science 100, 211 (or 212), 314, 410 and 414
- 3) Theory of computation: Computer Science 280, 381 (or 481), and 482. (One of the following may be substituted for Computer Science 280: Mathematics 332, 432, 434, or 481.)
- 4) Numerical analysis: Computer Science 222 or 421

### Related Electives

The related electives requirement consists of three courses. One must be a computer science course or course/laboratory combination numbered above 400 that includes a substantial programming project, for example, Computer Science 412/413, 414/415, 417/418, 432/433, 462/463, or 472/473; the other two are to be selected from the following:

Electrical engineering courses numbered 301 or higher

Operations research courses numbered 260 or higher

Mathematics courses numbered 300 or higher (except 403, 405, 408)

Computer Science courses numbered 400 or above, which are three credits or more (except CS 410).

Students are expected to select related electives that complement their concentration.

### Concentration

This component encourages the student to study some discipline outside of computer science in reasonable depth. The concentration consists of an approved sequence of four courses (at least 14 credits) numbered 200 or higher in some field related to the theoretical or practical aspects of computing. A list of sample concentrations is included in the Computer Science Undergraduate Handbook. Students may also design their own concentrations, subject to the approval of their adviser.

### Other Requirements

Computer science majors must also satisfy the College of Arts and Sciences and university requirements. In particular, the spirit of the 15-credit electives requirement will be strictly followed. This requirement helps ensure breadth of education, and consequently no computer- or mathematics-related course can be used toward its fulfillment. In general, no courses may be used to fulfill more than one requirement. There are two exceptions: first, appropriate core courses may be used to satisfy the group IV distribution requirement, and second, in the case of a double major, the same course may be applied to both majors.

Probability and statistics courses. Computer science majors are encouraged to include at least one course in the field of probability and statistics in their program of study. Although there is no formal department of statistics at Cornell, the Department of Mathematics and the School of Operations Research and

Industrial Engineering offer various probability and statistics courses suitable for computer science majors, including:

- Math 471, Basic Probability
- Math 472, Statistics
- OR&IE 270, Basic Engineering Probability and Statistics
- OR&IE 360, Engineering Probability and Statistics II

**Honors.** A student may be granted honors in computer science on the recommendation of the Computer Science Undergraduate Committee. The committee guidelines will generally be the following:

- 1) An overall grade-point average of not less than 3.50
- 2) A grade-point average for all computer science courses of not less than 3.5
- 3) Satisfactory completion of at least two computer science courses numbered above 600 or satisfactory completion of a significant special investigation (Computer Science 490).

### Courses

For complete course descriptions, see the computer science listing in the College of Engineering section.

#### COM S 099 Fundamental Programming Concepts

Fall. 2 credits. S-U grades only. No prerequisites.

#### COM S 100 Introduction to Computer Programming

Fall, spring, or summer. 4 credits. Students who plan to take both COM S 101 and 100 must take 101 first.

During most semesters, two versions of COM S 100 (COM S 100a and COM S 100b) are available as described in the computer science listing in the College of Engineering.

#### COM S 101 The Computer Age (also ENGRD 101)

Summer. 3 credits. Credit is granted for both Computer Science 100 and 101 only if 101 is taken first.

#### COM S 211 Computers and Programming (also ENGRD 211)

Fall, spring, or summer. 3 credits. Prerequisite: Computer Science 100 or equivalent programming experience. Credit will not be granted for both Computer Science 211 and Computer Science 212.

#### COM S 212 Structure and Interpretation of Computer Programs

Fall, spring. 4 credits. Prerequisite: Computer Science 100 or equivalent programming experience. Credit will not be granted for both Computer Science 211 and Computer Science 212.

#### COM S 214 A Taste of UNIX and C

Fall, spring. 1–2 credits. Prerequisite: Computer Science 211, or equivalent programming experience. S-U grades only. Will not be offered after 1995–96.

#### COM S 222 Introduction to Scientific Computation (also ENGRD 222)

Spring. 3 credits. Prerequisites: Computer Science 100 and pre/corequisite of Math 221 or Math 293.

#### COM S 280 Discrete Structures

Fall or spring. 4 credits. Prerequisite: Computer Science 211 or 212 or permission of instructor.

#### COM S 314 Introduction to Digital Systems and Computer Organization

Fall, spring, or summer. 4 credits. Prerequisite: Computer Science 211 or 212 or equivalent.

#### COM S 381 Introduction to Theory of Computing

Fall. 4 credits. Prerequisite: Computer Science 280 or permission of instructor.

#### [COM S 400] The Science of Programming

Spring. 4 credits. Prerequisite: Computer Science 280 or equivalent. Not offered spring 1996; next offered spring 1997.]

#### COM S 401 Software Engineering: Technology and Technique

Fall. 4 credits. Prerequisite: COM S 410 and knowledge of the C programming language.

#### COM S 410 Data Structures

Fall, spring, summer. 4 credits. Prerequisite: Computer Science 280 or permission of instructor.

#### [COM S 411] Programming Languages and Logics

Fall. 4 credits. Prerequisites: Computer Science 410 or permission of instructor. Not offered fall 1995; next offered fall 1996 and 1998. 2 lecs.]

#### COM S 412 Introduction to Compilers and Translators

Spring. 3 credits. Prerequisites: Computer Science 314, 381, and 410. Corequisite: CS 413. Not offered every year; next offered spring 1996 and 1998.

#### COM S 413 Practicum in Compilers and Translators

Spring. 2 credits. Prerequisites: Computer Science 314, 381, 410. Corequisite: Computer Science 412. Not offered every year; next offered spring 1996 and 1998. A compiler implementation project related to Computer Science 412.

#### COM S 414 Systems Programming and Operating Systems

Fall. 3 credits. Prerequisite: Computer Science 314 or permission of instructor.

#### COM S 415 Practicum in Operating Systems

Fall. 2 credits. Prerequisite: Computer Science 410. Corequisite: Computer Science 414.

#### COM S 417 Computer Graphics and Visualization (also ARCH 374)

Spring. 3 credits. Prerequisite: Computer Science 211 or 212.

#### COM S 418 Practicum in Computer Graphics (also ARCH 375)

Spring. 2 credits. Enrollment limited. Permission of instructor. Prerequisite: Computer Science 211 or 212. Recommended: Computer Science 314. Corequisite: Computer Science 417.

#### COM S 421 Numerical Analysis

Fall. 4 credits. Prerequisites: Mathematics 294 or equivalent, one additional mathematics course numbered 300 or above, and knowledge of programming.

**COM S 422 Parallel Computing for Scientific Problems**

Spring. 4 credits. Enrollment limited. Permission of instructor. Prerequisites: Math 294 and COM S 222 or COM S 421, knowledge of C and Fortran.

**COM S 432 Introduction To Database Systems**

Spring. 3 credits. Prerequisites: Computer Science 211 or 212 and Computer Science 410, or permission of instructor. Recommended: Computer Science 314.

**COM S 433 Practicum in Database Systems**

Spring. 2 credits. Corequisite: Computer Science 432.

**[COM S 444 Distributed Systems and Algorithms]**

Fall. 4 credits. Co-requisite: COM S 414 or permission of instructor. Not offered fall 1995; next offered fall 1996.]

**[COM S 462 Robotics and Machine Vision]**

Spring. 3 credits. Prerequisite: Permission of instructor, Computer Science 410 and Computer Science 381. Co-requisite: Computer Science 463. Not offered spring 1996; next offered spring 1997.]

**[COM S 463 Robotics and Machine Vision Lab]**

Spring. 2 credits. Prerequisites: Permission of instructor, Computer Science 410 and Computer Science 381. Co-requisite: Computer Science 462. Not offered spring 1996; next offered spring 1997.]

**COM S 472 Foundations of Artificial Intelligence**

Fall. 3 credits. Prerequisites: Computer Science 107 or 212, Computer Science 280 and Computer Science 410. Open to juniors, seniors, and graduate students.

**COM S 473 Practicum in Artificial Intelligence**

Fall. 2 credits. Prerequisites: Computer Science 107 or 212, Computer Science 280 and 410. Corequisite: Computer Science 472.

**COM S 481 Introduction to Theory of Computing**

Fall. 4 credits. Prerequisite: Computer Science 280 or permission of instructor. Credit will not be granted for both Computer Science 381 and Computer Science 481.

A faster-moving and deeper version of Computer Science 381. Corrective transfers between Computer Science 481 and 381 (in either direction) are encouraged during the first few weeks of instruction.

**COM S 482 Introduction to Analysis of Algorithms**

Spring. 4 credits. Prerequisites: Computer Science 410 and Computer Science 381 or 481, or permission of instructor.

**COM S 486 Applied Logic (also Mathematics 486)**

Fall or spring. 4 credits. Prerequisites: Mathematics 222 or 294, Computer Science 100, and some course in mathematics or theoretical computer science.

**COM S 490 Independent Reading and Research**

Fall or spring. 1-4 credits.

**COM S 501 Software Engineering: Technology and Technique**

Fall. 4 credits. Prerequisite: COM S 410 and knowledge of the C programming language.

**[COM S 511 Modern Programming Languages]**

Fall. 4 credits. Prerequisites: Computer Science 410 and a project course or permission of instructor. Not offered fall 1995; next offered fall 1996 and 1998.]

**COM S 514 Practical Distributed Computing**

Fall or spring. 4 credits. Prerequisites: Computer Science 414 or permission of instructor. Not offered every year; semester to be announced.

**COM S 515 Practicum in Distributed Systems**

Fall or spring. 1-2 credits. Co-rerequisite: COM S 514. Not offered every year; semester to be announced.

**COM S 516 High-Performance Computer Architecture**

Spring. 4 credits. Prerequisite: COM S 314 required; COMS 412 or 414 highly recommended.

**COM S 522 Parallel Computing for Scientific Problems**

Spring. 4 credits. Enrollment limited. Permission of instructor. Prerequisites: Math 294, COM S 222 or COM S 421, knowledge of C and FORTRAN.

**[COM S 562 Robotics and Machine Vision]**

Spring. 3 credits. Prerequisites: permission of instructor, COM S 410 and COM S 381/481. Co-requisite: COM S 563. Not offered spring 1996; next offered spring 1997.]

**[COM S 563 Robotics and Machine Vision Lab]**

Spring. 2 credits. Prerequisites: permission of instructor, COM S 410 and COMS 381/481. Co-requisite: COM S 562. Not offered spring 1996; next offered spring 1997.]

**COM S 572 Introduction to Automated Reasoning**

Spring. 3 credits.

**COM S 600 Computer Science and Programming**

Fall. 1 credit. Prerequisite: graduate standing in computer science or permission of instructor. Not offered every year; semester to be announced.

**COM S 611 Advanced Programming Languages**

Fall. 4 credits. Prerequisites: Computer Science 410, and 381 or 481, or permission of instructor.

**COM S 612 Compiler Design for High-Performance Architectures**

Spring. 4 credits. Prerequisites: Computer Science 314 and 412, or permission of instructor.

**COM S 613 Concurrent Programming**

Spring. 4 credits. Prerequisites: Computer Science 414 or permission of instructor. Not offered every year; semester to be announced.

**COM S 614 Advanced Systems**

Spring. 4 credits. Prerequisite: Computer Science 414 or permission of instructor.

**COM S 615 Theory of Concurrent Systems**

Spring. 4 credits. Prerequisites: COM S 611 or permission of instructor. Not offered every year; semester to be announced.

**COM S 617 Frontiers of Parallel Computer Systems**

Fall. 4 credits. Prerequisites: COM S 314 or 516 required, COM S 411, 412, or 414. Not offered every year; semester to be announced.

**COM S 618 Topics in the Theory of Distributed Systems**

Fall. 4 credits. Prerequisites: COM S 444 or COM S 614 or permission of instructor. Not offered every year; next offered fall 1995.

**COM S 621 Matrix Computations**

Fall. 4 credits. Prerequisites: COM S 444 or COM S 614 or permission of instructor.

**COM S 622 Numerical Optimization and Nonlinear Algebraic Equations**

Spring. 4 credits. Prerequisite: COM S 621.

**COM S 624 Numerical Solution of Differential Equations**

Spring. 4 credits. Prerequisite: Previous exposure to numerical analysis, mathematical analysis including Fourier methods, and differential equations. Not offered every year; semester to be announced.

**COM S 631 Multimedia Systems**

Fall. 4 credits. Prerequisite: COM S 414 or permission of instructor.

**COM S 635 Automatic Text Processing and Information Retrieval**

Spring. 4 credits. Prerequisite: Computer Science 410 or equivalent or permission of instructor. Letter grade only.

**COM S 661 Robotics**

Fall. 4 credits. Prerequisites: Computer Science 482 and permission of instructor. Not offered every year; semester to be announced.

**COM S 662 Robotics Laboratory**

Fall. 4 credits. Prerequisite: graduate standing or permission of instructor. Not offered every year; semester to be announced.

**COM S 664 Machine Vision**

Spring. 4 credits. Prerequisites: undergraduate-level understanding of algorithms and Mathematics 221 or equivalent.

**COM S 672 Advanced Artificial Intelligence**

Spring. 4 credits. Prerequisites: Computer Science 472 or permission of instructor. Not offered every year; semester to be announced.

**COM S 681 Analysis of Algorithms**

Fall. 4 credits. Prerequisite: Computer Science 381 or 481, or permission of instructor.

**COM S 682 Theory of Computing**

Spring. 4 credits. Prerequisite: Computer Science 381 or 481, or permission of instructor.

**COM S 683 Parallel Algorithms**

Fall. 4 credits. Prerequisite: COM S 681. Not offered every year; semester to be announced.

**COM S 684 Introduction to Symbolic Computation**

4 credits. Prerequisites: Computer Science 381 or 481, or permission of instructor. Not offered every year; semester to be announced.

**COM S 685 Computational Geometry**

Fall. 4 credits. Prerequisites: COM S 681, or permission of instructor. Not offered every year; semester to be announced.

**COM S 709 Computer Science Colloquium**

Fall or spring. 1 credit. S-U grades only. For staff, visitors, and graduate students interested in computer science.

**COM S 713 Seminar in Systems and Methodology**

Fall, spring. 4 credits. Prerequisites: a graduate course employing formal reasoning, such as COM S 600, 611, 613, 615, 671, a logic course, or permission of instructor. Not offered every year; semester to be announced.

**COM S 715 Seminar in Programming Refinement Logics**

Fall or spring. 4 credits. Prerequisite: permission of instructor.

**COM S 717 Topics in Parallel Architectures**

Fall. 4 credits. Prerequisite: Computer Science 612 or permission of instructor. Not offered every year; semester to be announced.

**COM S 718 Topics in Computer Graphics**

Fall or spring. 4 credits. Prerequisites: COM S 417 or permission of instructor. Not offered every year; semester to be announced.

**COM S 719 Seminar in Programming Languages**

Fall or spring. 4 credits. Prerequisite: Computer Science 611 or permission of instructor. S-U grades only.

**COM S 722 Topics in Numerical Analysis**

Fall or spring. 4 credits. Prerequisite: Computer Science 621 or 622 or permission of instructor. Not offered every year; semester to be announced.

**COM S 729 Seminar in Numerical Analysis/ACRI**

Fall or spring. 1–4 credits (to be arranged). Prerequisite: permission of instructor. S-U grades only.

**COM S 739 Seminar in Text Processing and Information Retrieval**

Fall or spring. 4 credits. Prerequisite: Computer Science 635 or permission of instructor. S-U grades only.

**COM S 754 Seminar in Work in Progress-Distributed Systems**

Fall or spring. 1 credit.

**COM S 761 Dynamic Manipulation and Scientific Computation**

Spring. 4 credits. Prerequisites: COM S 462 or COM S 661, a strong background in robotics and algorithms (e.g. COM S 481), and permission of the instructor. Not offered every year; semester to be announced.

**COM S 762 Robot Cafe**

Spring. 4 credits. Prerequisite: CS661. Not offered every year; semester to be announced.

Advanced seminar on varying topics.

**COM S 773/774 Proseminar in Cognitive Studies I & II (also Cognitive Studies, Philosophy, Linguistics, and Psychology 773/774)**

Fall and spring. 2 credits.

**COM S 784 Seminar in Computational Algebra**

Fall or spring. 4 credits. Not offered every year; semester to be announced. Informal weekly seminar in which current topics in computational algebra and symbolic mathematics are discussed.

**COM S 789 Seminar in Theory of Algorithms and Computing**

Fall, spring. 2–4 credits. Prerequisite: permission of instructor. S-U grades only.

**COM S 790 Special Investigations in Computer Science**

Fall, spring. Prerequisite: permission of a computer science adviser. Letter grade only. Independent research or Master of Engineering project.

**COM S 890 Special Investigations in Computer Science**

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Master of Science degree research.

**COM S 990 Special Investigations in Computer Science**

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Doctoral research.

**DANCE**

See listings under Department of Theatre Arts.

**DUTCH**

See Modern Languages and Linguistics.

**ECONOMICS**

T. Mitra, chair; R. Masson, graduate field representative; T. Lyons, director of undergraduate studies; K. Basu, V. Bencivenga, L. Blume, M. Conlin, T. E. Davis, D. Easley, R. Ehrenberg, R. Frank, G. Hay, Y. Hong, N. Kiefer, P. Legros, P. D. McClelland, M. Majumdar, J. Mitchell, U. Posen, R. E. Schuler, K. Shell, B. Smith, G. J. Staller, S. Subramanian, E. Thorbecke, J. Vanek, M. Veracierto, T. Vogelsang, H. Y. Wan, Jr., J. Wissink. Emeritus: W. Isard, A. Kahn, P. O'Leary

The study of economics provides an understanding of the way economies operate and an insight into public issues. The department offers a broad range of undergraduate courses in such fields as money and banking, international and comparative economics; econometrics; theory; history; growth and development; and the organization, performance, and control of industry.

**Social Science Distribution Requirement**

The microeconomics distribution requirement can be fulfilled with any of the following:

Economics 101, Economics 201, Economics 203, or Economics 313.

The macroeconomics distribution requirement can be satisfied with any of the following:

Economics 102, Economics 202, Economics 204, or Economics 314.

**The Major**

Students who wish to major in economics must have completed Economics 101 or Economics 203 and Economics 102 or Economics 204 or equivalent courses, and Mathematics 111, or its equivalent. A grade below a C will not be accepted for any of the above. Economics 203 (with a grade of B or better) satisfies both the introductory micro (Economics 101) and the intermediate micro (Economics 313) requirement. Similarly Economics 204 (with a grade of B or better) satisfies both the introductory macro (Economics 102) and intermediate macro (Economics 314) requirement.

Prospective majors should apply at the department office.

The requirements for the major beyond the introductory courses and Math 111 are:

- (1) Economics 313 (or Economics 203 with grade of B or better)
- (2) Economics 314 (or Economics 204 with grade of B or better)
- (3) Economics 319 or Economics 321, and
- (4) 5 other economics courses listed by the Department of Economics or approved by the major adviser, except that Economics 399 (Independent Study) and Economics 499 (Honors Program) cannot be used to fulfill this requirement.
- (5) Unless otherwise noted a course grade of C- or better must be achieved for the course to be applied to satisfying the major requirements.

An honors program is currently being offered. Students should consult the director of undergraduate studies before May of their junior year for more information.

Students planning graduate work in economics or business are strongly encouraged to prepare themselves well in mathematics and econometrics. These students are strongly encouraged to enroll in Economics 319–320 rather than Economics 321.

**Courses****ECON 101 Introductory Microeconomics**

Fall, spring, and summer. 3 credits. Economics 101 is not a prerequisite for 102.

Explanation and evaluation of how the price system operates in determining what goods are produced, how goods are produced, and who receives income, and how the price system is modified and influenced by private organizations and government policy.

**ECON 102 Introductory Macroeconomics**

Fall, spring, and summer. 3 credits. Economics 101 is not a prerequisite for 102.

Analysis of aggregate economic activity in relation to the level, stability, and growth of

national income. Topics discussed may include the determination and effects of unemployment, inflation, balance of payments, deficits, and economic development, and how these may be influenced by monetary, fiscal, and other policies.

#### **ECON 103 Introduction to Economic Analysis**

Spring. 4 credits.

This course will introduce the student to the basic tools of microeconomic and macroeconomic theory necessary to understand and analyze contemporary economic problems and their proposed solutions. In particular, the allocative role of the price system in determining production, consumption, and the distribution of income will be analyzed. The course will also focus on aggregate economic activity in relation to the level, stability, and growth of national income and other measures like unemployment, inflation, the deficit, and balance of payments. We will also develop an awareness of the strengths and weaknesses of markets and how the price system and aggregate economy are modified and influenced by private organizations and government policy at both the micro and macro levels of analysis. (Cannot be applied to the economics major.)

#### **ECON 203 Microeconomics**

Fall. 4 credits. Prerequisite: calculus. Intended for students with strong analytical skills who have not taken Economics 101, 102, 201, or 202. Can be used to replace both Economics 101 and 313. (Can replace 313 only with grade of B or better). This course covers the topics taught in Economics 101 and 313. An introduction to the theory of consumer and producer behavior and to the functioning of the price system.

#### **ECON 204 Macroeconomics**

Spring. 4 credits. Prerequisite: Economics 203.

Intended for students with strong analytical skills who have not taken Economics 101, 102, 201, or 202. Can be used to replace both Economics 102 and 314. This course covers the topics taught in Economics 102 and 314. (Can replace 314 only with grade of B or better). An introduction to the theory of national income determination, unemployment, growth, and inflation.

#### **[ECON 301 Economics of Market Failure**

Spring. 4 credits. Prerequisites: Economics 101-102. Not offered 1995-96.

The course will review briefly the welfare properties of the perfectly competitive market model and will then consider a range of situations in which these properties are modified and where there may be a case for some form of government intervention. The cases to be considered will include (a) the presence of externalities, pollution, and the economics of the environment; (b) the provision of public goods, the free-rider problem; (c) uncertainty and imperfect information, an analysis in the context of labor and insurance markets, and the market for medical care; (d) the regulation of natural monopoly and public utility pricing; (e) the failure of the market to achieve desired redistributive objectives; (f) direct and indirect taxation as instruments of redistribution.]

#### **[ECON 303 Positive and Normative Theories of Income Distribution**

Spring. 4 credits. Cannot be applied to the major. Not offered 1995-96.

After examining the distinction between the terms positive and normative as used in economics, this course will explore three main questions: (1) Why is income distributed the way it is? (2) How should income be distributed? (3) What is the relationship between 1 and 2? Particular emphasis will be given to those theories of income distribution, both positive and normative, that tend to dominate discussion of these topics in America.]

#### **ECON 304 Economics and the Law**

Spring. 4 credits. Prerequisite: Economics 101.

An examination, through the lens of economic analysis, of legal principles drawn from various branches of law, including contracts, torts, and property. Cases are assigned for class discussion; in addition, there are several writing assignments.

#### **[ECON 306 Economics of Defense Spending**

Spring. 4 credits. Prerequisites: Economics 101-102. Not offered 1995-96.

The economic aspects of defense spending are analyzed. Emphasis is on the procurement of weapons systems. Topics covered include an overview of the defense budget, special characteristics of the defense market, the structure of the defense industry, and the economic behavior of defense firms.]

#### **[ECON 308 Economic Analysis of Government (also Civil and Environmental Engineering 322)**

Spring. 4 credits. Prerequisites: calculus plus Economics 313 or equivalent or Civil and Environmental Engineering 321. Not offered 1995-96.

Analysis of economic bases for government intervention in a market economy. Topics include public goods, cost-benefit analysis, public finance, environment regulation and risk management, and macroeconomic topics.]

#### **ECON 309 Environmental Economics**

Fall. 4 credits. Prerequisites: Economics 101-102.

This course examines the economic aspects of environmental issues. We will look at theoretical and analytical tools of economics as they apply to environmental issues, as well as related philosophical and ethical issues. We will then apply the various economic and ethical paradigms to current environmental issues.

#### **ECON 313 Intermediate Microeconomic Theory**

Fall, spring, and summer. 4 credits. Prerequisites: Economics 101-102 and calculus.

The pricing process in a private enterprise economy are analyzed under varying competitive conditions, and their role in the allocation of resources and the functional distribution of national income is considered.

#### **ECON 314 Intermediate Macroeconomic Theory**

Fall, spring, and summer. 4 credits. Prerequisites: Economics 101-102 and calculus.

The theory of national income and determination and economic growth in alternative models of the national economy is introduced. The interaction and relation of these models

to empirical aggregate economic data is examined.

#### **ECON 315 History of Economic Analysis #**

Fall. 4 credits. Prerequisites: Economics 101-102 or permission of instructor.

Early writings in economics and their relationship to current economic analysis and policy issues, for example, ancient and medieval philosophers on justice in exchange; mercantilist arguments for trade protection; early theories about the effect of monetary expansion (D. Hume); the role of the entrepreneur (Cantillon); and general competitive equilibrium (the Physiocrats). The most recent reading assignment in this course is Adam Smith's Wealth of Nations but the emphasis is on the relationship between the precursors of Adam Smith and his Wealth of Nations to modern economics analysis and current efforts to answer some of the questions raised in the early writing on economics.

#### **[ECON 317 Intermediate Mathematical Economics I**

Fall. 4 credits. Prerequisites: Economics 101-102 and Math 111-112. Not offered 1995-96.

Introduction of calculus and matrix algebra; problems of maximization of a function of several variables. Economic examples are used to illustrate and teach the mathematical concepts.]

#### **[ECON 318 Intermediate Mathematical Economics II**

Spring. 4 credits. Prerequisites: Economics 101-102 and Math 111-112. Not offered 1995-96.

Advanced techniques of optimization and application to economic theory.]

#### **ECON 319 Introduction to Statistics and Probability**

Fall. 4 credits. Prerequisites: Economics 101-102 and Mathematics 111-112.

This course provides an introduction to statistical inference and to principles of probability. It includes descriptive statistics, principles of probability, discrete and continuous distributions, and hypothesis testing (of sample means, proportions, variance). Regression analysis and correlation are introduced.

#### **ECON 320 Introduction to Econometrics**

Spring. 4 credits. Prerequisites: Economics 101-102, 319, or equivalent.

Introduction to the theory and application of econometric techniques. How econometric models are formulated, estimated, used to test hypotheses, and used to forecast; understanding economists' results in studies using regression model, multiple regression model, and introduction to simultaneous equation models.

#### **ECON 321 Applied Econometrics**

Fall or spring and summer. 4 credits. Prerequisites: Economics 101-102 and calculus.

This course provides an introduction to statistical methods and principles of probability. Topics to be covered include analysis of data, probability concepts and distributions, estimation and hypothesis testing, regression, correlation and time series analysis. Applications from economics are used to illustrate the methods covered in the course.

**ECON 323 American Economic History #**

Fall. 4 credits. Prerequisites: Economics 101–102 or equivalent.

Problems in American economic history from the first settlements to early industrialization are surveyed.

**ECON 324 American Economic History #**

Spring. 4 credits. Prerequisites: Economics 101–102 or equivalent.

A survey of problems in American economic history from the Civil War to World War I.

**ECON 324A American Economic History #**

Spring. 4 credits. Prerequisites: Economics 101–102 or equivalent. Instructor's permission required.

Same material as Economics 324, seminar limited to 12 students.

**[ECON 325 Economic History of Latin America @ #]**

Fall. 4 credits. Not offered 1995–96. A survey of changing economic institutions and policies from pre-Columbian to modern times.]

**ECON 326 History of American Enterprise #**

Spring. 4 credits. Prerequisites: Economics 101–102 or equivalent.

History of the changing structure of American business from 1800 to the present, with major emphasis upon developments after the Civil War. The focus of the course will be the changing structure of challenges (for example, the rise of unions, development of a national capital market, changing role of government) and the various responses of business organizations and entrepreneurs to those challenges.

**ECON 331 Money and Credit**

Fall. 4 credits. Prerequisites: Economics 101–102 and 314.

A systematic treatment of the determinants of the money supply and the volume of credit. Economic analysis of credit markets and financial institutions in the United States.

**ECON 333 Financial Economics**

Spring. 4 credits. Prerequisites: Economics 313 and 314.

The theory and decision making in the presence of uncertainty and the practical aspects of particular asset markets are examined.

**ECON 335 Public Finance: The Microeconomics of Government**

Fall. 4 credits. Prerequisites: Economics 101–102 and 313, or their equivalent, and one semester of calculus.

The role of government in a free market economy is analyzed. Topics covered include public goods, market failures, allocation mechanisms, optimal taxation, effects of taxation, and benefit-cost analysis. Current topics of an applied nature will vary from term to term.

**ECON 336 Public Finance: Resource Allocation and Fiscal Policy**

Spring. 4 credits. Prerequisites: Economics 101–102, 313 or their equivalent and one semester of calculus.

This course covers the revenue side of public finance and special topics. Subjects covered include the federal debt, the budget, and government regulation and transfers, as well as problems like local public goods, health

care, education, the hierarchy of governmental structure, plus a variety of applied problems.

**[ECON 338 Macroeconomic Policy**

Spring. 4 credits. Prerequisite: Economics 314 or equivalent. Not offered 1995–96.

The use of fiscal and monetary policies for achieving full employment, price-level stability, and appropriate economic growth are studied.]

**ECON 341 Labor Economics**

For description, see ILRLE 240.

**ECON 342 Economic Analysis of the University**

For description, see ILRLE 648.

**ECON 351 Industrial Organization**

Fall. 4 credits. Prerequisite: Economics 313 or its equivalent.

A study of markets that differ from the ideal of perfect competition (e.g., monopoly and oligopoly) and the efforts of our legal system through the antitrust laws to deal with the kinds of problems that arise in such markets. Specific topics covered include mergers, price fixing, price discrimination, predatory pricing, and vertical restraints such as resale price maintenance.

**ECON 352 Advanced Topics in Industrial Organization**

Spring. 4 credits. Prerequisites: Economics 351.

This course is an extension of 351 and will emphasize (a) more-advanced topics in the theory of industrial organization with special attention to recent developments in the literature; and (b) empirical analysis of numerous issues relating to the structure of markets and their performance.

**[ECON 355 Departures from Rational Choice**

Fall. 4 credits. Prerequisites: Economics 313 and 314, or their equivalents. Not offered 1995–96.

This course examines behaviors that appear inconsistent with the traditional theory of rational choice. These behaviors fall under two broad categories: (1) irrational behavior with regret, and (2) irrational behavior without regret. The first category includes, but is not limited to, behaviors that result from cognitive errors. Once people are made aware of these errors, they typically express a desire to modify their behavior in the directions called for by rational choice theory. The second category represents a deeper challenge to the traditional model. It consists of behaviors that people generally express no desire to modify despite their inconsistency with rational choice theory.]

**[ECON 357 Game Theory**

Spring. 4 credits. Prerequisites: Economics 313 and 319. Not offered 1995–96.

This course studies mathematical models of conflict and cooperation in situations of uncertainty (about nature and about decision makers).]

**ECON 361 International Trade Theory and Policy**

Fall. 4 credits. Prerequisites: Economics 101–102 and 313.

This course surveys the sources of comparative advantage. It studies commercial policy and analyzes the welfare economics of trade between countries. Some attention is paid to the institutional aspects of the world trading system.

**ECON 362 International Monetary Theory and Policy**

Spring and summer. 4 credits. Prerequisites: Economics 101–102 and 314.

This course surveys the determination of exchange rates and theories of balance of payments adjustments. It also explores open economy macroeconomics, and it analyzes some of the institutional details of foreign exchange markets, balance of payments accounting, and the international monetary system.

**ECON 363 International Economics**

Fall and summer. 4 credits. Prerequisite: Economics 101–102 or equivalent.

This course surveys international economics in one semester. First, it surveys the sources of comparative advantage, and it analyzes commercial policy and the institutional aspects of the world trading system. Second, it discusses exchange rates, and it studies theories of balance of payments adjustments. This course is intended primarily for government majors who are comfortable with a less technical approach to international economics. (Cannot be applied to the economics major.)

**ECON 365 Economic Problems of Latin America**

Spring. 4 credits. Prerequisites: Economics 101–102.

Current topics include, international debt, capital flight, economic integration, stabilization programs, etc.

**[ECON 366 The Economies of the Former Soviet Union and of Central Europe: From Central Planning to Markets**

Fall. 4 credits. Prerequisites: Economics 313 and 314. Not offered 1995–96.

The course will introduce first the basic features of a centrally planned economy and proceed to consider the most important example: the rise and fall of the Soviet Union. Secondly, the analysis will be extended to what used to be known as "Eastern Europe" (e.g., Czechoslovakia, Hungary, Poland). From this necessary historical background, the course will proceed to current attempts to move away from Socialist central planning and its legacies to market economy, privatization, and independence.]

**ECON 367 Comparative Economic Systems: East and West**

Fall. 4 credits. Prerequisites: Economics 101–102.

The course will develop first a framework for studying economic systems and national economies and present three simple stylized systemic models: capitalist market, socialist market, and central planning. Secondly, the course will consider economic goals to be achieved (such as growth, stability, and productivity) and introduce quantitative measures used in the evaluation of the performance. Thirdly, comparative studies of selected national economies representing the models will be carried out.

**ECON 369 The Economy of China @**

Fall. 4 credits. Prerequisites: Economics 101–102 or permission of instructor.

Examines the development of the Chinese economy and the evolution of China's economic system since 1949.

**ECON 370 Socialist Economies in Transition**

Fall. 4 credits. Prerequisites: Economics 101-102 and 313-314.

This course studies the economic aspects of the transition of centrally planned, socialist economies to capitalist, market economies. It begins with an overview of the functioning of centrally planned economies, the arguments for reform, and experience with reform of these economies prior to 1989. This background section provides an understanding of the issues relating to reform. The focus then shifts to the current transitions in the reforming economies. We examine the key elements of the reform process, including macroeconomic stabilization and price liberalization, tax reform, development of capital markets, and privatization of firms. We study the economic arguments relating to each of these aspects of reform and compare experiences with reform in different countries.

**ECON 371 Economic Development**

Fall. 4 credits. Prerequisites: Economics 313 or equivalent.

Study of the problem of sustaining accelerated economic growth in less-developed countries. Trade-offs between growth, welfare, and equity; the legacy of colonialism; relevance of history and economic theory; problems of capital formation, economic planning and international specialization; and the interaction of industrialization, agricultural development, and population change are emphasized.

**ECON 372 Applied Economic Development**

Fall or spring. 4 credits. Prerequisite: Economics 313.

This course examines several special topics in the economics of developing countries. Among the topics covered recently are the concepts of development and underdevelopment, the debate over development economics, the peasant household and its place in the world economy, the debt crisis, the state vs. market debate and the role of the state in economic development, and the question of sustainable development.

**ECON 374 National and International Food Economics**

For description, see NS 457.

**ECON 375 Economic Problems of India**

Fall. 4 credits. Prerequisite: Economics 101/102 or equivalent background.

This course will present the major economics and development problems of contemporary India and to examine the country's future economic prospects. It will, however, be our aim to discuss these problems in their proper historical perspectives. Hence, the course will start with a brief outline of the social and political history of India. It will then turn to a more detailed account of the economic history of India in two stages.

**ECON 381 Economics of Participation and Workers' Management**

Spring. 4 credits. Prerequisites: Economics 313-314 or permission of instructor.

The theory of labor-management economies is developed systematically, and literature on that and related subjects surveyed. Theories of the participatory firm, industry, and general equilibrium are covered together with a microeconomic theory and analysis of special dimensions of the system. Efficient decision-making processes within the firm are also studied. Illustrative references to Yugoslavia

and other real instances of labor participation are made throughout.

**ECON 382 The Practice and Implementation of Self-Management**

Fall. 4 credits. Prerequisites: Economics 101-102.

A broad introduction to the subject of workers' self-management intended for both economists and non-economists. It contains no technical tools nor does it require prior professional knowledge: thus there are no prerequisites. The course objective is to answer 5 broad questions: (1) What is self-management? (2) Where and in what form does it occur? (3) What is its history? (4) How does it work? and (5) How is a cooperative enterprise/economy started/operated?

**ECON 399 Readings in Economics**

Fall or spring. Variable credit. Independent study.

**ECON 416 Intertemporal Economics**

Spring. 4 credits. Prerequisites: Economics 313. Not offered 1995-96.

This course is intended for advanced economics majors who are especially interested in economic theory. Topics to be covered: (a) review of the one good Ramsey model of optimal savings and accumulation; conditions for intertemporal efficiency in production; comparative dynamics and sensitivity analysis; (b) some earlier models of capital accumulation; the roles of present value and internal rate of return in guiding investment decisions; (c) growth, exhaustible resources; pollution and conservation: discussion of the trade-offs facing a society.]

**ECON 419 Economic Decisions under Uncertainty**

Fall. 4 credits. Prerequisites: Economics 313 and 319. Not offered 1995-96.

This course provides an introduction to the theory of decision making under uncertainty with emphasis on economic applications of the theory.]

**ECON 422 The Economics of Infrastructure and a Sustainable Environment**

For description, see CEF 422.

**ECON 436 Projects in Environmental Management**

For description, see NBA 573.

**ECON 445 Topics in Microeconomic Analysis—Markets and Planning**

Fall. 4 credits. Prerequisites: Economics 313.

This is a course of economic theory designed for upperclass undergraduates. Course contents may vary from year to year. Issues that may be examined include (1) How can economic activities be efficiently organized through the market mechanism? Why is the presence of many traders essential to efficiency? (2) What can be done if the indivisibility in production processes becomes an important hindrance to competitive pricing? (3) How can economic planning be decentralized efficiently? This course serves two purposes: (1) to introduce concepts that are novel to undergraduates and relevant to public policy but require only a modicum of analytic tooling up, and (2) to illustrate the deductive approach of modern economic analysis—how to define concepts unambiguously, how to form propositions in clear-cut

fashion, and how to follow up logical implications sequentially to the conclusion.

**[ECON 446 Topics in Macroeconomic Analysis—Is Keynesianism Dead?]**

Fall or spring. 4 credits. Prerequisites: Economics 314. Not offered 1995-96.

The coverage of this course may vary from term to term. Presently the content of the course deals with the range of criticisms against Keynesian theory by the New Classical Economics, alias the Equilibrium School, alias the Rational Expectations School. Despite the fact that almost all intermediate macroeconomic textbooks are Keynesian in perspective, clearly Keynesian economics is currently at bay. We shall review critically, critiques to Keynesian theory.]

**ECON 473 Economics of Export-led Development @**

Spring. 4 credits. Prerequisites: Economics 313, 314, or their equivalent.

This course will examine the phenomenon of export-led development from both the theoretical and empirical points of view. Concentration will be on experiences within the West Pacific Rim.

**[ECON 481 Economic Effects of Participation and Labor-Managed Systems]**

Fall or spring. 4 credits. Prerequisites: Economics 381 and 382. Not offered 1995-96.

This course applies microeconomic theory to analyzing the performance of firms in which employees either participate in the decision-making process or make all the important decisions. If a specialist in the area is lacking, Prof. Vanek may give the course as a seminar where primarily grad students will discuss topics in the literature selected through consensus of the participants.]

**ECON 482 Practical Aspects of Business Management of Worker Enterprises**

Fall. 4 credits. Prerequisite: should be taken concurrently with or following Economics 382/582, and permission of instructor.

This course is designed to further and deepen undergraduate and graduate students' knowledge of workers' self-management democratic enterprises. It will be based primarily on dialogue and participants' own presentations of their research in relevant areas such as cooperative business law, finance, accounting, or internal work organization. The instructor will act primarily as a coordinator and resource person. Whenever possible an attempt is made to form and incorporate a self-managing cooperative enterprise. Students who have taken all three courses, Economics 381/681, 382/682, and 482, both graduate and undergraduate, are welcome to participate as teacher-student interns. They may receive additional independent study credit for this work.

**[ECON 483 The Technological and Product Base of Worker Enterprises, with Special Emphasis on Ecology and Solar Energy Applications]**

Fall or spring. 4 credits. Prerequisite: may be taken concurrently with or following Economics 382/582, and permission of instructor. Not offered 1995-96.

This course is designed to deepen undergraduate and graduate students' knowledge of workers' self-management and cooperation,

through learning about and construction of simple energy-related technologies, to be produced in workers' enterprises. Size of the class is limited by technical, space, and instruction resources. Some of the technologies may serve as a basis for projects to be undertaken in Economics 482.]

#### **ECON 499 Honors Program**

Fall and spring. 8 credits.

Consult the Director of Undergraduate Studies for details. Interested students should apply to the program in the spring semester of their junior year.

### **Graduate Courses and Seminars**

#### **ECON 509 Microeconomic Theory I**

Fall. 4 credits.

Topics in consumer and producer theory.

#### **ECON 510 Microeconomic Theory II**

Spring. 4 credits.

Topics in consumer and producer theory, equilibrium models and their application, externalities and public goods, intertemporal choice, simple dynamic models and resource depletion, choice under uncertainty.

#### **ECON 513 Macroeconomic Theory: Static Income Determination**

Fall. 4 credits.

#### **ECON 514 Macroeconomic Theory: Dynamic Models, Growth, and Inflation**

Spring. 4 credits.

#### **ECON 516 Applied Price Theory**

Spring. 4 credits.

The course emphasizes the applications of the principles of price theory to a variety of problems taken from concrete, practical settings.

#### **ECON 517 Intermediate Mathematical Economics I**

Fall. 4 credits.

#### **ECON 518 Intermediate Mathematical Economics II**

Spring. 4 credits.

#### **ECON 519 Econometrics I**

Fall. 4 credits. Prerequisites: Economics 319–320 or permission of instructor.

This course gives the probabilistic and statistical background for meaningful application of econometric techniques. Topics to be covered are (1) probability theory: probability spaces, random variables, distributions, moments, transformations, conditional distributions, distribution theory and the multivariate normal distribution, convergence concepts, laws of large numbers, central limit theorems, Monte Carlo simulation; (2) statistics: sample statistics, sufficiency, exponential families of distributions. Further topics in statistics will be considered in Economics 520.

#### **ECON 520 Econometrics II**

Spring. 4 credits. Prerequisite: Economics 519.

This course is a continuation of Economics 519 (Econometrics I) covering (1) statistics: estimation theory, least squares methods, method of maximum likelihood, generalized method of moments, theory of hypothesis testing, asymptotic test theory, and nonnested hypothesis testing and (2) econometrics: the general linear model, generalized least squares, specification tests, instrumental variables, dynamic regression models, linear

simultaneous equation models, nonlinear models, and applications.

#### **[ECON 537 Economics of Financial Market Regulation]**

Fall. 4 credits. Prerequisites: ECON 313 and 314 and the consent of the instructor. Not offered 1995–96.

The decade of the 90s has seen a revolution in financial regulation. The FDICIA, the Basel agreements, and the various European Community directives are changing the rules of the financial game. What are the possible impacts on financial markets and institutions? What is the likely structure of financial intermediation after these regulatory shocks? Specific topics to be covered: financial markets, intermediaries and instruments; quantitative analysis of financial assets and flows; economics of financial intermediation; financial regulation in the U.S. and Europe and harmonization; costs and benefits of the current regulatory environment.]

#### **ECON 565 Economic Problems of Latin America**

Spring. 4 credits.

For description see Economics 365.

#### **[ECON 581 Economics of Participation and Worker Management]**

Spring. 4 credits. Not offered 1995–96.

For description see Economics 381.]

#### **[ECON 582 The Practice and Implementation of Self-Management]**

Fall. 4 credits. Not offered 1995–96.

For description see Economics 382.]

#### **ECON 599 Readings in Economics**

Fall or spring. Variable credit.

Independent study.

#### **[ECON 603 Seminar in Peace Science]**

Fall. 4 credits. Not offered 1995–96.

Among topics to be covered at an advanced level are game theory, coalition theory, bargaining and negotiation processes, cooperative procedures, microbehavior models, macrosocial processes, and general systems analysis.]

#### **[ECON 605 Advanced Social Theory for Peace Scientists]**

Spring. 4 credits. Prerequisites: Economics 505 and knowledge of microeconomic theory. Not offered 1995–96.

Study of diverse social science hypotheses and theories as they relate to, and can be synthesized within, multiregional, multinational, and generally multigroup conflict and cooperative frameworks. Particular attention will be given to developments stemming from microeconomics and general systems theory. Dynamic analyses will be emphasized.]

#### **ECON 610 Stochastic Economics: Concepts and Techniques**

Spring. 4 credits. Prerequisites: Economics 509, 510, 513, 514, 519, and 520.

This course will review a number of techniques that have been useful in developing stochastic models of economic behavior. Among these are (a) discrete-time Markov processes, (b) dynamic programming under uncertainty, and (c) continuous-time diffusion processes. Examples of economic models will be drawn from recent literature on optimal capital accumulation and optimal savings and portfolio selection problems; permanent income hypothesis; dynamic models of price adjustment, etc. Advanced graduate students contemplating work in economic theory and

econometric theory will be able to get some exposure to current research.

#### **ECON 611 Advanced Microeconomic Theory**

Fall. 4 credits.

#### **ECON 612 Advanced Macroeconomic Theory**

Fall. 4 credits.

#### **ECON 617 Mathematical Economics**

Spring. 4 credits.

#### **ECON 618 Mathematical Economics**

Fall. 4 credits.

#### **ECON 619 Advanced Topics in Econometrics I**

Fall. 4 credits. Prerequisites: Economics 519–520 or permission of instructor.

Advanced topics in econometrics, such as asymptotic estimation and test theory, robust estimation, Bayesian inference, advanced topics in time-series analysis, errors in variable and latent variable models, qualitative and limited dependent variables, aggregation, panel data, and duration models.

#### **ECON 620 Advanced Topics in Econometrics II**

Spring. 4 credits. Prerequisites: Economics 519–520 or permission of instructor.

For description see Economics 619.

#### **ECON 621 Time Series Econometrics**

Prerequisites: Economics 519–520 or permission of instructor.

This course covers traditional and current time series techniques that are widely used in econometrics. Topics include the theory of stationary stochastic processes including univariate ARMA(p,q) models, spectral density analysis, and vector autoregressive models; parametric and semi-parametric estimation; current developments in distributional theory; estimation and testing in models with integrated regressors including, unit root tests, cointegration, and permanent vs. transitory components.

#### **[ECON 623 American Economic History]**

Fall or spring. 4 credits. Not offered 1995–96.]

#### **[ECON 624 American Economic History]**

Fall or spring. 4 credits. Not offered 1995–96.]

#### **[ECON 626 Methods in Economic History]**

Fall or spring. 4 credits. Not offered 1995–96.]

#### **ECON 631 Monetary Theory and Policy**

Spring. 4 credits.

#### **ECON 632 Monetary Theory and Policy**

Fall. 4 credits.

#### **ECON 635 Public Finance: Resource Allocation and Fiscal Policy**

Fall. 4 credits.

#### **ECON 636 Public Finance: Resource Allocation and Fiscal Policy**

Spring. 4 credits.

#### **ECON 637 Location Theory and Regional Analysis**

Fall. 4 credits. Prerequisites: Economics 509, 517, and Econometrics.

Economic principles influencing the location of economic activity, its spatial equilibrium structure, and dynamic forces. Topics include spatial pricing policies, price competition, and relocation by firms; residential location

patterns; patterns of regional growth and decline; and patterns of urbanization.

**ECON 641 Seminar in Labor Economics**  
For description see ILRLE 744.

**ECON 642 Seminar in Labor Economics**  
For description see ILRLE 745.

**ECON 644 The Labor Market and Public Policy: A Comparative View**  
Fall or spring. 4 credits.

**ECON 647 Economics of Evaluation (also Industrial and Labor Relations 647)**  
For description see ILRLE 647.

**ECON 648 Issues in Latin America**  
Fall. 4 credits.

**ECON 651 Industrial Organization and Regulation**  
Fall. 4 credits.

**ECON 652 Industrial Organization and Regulation**  
Spring. 4 credits.

**[ECON 653 Public Policy Issues for Industrial Organizations]**

Spring. 4 credits. Prerequisites: Economics 509, 510, and 651. Not offered 1995-96.

The course takes an in-depth view of the interaction between the government and business. Methods of business control, including antitrust, price regulation, entry regulation, and safety regulation. Emphasis will be not only on the economic effects on business, but on the economics of selecting and evolving the method of control.]

**[ECON 655 Rivalry and Cooperation]**

Fall. 4 credits. Prerequisites: Economics Graduate Core or instructor's permission. Not offered 1995-96.

In standard models, economic interaction is impersonal. Agents respond to price signals and measure their own welfare not in relative but in absolute terms; and cooperative behavior emerges only when it coincides with narrow self-interest. This course will explore the details of rivalry and cooperation in an effort to synthesize broader views of economic interaction. Topics will include the effect of concerns about relative income on wage rates, consumption, savings, and regulation; the effect of concerns about fairness on prices and wages; the conditions that foster trust and cooperation; and the role of positional competition in the distribution of economic rewards.]

**ECON 656 Noncooperative Game Theory**  
Fall. 4 credits. Prerequisites: Economics 509-510 and 519.

This course surveys equilibrium concepts for non-cooperative games. We will cover Nash equilibrium and a variety of equilibrium refinements, including perfect equilibrium, proper equilibrium, sequential equilibrium and more! We will pay attention to important special classes of games, including bargaining games, signalling games, and games of incomplete information. Most of our analysis will be from the strict decision-theoretic point of view, but we will also survey some models of bounded rationality in games, including games played by automata.

**ECON 657 Economics of Imperfect Information**

Spring. 4 credits. Prerequisites: Economics 509-510 and 519.

The purpose of this course is to consider some major topics in the economics of uncertain information. Although the precise topics considered will vary from year to year, subjects such as markets with asymmetric information, signalling theory, sequential choice theory, and record theory will be discussed.

**ECON 660 Topics in Political Economy**  
Fall. 4 credits. Prerequisite: Economics 313 or equivalent.

This course will develop critiques and extensions of economic theory, taking into account the political and social moorings of economic activity and equilibria. The formation and persistence of social norms; the meaning and emergence of property rights; the role of policy advice in influencing economic outcomes; and the effect of political power and ideology on economic variables will be studied. While these topics were popular in the classic works of political economy, recent advances in game theory and, more generally, game-theoretic thinking allows us to approach these topics from a new perspective. Hence, the course will begin by devoting some lectures to elementary ideas in game-theory and strategic analysis.

**ECON 661 International Economics: Trade Theory and Policy**

Fall. 4 credits.

This course surveys the sources of comparative advantage. It analyzes simple general equilibrium models to illustrate the direction, volume, and welfare effects of trade. Topics in game theory and econometrics as applied to international economics may be covered.

**ECON 662 International Economics: International Finance and Open Economy Macroeconomics**

Spring. 4 credits.

This course surveys the determination of exchange rates and theories of balance of payment adjustments. It explores open economy macroeconomics by analyzing models of monetary economies. Topics in monetary economics and econometrics as applied to international economics will be covered.

**[ECON 664 International Economics: Balance of Payments and International Finance]**

Fall or spring. 4 credits. Not offered 1995-96.]

**[ECON 670 Economic Demography and Development]**

Fall or spring. 4 credits. Not offered 1995-96.]

**ECON 671 Economic Development and Development Planning**

Spring. 4 credits.

Reviews the existing literature on the determinants of economic growth and the interrelationship between growth and income distribution through the process of economic development. A general equilibrium approach to development is taken. Computable general equilibrium models, based on social accounting matrices, are used to explore the performance of a variety of developing countries. Among the topics explored are: impact of structural adjustment

and stabilization policies on growth, equity and internal and external equilibrium; sectoral interrelationship and interdependence through the growth process. Critical review and evaluation of national, sectoral and regional development models built for such developing countries as India, Brazil, Indonesia and Ecuador.

**ECON 672 Economics of Development**

Fall. 4 credits. Prerequisites: first-year graduate economic theory and econometrics.

Analytical approaches to the economic problems of developing nations. Topics to be covered include: some old and new directions in development economics thinking, the welfare economics of poverty and inequality, empirical evidence on who benefits from economic development, labor market models, project analysis with application to the economics of education, and development policy.

**[ECON 673 Economic Development]**

Fall or spring. 4 credits. Prerequisites: Economics 509 and 520. Not offered 1995-96.

The course is concerned with theoretical and applied works that seek to explain economic development, or lack thereof, in countries at low-income levels. Specific topics vary each semester.]

**ECON 674 Economic Systems**

Fall. 4 credits.

**ECON 675 Comparative Economic Organization and Institutions**

Spring. 4 credits. Prerequisites: Economics 314 and 351-352 or equivalent.

This course addresses problems of coordination, management, finance, and organizational structure in firms and, to some extent, economies. It covers topics such as coordination mechanisms for production activity, problems arising in the control of subordinate agents' behavior, decision making within firms, internal firm organization, financial institutions and loan contracts, and the market for firm control. Course material draws from literature on mechanism design and from the fields of industrial organization, finance, and comparative systems.

**[ECON 678 Economic Growth in Southeast Asia]**

Fall or spring. 4 credits. Not offered 1995-96.]

**[ECON 681 Economics of Participation and Self-Management]**

Fall. 4 credits. Prerequisites: Economics 101-102, or permission of instructor. Not offered 1995-96.

For description see Economics 381. Economics 681 is given on a more advanced graduate level.]

**[ECON 682 Seminar on Economics of Participation and Labor-managed Systems]**

Fall. 4 credits. Not offered 1995-96.]

**ECON 684 Seminars in Advanced Economics**

Fall and spring. 4 credits.

## ENGLISH

W. Wetherbee, chair; R. Gilbert, director of undergraduate studies (255-3492); D. Fried, graduate faculty representative (255-7989); D. Mermin, director of honors program; B. B. Adams, A. R. Ammons, J. P. Bishop, A. Boehm, F. V. Bogel, L. Bogel, Laura Brown, Lois Brown, C. Chase, B. Correll, J. Culter, S. Davis, D. Eddy, L. Fakundiny, R. T. Farrell, A. Galloway, K. Gottschalk, E. Hanson, L. Herrin, T. D. Hill, M. Hite, M. Jacobus, P. Janowitz, B. Jeyifo, C. V. Kaske, M. Koch, C. S. Levy, A. Lurie, D. E. McCall, K. A. McClane, M. McCoy, H. S. McMillin, B. Maxwell, S. P. Mohanty, D. Moore, R. Morgan, H. Mullen, T. Murray, B. V. Olguín, R. Parker, J. Porte, E. Rosenberg, N. Saccamano, S. Samuels, P. Sawyer, D. R. Schwarz, M. Seltzer, K. Shanley, H. E. Shaw, S. Siegel, H. Spillers, G. Teskey, S. Vaughn, H. M. Viramontes, S. Wong. Emeriti: M. H. Abrams, J. F. Blackall, A. Caputi, S. Elledge, R. Elias, P. Marcus, J. R. McConkey, S. Parrish, M. A. Radzinowicz, S. C. Strout.

The Department of English offers a wide range of courses in English, American, and Anglophone literature as well as in creative writing, expository writing, and film. Literature courses focus variously on the close reading of texts, the study of particular authors and genres, questions of critical theory and method, and the relationship of literary works to their historical periods and to other disciplines. The department seeks not only to foster analytical reading and lucid writing but also, through the study of literary texts, to teach students to think about the nature of language, and to be alert to the rigors and pleasures of that ordinary and peculiar activity, reading.

Students who major in English develop their own programs of study in consultation with their advisers. Some focus on a particular historical period or literary genre; others combine sustained work in creative writing with the study of literature. Others pursue special interests in such areas as women's literature, Afro-American literature, literature and the visual arts, or critical theory.

There are also many ways for students informally to supplement their course work in English, by attending the frequent lectures and poetry readings sponsored by the department, or by writing for campus literary magazines.

### The Major

Any student considering a major in English should meet with the department's director of undergraduate studies to discuss the major and be assigned a major adviser. Copies of a brochure containing suggestions for English majors and prospective English majors are available in the department office, 250 Goldwin Smith Hall.

The Department of English recommends that its students ready themselves for the major by taking at least one preparatory course.

Freshmen interested in majoring in English are encouraged to take one of the following freshman seminars: The Reading of Fiction (English 270), The Reading of Poetry (English 271), or Introduction to Drama (English 272). First-term freshmen with a score of 700 or above on the CEEB College Placement Tests in English composition or literature or 4 or 5 on the CEEB Advanced Placement Examina-

tion in English may enroll in English 270, 271, 272 as space permits (all students who have taken one freshman seminar are permitted to enroll in these courses as space permits).

English 201 and 202, overviews of major British writers, though not required for the major, are strongly recommended for majors and prospective majors, since they afford an overview of the history of English literature, providing an introduction to periods, authors, and genres that allows students to make a more informed choice of advanced courses.

In addition, The American Literary Tradition (English 275) and the Essay in English (English 295) are especially suitable in preparation for the major.

### Requirements

Each English major must complete with passing letter grades at least 36 credits in courses approved for the major. Students may count up to four courses for the major from the category entitled "200-level Courses Approved for the Major." All English courses numbered 300 or above count toward the major. Of the 36 credits required for the major, 12 (three courses) must be taken in literature before 1800. (Courses taken for the English major may also be used to satisfy the arts college humanities distribution requirement or, in the case of creative writing courses, the expressive arts distribution requirement.)

A major, then, might normally consist of three or four courses at the 200 level, three or four at the 300 level, and a couple of 400-level seminars. A student's selection of courses will ideally display some historical breadth (as is reflected in the requirement of three courses in literature before 1800) and training in the reading of several kinds of literature (such as drama, poetry, and fiction). In their final semesters, English majors should be ready for advanced seminars in a more focused field of interest.

### Foreign Language

English majors also are required to complete, with passing letter grades, six credits of foreign language study (preferably in literature) in courses for which qualification is a prerequisite. Advanced placement credit does not fulfill this requirement, nor does the study of foreign literature in translation. Majors are urged to complete this requirement by the end of their sophomore year, and those who enter Cornell without sufficient preparation should begin their language study at once.

With the permission of their advisers, students may count toward the English major a maximum of 12 credits in literature or creative writing courses at the 300 level or above given by such departments and programs as Comparative Literature, Theatre Arts, Romance Studies, the Africana Studies and Research Center, and the Society for the Humanities. Double majors may count toward these 12 credits any courses, 300 level or above, taken in their other major if such courses are approved by their English department adviser as relevant to the study of literature.

### Honors

Prospective candidates for the degree of Bachelor of Arts with honors in English should

read the handout "English Department Honors Program," available in the English office. These students should discuss their qualifications with the chair of the Honors Committee during the spring term of their sophomore year, when they will be admitted provisionally to the program. During their junior year, honors candidates must take one honors seminar (English 491 or 492), which will reflect a dominant area of interest, address methods of scholarly research, and require the composition of a long end-of-term essay. Honors students are strongly encouraged to take an additional 400-level course in the field in which they plan to concentrate. On the basis of their performance, students will be officially admitted to the program at the end of the junior year. Seniors in honors enroll in a year-long tutorial (English 493 and 494) in which they work closely with a faculty member especially qualified to supervise the topic of the candidate's choosing; the year's work culminates in the writing of a scholarly honors thesis. (All seniors in the program are expected to attend informal sessions in which they discuss their work-in-progress.) More information about the program may be found in the department's brochure for honors candidates.

### Courses for Nonmajors

For students not majoring in English, the department makes available a variety of courses at all levels. Some courses at the 200 level are open to qualified freshmen, and all of them are open to sophomores. Courses at the 300 level are open to juniors and seniors and to underclass students with permission of the instructor. The suitability of courses at the 400 level for nonmajors will vary from topic to topic, and permission of the instructor is required.

### Freshman Writing Seminars

As part of the Freshman Writing Program, the Department of English offers many one-semester courses concerned with various forms of writing (narrative, biographical, expository), with the study of specific areas in English and American literature, and with the relation of literature to culture. Students may elect any two of these courses during their first year to satisfy the Freshman Seminar requirement. Descriptions of Freshman Writing Program offerings may be found in the Freshman Writing Program listings, available from college registrars in August for the fall term and in November for the spring term.

Especially well-qualified students who are considering a major in English are encouraged to enroll in English 270, 271, or 272.

Students who have scored 4 or 5 on the Princeton exam or 700 or better on the English Composition or CEEB test or 6 or 7 on the International Baccalaureate (IB) Higher Level Examination are eligible to enroll in the fall semester (space permitting) in any one of these courses. English 270, 271, and 272 will be open to all freshmen in the spring semester who have satisfactorily completed one freshman seminar. Registration is handled by the Freshman Writing Program during freshman registration.

**ENGL 270 The Reading of Fiction**

Fall, spring, each summer. 3 credits. Each section limited to 17 students. Freshman Seminar. Recommended for prospective majors in English. Forms of modern fiction, with emphasis on the short story and novella. Critical study of works by English, American, and Continental writers from 1880 to the present.

**ENGL 271 The Reading of Poetry**

Fall, spring. 3 credits. Each section limited to 17 students. Freshman Seminar. Recommended for prospective majors in English. Designed to sharpen the student's ability to understand and respond to poetry, through readings in the major periods, modes, and genres of poetry written in English.

**ENGL 272 Introduction to Drama**

Fall, spring. 3 credits. Each section limited to 17 students. Freshman Seminar. Recommended for prospective majors in English. Selected works by such playwrights as Sophocles, Shakespeare, Ibsen, and Brecht introduce the chief idioms and styles of drama. The course work may include a special project related to the plays being produced by the Department of Theatre Arts.

**Courses Primarily for Nonmajors****ENGL 205 Readings in English and American Literature**

Spring. 3 credits. R. Farrell.

English Literature to 1800: This course is intended for nonmajors, and is open to any student interested in literature and culture. Authors covered include Chaucer, Shakespeare, Jensen, Swift, and Pope. There will be a take-home midterm and final, both open book. Students will be strongly encouraged to follow their own interests.

**ENGL 206 Readings in English and American Literature**

3 credits. Not offered 1995-96.]

**ENGL 227 Shakespeare #**

Fall. 3 credits. Limited to 25 students. C. Levy.

A critical study of representative plays from the principal periods of Shakespeare's career.

**ENGL 288-289 Expository Writing**

288, fall; 289, spring. 3 credits each term. Each section limited to 16 students.

Prerequisites: Students must have completed the freshman writing requirements of their individual colleges before they may enroll in this course.

English 288-289 offers guidance and an audience for students who wish to gain skill in expository writing. Each section provides a context for writing defined by a form or use of exposition, a disciplinary area, a practice, or a topic intimately related to the written medium. Course members will read regularly in relevant published material and do a substantial amount of new writing of their own each week, while reviewing and responding to each other's work. Since these seminar-sized courses depend on members' full participation, regular attendance and submission of written work are required. Students and instructors will confer individually throughout the term.

**Fall 1995:**

Section 1.—Artworks in Controversy—B. Barr  
Section 2.—Rhetorics of Community—C. Carlson

Section 3.—What's Yours is Mine: Cultural Appropriations—P. Covello

Section 4.—The Reflective Essay—A. Boehm  
Section 5.—Understanding the Media—D. A. Williams

Section 6.—Rights, Politics, and the Constitution—L. Laufenberg

Section 7.—Issues and Audiences—B. LeGendre

Section 8.—Writing in the Humanities—S. Davis

Section 9.—Nature in History, Humans in Nature—D. Takacs

**Spring 1996:** To be announced.

See English Department *Guide to Course Scheduling* for full fall and spring section descriptions.

**Creative Writing**

Students usually begin their work in Creative Writing with English 280 or 281, and only after completion of the Freshman Seminar requirement. Please note that either English 280 or English 281 is the recommended prerequisite for 300-level creative writing courses. English 280 and 281 may satisfy a distribution requirement in your college (please check with your college adviser). English 382-383, 384-385, and 480-481 are approved for the English major.

**ENGL 280-281 Creative Writing**

Fall, spring, summer, and winter session. 3 credits. Prerequisites: completion of the Freshman Seminar requirement.  
Limited to 18 students.

An introductory course in the theory, the practice, and the reading of prose, poetry, and allied forms. Students are given the opportunity to try both prose and verse writing and may specialize in one or the other. Many of the class meetings are conducted as workshops. English 280 is not a prerequisite for English 281.

**ENGL 382-383 Narrative Writing**

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

**ENGL 384-385 Verse Writing**

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

**ENGL 480-481 Seminar in Writing**

See complete course description in section headed Courses for Advanced Undergraduates.

**Expository Writing****ENGL 381 Reading as Writing**

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

**[ENGL 386 Philosophic Fictions**

Not offered 1995-96.]

**ENGL 387 Autobiography: Memoir, Memory, and History**

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

**ENGL 388-389 The Art of the Essay**

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

**200-Level Courses Approved for the Major**

Students may take up to four of the following 200-level courses for credit toward the English major. Although courses numbered in the 200s are primarily for sophomores, some of them are open to qualified freshmen.

**ENGL 201-202 The English Literary Tradition #**

201: Fall. 4 credits. W. Wetherbee. Open to undergraduates who have completed the freshman writing requirement. English 201 is not a prerequisite for 202. 201 may be used as one of the three courses before 1800 required of English majors.

Interpretation of major works ranging from *Beowulf* through Milton. Surveys Old English poetry, Chaucer, medieval romances, Spenser, Shakespeare, Renaissance lyric poetry, and Milton. The course will be conducted by a combination of lectures and seminars.

202: Spring. 4 credits. F. Bogel.

A survey of English literature from the Restoration through the twentieth century, including works by Dryden, Swift, Pope, Mary Wortley Montagu; the Romantic and Victorian poets; Wilde, Yeats and T. S. Eliot. Lectures and discussion sections.

**[ENGL 203 Major Poets**

3 credits. Not offered 1995-96.]

**ENGL 207 Introduction to Twentieth-Century Poetry**

Spring. 3 credits. R. Gilbert and D. Fried. Poetry written in the twentieth century is both challenging and exhilarating in its freedom, innovation, and diversity. Not a survey, this course will sample the vast array of poetic modes and forms employed over the past 95 years, with an emphasis on British, American, and Anglophone poetry, but with some attention to important works in other languages as well. Our focus in the course will be on the poems themselves—how they feel, sound, look, mean, and work—and on the varying contexts in which they may be read. These contexts include: audiences for poetry; the life and career of the poet; important poetic movements (Imagism, Surrealism, "Language" poetry); verse forms ranging from the strictly patterned to the seemingly random; the poetry industry (or "Po Biz"); poetry and social movements (feminism, multiculturalism); poetry and technology; poetry and science; poetry and the self. Attention will be paid to the craft of poetry-writing through exercises as well as lectures by poets. Poems not in English will be read in translation. No previous study of poetry required.

**ENGL 212 An Introduction to Medieval Epic #**

Spring. 3 credits. This course may be used as one of the three courses before 1800 required for the English major.

T. Hill.

An introduction to medieval epic focusing particularly on the English and "insular" epic tradition. Works studied will normally include *Beowulf*, *Maldon*, *Egils saga*, *Njals saga*, and *Tain Bo Cualigne*, the *Chanson de Roland*, the *Nibelunglied*, selections from Malory, and English and Scots ballads. Requirements include two papers, a midterm and a final. No previous knowledge of medieval literature is expected.

**ENGL 240 Introduction to U.S. Latina/o Literature (also HASP 240 and SPANL 242)**

Fall. 3 credits. B. Olguín.

It is estimated that by the year 2030, the Latino/a population in the United States will be the largest "minority group" in the country. This course seeks to introduce students to the growing body of literature across time, space, and genre being produced by the various Latino/a communities that have established a presence in the United States. Of particular interest are the manner and degree to which the literatures converge and diverge as they explore issues of "race," ethnicity, gender, sexuality, class, nationality, and identity in general, at a time when the American profile is increasingly becoming "latinized." Authors examined include Tomás Rivera, Alurista, Gloria Anzaldua, Cherrie Moraga, Jesús Colón, Miguel Piñero, Nicolasa Mohr, Christina García, Oscar Hijuelos, Julia Alvarez, Rubén Martínez and several others.

**ENGL 242 Chicanos and Film: Representations of La Raza (also HASP 242 and SPANL 244)**

Fall. 4 credits. B. V. Olguín.

This survey course traces Mexican, American and Mexican American representations of Chicanas and Chicanos from the early 1900s to the present. Students will consider how technology and culture are deployed by Raza filmmakers to confront mainstream aesthetics in their own articulation of community and ideology through film. The films examined include *Viva Zapata!*, *Bordertown*, *A Medal for Benny*, *Tortilla Flat*, as well as *I am Joaquín*, *Seguín*, *Yo Soy Chicano*, *The Ballad of Gregorio Cortez*, *Raíces de Sangre*, *Alambrista*, *Zoot Suit*, *La Bamba*, *Chicana*, *American Me*, *Bound by Honor*, *Mi Vida Loca*, and others. Lab fee required.

**ENGL 243 Poetry and Politics in the Americas (also HASP 243 and SPANL 243)**

Spring. 4 credits. B. V. Olguín.

This course examines poetry and poetics as dialogical statements where history, politics and culture are actively engaged by the poet and the poem. Our particular focus will be on poetic interventions in popular struggles throughout the Americas over time—from nineteenth-century independence movements to twentieth-century nationalist and internationalist struggles—and across space—from the Caribbean, South, Central, and North America. Students will consider the unique challenges to aesthetics, ideology and identity in general posed by various engaged artists such as José Martí, Nicanor Parra, Ariel Dorfman, Pablo Neruda, Nicolás Guillén, Claribel Alegría, Roque Dalton, Raúl Salinas, Lorna Dee Cervantes, Carolyn Forché, Alejandro Murguía, Sonia Sánchez, Allen Ginsberg, Martín Espada, Gwendolyn Brooks, Adrienne Rich, and others.

**[ENGL 251 Twentieth-Century Women Novelists (also Women's Studies 251)]**

4 credits. Not offered 1995–96.]

**ENGL 260 Introduction to American Indian Literature**

Fall. 3 credits. D. Moore.

In an introduction to Native American literatures, we read a variety of genres—novels, short fiction, autobiography, poetry, oral traditions—spanning Indian publications through the last two centuries. Issues arising from the texts include aesthetics of orality and literacy; cultural change and survival; colonial identity politics; mythic histories; world views and ideologies; and contemporary tribal sovereignty. A goal of the course is to read historical American contexts through the eyes of Native American texts.

**ENGL 262 Asian American Literature (also Asian American Studies 262 and American Studies 262)**

Fall. 3 credits. S. Wong.

This course will introduce students to the wide range of writing by Asian Americans and to some critical issues concerning the production and the reception of Asian American texts. In reading through selected works of prose, poetry, and drama, we will be asking questions about the historical formation of Asian American identities and the problems of defining an Asian American literary tradition.

**ENGL 263 Studies in Film Analysis**

Fall and spring. 4 credits. Enrollment limited to 20 students. Preference given to English majors. L. Bogel.

Fall: Special topic: **Interpreting Hitchcock**.

Through detailed analysis of about fifteen of Hitchcock's major films—from British silents such as *The Lodger* and the British talkies of the 30s (*The Thirty-Nine Steps*) to the early 40s work in Hollywood (*Spellbound*, *Notorious*) and major American films of his later period (*Rear Window*, *The Birds*)—we will consider Hitchcock as a major technical and stylistic innovator in the history of cinema. As texts for psychoanalytic and feminist approaches to study, his films invite questions about film language, the ethics of spectatorship, and the nature of desire and sexuality. Frequent short essays and viewing exercises encourage students to engage through their writing the course's critical concerns. **Students must be free to attend regular evening screenings and video showings of the films once or twice a week. Lab fee.**

Spring: Special topic: **Interpreting Melodrama and the Women's Film of the 30s and 40s.**

With some attention to melodrama's roots in nineteenth-century fiction and theatre and in twentieth-century women's fiction and popular Freudianism, we will work to define Hollywood's melodrama as both a genre and a way of viewing the world. Psychoanalytic and feminist analyses of melodrama will help us pose larger questions about gender and culture, about gendered spectatorship, about the relation of these films to American culture, about Hollywood's changing constructions of "woman," the "maternal," and the "feminine," and questions about desire, pleasure, fantasy, and ideology in relation to the melodramatic heroine.

Required weekly, evening screenings of such

films as: *Stella Dallas*; *Now, Voyager*; *Rebecca*; *Mildred Pierce*; *The Women*; *Imitation of Life*; *Gilda*; *Leave Her to Heaven*; *Gaslight*. Regular critical readings, frequent viewing questions, two longer essays, no exam. **Students must be free to attend regular evening screenings and video showings of the films once or twice a week. Lab fee.**

**[ENGL 265 Contemporary African American Literature]**

3 credits. Not offered 1995–96.]

**ENGL 267 American Literary Identities: Nineteenth Century (also American Studies 267) #**

Fall. 3 credits. D. Moore.

The nineteenth-century emergence of a distinctive American literature can be understood as more than an American dialogue with or against European literary masters—although those dialogues play a crucial part in this study. It was also an internal dialogue toward defining "America" and "American" among diverse national voices, a conversation among various ethnicities, races, genders, classes, for instance between Iroquois and EuroAmerican women in the antebellum establishment of the modern women's movement, or between African Americans and Native Americans during the Civil War and in the post-war West. The course examines some of the intricate relations and literary echoes in such voices during a tumultuous century.

**ENGL 268 The Culture of the 1960s**

Spring. 4 credits. P. Sawyer.

The 1960s survive today as a quasi-mythical period and as an ongoing debate. Was it a time of dangerous experimentation with drugs, sex, and alternative "lifestyles" on the part of a pampered generation that gradually learned to straighten up and join the mainstream? Or was it a time of revolutionary hopefulness, when the Civil Rights movement and the Vietnam War stimulated a passionate critique of the racist and imperialist structure of American society? The course addresses these and other questions about that turbulent decade through a reading of novels, poems, plays, films, journalism, and historical works. Throughout, we will be attentive to ways the 1960s have been converted into nostalgia and otherwise revised by the media. Texts will include *Catch 22*, *The Autobiography of Malcolm X*, *The Armies of the Night*, and *The Electric Kool-Aid Acid Test*, as well as films, music, speeches, and manifestoes.

**ENGL 269 Topics in American Indian Literatures**

Spring. 4 credits. Topic for spring 1996: **American Indian Bodies of Thought.**

D. Moore.

The course is an interdisciplinary exploration of the literature, history, and politics of various indigenous American cultures and their conceptual universes. Questions range from comparative studies of land-based versus transcendental religions to issues of cultural appropriation, economic development, tribal sovereignty, and other contemporary contexts of Native American literature.

**ENGL 274 Scottish Literature and Culture #**

Spring. 4 credits. Enrollment limited to 20 students. This course may be counted as one of the three pre-1800 literature courses required of English majors, but nonmajors are welcome. H. Shaw and T. Hill.

Scotland was an independent kingdom during most of its history. Although it is now politically united with England, it preserves its cultural distinctiveness. This course provides an introduction to Scottish literature and its cultural context. We will focus on important Scottish literary texts, with special emphasis on the medieval period and the eighteenth and nineteenth centuries. In addition, we will provide something of an introduction to Scottish history and to nonliterary expressions of Scottish culture (such as music and painting). The course should appeal to those who wish to learn more about their Scottish heritage, to those who wish to view in a new perspective works normally considered monuments of "English" literature, and to those who simply wish to know more about a remarkable culture and the literature it produced. Some of the texts will be read in Scots, but no familiarity with Scots or earlier English is presumed. Authors studied will include Henryson, Dunbar, Anonymous (the Scottish Ballads), Hume, Burns, Scott, Hogg, Stevenson, and Grassic Gibbon.

**ENGL 275 The American Literary Tradition (also American Studies 275)**

Fall, spring. 3 credits. Recommended for prospective majors in American Studies. This is *not* a Freshman Seminar. Fall: B. Maxwell; spring: M. Seltzer.

The problem of an American national literature is explored through the reading, discussion, and close analysis of texts across the range of American literary history. Not a survey, this course focuses on the relations of the texts to each other, the shaping of national identities in those relationships, and the assumptions about history, language, and the self that underlie them.

**ENGL 277 Folklore and Literature**

Fall. 4 credits. A. Lurie.

An introduction to British and American folklore: folk speech and slang, rhymes, riddles, jokes, ballads, songs, legends, fairy tales, ghost stories, and customs and festivals; plus reading in British and American poetry and fiction that uses these forms and themes. Students will also learn how to collect and analyze contemporary folklore.

**ENGL 279 Lesbian Personae (also Women's Studies 279)**

Fall. 4 credits. E. Hanson.

This course will offer a survey of literature and films by or about lesbians. We will examine how lesbian desire and identity are historically constructed through narrative. What does it mean to read as a lesbian? What are the various tropes and personae through which lesbian desire has been articulated? What has been the relationship of lesbianism to feminism? How is lesbian identity inflected by homophobia, sexism, and racism? We will begin with a look at early paradigms for lesbian desire such as romantic friendship and sexual inversion, then move on to an extensive examination of lesbian feminism, and close with a discussion of desire and performativity. We will read fiction by Gertrude Stein, Radclyffe Hall, Havelock Ellis, Sigmund Freud, Nella Larsen, Adrienne Rich, Monique Wittig, Alice Walker, Cherrie Moraga, Jeanette Winterson, and Jewelle Gomez, as well as films by Leontine Sagan, Sheila McLaughlin, Monica Truet, Ingmar Bergman, and Rainer Werner Fassbinder. Students are required to attend a weekly film screening in addition to seminars.

**ENGL 285 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Physics 200, Archaeology 285, Art 372 and NS&E 285)**

3 credits.

See ENGRG 185 for description.

**ENGL 291 American 1920s: Literature and Culture (also American Studies 291)**

Spring. 3 credits. B. Maxwell.

The course will take a broad approach to the cultural activities of the decade that followed the First World War and preceded the Great Depression. Topics will include the new motives, forms, and audiences of fiction and poetry; literary realism under duress; the Harlem Renaissance; Americanism in question; postwar blues and the influenza epidemic; expatriation; suffragist politics and the New Woman; *Fugitive revanchism*; the masses as a matter for intellectual scrutiny; Fordism; the business man and the bohemian; Sacco and Vanzetti, the Red Scare, and the fear of anarchism; marketplace phantasmagoria; the cultures of radio, children's books, popular song and jazz. Essays: Randolph Bourne; Thorstein Veblen; W. E. B. DuBois; Floyd Dell; Lewis Mumford; Gertrude Stein; Walter Lippmann; Max Eastman; W. C. Williams (*In the American Grain*). Fiction: Jean Toomer (*Cane*); Ernest Hemingway; F. Scott Fitzgerald; Sherwood Anderson; John Dos Passos; Josephine Herbst; Samuel Ornitz (*Hauch, Paunch and Jowl*); Sinclair Lewis (*Babbitt*). Poetry: W. C. Williams; Pound; Eliot; Hart Crane; Marianne Moore; H. D.; Louis Zukofsky; Langston Hughes.

**ENGL 295 The Essay in English #**

Spring. 4 credits. Prerequisite: completion of freshman seminar requirement.

This course may be counted as one of the three pre-1800 literature courses required of English majors. L. Fakundiny.

What is an essay and what is it for? How does it work as prose discourse, as a text of the self? Impelled by such generic questions and others raised by Montaigne's French *Essais* (1588), this course explores the invention of the essay in English during the sixteenth and seventeenth centuries and its flowering in the periodicals and magazines of the eighteenth and nineteenth centuries. Readings include selections from the work of Bacon, Cornwallis, Donne, Earle, Cowley, Temple, Swift, Addison, Steele, Johnson, Franklin, Goldsmith, Lamb, Hazlitt, Irving, and DeQuincey. Essays by earlier writers are matched rhetorically and/or thematically with readings from more recent practitioners of the genre including Dubois, Woolf, Orwell, Welty, Baldwin, Selzer, Ozick, Achebe, Didion, S. Naipaul, Dillard, Sanders, and others. This is a course for students interested in reading essays and in thinking about how this nonfiction prose genre developed and how it works. No special background in literary history is assumed.

**Courses for Sophomores, Juniors, and Seniors**

Courses at the 300 level are open to sophomores, juniors, and seniors and to others with the permission of the instructor.

**ENGL 301 Mind and Memory:**

**Explorations of Creativity in the Arts and Sciences (also Theatre Arts 301 and Music 372)**

Spring. 4 credits. J. McConkey.

Creativity is the attribute of the mind that enables us to make new combinations from often-familiar information, to perceive analogies and other linkages in seemingly unlike elements, to seek for syntheses. As is true of all learning, creativity is dependent upon memory—a memory that is genetic and social as well as personal and experiential. This course will explore the nature of creativity in science and art, indicating the differing requirements for discovery in the disparate disciplines while demonstrating the commonality that underlies the creative process and binds (say) physicist or mathematician to poet, composer, visual artist.

The opening sessions will be concerned with the crucial role of memory in learning, discovery, and spiritual insight for all humans, and will make reference to recent scientific research into the complex nature of the human brain, including its intimate connections with the rest of the body. Following this introduction, the course will rely on weekly guests from as many disciplines in the arts and sciences as possible, faculty members who will discuss (for interested undergraduates, whatever field they may be preparing to enter) the process underlying their research, or their work as creative or performing artists. The guests will be asked to speak of their goals, the problems they have faced, and what they have learned from their disappointments as well as their achievements.

Members of the course are encouraged to enroll in another course or be engaged in an activity (research or artistic production or performance) in which the insights gained in this class can be applied or tested. To further abet the active participation so necessary to learning, students will be asked to keep a journal, one that summarizes their understanding of, and response to, each presentation by a guest lecturer—a journal that will serve as a continuing record of their experiences as members of the course, and that will become the basic resource for an essay, to be submitted at the semester's end, that will give their carefully considered assessment of the applicability of what they have learned in this course to that second course or activity, to their own mental processes, and to the future they propose for themselves.

**[ENGL 302 Literature and Theory (also English 702 and Comparative Literature 302 and 702)]**

4 credits. Not offered 1995-96.]

**[ENGL 308 Icelandic Family Sagas #**

4 credits. Limited to 30 students. Not offered 1995-96.]

**ENGL 310 Old English Literature in Translation #**

Fall. 4 credits. This course may be used as one of the three courses before 1800 required for the English major. T. Hill. Cultural backgrounds, reading, and critical analysis of Anglo-Saxon poetry in translation, pagan and Christian epic, elegy, heroic legend, and other forms. Attention will be given to the relations of this literature to that of later periods.

**[ENGL 311 An Introduction to Early Medieval Archaeology and Culture (also Archaeology 311, English 603) #**

4 credits. Not offered 1995–96.]

**ENGL 319 Chaucer #**

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. R. Farrell.

The course will center on a close reading of the major stories from the *Canterbury Tales*, *Troilus and Criseyde*, and some of the minor works. Students will be given ample opportunity to learn Chaucer's language, so that all dimensions of the poems will be available to them. Prior knowledge of Middle English is neither expected nor required; course participants will be encouraged to follow up their own interests in class reports and papers.

**[ENGL 320 The Sixteenth Century—Tudor Culture #**

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. Not offered 1995–96.]

**ENGL 321 Spenser and Malory #**

Spring. 4 credits. Limited to 45 students. This course may be counted as one of the three pre-1800 literature courses required of English majors, but nonmajors are welcome. C. Kaske.

Paired selections covering about half of Malory's *Morte d'Arthur* and half of Spenser's *Faerie Queene*. Chretien's romances, *Sir Gawain and the Green Knight*, and some of Spenser's minor poems will be mentioned occasionally as background. Comparisons will assess possible literary influence, the distinctive genius of each author as a writer of romance, and the development of Arthurian romance from the Middle Ages to the Renaissance. Informal lecture and discussion. Two papers, no exams.

**[ENGL 322 The Seventeenth Century #**

4 credits. Not offered 1995–96.]

**[ENGL 325 The Culture of the Renaissance II (also Comparative Literature 362, and History 364) #**

4 credits. Not offered 1995–96.]

**ENGL 327 Shakespeare #**

Spring. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. C. Levy.

A survey of representative Shakespearean drama designed to illustrate the range of the playwright's artistic achievement.

**ENGL 329 Milton #**

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. G. Teskey.

An introduction to the life, poetry, and thought of John Milton.

**ENGL 330 Restoration and Eighteenth-Century Literature #**

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. F. Bogel.

Close reading of texts in a variety of genres (poetry, fiction, drama, autobiography) will be guided by such topics as the nature of satire, irony, and mock-forms; the languages of the

ridiculous and the sublime; the authority and fallibility of human knowledge; connections among melancholy, madness, and imagination. Works by such writers as Rochester, Dryden, Swift, Gay, Defoe, Johnson, Boswell, Sterne, and Cowper.

**[ENGL 333 The Eighteenth-Century English Novel #**

4 credits. Not offered 1995–96.]

**[ENGL 337 Contemporary American Theatre**

Not offered 1995–96.]

**ENGL 340 The English Romantic Period #**

Fall. 4 credits. R. Parker.

Readings in various writers from the late 1780s through the 1820s—among them Blake, Burke, Wordsworth, Wollstonecraft, Coleridge, Byron, Mary Shelley, Percy Shelley, and Keats—with major emphasis on poetry but substantial collateral attention also to prose fiction, drama, letters, and criticism. The course will be concerned as much with formal experiments in narrative, lyric, and dramatic representation as with political and cultural contexts in an age of national reform and international revolution.

**ENGL 345 The Victorian Period #**

Fall. 4 credits. P. Sawyer.

The Victorian period was a time of turbulence and creativity, like our own, when people sought to re-think basic questions through a flourishing literature. Our readings will focus on developing Victorian ideas of gender and art. Can aesthetic experience in some sense replace older notions of religion, pleasure, and morality? What is the place of "feminine" art in a "masculine" world? What are the meanings of "feminine" and "masculine"? What are the possibilities for a woman living in a man's world? Readings will include the poetry of Tennyson, Browning, and Hopkins; prose by Ruskin, Arnold and Pater; and three novels: *Great Expectations*, *The Mill on the Floss*, and *The Picture of Dorian Gray*.

**[ENGL 346 Freud: Optional Clinical Discussion Section (also Comparative Literature 351, German Studies 351, Psychology 391)**

1 credit. Not offered 1995–96.]

**[ENGL 347 Reading Freud: Race, Gender, and Psychoanalysis (also Comparative Literature 347, German Studies 347, and Psychology 389)**

3 credits. Not offered 1995–96.]

**ENGL 348 The Female Literary Tradition (also Women's Studies 348) #**

Fall. 4 credits. M. Jacobus.

We will read in and around a "female literary tradition" that has been constituted retrospectively by contemporary feminist literary criticism—books by and about women that speak to each other, revise or rethink each other, or take their place in an evolving continuum of "female," "feminine," or "feminist" concerns at different historical moments. Using a reader of contemporary feminist criticism drawn from a wide range of approaches, we will focus on clusters of fiction by women: Romantic female gothic (Wollstonecraft, Radcliffe, Austen, Mary Shelley); women's responses to Victorian social and political upheaval (Brontë, Gaskell, Barrett Browning, Eliot); the *fin de siècle* "daughters of decadence" (Schreiner, Chopin, Gilman, and Egerton); and early feminist

modernists and sexual dissidents (Woolf, H. D., Radclyffe Hall, and Nella Larsen). The emphasis will be on class discussion and student presentations, and on debating the validity (or otherwise) of differing feminist approaches to literature.

**[ENGL 350 The Early Twentieth Century (to 1914) #**

4 credits. Not offered 1995–96.]

**[ENGL 353 Postcolonial Literature**

4 credits. Not offered 1995–96.]

**ENGL 354 The British Modernist Novel**

Fall. 4 credits. M. Hite.

"...in or about December 1910," Virginia Woolf wrote, "human character changed." The change may have been neither as sudden nor as drastic as Woolf (with her tongue firmly in her cheek) claimed, but British novelists writing in what we now call the modern period—roughly, between Woolf's Georgian starting point and the beginning of World War II—did seem convinced that their culture was markedly different from the Victorian and Edwardian cultures that preceded them and that this difference affected both "human character" and the kind of writing that could best represent such altered concepts of humanity. This course will examine a number of works that illustrate the scope and diversity of the British modernist novel. Writers include E. M. Forster, Woolf, James Joyce, Dorothy Richardson, Jean Rhys, and D. H. Lawrence.

**ENGL 355 Decadence (also Women's Studies 355)**

Spring. 4 credits. E. Hanson.

"My existence is a scandal," Oscar Wilde once wrote, summing up in an epigram the effect of his carefully cultivated style of perversity and paradox. Through their valorization of aestheticism and all that was considered artificial, unnatural, or morbid, the so-called "decadent" writers of the late-nineteenth century sought to free the pleasures of beauty and sexual desire from their more conventional ethical moorings. Although we will focus on Oscar Wilde, we will also read works by Charles Baudelaire, Paul Verlaine, J.-K. Huysmans, Renée Vivien, Leopold von Sacher-Masoch, Walter Pater, A. C. Swinburne, and Lionel Johnson, as well as a few later writers such as Ronald Firbank and Djuna Barnes. We will also consider historical, theoretical, and early medical texts on sexuality. Because this is a course in lesbian and gay studies, we will focus primarily on the various ways that decadence became a powerful trope for the articulation of homosexuality and other proscribed sexual pleasures. Topics for discussion will include homophobia and sexual encoding, androgyny and sexual inversion, sodomy and satanism, lesbianism and vampirism, cultural and linguistic degeneration, hysteria and paranoia, masochism and mysticism, chastity and sublimation, Catholicism and Hellenism, and dandyism and camp.

**[ENGL 358 Twentieth-Century Experimental Fiction by Women**

4 credits. Not offered 1995–96.]

**[ENGL 360 The Esthetes and Their Critics #**

4 credits. Not offered 1995–96.]

**ENGL 361 Early American Literature  
(also American Studies 361) #**

Spring. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. S. Samuels.

American writing from the 1630s to the 1830s, including prose and poetry of the Puritans, Edwards, Franklin, Crevecoeur, Jefferson, Brockden Brown, Irving, Bryant, Cooper, and the early work of Poe, Hawthorne, and Emerson.

**[ENGL 362 The American Renaissance  
(also American Studies 362) #**

4 credits. Not offered 1995-96.]

**ENGL 363 The Age of Realism and Naturalism**

Fall. 4 credits. M. Seltzer.

The literary expression of new attitudes toward American society and culture between the Civil War and the First World War. We will read a sequence of representative instances, chiefly fictional or historical, selected from the work of such authors as Whitman, Twain, Howells, Cable, H. James, W. James, Crane, Wharton, H. Adams, S. O. Jewett, Dreiser, and Cather.

**ENGL 364 American Literature between the Wars (also American Studies 364)**

Spring. 4 credits. J. Bishop.

This course alternates with English 365, which surveys American literature since 1945. It will accordingly be concerned with a sequence of texts that can illustrate what was accomplished by some American writers through the "Modern" period. Poetry may be represented by selections from the work of T. S. Eliot and William Carlos Williams; fiction by Sinclair Lewis, Fitzgerald, Hemingway, Faulkner, Dos Passos, Richard Wright and Mary McCarthy. James Agree could stand for what might be done in nonfictional prose.

**[ENGL 365 American Literature since 1945]**

Spring. 4 credits. Not offered 1995-96.]

**ENGL 366 The Nineteenth-Century American Novel (also American Studies 366) #**

Fall. 4 credits. Enrollment limited to 65 students. S. Samuels.

A study of the broad range of American fiction in its first flowering, this course will include such major works as Hawthorne's *The Scarlet Letter*, Melville's *Moby-Dick*, Stowe's *Uncle Tom's Cabin*, James's *The Portrait of a Lady*, Twain's *Adventures of Huckleberry Finn*, and Crane's *The Red Badge of Courage*. Time permitting, other authors to be read may include Brockden Brown, Rebecca Rush, James Fenimore Cooper, Harriet Wilson, William Dean Howells, Harold Frederic, and Kate Chopin.

**[ENGL 367 The Modern American Novel (up to WW II)]**

4 credits. Not offered 1995-96.]

**[ENGL 370 The Nineteenth-Century English Novel] #**

4 credits. Not offered 1995-96.]

**[ENGL 371 American Poetry to 1950]**

4 credits. Not offered 1995-96.]

**ENGL 372 English Drama to 1700 (also Theatre Arts 372) #**

Fall. 4 credits. This course may be counted as one of the three pre-1800

literature courses required of English majors. S. McMillin.

Major plays and other events in the English theatre, from the medieval craft cycles through the age of Shakespeare to the Restoration period. Writers include Marlowe, Kyd, Shakespeare, Dekker, Jonson, Middleton, Webster, Etheridge and Wycherley.

**[ENGL 373 English Drama from 1700 to the Present (also Theatre Arts 373)]**

4 credits. Not offered 1995-96.]

**ENGL 374 Nineteenth-Century American Women Writers (also Women's Studies 374 and American Studies 374) #**

Fall. 4 credits. Lois Brown.

In this cross-cultural examination of nineteenth-century American women writers, we will contrast a variety of nineteenth-century works of fiction, political/feminist manifestos, and slave narratives. We will investigate the ways in which these writers used their texts to construct culturally valuable and authentic selves. We will also consider tensions between "sentimental" idealism and political pragmatism, passionless femininity and expressed sexuality, restrictive domesticity and dangerous but vital autonomy. Readings will include works by authors such as Louisa May Alcott, Kate Chopin, Fanny Fern, Emma Dunham-Kelley, Frances Harper, E.D.E.N. Southworth, Harriet Beecher Stowe, and Harriet Wilson.

**ENGL 381 Reading as Writing**

Fall. 4 credits. Course limited to 15 students. Prerequisite: permission of the instructor on the basis of a writing sample (critical/interpretive prose), which should reach the instructor by the first day of class. S. Davis.

This course practices and studies interdependent arts: reading selected 19th- and 20th-century poems and prose fictions and writing interpretive essays about them—but also, writing as a reader of one's own written work and revising in the light of others' responses to it. Course members will work with a relatively small number of texts—by such writers as Wordsworth, De Quincey, Poe, James, Nabokov, Lessing, and Robinson—and build sustained essays from shorter (written) "readings" of them. They will present their work to the group at various stages of composition and develop a portfolio of well-crafted prose for submission at the end of the term. With the help of a few theorists of reading and literary reception, they will also pay conscious attention to the ways in which both critical readers and creative writers "rewrite" the texts they read. This is a course for English majors and nonmajors who wish to extend their mastery of critical and interpretive prose and their understanding of what they do when they write it.

**ENGL 382-383 Narrative Writing**

Fall, 382; spring, 383. 4 credits each term. Each section limited to 15 students.

Students are encouraged to take English 280 or 281. Prerequisite: permission of instructor, normally on the basis of a manuscript. Fall: Sec. 1, M. McCoy; sec. 2, H. M. Viramontes; sec 3, D. McCall; sec. 4, E. Hardy. Spring: L. Herrin, M. Koch, E. Rosenberg.

The writing of fiction; study of models; analysis of students' work.

**ENGL 384-385 Verse Writing**

Fall or summer, 384; spring, 385.

4 credits each term. Each section limited to 15 students. Prerequisites: English 280 or 281 and permission of instructor. Fall: Sec. 1, P. Janowitz; sec. 2, K. McClane. Spring: K. McClane, J. Brehm.

The writing of poetry; study of models; analysis of students' poems; personal conferences.

**[ENGL 386 Philosophic Fictions]**

4 credits. Not offered 1995-96.]

**ENGL 387 Autobiography: Memoir, Memory and History**

Spring. 4 credits. L. Fakundiny.

Central to this course is the question: how does the life constructed in memoir, through the personal activity of "remembering," assimilate and position the "public," or cultural, context of that life? How, in other words, does history inhabit memory and how does memory personalize history? How aware is the constructed self (the life that is being remembered) of his or her historical moment, and to what ends is the self historicized in a given memoiristic text? A core list of readings might be chosen from the following modern works in English: Nabokov's *Speak Memory*, Wright's *American Hunger* (the restored 1991 edition of *Black Boy*), Hurston's *Dust Tracks on a Road*, Hemingway's *A Moveable Feast*, Welty's *One Writer's Beginnings*, Crews' *Childhood: The Autobiography of a Place*, Soyinka's *Ake: The Years of Childhood*, Kingston's *Woman Warrior*, Rodriguez's *Aria*, Nir's *The Lost Childhood*, Dillard's *An American Childhood*, Hoffman's *Lost in Translation*, Min's *Red Azalea*, Suleri's *Meatless Days*, Gates' *Colored People*, Wolff's *In Pharaoh's Army*, Conway's *Road from Coorain*, Lessing's *Under My Skin*. Additional texts—considered for their self-conscious and/or fictive enactments of memoiristic conventions—might include: Kaplan's *French Lessons*, Stein's *The Autobiography of Alice B. Toklas*, Naipaul's *A Way in the World*. Also required: supplementary library reading, two substantial critical papers or a critical paper and an essay-length memoir.

**ENGL 388-389 The Art of the Essay**

4 credits. Limited to 15 students.

Prerequisite: permission of instructor on the basis of one or more pieces of recent writing (prose) submitted before the beginning of term, preferably at pre-registration time. 388: Fall: L. Fakundiny; 389: spring: C. Levy.

**388:** Interested students should submit one or more pieces of recent writing (prose) to the instructor before the beginning of the term, preferably at pre-registration. For both English majors and non-majors who have done distinguished work in freshman writing seminars and in such courses as English 280-281, 288-289, and who desire intensive practice in writing personal essays. The course assumes a high degree of self-motivation, a capacity for independent work, and critical interest in the work of other writers; it aims for a portfolio of nonfiction prose that is conceptually rich and stylistically polished.

**389:** For both English majors and non-majors who have done well in freshman writing seminars or in such courses as

English 288–289 or 286, and who desire intensive practice in writing essays. Particular, but not exclusive, emphasis on expository techniques or analysis and persuasion.

**Interested students should submit writing samples to the instructor before the beginning of term, preferably during course scheduling.**

**ENGL 395 Video: Art, Theory, Politics  
(also Theatre Arts 395)**

Fall. 4 credits. T. Murray.

The course will offer an overview of video art and alternative documentary video (which often incorporates styles of "video art") over roughly the past twenty-five years. It will analyze three historical phases of video: 1) the development of video from its earliest turn away from television; 2) video's relation to performance art and installation; 3) video's return to television through cable and its incorporation in film through experiments in technology. Screenings will include early political and feminist video, (from Ant Farm, Chip Lord, Martha Rosler, Joan Jonas, Lynn Hirshman, and Paper Tiger TV, etc.), conceptual video of the 80's and 90's (Woody Vasulka, Thierry Kuntzel, Mary Lucier, Bill Viola, Gary Hill, Steve Fagin, etc.), and gay and multicultural video of the 90's (Muntadas, Juan Downey, the Yonemotos, Jerry Tartaglia, Gregg Bordowitz, Richard Fung, Pratibha Parmar, Marlon Riggs, etc.). Secondary theoretical readings on postmodernism, video theory, multiculturalism, and documentary will provide students with a cultural and political context for the discussion of video style, dissemination, and reception. Lab fee.

### Courses for Advanced Undergraduates

Enrollment in courses at the 400 level is generally limited by prerequisite or permission of the instructor.

**[ENGL 402 Literature as Moral Inquiry**

4 credits. Not offered 1995–96.]

**ENGL 403 Studies in American Poetry**

Fall. 4 credits. Topic for fall 1995:  
*American Poetry Since 1950*. R. Gilbert.

Drawing on recent anthologies as well as individual volumes that have had a significant impact (e.g., Ginsberg's *Howl*, Lowell's *Life Studies*, Plath's *Ariel*, Merwin's *The Lice*, Ashbery's *Self-Portrait in a Convex Mirror*, Dove's *Thomas and Beulah*), we'll follow the development of American poetry from World War II to the present. Four five-page papers; one or two short presentations.

**[ENGL 404 History into Fiction: Nazis and the Literary Imagination (also Comparative Literature 404, and German Studies 414)]**

4 credits. Not offered 1995–96.]

**ENGL 405 The Politics of Contemporary Criticism**

Fall. 4 credits. Limited to 15 students.

Open only to undergraduates. Prerequisites: permission of instructor; background in literary studies will be expected, but no training in critical theory will be presumed. S. Mohanty.

An introduction to some of the major issues in contemporary criticism through an examination of the relationship between two influential movements in critical theory—hermeneutics and deconstruction. Adherents of both movements seem to agree about the fundamental opposition between their respective approaches and conclusions. We

shall try to understand the issues at stake in this opposition, exploring such questions as: What is a (literary) text? What is interpretation and what are its limits? What political issues underlie particular critical strategies and methodological choices? We shall negotiate between the competing claims of each position and focus on the implications of answers to such questions in actual critical analysis. Primary readings from some of the chief exponents of the two movements, particularly Paul Ricoeur, Hans-Georg Gadamer, and Jacques Derrida. Additional readings, from a variety of critical and philosophical traditions, including such authors as Rorty, Eagleton, Felman, Foucault, and Jameson.

**ENGL 406 The Subject Possessed (also ENGL 606)**

For description, see S HUM 408.

**[ENGL 408 Poetry of the 1990s**

Not offered 1995–96.]

**ENGL 409 Disillusion and Disappointment (also ENGL 609 & COM L 609)**

For description, see Society for Humanities 409.

**ENGL 411 Introduction to Old English (also English 611) #**

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. A. Galloway.

Why take "Old-Anguish"? A reason for anyone to consider a course in the earliest extant English literature and language is that it will expand your scope in considering later forms of the English language and subsequent literary genres. Old English elegies, for instance—the complaints of solitary, history-burdened men and women—are important parts of the entire tradition of lyric poetry; dream poetry in English also begins here; so does English epic and mini-epic.

Especially in the first few weeks we will attend primarily to the language; from the beginning, however, cultural and literary issues will be brought to bear on the details of language, rhetoric, narrative form, and thematic concerns. We will spend the balance of the course translating and discussing poetry and prose. No prerequisites; daily translation, a midterm, a final, and a short paper are required.

**ENGL 412 Beowulf (also English 612) #**

Spring. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. R. Farrell.

A close reading of *Beowulf*. Attention will be given to relevant literary, cultural, and linguistic issues. One semester's study, or the equivalent, of Old English is a prerequisite.

**ENGL 413 Middle English (also English 613)**

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. T. Hill.

This course surveys the literature of later medieval England, beginning with the cultural, literary, and linguistic collapse of standard Old English and proceeding to the age of Chaucer and perhaps a bit beyond. Readings will move through chronicles, homilies, lyrics, and acknowledged literary masterpieces such as

*The Owl and the Nightingale*, the works of the Pearl poet, selections from *Piers Plowman*, and other poems from the "alliterative revival."

**ENGL 414 Print and 18th-Century Literary Culture (also ENGL 616 and Society for the Humanities 418)**

For description, see S HUM 418.

**ENGL 418 Literature and Institutions, 1350-1500 (also ENGL 618) #**

Spring. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. A. Galloway.

This seminar will move through a series of topics or events and texts in the 14th and 15th centuries in England, exploring the relations in this period between what may loosely be called "institutions" and also somewhat loosely "literature." The topics and events will include Edward III's French wars, Richard II's tyranny and deposition, the spread and outlawing of Lollardy, the Rising of 1381, the "laicization of learning," the wars of Henry V, and the struggles between the royal houses of Lancaster and York. The texts will include political occasional poetry, chronicles, some of Chaucer's *Canterbury Tales*, Langland's *Piers Plowman*, selected poetry of Hoccleve and Lydgate, Margery Kempe's "autobiography," Lollard writings and depositions, and some "morality" drama. We shall aim to approach the texts not simply in the immediate context of events but also in the deeper context of their presentation of and relationship to more abiding social structures: "institutions" in the sense of traditional and more recent organizations and collectivities of late-medieval life. No particular background is required except for exposure to Middle English or a willingness to spend a bit of extra time becoming familiar with this not very foreign foreign language.

**ENGL 419 Suppressing Laughter in London and Dublin, C. 1680-1900 (also ENGL 617 and Society for Humanities 419)**

For description, see S HUM 419.

**[ENGL 421 Spenser (also English 620) #**

4 credits. Not offered 1995–96.]

**ENGL 423 Seventeenth-Century Lyric #**

Spring. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. B. Correll.

A study of representative seventeenth-century English poets, both major and minor, male and female, secular and religious. In addition to giving attention to formal aspects of the poetry, we will consider questions of historical context and the poetic speaker. As we shall see in our readings, these seventeenth-century poets are both products, and producers of their culture. We will also study the critical reception of seventeenth-century poetry and its place in contemporary English studies. **Not open to sophomores.**

**ENGL 427 Shakespeare #**

Fall and spring. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors, but nonmajors are welcome.

**Fall: Gender, Sexuality, Cultural Politics**

Barbara Correll.

The course will focus on Shakespeare's drama and poetry to examine questions of gender and sexuality in their historical context. Texts will include *The Rape of Lucrece*, *Twelfth*

**Night, Merchant of Venice, Measure for Measure, The Taming of the Shrew, Othello, Antony and Cleopatra, Coriolanus, The Sonnets.** Discussions will take up such issues as royal politics, market economies, sumptuary law, anti-theatrical pamphlets, spectacle and performance, cross-dressing, masculine identity, and the situation of women. Students will also be introduced to representative critical approaches and debates (feminist, new historical, queer, post-structuralist, psychoanalytic) and will write a critical research paper. Limited to 20 students.

**Spring: Shakespeare on Film.** T. Murray. We will analyze the transformation of Shakespeare's plays into films. Attention will be focused on two aspects of film and analysis. First, we will consider carefully the film's interpretation of the text—how does the visual image influence the viewer's reception of the text? Second, we will consider the critical and technical choices made by the filmmakers and actors to portray the interpretation—how does a film ask the viewer to watch it, and what cinematic techniques contribute to the image? These issues will lead to considerations of the differences between stage and film representations of the plays. A preliminary syllabus might include *Othello* (films by Ulkevich and Burge, with Olivier), *King Lear* (Kozintsev and Brooks), *Hamlet* (Olivier and Kozintsev), *Macbeth* (Polanski and Kurosawa), *Throne of Blood*, and *The Tempest* (Jasman and Greenaway).

**ENGL 428 Fictions of Change:  
Shakespeare, Scott, Stendhal,  
Achebe**

Fall. 4 credits. Limited to 20 students.

Nonmajors are welcome. H. Shaw. What does change mean to Shakespeare, Scott, Stendhal, Achebe, and to their cultures? This course examines literature that represents periods of historical transition in England, Scotland, France, and Nigeria. What do these works reveal about how the movements of history affect individuals, in the periods they depict and in our own? How does the recognition that we are historical beings alter our sense of the human situation and of moral responsibility? We will focus our energy primarily on reading and discussing individual novels and plays. As time allows and class interest suggests, we may also turn our attention to the source materials the various authors drew upon and to theories, past and present, about history and its relationship to literature.

**ENGL 429 Readings in the New  
Testament (also NES 429 and  
Religious Studies 429) #**

For description, see COM L 429.

**ENGL 431 Studies in the  
Enlightenment #**

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. **Topic for 1995: Men, Monsters, and Melancholia: Fictions of Enlightenment from Rousseau to Frankenstein.** M. Jacobus.

What do Rousseau's *Nouvelle Héloïse* and Mary Shelley's *Frankenstein* have in common with one another? We will explore the underside of Enlightenment reason through a variety of novels that speak to the emotions and affects, the monsters and abjects, the dangers and desires that shape fiction in the shadow of Enlightenment optimism. Exploring both sentimental and libertine writing, the

gothic novel and travel journal, critiques of patriarchy and nation, political and apocalyptic visions of ruin, the course will also ask questions about gendered subjectivity that trouble the supposedly undifferentiated Enlightenment subject. Works will include Rousseau's *Nouvelle Héloïse*, and *Emile*, Diderot's *The Nun*, de Sade's *Justine*, Wollstonecraft's *Travels*, Radcliffe's *The Italian*, Lewis's *The Monk*, Edgeworth's *Castle Rackrent*, Austen's *Mansfield Park*, Burney's *The Wanderer*, De Quincey's *Confessions*, and Mary Shelley's *Frankenstein*, *The Last Man*, and her incest novel, *Mathilda*.

**[ENGL 435 The Victorian and Edwardian  
Theatre (also Theatre Arts 435)]**

4 credits. Not offered 1995-96.]

**[ENGL 437 Fictions of Apartheid and  
Modes of Liberalism @**

4 credits. Not offered 1995-96.]

**[ENGL 438 Libertines and License (also  
French Literature 474) #**

4 credits. Not offered 1995-96.]

**ENGL 439 Austen and the Eighteenth  
Century #**

Spring. 4 credits. Limited to 20 students. This course may be counted as one of the three pre-1800 literature courses required of English majors, but nonmajors are welcome. H. Shaw.

This course will give students the opportunity to read and discuss nearly all of Jane Austen's fiction, as well as works by writers who influenced her. Austen's novels draw deftly on eighteenth-century thought and literature; exploring these links should enrich our experience of Austen's wit and art.

Although this course may be used to fulfill the major requirement of courses before 1800, it is not limited to English majors.

**[ENGL 441 The British Romantic Novel**

4 credits. Not offered 1995-96.]

**[ENGL 442 Testimonial Narratives: U.S.  
Latinos at War (also Hispanic  
American Studies 442 and Spanish  
Literature 494)]**

4 credits. Not offered 1995-96.]

**ENGL 445 Nineteenth-Century Women's  
Fiction (also Women's Studies  
445) #**

Fall. 4 credits. D. Mermin.

Works by Jane Austen, Elizabeth Gaskell, and Charlotte Bronte will be studied with particular attention to the development of a women's tradition in fiction, women writers' conceptions of themselves and their work, and their social and cultural situation. We will look at letters, diaries, and biographies (including Gaskell's *Life of Charlotte Bronte*) as well as several novels.

**ENGL 448 The American Short Story**

Spring. 4 credits. R. Morgan.

A seminar exploring the origins of the modern short story in the magazines and newspapers of the late eighteenth century and early nineteenth century, and the evolution of the form through the work of Irving, Poe, Hawthorne, Melville, Twain, James, Jewett, and others to twentieth-century examples. I would like to consider the larger background of the short narrative in the work of Boccaccio and later European authors, as well as the impact of history and popular media on the contemporary short story. Students will write both critical papers and works of fiction.

**ENGL 450 The History of the Book**

Spring. 4 credits. Limited to 20 students. Prerequisite: permission of the instructor. D. Eddy.

A study of the physical aspect of books printed during the last six centuries. Included are papermaking, typography and printing, bookbinding, and the history of book illustrations; the transmission of texts and bibliographical descriptions of hand-printed and modern trade books. Above all, this is the study of the book as a work of art.

**ENGL 451 Violence, Nation, Myth: The  
Americas (1770-1940)**

For description, see HIST 470.

**ENGL 454 Theatre and Society**

For description, see THETR 434.

**ENGL 455 The Aesthetes and Their  
Critics: 1860-1900**

Fall. 4 credits. Limited enrollment. Prerequisite: permission of instructor. S. Siegel.

This seminar will read in, among others, Swinburne, Dante Gabriel Rossetti, Ruskin, Morris, Symonds, Pater and Wilde against Froude's, Arnold's, and Lecky's rational politics of "progress" on the one side and, on the other, the lurid fantasies of "decadence," crystallized in the writings of, for example, Mallock, Crackenthorpe, and Harrison. Topics will include the idea of art as such; the preoccupation in London with "progress" and "decadence"; the objectives of the Purity Movement; illegal behavior and its regulation; and the place of "the Celts" in British social thought. Examination will be by individual research, class presentation, and in-class writing.

**[ENGL 462 The Scarlet Letter and  
American Literature #**

4 credits. Not offered 1995-96.]

**[ENGL 469 William Faulkner**

4 credits. Not offered 1995-96.]

**ENGL 470 Studies in the Novel**

4 credits. Limited to 18 students.

Fall: **Hawthorne, Melville, and James**. Hawthorne, Melville, and James: the major texts. D. McCall; Spring: **Joyce's Ulysses**. D. Schwarz.

A thorough episode-by-episode study of the art and meaning of Joyce's *Ulysses*. We shall place *Ulysses* in the context of Joyce's canon, Irish culture, and literary modernism. We shall explore the relationship between *Ulysses* and other experiments in modernism—especially painting and sculpture—and show how *Ulysses* redefines the concepts of epic, hero, and reader. We shall discuss how *Ulysses* raises major issues in literary study and tests various critical and scholarly approaches. Such a self-conscious inquiry into theories and methods should prepare students to confront other complex texts. No previous experience with Joyce is required.

**[ENGL 471 American Indian Women's  
Literature**

4 credits. Not offered 1995-96.]

**[ENGL 472 Irish Culture: 1700-1921**

4 credits. Not offered 1995-96.]

**[ENGL 473 Through the Thirties: African  
American Literature, 1900-1939**

4 credits. Not offered 1995-96.]

**[ENGL 474 African American Poetry since 1940]**

4 credits. Not offered 1995–96.]

**ENGL 475 Studies in the Twentieth Century**Fall. 4 credits. **Topic for fall 1995: Gender and War in the Twentieth Century.** M. Hite.

In the twentieth century, justifications of or oppositions to war are often represented in highly gendered language, with whole nations coded as masculine or feminine (or some indeterminate region between the two poles) depending on their attitude toward aggression. In addition, the situation of war can sharpen or fuzz existing gender boundaries applied to individuals, for instance requiring revised definitions of femininity when women enter the workplace in large numbers or creating new distinctions between "real" and "effeminate" men based on willingness to fight.

This seminar will examine diplomatic, journalistic, theoretical and imaginative writing, as well as political cartoons and films, dealing with three major wars in the twentieth century: World War I, World War II and the Vietnam War—the last in its encircling Cold War context. Students will lead one class discussion and write two 10–12 page papers.

**ENGL 476 The Tonies: Morrison and Bambara—African-American Women Writers**

Fall. 4 credits. H. Spillers.

The 1970s witnessed a veritable explosion of African-American women's writing in the United States. Two of the most significant figures of this movement include Toni Morrison and Toni Cade Bambara. With the 1969 publication of *The Bluest Eye*, Morrison's career as a prolific American novelist was launched, culminating in the writer's *Beloved* (1987) and *Jazz* (1992); in 1980, after publishing a couple of volumes of short stories—*The Sea Birds Are Still Alive* and *Gorilla, My Love*—Toni Cade Bambara brought out her first novel, *The Saltateers*, which remains one of the most technically challenging and innovative works among African-American writings. Alice Walker, Paule Marshall, and Octavia Butler figure into this radical turn as well, with various provocative work that includes *The Color Purple*, *Praisesong for the Widow*, and *Kindred*.

This course proposes to focus on these five women writers, their strategies and techniques, and the ways in which they differ though they share the same historic moment. Primary texts for the course include: Toni Morrison: *Song of Solomon*, *Tar Baby*, *Beloved*; Toni Cade Bambara: *Gorilla, My Love*, *The Saltateers*; Alice Walker: *The Color Purple*, *The Temple of My Familiar*; Paule Marshall: *Brown Girl, Brownstones*, *Praisesong for the Widow*; and Octavia Butler: *Kindred*.

**[ENGL 477 Children's Literature]**

Fall. 4 credits. Not offered 1995–96.]

**[ENGL 478 Self and Nation in Asian American Literature (also Asian American Studies 478)]**

4 credits. Not offered 1995–96.]

**[ENGL 479 Jewish-American Writing (also Jewish Studies 478, American Studies 479)]**

4 credits. Not offered 1995–96.]

**ENGL 480–481 Seminar in Writing**

480, fall; 481, spring. 4 credits. Each section limited to 15 students. Students are encouraged to take English 280 or 281 and at least one 300-level writing course. Prerequisite: permission of instructor, normally on the basis of a manuscript. Fall: Sec. 1, S. Vaughn; sec. 2, K. McClane.

Spring: R. Morgan, H. M. Viramontes.

Intended for those writers who have already gained a basic mastery of technique. Although English 480 is not a prerequisite for 481, students normally enroll for both terms and should be capable of a major project—a collection of stories or poems, a group of personal essays, or perhaps a novel—to be completed by the end of the second semester. Seminars are used for discussion of the students' manuscripts and published works that individual members have found of exceptional value.

**[ENGL 484 The Echo of Tradition: Modernists and Their Sources]**

4 credits. Not offered 1995–96.]

**[ENGL 485 American Modernist Writing]**

4 credits. Not offered 1995–96.]

**ENGL 486 Women's Poetry**

Spring. 4 credits. D. Mermin.

A study of the female poetic tradition and the myths surrounding the figure of the female poet in England and America, focusing on such nineteenth- and twentieth-century poets as Elizabeth Barrett Browning, Emily Dickinson, Elizabeth Bishop, and Sylvia Plath.

**ENGL 491 Honors Seminar I**

Fall. 4 credits.

**Section 1. Wharton, Jewett, and Cather.**

D. Fried.

An examination of the major novels and stories of Edith Wharton, Sarah Orne Jewett, and Willa Cather. Focus will be on close analysis of works such as *The House of Mirth*, *The Custom of the Country*, and *The Age of Innocence* (Wharton), *Deephaven* and *The Country of the Pointed Firs* (Jewett), and *The Song of the Lark*, *My Antonia*, *A Lost Lady*, and *The Professor's House* (Cather). Topics may include: "regionalism" and realism; women and literary professionalism in America 1870–1930; representations of speech communities; gender and sexuality; styles of taletelling; ghost stories and the haunting of a vanished past; the changing reputation of these writers and reasons for their current high standing; literary interpretation and film adaptation. Some attention will be given to a range of critical approaches (including feminist, deconstructive, linguistic, and biographical), and to methods of research, uses of evidence, and preparation for the writing of an honors essay.

**Section 2. Early Shakespeare.** This course may be counted as one of the three pre-1800 literature courses required of English majors. S. McMillin.

Studies in the first half of Shakespeare's career, intended to introduce the critical and scholarly questions important in Shakespeare studies today. Readings will include *Henry IV, Parts One and Two*, *Henry V*, *Romeo and Juliet*, *Comedy of Errors*, *Much Ado About Nothing*, *Merchant of Venice*. Assignments will fall at the rate of about one play and one critical essay per week. Reports, short papers, a term paper.

**ENGL 492 Honors Seminar II**

Spring. 4 credits.

**Section 1. George Eliot.** D. Mermin.

We will read several of Eliot's major novels, from *Adam Bede* to *Daniel Deronda*, along with essays and letters, and try to gain as full a sense as possible of the works, the career, and the literary, intellectual, social, and cultural situation of the foremost Victorian woman novelist.

**Section 2. British Romanticism, Writing, Revolution.** R. Parker.

A selection of major fiction, poetry, and drama from the period of the French Revolution and its aftermath, read in conjunction with a focus on a range of political, social, and economic issues (e.g., parliamentary reform, consolidation of empire, civil liberties, slavery and the slave trade, the changing literary marketplace) and on questions of aesthetics in a time of public ferment and reaction. Works by such writers as Blake, Burke, Wollstonecraft, Inchbald, Wordsworth, Coleridge, Godwin, Byron, Scott, Austen, the Shelleys, Hazlitt, and Carlyle.

**ENGL 493 Honors Essay Tutorial I**

Fall or spring. 4 credits. Prerequisites: senior standing and permission of Director of the Honors Program.

**ENGL 494 Honors Essay Tutorial II**

Fall or spring. 4 credits. Prerequisites: English 493 and permission of Director of the Honors Program.

**ENGL 495 Independent Study**

Fall or spring. 2–4 credits. Prerequisites: Permission of departmental adviser and director of undergraduate studies.

**Courses Primarily for Graduate Students**

Permission of the instructor is a prerequisite for admission to courses numbered in the 600s. These are intended primarily for graduate students, although qualified undergraduates are sometimes admitted. Undergraduates seeking admission to a 600-level course should consult the instructor. The list of courses given below is illustrative only; a definitive list, together with course descriptions and class meeting times, is published in a separate department brochure before course enrollment each term.

**Graduate English Courses 1995–96****Fall****ENGL 600 Colloquium for Entering Students****ENGL 606 The Subject Possessed (also English 406, Society for the Humanities 408)****ENGL 609 Disillusion and Disappointment (also ENGL 409, Society for the Humanities 409, and Comparative Literature 409)****ENGL 611 Introduction to Old English (also ENGL 411)****ENGL 613 Middle English (also ENGL 413)****ENGL 619 Chaucer****ENGL 627 Shakespeare: The Character of Money****ENGL 629 Milton****ENGL 643 Imagining Napoleonic and other Revolutionary Aftermath****ENGL 649 19th Century Prose: Culture, Aesthetics and Gender in the Victorian Era**

- ENGL 651** Oscar Wilde  
**ENGL 663** Culture of Realism  
**ENGL 677** Talking Poetry  
**ENGL 683** The Theatre of Soyinka and Fugard  
**ENGL 685** Reconstructing the Era: Nineteenth Century African American Women's Literature and Society  
**ENGL 693** On Minority Discourse  
**ENGL 702** Key Issues in Contemporary Theory: An Introduction  
**ENGL 703** Theorizing Film: Race, Sexuality, and Psychoanalysis (also FR LIT 695)  
**ENGL 734** Colonialism and Eighteenth Century Literature  
**ENGL 780.1** MFA Seminar: Poetry  
**ENGL 780.2** MFA Seminar: Fiction

**Spring**

- ENGL 608** Cultural Studies (also COMP L 629)  
**ENGL 610** Allegory and Vernacular Poetry  
**ENGL 612** Beowulf (also ENGL 412)  
**ENGL 616** Print and Eighteenth Century Literary Culture  
**ENGL 617** Supressing Laughter in London and Dublin, c. 1680-1900  
**ENGL 618** Literature and Institutions: 1350-1500 (also ENGL 418)  
**ENGL 624** Seventeenth Century Women Writers  
**ENGL 633** Sex & Gender, Form and Genre in the Eighteenth Century: Swift and Others  
**ENGL 645** Matthew Arnold and Victorian Culture  
**ENGL 654** Queer Theory  
**ENGL 662** American Violence  
**ENGL 663** Trickster in American Indian Literature and Culture  
**ENGL 670** Art and Literature  
**ENGL 672** Thinking, Linking, and Object-Relations: from Klein to Bollas  
**ENGL 677** Talking Poetry  
**ENGL 678** History and the Exotic Other in Scott and Eliot  
**ENGL 706** Value  
**ENGL 710** Advanced Reading in Old English  
**ENGL 781.1** MFA Seminar: Poetry  
**ENGL 781.2** MFA Seminar: Fiction  
**ENGL 785** Close Reading for Writers

**FILM**

See listings under Department of Theatre Arts.

**FRENCH LANGUAGE AND LINGUISTICS**

See Department of Modern Languages and Linguistics.

**FRENCH LITERATURE**

See Department of Romance Studies.

**FRESHMAN WRITING SEMINARS**

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, see "Special Programs and Interdisciplinary Studies" at the end of the Arts and Sciences section of this catalog and consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in November for the spring term.

**GEOLOGICAL SCIENCES**

B. L. Isacks, chair; A. L. Bloom, director of undergraduate studies; R. W. Allmendinger, K. Attoh, M. Barazangi, W. A. Bassett, J. M. Bird, L. D. Brown, L. M. Cathles, J. L. Cisne, T. E. Jordan, D. E. Karig, R. W. Kay, S. Mahlburg Kay, F. H. T. Rhodes, W. B. Travers, D. L. Turcotte, W. M. White

As an intercollege unit, the Department of Geological Sciences has degree programs in both the College of Arts and Sciences (B.A. degree) and the College of Engineering (B.S. degree). Currently, most of the undergraduate majors are in the College of Arts and Sciences. There are eighteen faculty members.

We live on a planet with finite resources and a finite capacity to recover quickly from human-induced environmental stresses. It is also a powerful planet, with geologic hazards such as earthquakes and volcanic eruptions that alter the course of history with little prior warning. As the human population grows, understanding the earth and its resources becomes progressively more important for both future policy makers and ordinary citizens. Because the human need to understand the earth is so pervasive, we provide our students with a broad and solid minimal set of required courses plus room to explore more specialized topics with well-chosen electives within and outside the department.

Studies of the earth are becoming increasingly focused on environmental applications. Department faculty members collaborate in research and teaching with faculty from Civil and Environmental Engineering (soil and rock mechanics, hydrology), Materials Science, Agricultural Engineering, Soil, Crop, and Atmospheric Sciences, Biological Sciences, and many others. Students who major in geology are urged to take courses to broaden their experience in other sciences, engineering, and mathematics.

The Department of Geological Sciences is also taking part in a new intercollege program in the Science of Earth Systems, which will be available to students in the Colleges of Arts and Sciences, Engineering, and Agricultural and Life Sciences beginning fall 1995. This program, which is being developed as a new intercollege major, will emphasize a strong preparation in basic mathematics and sciences and an integrated approach to the study of the earth system including the lithosphere, biosphere, hydrosphere, and atmosphere. The aim is to prepare students for graduate study and careers across the broad spectrum of earth sciences required for successful understanding and management of our planet. For a description of the program and proposed requirements for the major see the Science of Earth Systems section in "Interdisciplinary Centers, Programs, and Studies," in the front part of the catalog.

In addition to course work, students learn by involvement in research projects. Facilities include equipment for processing seismic signals and digital images of the earth's surface, isotopic analytical instruments, and extensive libraries of earthquake records, satellite images, and exploration seismic records. High-pressure, high-temperature mineral physics research uses the diamond anvil cell and the Cornell High Energy Synchrotron Source (CHESS).

Employment opportunities include environmental sciences (groundwater management, waste disposal), resource development (petroleum and minerals), public policy, education, and research. Undergraduates have served as field assistants for faculty members and graduate students in Argentina, British Columbia, the Aleutian Islands, Scotland, Switzerland, Tibet, and Barbados. Undergraduates are encouraged to participate in research activities, frequently as paid assistants.

**The Major**

The prerequisites for admission to a major in geological sciences in the College of Arts and Sciences are two two-semester sequences, Mathematics 111-112 or 191-192 and Physics 207-208 or 112-213, or their equivalents, and a semester course in chemistry, such as Chemistry 207 or 211. Geological Sciences 101, 103, 111, or 201, followed by 102, 104, or 206 are strongly recommended, but a student with a strong foundation in mathematics and science may be accepted as a major without completion of an introductory sequence.

Majors take Geological Sciences 210 and 214 (which collectively equal 1 course credit), the five 300-level core courses in geological sciences, 6 credits of additional course work from geological sciences courses numbered 300, 400, or 600, plus an additional course in either computer science or biological science, or an intermediate-level course in biological science, mathematics, chemistry, or physics. In addition, a requirement for field experience may be met by completing one of the following: (a) GS 491-492 (Undergraduate Research) based on field work (2 credit minimum); (b) GS 437 (Geophysical Field Methods) as an additional field approved elective (3 credits); (c) an approved field course taught by another college or university (3 credit minimum); (d) GS 212 (Special January Field Trip) (2 credits). Field observations made during GS 212 could be the basis for GS 491-492. Seniors are encouraged to undertake a research project or honors thesis.

**Core Courses**

- GEOL 326** Structural Geology  
**GEOL 355** Mineralogy  
**GEOL 356** Petrology and Geochemistry  
**GEOL 375** Sedimentology and Stratigraphy

**GEOL 388** Geophysics and Geotectonics

Prospective majors should consult one of the following departmental major advisers—W. A. Bassett, J. M. Bird, A. L. Bloom, L. M. Cathles, J. L. Cisne, D. E. Karig, or S. Mahlburg Kay—as early as possible for advice in planning a program. Students

majoring in geological sciences may attend the departmental seminars and take advantage of cruises, field trips, and conferences offered through the Department of Geological Sciences.

Courses offered at the 100 and 200 level are open to all students. Certain 300- and 400-level courses in geology also may be of particular interest to students of chemistry, biology, ecology, and physics. Students are encouraged to inquire about courses that interest them at the department office in Snee Hall.

**Honors.** An honors program is offered by the Department of Geological Sciences for superior students. Candidates for honors must maintain an overall 3.0 grade-point average, a cumulative average of 3.5 in the major, and complete an honors thesis (Geological Sciences 490). Students interested in applying should contact the director of undergraduate studies during the second semester of the junior year.

## Courses

For complete course descriptions, see the Geological Sciences listing in the College of Engineering section.

### GEOL 101 Introductory Geological Sciences

Fall, spring, summer. 3 credits.

### GEOL 102 Evolution of the Earth and Life (Bio S 170)

Spring. 3 credits. GEOL 101 recommended.

### GEOL 103 Introductory Environmental Geology

Fall. 3 credits.

### GEOL 104 The Sea: An Introduction to Oceanography

Spring. 3 credits.

### GEOL 105 Writing on Rocks (Freshman Seminar)

Fall. 3 credits.

See freshman seminar handbook for description.

### GEOL 108 Geology and Society

Spring. 1 credit. May be taken concurrently with or after GEOL 101, 102, 103, 104, 111, 201, or 206.

### GEOL 109 Dinosaurs

Fall. 1 credit.

### GEOL 111 To Know the Earth and Build a Habitable Planet

Fall. 3 credits.

### GEOL 122 Earthquake! (also Engineering 122)

Fall. 3 credits.

### GEOL 123-124 Science of Earth Systems Colloquium (also SES 101-102 and SCAS 101-102)

For course description, see the Science of Earth Systems section in "Interdisciplinary Centers, Programs, and Studies," in the front part of the catalog.

### GEOL 201 Introduction to the Physics and Chemistry of the Earth (also ENGRD 201)

Spring. 3 credits. Prerequisites: Mathematics 191 and Physics 112.

### GEOL 203 Natural Hazards and the Science of Complexity

Fall. 3 credits. Prerequisites: 2 math courses, 1 physics course.

### GEOL 204 Hydrology and the Environment (also SCAS 371 and ABEN 371)

Spring. 3 credits. Prerequisite: 1 course in calculus.

### GEOL 206 Geologic Perspective on Climate Changes

Spring. 3 credits.

### GEOL 210 Introduction to Field Methods in Geological Sciences

Fall. 3 credits. Prerequisite: GEOL 101, 103, or 201. Weekly field sessions. A weekend field trip.

### GEOL 212 Special January Field Trip

Fall. 2 credits. Prerequisites: GEOL 101 or 201 or equivalent, and permission of instructor. Travel and subsistence expenses to be announced.

### GEOL 213 Marine and Coastal Geology

Summer. 2 credits. Prerequisites: an introductory course in geology or permission of instructor.

### GEOL 214 Western Adirondack Field Course

Spring. 1 credit. Prerequisite: GEOL 210 or equivalent, or permission of instructor.

### GEOL 302 Evolution of the Earth System (also SES 332 and SCAS 302)

For course description, see the Science of Earth Systems section in "Interdisciplinary Centers, Programs, and Studies," in the front part of the catalog.

### GEOL 326 Structural Geology

Spring. 4 credits. Prerequisite: GEOL 101, 103, or 201, or permission of instructor.

### GEOL 355 Mineralogy

Fall. 4 credits. Prerequisite: GEOL 101, 103, or 201 and Chem 207 or permission of instructor.

### GEOL 356 Petrology and Geochemistry

Spring. 4 credits. Prerequisite: GEOL 355.

### GEOL 375 Sedimentology and Stratigraphy

Fall. 4 credits. Prerequisite: GEOL 101, 103, or 201.

### GEOL 388 Geophysics and Geotectonics

Spring. 4 credits. Prerequisites: Mathematics 192 and Physics 208, 213, or equivalent.

### GEOL 411 Global Change Research: Mountains, Climate, and Erosion

Fall. 3 credits.

### GEOL 423 Petroleum Geology

Fall. 3 credits. Recommended: GEOL 326. Offered alternate years.

### GEOL 425 Precambrian Orogenic Cycles

Fall. 3 credits. Prerequisites: GEOL 326 or GEOL 356. Offered alternate years. Not offered 1995-96.]

### [GEOL 426 Geologic Evolution of South America]

Spring. 3 credits. Prerequisite: GEOL 326, 356, or permission of instructor. Not offered 1995-96.]

### GEOL 436 Environmental Geophysics

Spring. 3 credits. Offered alternate years. Prerequisite: PHYS 213 and MATH 192 or equivalents, or permission of instructor.

### GEOL 437 Geophysical Field Methods

Fall. 3 credits. Prerequisites: Physics 213 and Mathematics 192 or equivalents, or permission of instructor. Offered alternate years.

### [GEOL 438 Exploration Seismology II: Analysis and Interpretation]

Spring. 3 credits. Offered alternate years. Not offered 1995-96.]

### [GEOL 439 Reflection Seismology I: Data Acquisition and Processing]

Fall. 3 credits. Offered alternate years. Not offered 1995-96.]

### GEOL 441 Geomorphology

Fall. 3 credits. Prerequisites: GEOL 101, 103, or 201, or permission of instructor.

### GEOL 442 Glacial and Quaternary Geology

Spring. 3 credits. Prerequisite: GEOL 441, or permission of instructor.

### GEOL 445 Geohydrology (also ABEN 471 and C&EE 431)

Fall. 3 credits. Prerequisites: Mathematics 294 and Engr 202.

### GEOL 452 X-ray Diffraction Techniques

Spring. 3 credits. Prerequisite: GEOL 355 or permission of instructor. Offered alternate years.

### [GEOL 453 Advanced Petrology]

Fall. 3 credits. Prerequisite: GEOL 356. Offered alternate years. Not offered 1995-96.]

### [GEOL 454 Advanced Mineralogy]

Spring. 3 credits. Prerequisite: GEOL 355 or permission of instructor. Offered alternate years. Not offered 1995-96.]

### GEOL 455 Geochemistry

Fall. 4 credits. Prerequisites: Chemistry 207 and Mathematics 102, or equivalent. Recommended GEOL 356. Offered alternate years.

### GEOL 457 Metamorphic Petrology

Fall. 3 credits. Prerequisite: GEOL 355. Offered alternate years.

### [GEOL 458 Volcanology]

Spring. 3 credits. Corequisite: GEOL 356 or equivalent. Offered alternate years. Not offered 1995-96.]

### GEOL 476 Sedimentary Basins: Tectonics and Mechanics

Spring. 3 credits. Prerequisite: GEOL 375 or permission of instructor. Offered alternate years.

### [GEOL 478 Advanced Stratigraphy]

Spring. 3 credits. Prerequisite: GEOL 375 or permission of instructor. Offered alternate years. Not offered 1995-96.]

### GEOL 479 Paleobiology (also Bio ES 479)

Fall. 3 credits. Prerequisites: BIO G 101-102 and 103-104 or equivalent, and either GEOL 375, BIO ES 274, BIO ES 373, or permission of instructor. Offered alternate years.

### GEOL 481 Senior Survey of Earth Systems

Fall. 3 credits. Limited to seniors majoring in geological sciences.

**GEOL 490 Honors Thesis (B.A. degree candidates)**

Fall, spring. 2 credits.

**GEOL 491-492 Undergraduate Research**

Fall, spring. 1 or 2 credits variable.

**GEOL 500 Design Project in Geohydrology**

Fall, spring. 3-12 credits. An alternative to an industrial project for M.Eng. students choosing the geohydrology option. May continue over two or more semesters.

**GEOL 502 Case Histories in Groundwater Analysis**

Spring. 4 credits.

**GEOL 622 Advanced Structural Geology I**

Spring. 3 credits. Prerequisites: GEOL 326 and permission of instructor. Offered alternate years.

**[GEOL 624 Advanced Structural Geology II]**

Spring. 3 credits. Prerequisites: GEOL 326 and permission of instructor. Offered alternate years. Not offered 1995-96.]

**GEOL 628 Geology of Orogenic Belts**

Spring. 3 credits. Prerequisite: permission of instructor.

**[GEOL 635 Advanced Geophysics I: Fractals and Chaos in Geology and Geophysics]**

Fall. 3 credits. Prerequisite: GEOL 388 or permission of instructor. Not offered 1995-96.]

**GEOL 636 Advanced Geophysics II: Quantitative Geodynamics**

Spring. 3 credits. Prerequisite: GEOL 388 or permission of instructor.

**GEOL 651 Analysis of Biogeochemical Systems**

Fall. 3 credits. Prerequisite: MATH 293 or permission of instructor.

**GEOL 656 Isotope Geochemistry**

Spring. 3 credits. Open to undergraduates. Prerequisites: GEOL 455 or permission of instructor. Offered alternate years.

**GEOL 681 Geotectonics**

Fall. 3 credits. Prerequisites: permission of instructor.

**GEOL 695 Computer Methods in Geological Sciences**

Fall, spring. 3 credits.

**GEOL 700-799 Seminars and Special Work**

Fall, spring. 1-3 credits. Prerequisite: permission of instructor. Advanced work on original investigations in geological sciences. Topics change from term to term.

**GEOL 722 Advanced Topics in Structural Geology****GEOL 725 Rock and Sediment Deformation****GEOL 731 Plate Tectonics and Geology****GEOL 733 Fractal Chaos - Independent Studies****GEOL 741 Advanced Geomorphology Topics****GEOL 751 Petrology and Geochemistry****GEOL 753 Advanced Topics in Mineral Physics****GEOL 755 Advanced Topics in Petrology and Tectonics****GEOL 757 Current Research in Petrology****GEOL 762 Advanced Topics in Petroleum Exploration****GEOL 771 Advanced Topics in Sedimentology and Stratigraphy****GEOL 773 Paleobiology****GEOL 780 Seismic Record Reading****GEOL 781 Geophysics, Exploration Seismology****GEOL 783 Advanced Topics in Geophysics****GEOL 789 Lithospheric Seismology (COCORP Seminar)****GEOL 793 Andes-Himalaya Seminar****GEOL 796 Geochemistry of the Solid Earth****GEOL 797 Fluid-Rock Interactions****GEOL 799 Soil, Water, and Geology Seminar****GERMAN STUDIES**

D. Bathrick, B. Buettner, H. Deinert, I. Ezergailis, S. L. Gilman, A. Groos, P. U. Hohendahl, B. Martin, chair, L. M. Olschner, graduate faculty representative, G. Waite, director of undergraduate studies

Major areas of specialization cover the period from the early Middle Ages to the twentieth century. While the emphasis remains on literature, the department teaches film, theater, the political culture of Germany, women's studies, music, intellectual history, history of science, and Jewish studies. Courses are designed with the general student population in mind. The department often cosponsors courses with the departments of Comparative Literature, History, History of Art, Government, Music, Near Eastern Studies, and Theatre Arts, as well as with the Medieval Studies and Women's Studies programs. For further information about majors and courses, see Modern Languages and Linguistics.

**The Major**

Students majoring in German are encouraged to design their programs in a manner that will allow for diversity in their courses of study. It should enable them to become acquainted with an adequate selection of major works, authors, and movements of German literature and to develop their skill in literary analysis. Students majoring in German will normally proceed through German 201, 202, 203, 204. Students who, because of previous training, are qualified to enroll in 300- or 400-level courses will be permitted to do so. For details, students may consult the director of undergraduate studies, G. Waite, in the Department of German Studies, or W. Harbert, in the Department of Modern Languages and Linguistics. Students majoring in German are expected to complete successfully a minimum of six 300- and 400-level courses in addition to German 303-304; one of the courses must be a senior seminar (German Studies 410). Some 200-level courses offered by this department (such as German Studies 211) and

related departments will count toward the major as well; please consult your adviser. These courses should be a representative selection of subjects in German literature, Germanic linguistics, or both. The attention of students majoring in German is called to the courses offered by departments and programs such as Anthropology, Comparative Literature, History, History of Art, Government, Music, Society for the Humanities, Theatre Arts, and Women's Studies, many of which complement the course offerings in German.

Students majoring in German are expected to become competent in the German language. This competence is normally demonstrated by the successful completion of German 304. Placement of German majors who have done no work in German at Cornell will be determined by the level of preparation they have obtained elsewhere. For information, students should consult the director of undergraduate studies, G. Waite, or W. Harbert.

**The German Area Studies Major**

The German area studies major is intended for students who are interested in subject matter related to German-speaking countries but not necessarily or not exclusively in German literature or linguistics. Students will select appropriate courses offered in history, government, economics, music, theater arts, or other suitable subjects. Minimum course requirements for the German area studies major are the same as for the German major. These students may select a committee of two or more faculty members to help them design a program and supervise their progress. One committee member must be from the German faculty of either the Department of Modern Languages and Linguistics or the Department of German Studies. The other member(s) should represent the student's main area of interest.

The student majoring in German area studies is expected to become competent in the German language. Such competence is normally demonstrated by successful completion of German 304. A minimum of six area courses above the 200-level is required for the major; one of the six courses must be a senior seminar (German Studies 410).

**Advanced Standing.** Students with an AP score of 4 or better are automatically granted three credits in German literature. Students coming to Cornell with advanced standing in German and/or another subject often find it possible to complete two majors. Recent double majors have combined history, psychology, chemistry, biology, or physics with German literature or German area studies. Students in Agriculture and Engineering have entered dual degree programs. Double majors will complete separate programs, one for each major.

**Honors.** The honors program in German is open to superior students who want to work independently in an area of their own choice. Students are free to select any faculty member of the Field of Germanic Studies (in the case of area studies majors, the appropriate member of their committee) to assist them in designing their honors program, to supervise their work, and to help them select a suitable topic for an honors essay. The independent study courses, German 451 and 452, may form part of the program.

## Study Abroad

Cornell has a formal agreement with the University of Hamburg enabling its undergraduates to take courses in any field offered by the German university. The program offers a challenging course of study and the experience of total immersion in German life and culture. Participants in this program attend a required 3-credit orientation course in September, which is designed to help them adjust to the academic and social life of Germany. Special field trips are organized as part of the orientation session. Beginning in mid-October, students enroll as fully matriculated students at the University of Hamburg.

Cornell maintains a center in Hamburg with appropriate support staff. The resident director is a faculty member from Cornell, who teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a classroom, a small library, and word-processing facilities, is used by students for the orientation session, special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in German prior to departure. For further information, students should contact the director of undergraduate studies and the director of Cornell Abroad.

## Freshman Writing Seminar Requirement

The following courses will satisfy the freshman writing seminar requirement: German 109, 111, 151, 175, 211, and 312. For details students should consult the instructors.

**Fees.** Depending on the course, a small fee may be charged for film rental or photocopied texts for course work.

## Literature

### Freshman Writing Seminars

See Freshman Seminar booklet for course times and descriptions.

### GERST 109 Fairy Tales and the Literary Imagination

Fall or spring. 3 credits. I. Ezergailis, L. M. Olschner and staff.

### GERST 111 Women Who Kill Too Much

Fall. 3 credits. S. Kassouf.

### GERST 151 Kafka, Hesse, Brecht, and Mann

Fall or spring. 3 credits. H. Deinert and staff.

### GERST 175 Cinema and Society

Fall or spring. 3 credits. G. Waite and Staff.

## Courses Offered in German

### GERST 201 Introduction to German Literature I: Prose

Fall or spring. 3 credits. Prerequisite: qualification in German or permission of instructor. Taught in German. Fulfills both the language proficiency requirement and, followed by German 202 or another German literature course at the 200-level or above, the humanities distribution requirement. Staff.

An intermediate course designed to improve reading, writing, speaking, and listening skills in German. Emphasis is placed on developing

reading competency, tools of literary analysis, and expansion of vocabulary. Grammar review included. The complexities of inner and outer reality as expressed in selected prose works of Bachmann, Brecht, Kafka, Mann, Dürrenmatt, Aichinger and others.

### GERST 202 Introduction to German Literature II: Drama

Fall or spring. 3 credits. Prerequisite: German 201 or permission of instructor. Taught in German. Fulfills both the language proficiency requirement and, together with German 201 or another German literature course at the 200-level or above, the humanities distribution requirement. Staff.

An intermediate course designed to improve reading, writing, speaking, and listening skills in German. Emphasis is placed on developing reading competency, tools of literary analysis, and expansion of vocabulary. Self-confrontation and social conflict in the plays of major Austrian, Swiss, and German dramatists, including Dürrenmatt, Brecht, Frisch, Hofmannsthal, Goethe, and Schiller.

### GERST 211 Intensive Workshop in Germanic Studies for Freshmen I #

Fall. 6 credits. Intended for entering freshmen with extensive training in the German language (CPT achievement score of 650, AP of 3, or comparable evidence; please consult instructor). Taught in German. Satisfies the language and distribution requirements **or** the freshman writing seminar requirement. H. Deinert. Not intended as a survey but rather as a rigorous seminar designed to familiarize students with literary forms and the tools of critical analysis. The course will provide an intensive introduction to the study of German literature through the discussion of exemplary prose works, dramas, and poems from the eighteenth and nineteenth centuries.

### GERST 307 Modern Germany

Not offered 1995-96.]

### GERST 312 Intensive Workshop in Germanic Studies for Freshmen II

Spring. 4 credits. Intended primarily for freshmen with extensive training in the German language (minimum CPT achievement score of 650 or minimum AP score of 3, or comparable evidence; please consult instructor). Taught in German. Satisfies the language and distribution requirements **or** the freshman writing seminar requirement. H. Deinert.

Designed mainly as a sequel to the Intensive Workshop I (German 211). The emphasis is on German literature, culture, and political history in the first half of this century. Readings include works by Hofmannsthal, Thomas Mann, Hesse, Kafka, Brecht, Weiss, and Plenzdorf. The visual arts, music, and theater will serve as additional tools of interpretation.

### GERST 315 German Poetry from the Middle Ages to the Present #

Not offered 1995-96.]

### GERST 342 The New Europe (also GOVT 342)

Fall.

For description, see GOVT 342.

### GERST 353 Kleist #

Spring. 4 credits. Prerequisite: German 201-202 or permission of instructor. Taught in German. H. Deinert.

The Prussian aristocrat Heinrich von Kleist, who has been compared by some to Aeschylus and Shakespeare, committed suicide in 1811 at the age of thirty-four because "I have run out of options." We will examine his dramas and prose writings against the background of revolutionary turmoil in Europe and the Americas and the Wars of National Liberation.

### GERST 354 Schiller #

Fall. 4 credits. Prerequisite: German 201-202 or permission of instructor. Taught in English with optional discussion section in German if students request it; texts in German. A. Groos.

A survey of Schiller's major dramas, poetry, and theoretical writings, situating these texts amid changing discourses of the Age of Revolution: revolution in the political and private sphere, the modern state and the problematics of freedom, discourses of love and sexuality, alienation and the role of the aesthetic. A final segment of the course will be devoted to Schiller's reception in nineteenth-century opera.

### [GERST 357 Major Works of Goethe #

Not offered 1995-96.]

### [GERST 365 Austrian Literature

Not offered 1995-96.]

## Courses in English Translation

### [GERST 320 Postwar German Novel

Not offered 1995-96.]

### [GERST 322 Medicine and Civilization (also Biology and Society 322) #

Not offered 1995-96.]

### [GERST 330 Political Theory and Cinema (also Comparative Literature 330, Government 370 and Theatre Arts 330)

Not offered 1995-96.]

### [GERST 347 Reading Freud: Race, Gender, and Psychoanalysis (also Comparative Literature 347, English 347, Psychology 389)

Not offered 1995-96.]

### [GERST 351 Freud: Optional Clinical Discussion Section (also Comparative Literature 351, English 346 and Psychology 391)

Not offered 1995-96.]

### GERST 374 Opera and Culture (also Music 374) #

Spring. 4 credits. Prerequisite: any three-credit music course or proficiency in German or Italian. A. Groos.

This course is designed to explore interrelationships between opera and cultural practice, using examples principally from the German and Italian repertoires (e.g., Mozart, Wagner, Verdi, Puccini, Strauss). Lectures and discussion will examine operatic representations of central issues in the emergence of modern culture in the late eighteenth and nineteenth centuries: politics and national identity, issues of gender and sexuality, orientalism, representations of madness and disease. Depending on student interest, a final segment of the semester may extend our focus into twentieth-century opera or other media such as film and theatre.

### [GERST 383 Faust in Legend, Literature, and the Arts (also Comparative Literature 383) #

Not offered 1995-96.]

**GERST 396 German Film (also Comparative Literature 396 and Theatre Arts 396)**

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final. D. Bathrick. The goal of the course is to explore the form and context of German film in relation to the cultural and sociopolitical context of which it is a part. Accordingly, the material discussed will be divided into three major periods: Weimar film 1918-1933; Nazi film, 1933-1945; Postwar film, 1945-present. Readings and lectures will be devoted to formal and cultural developments in the history of German film as well as interpretive analysis of selected individual films. In both lectures and discussions, particular emphasis will be placed on helping students develop an appropriate method for viewing and analyzing film.

**GERST 413 Women around Freud (also Comparative Literature 412 and Women's Studies 413)**

Not offered 1995-96.]

**GERST 414 History into Fiction: Nazis and the Literary Imagination (also English 404, Comparative Literature 404)**

E. Rosenberg. Not offered 1995-96.]

**GERST 415 Marx, Freud, Nietzsche (also Comparative Literature 425 and Government 473)**

Fall. 4 credits. G. Waite.

There are three main aspects to this course. First and primarily, it provides an *introduction* to the thinking of these three "master thinkers" who have determined much of modernity and postmodernity. Here, basic aspects of their work are considered: (a) scientific and theoretical writings; (b) specific critical and historical analyses; (c) programs and manifestos; and (d) styles of argumentation, documentation, and persuasion. (This also entails an introduction, for non-specialists, to basic problems of economics, philosophy, psychology—and literary criticism.) Second, we will *compare and contrast* the underlying assumptions and interpretive yields of the various disciplines and practices that Marx, Nietzsche, and Freud helped to ground: *historical materialism and communism; power-knowledge analysis; and psychoanalysis*, respectively. Finally, but less thoroughly, we will discuss the ways these three thinkers have been fused thoroughly, we will discuss the ways these three thinkers have been fused together into a *single constellation or troika: "Marx-Nietzsche-Freud."* The main focus of the course will be on primary texts, which might include, e.g.: (Marx) *The Communist Manifesto*, *The 18th Brumaire*, *Critique of the Gotha Program*, and selections from *The Paris Manuscripts*, *Grundrisse*, and *Capital*; (Nietzsche) *The Birth of Tragedy*, "The Greek State," "On Truth and Lie in the Extramoral Sense," *On the Use and Disadvantage of History for Life*, and selections from *Thus Spoke Zarathustra* and *The Genealogy of Morals*; and (Freud) two case studies, *On Dreams*, *Civilization and Its Discontents*, *Three Essays on the Theory of Sexuality*, and selections from *The Psychopathology of Everyday Life* and *Introductory Lectures*.

**GERST 418 Thomas Mann**

Fall. 4 credits. In English. There may be a discussion section in German if students request it. I. Ezergailis.

We will read Mann's major works, as well as materials (his own essays, criticism, political and philosophical debates) surrounding their production and publication. As Mann's work covers a large span, we will have occasion to think about German problems and possible responses to them before World War I, between the wars, and during World War II. *Buddenbrooks*, *Magic Mountain*, *Dr. Faustus*, and *Felix Krull*, are some of the texts to be read closely.

**GERST 458 Comparative Democritization (also GOVT 458)**

Fall.

For description, see GOVT 458.

**Course in Latvian and Baltic Literature****[GERST 377 Baltic Literature (also Russian Literature 377)]**

Not offered 1995-96.]

**Graduate and Advanced Undergraduate Courses****[GERST 405 Introduction to Medieval German Literature I #]**

Not offered 1995-96.]

**[GERST 406 Introduction to Medieval German Literature II #]**

Not offered 1995-96.]

**[GERST 408 Twentieth-Century German Poetics (also Society for the Humanities 408)]**

Not offered 1995-96.]

**GERST 410 The German Radio Play (Senior Seminar)**

Fall. 4 credits. Taught in German.

L. M. Olschner.

It is difficult to exaggerate the impact of radio in the 1920s and 30s. Writers such as Döblin were quick to respond to the new medium with dramatic texts, and theoreticians such as Benjamin and Brecht sought to explain what came to be called the "stage of the interior." From the late 20s to the early 60s and beyond, radio plays in German—as in other countries—reached enormous audiences, and many of the major authors of this period enjoyed much success in radio work. The Nazis recognized the importance of radio as an ideological instrument and exploited it accordingly. After 1945 writers produced *Hörspiele* reflecting the historical processes at work in each of the German states. This seminar will study the texts of a series of *Hörspiele* as well as theoretical writings on early radio culture, the function of radio texts during fascism, the consolidation of *Hörspiel* aesthetics, and the experiments of the 60s and 70s. As complement to these readings, we will hear historical recordings of plays by Döblin, Benjamin, Brecht, Borchert, Andersch, Bachmann, Eich, Böll, Frisch, Dürrenmatt, and Jandi/Mayröcker. And finally we will attempt to write and produce a *Hörspiel* of our own.

**[GERST 416 Literary Translation in the West (also Comparative Literature 416)]**

Not offered 1995-96.]

**GERST 451-452 Independent Study**

451, fall; 452, spring. 1-4 credits each term. Prerequisite: permission of instructor.

**[GERST 472 Poetry of the 1990s (also Comparative Literature 472)]**

Not offered 1995-96.]

**[GERST 492 The Advance of Humanism: Aspects of the European Enlightenment #]**

Not offered 1995-96.]

**[GERST 496 Theorizing the Public Sphere (also Comparative Literature 496 and History 496)]**

Not offered 1995-96.]

**Seminars**

Note: For complete descriptions of courses numbered 600 or above consult the appropriate instructor.

**[GERST 600 Special Topics in Feminist Theory (also Anthropology 600 and Comparative Literature 600)]**

Not offered 1995-96.]

**[GERST 608 Modern/Postmodern (also Comparative Literature 608)]**

Not offered 1995-96.]

**[GERST 621 Issues in Gay and Lesbian Studies (also Women's Studies 621)]**

Not offered 1995-96.]

**GERST 623 Seminar in Medieval German Literature I**

Fall. 4 credits. Prerequisite: German 405-406 or equivalent. Topic: Romance. A. Groos.

**GERST 626 Nuremberg**

Spring. 4 credits. Prerequisite: permission of instructor. Anchor course for the 16th century. A. Groos.

An introduction to Nuremberg in the late fifteenth and sixteenth centuries, with emphasis on its significance as an early modern urban center. Topics include the city's development and social structure, pre- and post-Reformation attempts to fashion its image and history, public spectacle and imperial entries, literary and artistic humanism (Celtis and Dürer), social order and social conflict (*Fastnachtspiel*, antisemitism), constructions of gender and marginal figures. The last part of the course will deal with the reception of early modern Nuremberg from Goethe through the Romantics, including Wagner.

**[GERST 627 Baroque**

Not offered 1995-96.]

**[GERST 629 The Enlightenment**

Not offered 1995-96.]

**GERST 630 Classicism and Idealism**

Spring. 4 credits. Texts in German, discussion in English. Anchor course. G. Waite.

An introduction to some of the major poetic and philosophical texts generally considered to be part of the canon of "Classicism" (roughly 1786-1832), while at the same time giving reasons to call into question notions of the canon and of periodization, particularly as these have tended to exclude women and others. In addition to the basic problem of the *appropriation of classical antiquity at a period marked by the transition to bourgeois modernity*, special consideration is given to the informing theoretical principle of the period: i.e., the *dialectic*. Samples from all major genres, including the problem of classicism in other media, notably the visual arts in France (David). Selected readings from Goethe, Hegel, Hölderlin, Kleist, Lessing, Kant, Schiller, Winckelmann, and one Greek text. While the main focus of this anchor course is on primary texts, we will also

consider critiques of classicism, idealism and the dialectic by such writers as Adorno, Althusser, Bryson, Deleuze, Foucault, Heidegger, Kittler, Lukács, Nietzsche, and Marx. The written work for the seminar will consist of one take-home examination, and we will discuss pedagogical problems related to teaching the topic to undergraduates.

**[GERST 634 German Romanticism]**

Not offered 1995-96.]

**GERST 637 Novelle Workshop**

Fall. 4 credits. Taught in German.  
H. Deinert.

Course is intended (1) as an introduction to the prominent German narrative and (2) as a workshop in undergraduate curriculum development.

**GERST 640 Paul Celan and the Shoah  
(also Comparative Literature 640 and Jewish Studies 610)**

Spring. 4 credits. Open to qualified undergraduates with permission of instructor. Good reading knowledge of German required. L. M. Olschner.

Paul Celan, now widely recognized as one of the most important European poets in this century, has complex origins: belonging to the Ashkenazim in Rumania who spoke German at home, Celan never lived in a German-speaking environment after moving to Paris in 1948. Having lost his parents in a concentration camp, he lived the fractured existence of writing in the language of the murderers. The seminar examines Celan's cultural background in Czernowitz and his indebtedness to romanticism, symbolism, and Surrealism; the context of the Cabala and the Shoah; intertextual connections with Hölderlin, Rilke, and Mandelstam, as well as dialogues with Heidegger, Benn, and N. Sachs; his translations from seven languages; and poetics and the reception of his poetry, especially in the conservative climate of the Federal Republic of Germany.

**[GERST 647 German Literature from 1945 to 1989: Questions of Modernity and Identity]**

Not offered 1995-96.]

**[GERST 651 Exile Literature]**

Not offered 1995-96.]

**[GERST 652 Culture in Germany 1933-1945]**

Not offered 1995-96.]

**[GERST 653 Opera (also Comparative Literature 655 and Music 679)]**

Not offered 1995-96.]

**GERST 660 Visual Ideology (also Comparative Literature 660 and Theatre Arts 660)**

Spring. 4 credits. G. Waite.

Some of the most powerful approaches to visual practices have come from outside or from the peripheries of the institution of art history and criticism. This seminar will analyze the interactions between academically sanctioned disciplines (such as iconography and connoisseurship) and innovations coming from philosophy, psychoanalysis, historiography, sociology, literary theory, mass media criticism, feminism, and Marxism. We will try especially to develop: (1) a general theory of "visual ideology" (the gender, social, racial, and class determinations on the production, consumption, and appropriation of visual artifacts under modern and postmodern conditions); and (2) specific practices of the

"dialectical image" and/or "movement/time image" to articulate these determinations. Examples will be drawn from the history of oil painting, architecture, city planning, photography, film, and other mass media.

**[GERST 661 After the City: From Metropolis to Electropolis (also Architecture 338/638 and Comparative Literature 661)]**

Not offered 1995-96.]

**GERST 664 Freud and the Fin de Siècle**

Fall. 4 credits. Reading knowledge of German necessary. B. Martin.

A survey of major late nineteenth- and early twentieth-century works reflecting the adoption of the biological mode as a central metaphor in German thought. Central to the course will be Freud's early work (*Studies in Hysteria*, *Interpretation of Dreams*, *Three Essays*). Other writers to be read include Nietzsche, Haeckel, Andreas-Salomé, Wedekind, Hauptmann, Schnitzler, and Lombroso.

**[GERST 666 Ingeborg Bachmann]**

Not offered 1995-96.]

**[GERST 673 Franz Kafka and the Problem of "Minor" Literature (also Comparative Literature 673)]**

Not offered 1995-96.]

**[GERST 674 Contemporary Poetry and Culture: 1968-1993 (also Comparative Literature 674)]**

Not offered 1995-96.]

**[GERST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also Comparative Literature 675 and History 675)]**

Not offered 1995-96.]

**[GERST 679 Bertolt Brecht in Context (also Comparative Literature 679 and Theatre Arts 679)]**

Not offered 1995-96.]

**[GERST 685 Gramsci and Cultural Politics (also Comparative Literature 685 and Government 675)]**

Not offered 1995-96.]

**GERST 687 The Politics of Culture in the German Democratic Republic**

Fall. 4 credits. D. Bathrick.

The initial sessions of the seminar will be devoted to studying Marxist-Leninist "narratives" about history, fascism, women, the Enlightenment, and production to understand how these have been translated into the principles of socialist realism and the institutional practices of "Kulturpolitik." We shall then trace out how thematic and formal challenges to these traditions (narratives) began to emerge in the 1960s and 1970s around such prose writings as "Nachdenken über Christa T" by Christa Wolf; dramas by Ulrich Plenzdorf, Heiner Müller, and Volker Braun; the poetry of Sarah Kirsch, Rainer Kirsch, Franz Fühmann, Günter Kunert, Volker Braun and Wolf Biermann. Our look at the literature of the 1980s will include writers such as Irmtraud Morgner, Helga Königsdorf and Christoph Hein as well as the younger poets of the Prenzlauer Berg.

**[GERST 690 Feminist Criticism and Theory (also Women's Studies 690)]**

Not offered 1995-96.]

**[GERST 692 The Politics of Criticism (also Comparative Literature 692 and Theatre Arts 692)]**

Not offered 1995-96.]

**GERST 753-754 Tutorial in German Literature**

Fall and spring. 1-4 credits per term.  
Prerequisite: permission of instructor.

**Related Courses in Other Departments**

**Government**

**GOVT 669 Modern Social Thought**  
S. Buck-Morss.

**History**

**HIST 357-358 Survey of German History**  
I. V. Hull.

**HIST 474/674 Seminar in European Intellectual History**  
D. LaCapra.

**HIST 674 German History from 1700-1918**  
I. V. Hull.

**Modern Languages and Linguistics**

**GERLA 407 Teaching German as a Foreign Language**  
Staff.

**GERLA 602 Gothic**  
W. E. Harbert.

**LING 625 Middle Welsh**  
W. E. Harbert.

**GOVERNMENT**

R. Herring, chair; B. R. O'G. Anderson, R. Bensel, M. G. Bernal, S. Buck-Morss, R. Bullock, V. Bunce, T. Christensen, J. Cowden, N. Hirschmann, M. Katzenstein, J. Katzenstein, E. W. Kelley, J. Kirshner, I. Kramnick, T. J. Lowi, W. Mebane, J. Pontusson, J. Rabkin, A. Rutten, E. Sanders, H. Schamis, L. Scheinman, M. Sheftel, V. Shue, A. M. Smith, S. G. Tarrow, S. Telhami, N. T. Uphoff

Government is what Cornell calls a department that elsewhere might be termed political science. The focus of this discipline is power applied to public purposes. Some faculty concentrate on purposes, some on applications. Some engage in the close reading of great texts of political philosophy, while others analyze the behavior of power-wielders and publics in this and other societies. Government is divided into four subfields: U. S. politics, comparative politics (other nations), political theory (philosophy), and international relations (transactions between nations).

To accommodate new courses or course changes, a supplementary announcement is prepared by the department. Before enrolling in courses or registering each term, students are requested to consult the current supplement listing courses in government, available in 125 McGraw Hall.

**The Major**

**To be admitted to the major**, a student must pass two government courses.

**To complete the major**, a student must (1) pass two of the introductory government courses (Government 111, 131 or 231, 161, 181 or 281); (2) pass an additional course in one of the remaining subfields (American government, comparative government, political theory, or international relations). This course may be any course offered in the government department, including introductory courses, upper-level courses or seminars. Students are strongly advised to take at least one course in each of the four subfields; (3) accumulate an additional 28 credits of government course work at the 300-level or above; (4) complete at least one seminar-style course in government which may be applied toward the 28 credits. These courses include those numbered 400.XX to which students are admitted by application only; (5) accumulate 12 credits in upper-level courses in related fields (such as anthropology, economics, history, psychology, and sociology). Upper-level courses are usually courses numbered at the 300-level or above (200-level courses are not considered upper-level). Students should consult with their major adviser to choose appropriate courses. All choices of related courses must be approved by the major adviser, or the director of undergraduate studies; (6) all courses used to fulfill a government major must be passed with a letter grade.

To summarize, a total of 10 government courses and 3 additional courses (12 credits) of upper-level related courses are required to complete the major.

**Cornell-in-Washington Program**. Government majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

**Study Abroad in Geneva**. French, history, and government majors, or other students with a commitment to international experience, may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students with an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the Headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex.

Cornell students enroll full-time in the University of Geneva and affiliated schools, including the Graduate School of International Studies (HEI) and the Development Studies Institute, where they take year-long courses, studying with Swiss and international students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization and history.

The University of Geneva offers four consecutive three-week language and civilization summer courses beginning in mid-July, which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Interested students can participate in internships at international organizations, and qualified participants may be able to work under the direction of officials on research studies that are of mutual interest.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 204 or 213, or its equivalent in advanced credit or placement by the Cornell C.A.S.E. examination. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office (474 Uris) for further information.

**European Studies Concentration**. Government majors may elect to group some of their required and optional courses in the area of European studies, drawing from a wide variety of courses in relevant departments. Students are invited to consult Professors P. Katzenstein, Scheinman, and Tarrow for advice on course selection and foreign study programs.

**Model European Community Simulation**. Undergraduates with an interest in the European Community, public affairs, or debating may participate in the annual Modern European Community Simulation (SUNYMEC) held in April at SUNY Brockport. The simulation is an opportunity for participants, representing politicians from the member nations of the European Community, to discuss issues and resolutions of current concern to the EC.

To prepare for this simulation, a 2-credit independent study seminar is offered each spring. Participation in the simulation will be open only to those who register for this seminar. Anyone interested in participating or in finding out more information should contact the Western Societies Program at 130 Uris Hall, 255-7592.

**International Relations Concentration**. See the description under "Special Programs and Interdisciplinary Studies."

**Honors**. Each fall a small number of qualified seniors enter the honors program. To apply, junior majors submit applications in April. Along with a fuller description of the honors program, application forms are available in 125 McGraw Hall. The two courses comprising the honors sequence (honors courses) are described below.

### Introductory Courses

Students registering for introductory courses should register for the lecture only. Sections will be assigned during the first week of class. Introductory courses are also offered during summer session.

#### GOVT 111 Introduction to American Government and Politics

Fall and summer. 3 credits. T. J. Lowi. An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

#### GOVT 131 Introduction to Comparative Government and Politics

Spring and summer. 3 credits. J. Pontusson.

This course provides a survey of the institutions, political processes, and policies of contemporary states. It focuses on the conditions for and workings of democracy.

Looking at Western Europe, we will analyze institutional variations among liberal democracies, and their political implications. We will then probe the origins of democracy in Western societies and the reasons why communism and other forms of authoritarian rule have prevailed elsewhere. Finally, we will explore the impetus behind and the obstacles to democratization in the Third World and the erstwhile Communist Bloc. Throughout this survey, problems of democracy will be related to problems of economic development, efficiency, and equality.

#### GOVT 161 Introduction to Political Philosophy

Fall and summer. 3 credits. I. Kramnick. A survey of the development of Western political theory from Plato to the present. Readings from the works of the major theorists. An examination of the relevance of their ideas to contemporary politics.

#### GOVT 181 Introduction to International Relations

Spring and summer. 3 credits. L. Scheinman.

An introduction to the basic concepts and practice of international politics.

### Freshman Writing Seminars

#### GOVT 100 Freshman Seminars

Fall, spring, or summer. 3 credits. Seminars will be offered in fall, spring, and summer terms. Consult the listings for the Freshman Seminar Program in the section "Special Programs and Interdisciplinary Studies," the supplement issued by the department, and the Freshman Seminar booklet for course descriptions and instructors.

### Major Seminars

#### GOVT 400 Major Seminars

Fall or spring. 4 credits. These seminars, emphasizing important controversies in the discipline, cap the majors' experience. Thus preference in admission is given majors over nonmajors and seniors over juniors. Topics and instructors change each semester. To apply, students should pick up an application in 125 McGraw Hall during the course selection period the semester before the seminar is given.

The following courses are open to sophomores, juniors, and seniors without prerequisites unless otherwise indicated.

### American Government and Institutions

Government 111 is recommended.

#### GOVT 121 Economic Growth and Democratic Legitimacy

Summer. 3 credits. E. W. Kelley. This course will explore the psychological, economic, and participatory foundations for the acceptance of democratic governments. We will explore the effects of economic growth, the distributions of income and wealth and actual access to the ballot on support for democratic institutions. Among the authors we read will be: Adam Smith, Max Weber, Emile Durkheim, David McClelland, Rinchard Bendix, Anthony Downs, Carolyn Bell, John Dollard, Neal Miller, James Fallows, and Cornel West. We will conclude by focusing on the degree of current acceptance of democratic political institutions in the United States.

**[GOVT 301 The Political Economy of American Industrialization]**  
4 credits. Not offered 1995-96.]

**GOVT 302 Social Movements in American Politics (also American Studies 302)**

Fall. 4 credits. E. Sanders.  
From populism to environmentalism, social movements directed to reform of national policies and political structures have been an earmark of American politics. This course will begin with an examination of late nineteenth-century agrarian and labor movements and move through progressivism, a variety of 1930s upsurges, civil rights, and more or less contemporary environmental, consumer, feminist, and peace movements. The focus will be on the conditions that give rise to these movements, their internal resources, and external alliances and their ultimate impact on the national state (as well as vice versa).

**GOVT 303 Introduction to American Political Parties**

Spring. 4 credits. J. Cowden.  
This is a survey course about American political parties. The course will consider the following: the development of the American party system; realignments and critical elections; party identification; national, state, and local party organizations; theories of party decline; and the role of surrogate organizations such as the mass media. Throughout we will examine how and to what extent the actual function of parties is related to normative and theoretical models of party behavior.

**GOVT 308 Science in the American Polity 1800-1960**

Fall. 3 credits. M. Dennis.  
For description, see S&TS 390.

**[GOVT 309 Science in the American Polity]**

For description, see S&TS 391. Not offered 1995-96.]

**GOVT 310 Power and Poverty in America**

Spring. 4 credits. E. W. Kelley.  
Despite egalitarian democratic rights, the United States remains a stratified society conspicuous for great disparities in the allocation of income and wealth. The purpose of this class is to investigate these disparities, both empirically and normatively, and to assess the impact of government upon them. Topics for discussion will include: what do we mean by distributional inequality and by the demand for greater egalitarianism? What is the extent of inequality and of poverty in America today? How does one establish minimum standards for distributional justice? Is the United States currently on the road toward achieving that minimum standard? What is the array of federal welfare programs presently available and what is their effect? What reforms or changes are currently on the political agenda? Can we imagine a society somewhat like that in the United States achieving a very different distribution of educational and occupational outcomes as described by race, income class, and language spoken by parents?

**GOVT 311 Urban Politics**

Fall. 4 credits. M. Shefter.  
The major political actors, institutions, and political styles in large American cities: mayors, city councils, bureaucracies, ethnic and racial minorities, urban machine politics and the municipal reform movement. The

implications of these political forces for policies pertaining to urban poverty, homelessness, and criminal justice.

**GOVT 313 The Nature, Functions, and Limits of Law**

Spring. 4 credits. Undergraduates only. J. Silicano.

A general education course for students at the sophomore and higher levels. Law is presented not as a body of rules but as a set of varied techniques for resolving conflicts and dealing with social problems. The roles of courts, legislatures, and administrative agencies in the legal process is analyzed, considering also the constitutional limits on their power and practical limits of their effectiveness. Assigned readings consist mainly of judicial and administrative decisions, statutes and rules, and commentaries on the legal process. Students are expected to read assigned materials before each class and to be prepared for participation in class discussion.

**GOVT 316 The American Presidency (also American Studies 316)**

Spring. 4 credits. E. Sanders.  
Analysis of the politics of the presidency and the executive branch with emphasis on executive-legislative relations, executive branch policymaking, and the problems of the modern presidency.

**[GOVT 317 Campaigns and Elections]**

4 credits. Not offered 1995-96.]

**GOVT 318 The American Congress**

Spring. 4 credits. M. Shefter.  
The role of Congress in the American political system. Topics to be discussed: the political setting within which Congress operates, the structure of Congress, the salient features of the legislative process, and recent congressional behavior in a number of policy areas.

**GOVT 324 Legal Reasoning and Legal Adaptation: A Comparison of American and Talmudic Law**

Spring. 4 credits. J. Rabkin.  
Legislatures may change old laws to reflect new preferences, but much American law is still adapted to modern challenges by judges invoking old precedents and principles, particularly in fields like family law, the law of contracts, and the law of torts. Talmudic law, which rests on much older principles and precepts and cannot fall back on new legislation to justify change in the modern world, must also be adapted to new circumstances. The rabbinic authorities who seek to apply this law often invoke similar kinds of reasoning as American courts but under peculiar constraints. This course, an unusual venture in comparative law, will focus on characteristic modes of reasoning in each system, rather than attempting any systematic surveys of legal outcomes. Readings will include selections from ancient texts as well as modern decisions and contemporary commentaries. No previous background is required.

**GOVT 327 Civil Liberties in the United States**

Spring. 4 credits. A. Rutten.  
An analysis of contemporary issues in civil liberties and civil rights, with emphasis on Supreme Court decisions. Cases are analyzed in terms of democratic theory and the social and political context in which they arose.

**[GOVT 328 Constitutional Politics: The United States Supreme Court]**

Fall. 4 credits. J. Rabkin.  
The course investigates the role of the Supreme Court in American politics and government. It traces the historical development of constitutional doctrine and the institutional role the court has played in American politics.

**GOVT 353 Feminism Movements and the State (also Women's Studies 353)**

Spring. 4 credits. Permission of the instructor only. Students seeking admission to the course *must* attend first class of the semester. M. Katzenstein.

The course examines the aims and strategies of the feminist movement in the United States and the response of both society and the state to feminist claims. It is thus a course about political protest and the capacity of American political institutions to promote and shape as well as to counter social change. In examining the law and public policy on such issues as job discrimination, wife battery, rape, abortion, etc., the course explores the contradictions between, and the congruence of, the dual ideals of individual choice and group equality.

**[GOVT 401 Introduction to Science and Technology Policy (also S&TS 431)]**

4 credits. Not offered 1995-96.]

**GOVT 402 Public Opinion and Mass Political Behavior (also GOVT 702)**

Fall. 4 credits. Prerequisite: knowledge of OLS regression. J. Cowden.

This is a survey course about American public opinion and mass political behavior. The course will examine classic and contemporary scholarship on such topics as belief systems, American political culture, electoral behavior and abstention, party identification, political socialization, media effects, and the impact of opinion on policy.

**[GOVT 403 State and Economy in Comparative Perspective]**

4 credits. Not offered 1995-96.]

**[GOVT 404 American Political Development in the 20th Century]**

4 credits. Not offered 1995-96.]

**[GOVT 405 Government and the Economy]**

4 credits. Not offered 1995-96.]

**GOVT 406 Politics of Education**

Fall. 4 credits. E. W. Kelley.

Education is simultaneously America's biggest business and the institutional process through which skills and values are passed on to the next generation. This course deals with conflicts about, and the politics of, education as they occur at national, state, and local levels. What (including values) will be taught and to whom; who will benefit from formal education as a vehicle for entry into economic opportunity? What are the powers and restrictions on government in this area? How does the American system differ from other systems? How does educational testing affect equal opportunity to obtain meaningful competencies and jobs?

**[GOVT 407 Law, Science, and Public Values (also S&TS 407)]**

4 credits. Not offered 1995-96.]

**GOVT 410 Legislatures, Courts, and Public Policy**

Fall. 4 credits. A. Rutten.

Courts play a central role in the formulation and enforcement of policy in the United States. However, courts are not all powerful; politicians and bureaucrats have a variety of ways of changing judicial decisions. This course examines judicial control over policy by examining the relations among politicians, bureaucrats, and judges. To do so, we must examine how courts fit into the political process. Among the topics that we will consider are statutory interpretation, administrative procedures, and constitutional review.

**[GOVT 412 Voting and Political Participation]**

4 credits. Not offered 1995-96.]

**[GOVT 413/613 Politics and Economics in Local Areas]**

4 credits. Not offered 1995-96.]

**[GOVT 427 The Politics of Environmental Protection In America]**

For description, see S&TS 427. Not offered 1995-96.]

**GOVT 428-429 Government and Public Policy: An Introduction to Analysis and Criticism**

428, fall; 429, spring. 4 credits each term. 428 and consent of instructor are required for 429. T. J. Lowi.

Government 428 concentrates on history and criticism of U.S. policies and the politics associated with them. Particular attention given to the origins and character of the regulatory state and the welfare state.

Government 429 is an opportunity to pursue further the research begun in 428.

**Comparative Government**

Government 131 or 231 is recommended.

**[GOVT 271 Introduction to African Development (also CRP 271 and ASRC 271)]**

3 credits. Not offered 1995-96.]

**GOVT 325 Eastern Europe**

Fall. 4 credits. V. Bunce.

This course will provide an introduction to the domestic and international politics of Eastern Europe. We will concentrate, first, on the historical development of this region before World War II. We will then turn to an analysis of communist revolutions and the construction of the socialist order in Eastern Europe. We will close the course with an analysis of the collapse of communist party rule in 1989 and the prospects for capitalism and liberal democracy.

**GOVT 332 Modern European Politics**

Fall. 4 credits. H. Kriesi.

This course presents an introduction to politics and political change in Western Europe. It starts from the formation of the European nation-state and the growth of democratic regimes after the French Revolution. It continues with the nature of European systems of government and with the political party system; it then turns to the politics of public policy and to the interaction between policy-makers and societal interest groups. The course ends with an analysis of the interaction between politics and economics in the different countries. The main countries studies are France, Germany, Britain, Italy, and the Scandinavian countries, with the United States used as an external reference point.

**[GOVT 333 Government and Politics of the Former Soviet Union]**

4 credits. Not offered 1995-96.]

**GOVT 335 America in the World**

Spring. 4 credits. M. Bernal.

Most studies of America deal with with local or autochthonous developments up to 1492 or with the influences of other continents, notably Europe, on "the New World" after that date. In this course we shall look at the other sides of these pictures and consider contacts between America and the other continents of Asia, Europe, and Africa before Columbus, as well as some of the influences of America on the rest of the world after his arrival. The course will involve discussions with professor from archaeology, anthropology, and classics on the possibilities of PreColumbian contacts.

**GOVT 340 Latin American Politics @**

Spring. 4 credits. H. Schamis.

This is the introductory lecture course to the politics of Latin America. The main purpose is to view the region in a conceptual and comparative perspective. Country cases will be introduced to explain the significance of competing theoretical frameworks that have shaped the debate in the field. The class will focus on the political economies of the region to analyze the role of groups and classes under different political regimes and contrasting strategies of development.

**GOVT 342 The New Europe**

Fall. 4 credits. U. Liebert.

German unification, the collapse of the Soviet bloc and the accelerating movement toward European unification have focussed attention on the shape and significance of the "New Europe." These changes have fueled both new hope for European democracy and new problems for European integration, as new states join the Union and new strains emerge within it. The course will focus on intergovernmental comparisons of EU member states, on the emerging weight of Germany as the strongest state in the Union, as well as on supranational institutional and political developments in the 1990s.

**GOVT 344 Government and Politics of Southeast Asia @**

Fall. 4 credits. B. Anderson.

The course will focus on the comparative analysis of the nature and origins of political conflict in selected Southeast Asian nation-states. Particular attention will be given to nationalism/ethnicity, religion, and class, as well as to the differential impact of colonial rule.

**GOVT 345 Modern European Politics**

4 credits. Not offered 1995-96.]

**GOVT 346 Modern Japanese Politics**

Fall. 4 credits. R. Bullock.

This course is an introduction to Japanese domestic politics and political economy. Subject matter begins with post-Meiji Japan but focuses on the postwar era. Questions to be explored include: Who rules Japan? How is policy formulated? How do we account for postwar political stability and rapid economic growth? How are opposition interests accommodated or ignored? How is the political system changing today?

**GOVT 347 Government and Politics of China @**

Fall. 4 credits. V. Shue.

An introduction to the main currents in China's domestic politics over the last sixty

years. Topics include the revolutionary rise of communism; Maoism, in theory and in practice; the politics of bitterness during the "Cultural Revolution"; the evolving roles of the party and the military, and of peasants, workers, and intellectuals in the polity; the prospects for democracy, perceived social inequality, violence, corruption, and other pressing problems that have emerged with the reforms under Deng Xiaoping.

**GOVT 349 Political Role of the Military**

Spring. 4 credits. B. Anderson.

Comparative study of the political consequences of the global spread since the early nineteenth century, of professionally officered, industrially equipped militaries. Case studies of selected European, Asian, African, and American states will investigate the relationships of these militaries to nationalism, imperialism, technological innovation, and munitions industries, as well as class, ethnic, and religious conflict. Particular attention will be paid to the peculiarities of the modern military's organizational structure in shaping its political roles.

**GOVT 350 Comparative Revolutions**

Fall. 4 credits. S. Tarrow.

A comparative study of the great modern revolutions seen as social movements, from the French and American revolutions of the eighteenth century to the Russian and Chinese revolutions of the twentieth century, ending with a consideration of the recent "velvet" revolutions in Eastern Europe. Attention is given to the international context of internal political opportunity structures which turn revolt and rebellion into revolution.

**GOVT 351 India: Social and Economic Change in a Democratic Polity @**

Spring. 4 credits. M. Katzenstein.

This course explores the social, economic, and political forces that have shaped India's development since independence. It considers why democratic political institutions in India have proved so resilient and what effect these institutions have on the economic and social policies that are pursued. The importance of international as well as domestic forces in shaping India's economic and political choices is also assessed.

**[GOVT 354 America in the World Economy]**

4 credits. Not offered 1995-96.]

**GOVT 358 Modern History of the Middle East: Changing Politics, Society, and Ideas @**

Fall. 4 credits.

For description, see NES 294.

**GOVT 430 Democracy, Power, and Economic Reform**

Spring. 4 credits. H. Schamis.

At a time of major political and economic reforms taking place in much of the Second and Third Worlds, and also in some of the First, fundamental questions about governance have been raised. The task before reformers is not limited to establishing a political system of individual rights and the rule of law, or of designing fair electoral systems and holding regular elections. It is also about establishing new forms of political power, or as Max Weber might put it, establishing new and effective systems of political domination. The reformers' need to carry out massive structural transformations has often implied centralizing authority, at the same time they are supposed to foster democracy. The dual challenge is

thus one that much of the political development theory has tended to see as sequential rather than simultaneous: to centralize political power in order to carry out major socio-economic transformations, and to build democratic institutions which, by definition, disperse power. This seminar will examine these questions by focusing on some of the more important theoretical debates about the interrelationship between democracy and structural reform, the state and the economy, the crafting of order, and the creation of markets.

**GOVT 433 The Politics of Economic Liberalization in the Developing World**

Fall. 4 credits. H. Schamis.

What drives the current processes of economic liberalization taking place in most of the developing world? What kinds of constraints and opportunities do governments embarked upon such policy reforms face? What types of factors account for their success or failure? What is the relationship between the international dimension of its phenomenon and the domestic political conditions? This seminar addresses these questions by examining the interplay of domestic and international ideas, local and foreign actors, and national and transnational institutions which take part in these processes. The course focuses extensively on, but is not limited to, Latin America.

**GOVT 434 Politics and Society in Modern Italy**

Spring. 4 credits. S. Tarrow.

Italy is a country that political scientists have not known how to understand. Too modern to be considered a "developing country," its reputation for corruption, crime, and inefficiency has led to hesitation about considering it along with the "modern" states of Northern Europe. Yet Italy has one of the five or six most developed industrial economies in the world, is a center for technical and artistic innovation, and is the only state on the Mediterranean that has been functioning uninterrupted as a parliamentary democracy since the end of World War II. Italy's political system has always been a puzzle and, recently, it imploded upon itself after an outbreak of corruption scandals, Mafia violence, and the collapse of its two main governmental parties. The result has been polarization, polemics and political instability, and a political future that looks highly uncertain. This course will trace the development of Italian politics and society since the fall of fascism, particularly in its relationship to the changes in Italian society, and focussing on the role of its (post) Communist party, the cleavage between North and South, the shape of the political economy and the recent convulsions in the party and electoral systems. Students may take a final examination or write a term paper. Students are not required to read Italian, but those who have completed Italian 314 are welcome to take the course.

**GOVT 435 Collective Action and Politics in Modern Europe (also History 435)**

4 credits. Not offered 1995-96.]

**GOVT 436 Environmental Politics and Policy**

4 credits. Not offered 1995-96.]

**GOVT 437 Contemporary China: Society and Politics**

Spring. 4 credits. V. Shue.

Selected readings and in-class discussion of some of the central dilemmas that have been posed by the rapidly escalating processes of social change taking place under conditions of continuing political authoritarianism in China today. Topics include broad changes in demographic and social structure; rising tensions in family and gender relations; the enduring salience of community and workplace; the resurgence of Chinese nationalism, of ethnic nationalisms, of regionalism, and of popular religious movements; the significance of rising rates of crime and of political corruption; the growing crisis of social welfare delivery; and the limits on political dissent and on the development of civil society.

**GOVT 439 Japan in International Politics**

Spring. 4 credits. R. Bullock.

The course focus is how Japan shapes and is shaped by the international environment, with particular emphasis on the post-cold war era. Our approach will be both thematic and institutional. Topics to be discussed include US-Japan trade friction, Japan's investment and ODA in Southeast Asia, and cultural politics and notions of a New Asian Identity.

**GOVT 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also Comparative Literature 454, History 454) #**

Spring. 4 credits. M. Bernal.

The basic premise of the seminar is that the concept of "Western civilization" is a problematic one in need of critical and historical analysis. The course will examine the evolution and transformation of this concept from antiquity to the twentieth century by focusing on selected moments (and texts in which they are represented) of actual and/or perceptual encounters with other civilizations. It will also inquire into the political uses and abuses of the idea of the West, and the literary, psychological, and anthropological dimensions of the idea's history.

**GOVT 458 Comparative Democratization**

Fall. 4 credits. U. Liebert.

This course, taught as a seminar, will focus on the transition from authoritarian to liberal politics in recent decades. Comparisons of the democratization process will be made, using cases from Southern Europe, Germany, and East-Central Europe. Our focus will be divided between the empirics of these transitions and theoretical understandings of transitions to democracy.

**[GOVT 468 Global and Domestic Dimensions of Science and Technology Policy (also S&TS 425)]**

4 credits. Not offered 1995-96.]

**Political Theory**

Government 161 is recommended.

**[GOVT 260 Social and Political Philosophy (by petition for breadth requirement) (also Philosophy 242)]**

4 credits. Not offered 1995-96.]

**[GOVT 361 Modern Ideologies: Liberalism and Its Critics #]**

4 credits. Not offered 1995-96.]

**[GOVT 362 Politics of Sexuality (also Women's Studies 262)]**

4 credits. Not offered 1995-96.]

**[GOVT 364 The Selfish Individual and the Modern World]**

4 credits. Not offered 1995-96.]

**GOVT 366 American Political Thought from Madison to Malcolm X (also History 316 and American Studies 366)**

Spring. 4 credits. I. Kramnick.

A survey of American political thought from the eighteenth century to the present. Particular attention will be devoted to the persistence of liberal individualism in the American tradition. Politicians, pamphleteers and poets will provide the reading. The professor offers insightful historical and social context.

**[GOVT 368 Global Climate and Global Justice (also Philosophy 368)]**

4 credits. Not offered 1995-96.]

**[GOVT 369 Introduction to Feminist Political Thought (also Women's Studies 269)]**

4 credits. Not offered 1995-96.]

**[GOVT 370 Political Theory and Cinema]**

For description, see GERST 330. Not offered 1995-96.]

**GOVT 375 Visual Culture and Social Theory (also ART H 370 and Comp. Lit. 368)**

Spring. 4 credits. S. Buck-Morss and H. Foster.

Introduction to critical concepts for the analysis of visual culture, in specific socio-historical contexts.

**[GOVT 376 Rethinking Marx]**

4 credits. Not offered 1995-96.]

**GOVT 377 Concepts of Race and Racism**

Spring. 4 credits. A. M. Smith.

This course examines race and racism from a political theory perspective. We will discuss the different types of racism: traditional racism, "new" cultural racism, and neo-conservative racism. We will then examine various radical approaches to anti-racism: Marxism, civil rights, black power, colonization theory, domestic underdevelopment theory, Omi and Winant's racial formation framework, and women of color feminist theory. In the concluding section of the course, we will discuss the Los Angeles riots, contemporary debates on immigration in the United States, and the significance of race in American politics.

**GOVT 462 Modern Political Philosophy**

For description, see PHIL 346. R. Miller.

**[GOVT 463 Politics of Contemporary Feminist Theory]**

4 credits. Not offered 1995-96.]

**GOVT 465 The Politics of Demonization and Erasure (also SHUM 406)**

Fall. 4 credits. A. M. Smith.

If, following Nietzsche, Deleuze, and Foucault, we accept the basic argument that power can both reduce difference and multiply difference, what are the implications of their approach to power as a productive force for contemporary research on racial and sexual positionings. How are various hegemonized subject positions "massified," such that they lose their individuality, "demonized," such that they become excessive monster figures, or

"erased," such that their discourses are rendered invisible or incoherent? What are the linkages between this complex operation of authoritarian forces and the emergence of what has been called the "new racism," and what could be called the "new homophobia"? To what extent does the analysis of these new authoritarian formations shed light on contemporary resistance strategies? The seminar reading list will combine theoretical readings (Nietzsche, Deleuze, Foucault) with empirical material dealing with hegemonic representations of race and sexuality (Fanon, Said, Baldwin, Spillers [Angela] Davis, Jordan, Hooks, Chrenshaw, Williams, Higginbotham, Weeks, Robson, and Sedgwick).

**[GOVT 466 Feminism and Gender Discrimination]**

4 credits. Not offered 1995-96.]

**[GOVT 468 Global and Domestic Dimensions of Science and Technology Policy]**

4 credits. Not offered 1995-96.]

**[GOVT 469 Limiting War]**

Not offered 1995-96.]

**GOVT 470 Anthropology-Theory-Politics-Performance (also Anthropology 470)**

Fall. 4 credits. S. Buck-Morss and J. Borneman.

An analysis of written and visual texts that expose the rough edges of interpretive coherence and question the self-evidence of knowledge as practice. Topics vary. The stress is on critical methods of readings.

**GOVT 473 Marx, Nietzsche, Freud (also German Studies 415)**

Fall. 4 credits. G. Waite.

There are three main aspects to this course. First and primarily, it provides an introduction to the thinking of these three "master thinkers" who have determined much of modernity and postmodernity. Here, basic aspects of their work are considered: (a) scientific and theoretical writings; (b) specific critical and historical analyses; (c) programs and manifestos; and (d) styles of argumentation, documentation, and persuasion. (This also entails an introduction, for non-specialists, to basic problems of economics, philosophy, psychology—and literary criticism.) Second, we will compare and contrast the underlying assumptions and interpretive yields of the various disciplines and practices that Marx, Nietzsche, and Freud helped to ground: historical materialism and communism; power-knowledge analysis; and psychoanalysis, respectively. Finally, but less thoroughly, we will discuss the ways these three thinkers have been fused together into a single constellation or troika: "Marx, Nietzsche, Freud."

**International Relations**

Government 181 or 281 is recommended.

**GOVT 294 Global Thinking**

Fall. 4 credits. H. Shue.

The analysis taught in this course is global in two different respects: international subjects and interdisciplinary methods. We look in detail at two of the most important and most difficult issues facing international society, devoting approximately half the course to each case: (1) when, if ever, should other nations intervene militarily into ethnic conflict like that in Bosnia? and (2) what, if anything, should industrialized nations and industrializing nations respectively do to reduce the

emissions that promote climate change? On military intervention, we bring together political science, law, and ethics; on climate change we bring together atmospheric chemistry, economics, and ethics. The course is team-taught by five leading faculty researchers from the fields listed.

**GOVT 380 The Politics of German Unification**

Spring. 4 credits. U. Liebert.

The breakdown of the Cold War order and German unification in 1990 have produced a new phase in German and European politics. The return of the German nation-state coincided with the collapse of the Soviet hegemony in Eastern Europe and the broadening of the European integration process. This course will focus on the continuity and changes in the interaction between German and European politics. It will specifically elaborate the historical role of the national question in German politics and beyond; the international and domestic factors shaping the process of German unification in 1980/90; the impact of unification on the democratization and Westernization processes of the Bonn Republic; and the interaction of the New Germany with its European environment (European integration, Eastern Europe, immigration). In the end, students should be able to thoroughly understand the viability of and the challenges to democracy in Germany as well as the prospects for a hegemonic or dominant role of the New Germany in a changing Europe.

**GOVT 381 The Politics of Defense Spending**

4 credits. Not offered 1995-96.]

**GOVT 382 International Relations of East Asia**

4 credits. Not offered 1995-96.]

**GOVT 383 Theories of International Relations**

Fall. 4 credits. A. Russo.

This course examines some of the main theories in the field of international relations. It will consider a number of particularly important or influential works, along with discussions of methodology, research design, theory formation, and the evolution of the field as a whole. The goals of the course are to identify and criticize the central arguments advanced by different scholars in order to assess the relative merits of competing approaches to the main issues in the field.

**GOVT 384 War and Peace in the Nuclear Age (also Physics 206)**

4 credits. Not offered 1995-96.]

**GOVT 385 American Foreign Policy**

4 credits. Not offered 1995-96.]

**GOVT 388 International Political Economy**

Spring. 4 credits. J. Kirshner.

This course examines the politics of international political economic relations. It will draw on the history of the modern international economy and explore the theories that have been used to explain its evolution. The goals of the course are to gain insights into contemporary issues and to understand how scholars of international relations and economics describe and explain problems in the global economy.

**GOVT 389 International Law**

4 credits. Not offered 1995-96.]

**GOVT 391 Chinese Foreign Policy @**

Fall. 4 credits. T. Christensen.

This undergraduate lecture course will review and analyze the foreign policy of the People's Republic of China from 1949 to the present. Lectures will discuss the Cold War history of Beijing's relations with the Soviet Union, the United States, Southeast Asia, and the Third World. Various theories of foreign policy will be discussed as potential tools for understanding Chinese foreign policy behavior. The class will conclude with a discussion of the future of Chinese foreign policy in light of the end of the Cold War, changes in the Chinese economy and the post-Tiananmen legitimacy crisis in Beijing.

**GOVT 393 Introduction to Peace Studies**

Fall. 4 credits. J. Reppy.

This course serves as an introduction to the study of war, peace, and peacemaking. We will study different theories of peace and war from a variety of disciplinary perspectives. The course will cover definitions of peace and war, causes of conflict, and modes of conflict prevention and resolution. The concepts will be applied to a range of historical and current conflicts. Students will prepare analyses of specific conflicts or instances of peacemaking for class presentation.

**GOVT 396 The Past as Prelude? (also History 352)**

4 credits. Not offered 1995-96.]

**GOVT 398 North-South Relations**

4 credits. Not offered 1995-96.]

**GOVT 399 International Relations of the Former Soviet Union**

Spring. 4 credits. A. Rousoo.

This will be a general introductory course in the foreign policy of the USSR and the Russian Federation since 1953, with particular emphasis on the post-communist era. We will examine the roles of ideology and perceptions, institutional politics, leadership, and reaction to challenges and opportunities in the outside world in an effort to come to grips with the rise and sudden collapse of the USSR as a global thermonuclear superpower. We shall then turn to the question of who makes Russian foreign policy and how Russia's rule in the outside world is being defined in relation to the former Soviet Republics, Europe, the Third World, and the developed West.

**GOVT 475 Topics in International Political Economy: Money and Finance**

4 credits. Not offered 1995-96.]

**GOVT 482 International Relations of East Asia @**

4 credits. Not offered 1995-96.]

**GOVT 483 The Military and New Technology**

4 credits. Not offered 1995-96.]

**GOVT 489 International Law and Regime Development**

4 credits. Not offered 1995-96.]

**GOVT 491 Conflict, Cooperation, and Norm: Ethical Issues in International Affairs**

4 credits. Not offered 1995-96.]

**Honors Courses**

Each April a limited number of junior majors are admitted to the honors program, their work to begin the following fall. Application

forms and a full description of the program may be obtained in 125 McGraw Hall.

#### **GOVT 494 Honors Seminar: Thesis Clarification and Research**

Fall. 4 credits. R. Herring.

Each student works individually with a faculty member. The student initiates the tutorial by interesting a faculty member in his or her likely thesis project and by submitting to the director of undergraduate studies a form outlining the general area the thesis will treat and bearing the faculty tutor's signature. This form is due the third week of classes. The tutorial culminates in a ten-to-fifteen-page paper setting forth the central questions to be addressed by the thesis, the state of existing knowledge regarding those questions, and why they matter.

#### **GOVT 495 Honors Thesis: Research and Writing**

Spring. 4 credits. Limited to students who have successfully completed Government 494.

Students continue the work of the preceding semester typically with the same faculty tutor. Research on the thesis is completed and writing begun. The tutorial culminates in a thesis of some sixty to eighty pages. The grade for the tutorial is determined by the faculty tutor, while the degree of honors (if any) awarded the thesis is decided by a committee of faculty members established for that purpose.

#### **Independent Study**

Independent study, Government 499, is a one-on-one tutorial which is arranged by the student with a faculty member of their choosing. Government 499 is open to government majors doing superior work, and it is the responsibility of the student to establish the research proposal and to find a faculty sponsor. Applicants for independent study must present a well-defined program of study that cannot be satisfied by pursuing courses in the regularly scheduled curriculum. No more than 4 credits of independent study may count toward fulfillment of the major. Students who elect to continue taking this course for more than one semester must select a new theme or subject each semester. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Keep in mind that independent study cannot be used to fulfill the seminar requirement. The application form for Independent Study is available in 125 McGraw Hall and must be completed at the beginning of the semester in which the course is being taken.

#### **GOVT 499 Readings Fall or spring.**

Fall or spring. 1-4 credits.

#### **Graduate Seminars**

Qualified undergraduates are encouraged to apply for seminars listed with 600 course numbers but may only register with the permission of the instructor. Students may consult the supplement that lists graduate courses, available in the department office.

#### **Field Seminars**

##### **GOVT 601 Scope and Methods of Political Analysis**

Fall. 4 credits. W. Mebane.

This course introduces the major analytical approaches used in contemporary political

science research. We touch on broad philosophical issues concerning the nature of theory and inference, the practices of cultural and historical interpretation, and the relevance of moral values and political commitments. Several kinds of research designs, including comparative case study and quasi-experimentation, are briefly examined. The basic analytical ideas involved in statistical methods such as sampling and regression analysis are introduced, as are the basic concepts of the theory of collective choice and the elementary methods of applied game theory.

##### **GOVT 602 Field Seminar in Political Methodology**

Spring. 4 credits. J. Cowden.

This course introduces the quantitative methods most often used in contemporary political science research. We cover applied sampling and basic survey design, categorical data analysis, and basic regression analysis. The statistical methods are treated in conjunction with the problems of research design that most commonly arise in political science applications. Attention is given to the conventions accepted in political science for how a statistical analysis should be conducted and the results interpreted. A good basic course in probability and statistics is desirable, though not necessary, for preparation. Enrollment by interested undergraduates is encouraged.

##### **GOVT 603 Field Seminar in American Politics**

Fall. 4 credits. E. Sanders.

The basic issues and institutions of American government and the various subfields of American politics are introduced. The focus is on substantive information and theoretical analysis and problems of teaching and research.

##### **GOVT 605 Field Seminar in Comparative Politics**

Spring. 4 credits. J. Pontusson and S. Tarrow.

An introduction to selected theoretical problems in the study of comparative politics and to their application in empirical analysis. Basic problems are social class and politics, authority and legitimacy, participation and mobilization, economic development and democracy, authoritarian and totalitarian politics, corporatism and pluralism, and nation building and political integration.

##### **GOVT 606 Field Seminar in International Relations**

Fall. 4 credits. T. Christensen.

A general survey of the literature and propositions of the international relations field. Criteria are developed for judging theoretical propositions and are applied to the major findings. Participants will be expected to do extensive reading in the literature as well as research.

##### **GOVT 607 The Western Political Tradition: A Survey**

Fall. 4 credits. I. Kramnick.

An introduction to political theory through a reading of selected classics in political thought from Plato to Marx.

##### **[GOVT 608 Normative and Interpretive Methodologies]**

4 credits. Not offered 1995-96.]

#### **American Government and Institutions**

##### **GOVT 610 Formal Theory and Modelling**

Fall. 4 credits. A. Rutten.

This course surveys the social choice and game theoretic branches of positive political theory. The topics covered include the theorems of Arrow, Schofield, and Gibbard-Satterthwaite, backwards induction, Nash and perfect equilibria, and repeated games and their applications to politics.

##### **GOVT 611 The Political Economy of American Development, 1860-1900**

Fall. 4 credits. R. Bensel.

This course will trace and describe the political economy of national state formation from the last decades of the antebellum period, through the Civil War and Reconstruction eras, and end with the transition to a more industrial society during the late nineteenth and early twentieth centuries. Utilizing a broad survey of the historical literature on these periods, the course will investigate: (1) the connection between slavery and the emergence of southern separatism; (2) the impact of conflict between the plantation South and industrializing North on American state formation; (3) the failure of post-Civil War attempts to remodel the southern political economy; (4) the role of finance capital markets in industrial and western agrarian expansion and the consequent emergence of monetary issues in national politics; and (5) the political economic basis of possible developmental trajectories other than the high tariff, gold-standard one actually followed.

##### **GOVT 612 American Political Development II: Social Movements and State Expansion in the Twentieth Century**

Spring. 4 credits. E. Sanders.

Focus will be on the interaction of social movements and state policy from the progressive era through the 1980s. The assumption is that social movements have been the prime stimuli of national state expansion, although the form and content of the new policy were seldom completely satisfactory to the social movement organizations. Readings will deal both with movement organization and goals, and federal policy processes and outcomes.

##### **[GOVT 613 Politics and Economics in Local Areas]**

4 credits. Not offered 1995-96.]

##### **GOVT 615 State and Economy in Comparative Perspective**

Spring. 4 credits. R. Bensel.

This course reviews the extensive literature on the political economy of comparative state formation and institutional change. Among the topics covered will be war-making and state expansion, regime evolution and economic development, and market processes and class transformations. Although much of the reading and discussion will focus on the United States and Europe, the limits of these cases as theoretical prototypes for the remainder of the world will also be considered.

##### **[GOVT 618 Feminist Jurisprudence]**

4 credits. Not offered 1995-96.]

##### **[GOVT 619 Social Movements, the State, and Public Policy]**

4 credits. Not offered 1995-96.]

##### **[GOVT 620 The United States Congress]**

4 credits. Not offered 1995-96.]

**[GOVT 622 The Political Economy of American Development**

4 credits. Not offered 1995-96.]

**GOVT 623 The Politics of Courts**

Spring. 4 credits. J. Rabkin.

All modern or westernized governments have judicial organs, designed to provide impartial decisions on certain kinds of disputes. But the kinds of issues that are left to courts vary widely from country to country and from era to era; the forms and degrees of political insulation for courts also vary widely; even the official rationales for such institutions vary a good deal. All of these differences are sometimes subjects of political controversy. This course will survey various forms and doctrines of judicial authority, seeking to clarify the relation between particular judicial models and the political systems in which they operate. Supra-national courts and administrative organs will be included in the survey, but principal emphasis will be on the role of courts in English-speaking countries.

**GOVT 624 American Political Organizations, Institutions, and Party Systems**

Spring. 4 credits. E. W. Kelley.

This seminar analyzes the forces shaping the character and behavior of the interest groups, social movements, and governing coalitions organized by political leaders and in the United States since the New Deal.

**GOVT 629 Cleavages and Coalitions in Contemporary American Politics**

Spring. 4 credits. M. Shefter.

This seminar analyzes the emergence of new issues and political forces in recent American politics. It also considers efforts by these forces to establish political coalitions and will discuss the implications of these developments for the American party system.

**GOVT 702 Public Opinion and Mass Political Behavior (also GOVT 402)**

Fall. 4 credits. Prerequisite: knowledge of OLS regression. J. Cowden.

This is a survey course about American public opinion and mass political behavior. The course will examine classic and contemporary scholarship on such topics as belief systems, American political culture, electoral behavior and abstention, party identification, political socialization, media effects, and the impact of opinion on policy.

**GOVT 706 The Politics of Education**

Fall. 4 credits. E. W. Kelley.

See Govt 406 for description.

**Public Policy****[GOVT 626 Workshop on Law, Science and Technology (also S&TS 626)**

4 credits. Not offered 1995-96.]

**Comparative Government****[GOVT 633 European Party Systems and Political Change**

4 credits. Not offered 1995-96.]

**GOVT 639 Studying Political Culture**

Fall. 4 credits. V. Shue and B. Anderson. Selected readings deploying a range of differing approaches to the study of the relations between culture and politics. Discussion of central methodological and interpretive questions including the linkage of cultural with structural explanations and the framing of informative comparisons across

cultures. Readings and discussion focused on, but not confined to, Asian examples.

**[GOVT 644 Sociotechnical Aspects of Irrigation**

For description, see AG EC 754. Not offered 1995-96.]

**GOVT 645 Chinese Politics**

Spring. 4 credits. V. Shue.

Review and assessment of several of the major currently competing approaches to the study of Chinese politics. Discussion and evaluation of leading works in the field analyzing Chinese state and society, policymaking and policy implementation, bureaucratic politics, elite political culture, and political economy. Special attention to problems of research and interpretation.

**[GOVT 647 Political Anthropology: Southeast Asia**

4 credits. Not offered 1995-96.]

**GOVT 648 Political Economy of Change: Rural Development in the Third World**

Spring. 4 credits. R. Herring.

The seminar analyzes strategies for economic, social, and political change using an approach that integrates economic, social, and political factors into a common framework dealing with policy choices and political action. Attention focuses particularly on developing local capacities for initiative and implementation with broader participation from rural communities.

**[GOVT 649 Agrarian Political Economy: Land, Labor, and Nature**

4 credits. Not offered 1995-96.]

**[GOVT 652 Southeast Asia Seminar: The Philippines (also Asian Studies 601)**

4 credits. Not offered 1995-96.]

**[GOVT 653 The Plural Society Revisited (also Asian Studies 607)**

4 credits. Not offered 1995-96.]

**GOVT 655 Women, Politics, and Policies in Europe**

Spring. 4 credits. U. Liebert.

This course deals with movements, interest organizations, lobbies, political parties, and legislation related to women in the major European countries. Special attention will be given to the impact of women's collective action on reform.

**GOVT 656 Comparative Political Economy**

Fall. 4 credits. J. Pontusson and R. Bullock.

This seminar seeks to specify the issues and analytical premises of comparative political economy as a subfield of political science. It explores the theoretical debates among political scientists doing political economy as well as the relationship of this literature to institutional economics and Marxist political economy. The readings deal primarily with advanced capitalist countries, and special emphasis is placed on Western Europe.

**GOVT 657 Comparative Democratization**

Fall. 4 credits. V. Bunce and H. Schamis. This course will focus on the transition from authoritarian to liberal politics in Eastern Europe and in Latin America. Particular attention will be paid to Poland, Hungary, Russia as well as Argentina, Brazil, and the not-necessarily-transitional Mexico. During the course, we will also bring in a variety of other cases of recent democratization—in

particular, Spain, Portugal, Italy, and Greece. Our focus will be equally divided between the empirics of these transitions and theoretical understandings of transitions to democracy.

**GOVT 660 Social Movements and Politics**

Fall. 4 credits. S. Tarrow.

This is a research seminar on the relationships among politics, organized social movements, and periods of mass mobilization like those that swept through Western Europe and the U.S. in the 1960s and in Eastern and Central Europe today. The course begins with a theoretical introduction to major approaches to social movements and collective action, concentrating on the factors that induce masses of people to adopt disruptive forms of collective action. It moves from there to a historical section focusing on cycles of protest in the recent and not-so-recent past. It continues with case materials that illustrate a series of theoretical problems in the study of movements and collective action—particularly that of the relations between protest and reform. Students will write term papers on particular cycles of protest and reform.

**GOVT 692 The Administration of Agricultural and Rural Development**

For description, see INTAG 603.

**Political Theory****GOVT 663 Political Theories of Power**

Spring. 4 credits. A. M. Smith.

Through reading and discussion of theorists such as Lukes, Gramsci, Laclau and Mouffe, Nietzsche, Foucault, Connolly, Fraser, Butler, (Biddy) Martin, (Renata) Salecl, (Joan) Scott, (Jacqueline) Rose, and (Mike) Davis, we will explore the contemporary debates on the structure of power relations. Seminar themes will include: the definition of social agents' interests, hegemony, disciplinary regimes, subjectivity and resistance. Seminar participants should already have a basic familiarity with the treatment of power in the political theory tradition.

**[GOVT 664 Contemporary Democratic Theory**

4 credits. Not offered 1995-96.]

**GOVT 665 American Political Thought: From Madison to Malcolm X**

Spring. 4 credits. I. Kramnick.

This seminar will trace developments and tendencies in American political thought from the eighteenth century to the present. It will examine individual thinkers, like Jefferson, Calhoun or Dewey, movements like Anti-Federalism, Social Darwinism and Progressivism, and themes of political culture like racism, sexism, class policies, and religion. The seminar will presume a basic familiarity with American history.

**GOVT 669 Modern Social Theory I**

Fall. 4 credits. S. Buck-Morss.

Readings vary, but topics are drawn from the traditions of Marx, Weber, Durkheim, the Frankfurt School, and Freud. They include political economy, the transformation to "modernity," ideology as the legitimization of power, and social institutions as social constraints. The methods of critical theory, structuralism, poststructuralism, and feminism will be considered.

**[GOVT 670 Modern Social Theory II**

4 credits. Not offered 1995-96.]

**[GOVT 671 Graduate Seminar in Feminist Political Theory]**  
4 credits. Not offered 1995-96.]

**[GOVT 672 Theories and Policies of Feminist Issues]**  
4 credits. Not offered 1995-96.]

**GOVT 674 Theory and Practice of Nationalism**

Spring. 4 credits. S. Buck-Morss and B. Anderson.

This course will be devoted to the comparative study of the rise and transformation of nationalism according to different theoretical and philosophical traditions. The relationship of nationalism to questions of race, gender, class, and time will also be discussed on the basis of both theoretical and empirical studies.

**[GOVT 675 Gramsci and Cultural Politics (also German Literature 685)]**  
4 credits. Not offered 1995-96.]

**GOVT 692 The Administration of Agriculture and Rural Development**

Spring. 4 credits. N. Uphoff.

The political, bureaucratic, economic, and technical environments of administration for agricultural and rural development; the various functions involved in administration (personnel management, planning, budgeting, economic analysis, information systems); several major tasks (research, extension services, and infrastructure development); and specific problems of integrating activities, interfacing with rural populations, and utilizing external assistance. Intended primarily for persons who expect to have some future responsibilities in agricultural or rural development administration and Third World countries.

#### International Relations

**[GOVT 683 Foreign Policy Analysis]**  
4 credits. Not offered 1995-96.]

**GOVT 685 International Political Economy**

Spring. 4 credits. J. Kirshner.

An exploration into a range of contemporary theories and research topics in the field of international political economy. The seminar will cover different theoretical perspectives and a number of substantive problems.

**GOVT 686 International Strategy**

Spring. 4 credits. T. Christensen.

This seminar will analyze and compare national security strategies, including military doctrine, alliance policies, and foreign economic policy. We will examine how various factors—international structure, domestic politics, and leadership psychology—contribute to policy outcomes. We will study how different strategies act as stabilizing or destabilizing influences in the international system. We will examine how variation in the international distribution of power (e.g., bipolar, multipolar) affects both individual nation's policies and international stability more generally. Specific topics will include great power strategy, China's Cold War strategies, and factors for stability and instability in the post-Cold War world.

**[GOVT 687 International Environmental Policy]**

Not offered 1995-96.]

**[GOVT 688 Political Economy and National Security]**

4 credits. Not offered 1995-96.]

**[GOVT 689 International Security Politics]**  
4 credits. Not offered 1995-96.]

**GOVT 691 Normative Elements of International Relations**

Spring. 4 credits. H. Shue.

We examine selected normative elements of international affairs, divided into three interlocking clusters. First are issues about conflict, including both low-intensity military intervention and nuclear weapons. Second are questions about cooperation, especially between rich nations and poor nations. Third are debates about the authority and status of the major players in the international system: individual persons, nation-states, and international regimes. Questions include: Is the retention by some nations of nuclear weapons morally justified? Is the world economy unjust? Should national governments be pressured to respect individual human rights?

#### Independent Study

This course is *NOT* open to undergraduates. Undergraduates wishing to conduct supervised study should register for Government 499.

**GOVT 799 Independent Study**

Fall or spring. 4 credits.

Government 799 is a course of individualized readings and research for graduate students. Topics, readings, and writing requirements will be designed through consultation between the student and the instructor. Graduate students in government who are looking to use this as an option to fulfill their course requirements should check with their chairs to be certain that the program of study is acceptable for this purpose. Applications must be completed and signed by the instructor and by the chairs of their special committees. They are available from, and must be returned to, the graduate secretary in 125 McGraw Hall.

#### GREEK

See Department of Classics.

#### HEBREW

See Department of Near Eastern Studies.

#### HINDI-URDU

See Modern Languages and Linguistics.

#### HISTORY

I. Hull, chair, W. M. Pintner, graduate faculty representative; S. Blumin, director of undergraduate studies; G. C. Altschuler, D. A. Baugh, T. Borstelmann, S. Cochran, P. R. Dear, P. R. Hyams, J. J. John, C. Kammen, M. Kammen, S. L. Kaplan, N. Karwan Cutting, J. V. Koschmann, D. C. LaCapra, W. F. LaFeber, R. L. Moore, J. M. Najemy, M. B. Norton, G. Okihiro, C. Peterson, J. R. Piggott, R. Polenberg, W. B. Provine, M. Roldan, T. Shiraiishi, J. H. Silbey, G. Sreenivasan, M. Steinberg,

B. Strauss, D. Usner, M. Washington, R. Weil, J. H. Weiss, D. Wyatt

Emeritus: K. Biggerstaff, E. W. Fox, P. W. Gates, F. Somkin, B. Tierney, O. W. Wolters

The popularity of history among Cornell students is due to its usefulness as preparation for graduate, professional, or law school and for any career that requires critical thinking and good writing; the reputation of the faculty for scholarship, teaching, and advising; and most of all, the intrinsic interest of the discipline. A wide variety of introductory and advanced courses is offered. The department is particularly strong in ancient, medieval, and modern European history; in American, Latin American, and Asian history; and in the history of science.

#### The Major

To complete the history major, a student must fulfill the requirements listed below:

Entry requirement: completion of *any* two History courses excluding Freshman Writing Seminars.

1) Take history department courses totaling 40 credits and complete all these courses with a grade of C or better. (Courses taken for entry may count towards to 40 credits.)

2) Of the courses totaling 40 credits, take a minimum of:

- 16 credits outside of American history and
- 12 credits in history before 1800.

Courses used to fulfill Requirement (1) above may also be used to fulfill Requirement (3), in respect both to (a) and (b) if applicable. A course in American history before 1800 may be used to fulfill Requirement (3b). A course before 1800 in a field other than American history can be used toward fulfillment of both Requirements (3a) and (3b).

3) Of the courses totaling 40 credits, take at least one 400-level seminar.

#### Honors

The history department offers an honors program for students who wish to research and write a thesis during their senior year. In addition to writing a thesis, honors students must maintain a 3.5 average in their history courses, take the Honors Proseminar (History 400) plus an additional 400-level seminar, preferably during their junior year, and complete 44 credit hours in history. During the second term of sophomore year or early in junior year, interested students should speak to a faculty member or faculty adviser about the honors program.

Before the beginning of senior year, the candidate presents in conversation or in writing a thesis proposal to an appropriate member of the faculty of history. The faculty member who approves the proposal ordinarily becomes the thesis supervisor. If for any reason it is necessary to change supervisors, this arrangement should be confirmed no later than the fourth week after the beginning of the candidate's senior year.

Honors candidates should register in History 401, Honors Research, with their supervisors. Any exceptions to this must be approved by

the Honors Committee. History 401 is a 4-credit course that permits honors candidates to conduct research and to begin writing the honors essay. At the end of the first semester of the senior year, as part of the requirements for History 401, the student submits to the supervisor a ten-to-fifteen page overview, or, alternatively, a preliminary draft of some part of the thesis along with an outline of the whole and takes an oral examination on the broad field of history that the student has researched. The examination will be administered by a committee consisting of the student's supervisor and one other department member who will eventually serve as a reader of the thesis. The committee then recommends whether the student may proceed to enroll in History 402, Honors Thesis, during the final semester of the senior year. History 402 is a 4-credit course that permits honors candidates to complete the honors essay and to demonstrate their understanding of the ways in which the themes explored in the thesis fit into a larger historical context.

The completed thesis is evaluated by three readers, including the two faculty members who administered the preliminary oral examination.

The text of the honors essay may not exceed sixty pages except by permission of the chair of the honors committee and the student's supervisor. Two copies are due during the third or fourth week of April. In May each honors candidate is given an oral examination administered by the supervisor and the examination focuses on the specific issues of the essay as well as the broad field of history in which the student has conducted research (e.g., Periclean Athens, seventeenth-century science, nineteenth-century America).

To qualify for a bachelor of arts degree with honors in history, a student must (1) sustain at least a B+ cumulative average in all history courses and (2) earn at least a cum laude grade on the honors essay and on the oral examination.

**Cornell-in-Washington Program.** History majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

## Course Offerings

Comparative history

History of science

American history

Latin American history

African history

Asian history

Near Eastern history

Ancient European history

Medieval, Renaissance, and early modern European history

Modern European history

Honors and research courses

## Course Numbering System

100-level courses are very general introductory courses (like 151-152, 190-191) and freshman writing seminars.

200-249-level courses are similar to freshman writing seminars, except that there is greater emphasis on subject matter and less on writing.

250-299-level courses have no prerequisites and admit freshmen. They cover a relatively broad geographical area, period of time, or subject.

300-399-level courses may have specified prerequisites or deal with more-specialized subjects than do those numbered 250-299. Admission of freshmen varies from course to course and is indicated in the course descriptions.

400-499 are upper level undergraduate courses.

600-699 and 700-799 are graduate level courses.

## Comparative History

### **HIST 274 Foodways: A Social History of Food and Eating #**

Fall. 4 credits. S. L. Kaplan.

An interdisciplinary examination of the validity of the adage "man is what he eats." Among the topics: food and nutrition, food and social structure, the politics of food control, food and modernization, taste making, and food in religion and literature. Cases will be drawn widely across space and time, from Pharaoh's Egypt to the 1980s.

### **[HIST 360 Early Warfare, East and West #]**

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. C. Peterson.

A study of the principal modes of warfare found both in the East and the West from ancient times up to the eighteenth century. Tactical evolution and the impact of innovations are stressed, but attention is also paid to the general social and cultural background and the role of nonmilitary factors.]

### **[HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #]**

4 credits. M. Roldan, D. Usner. Not offered 1995-96. Next offered 1997-98.]

### **[HIST 380 Social History of Western Technology]**

4 credits. Not offered 1995-96. Next offered 1997-98. J. Weiss.

For description, see History of Science.]

### **[HIST 393 Images of Humanity in Medieval China (also Asian Studies 393) @ #]**

Fall. 4 credits. Prerequisite: any course on premodern China or Chinese religions, or permission. Not offered 1995-96. Next offered 1996-97. C. Peterson, J. R. McRae.

The middle period in China's history, essentially the T'ang and Sung dynasties, feature some of the highest achievements of Chinese civilization. These centuries (the seventh through the thirteenth) are distinguished by the exceptionally high levels of literature, art, religious and secular thought, and proto-scientific development, as well as by fundamental changes in state, society, and the economy. This seminar will explore the China of this age by examining the lives of several representative figures—a politician, a poet, a Buddhist monk, a Taoist priest, an emperor, an empress, a "detective" and others. The aim will be to reconstruct the inner and outer worlds of men and women perhaps not

so far removed from ourselves in their basic motivations and daily concerns.)

### **[HIST 405 Population and History #]**

4 credits. Open to sophomores. Not offered 1995-96. Next offered 1997-98. S. L. Kaplan.]

### **HIST 409 Seminar on Work in Europe and America #**

Fall. 4 credits. S. L. Kaplan.

A comparative study of the meaning of work in different societies from premodern times to the present. Emphasis on the "representations" of work of the actors themselves who worked, as well as of those who for various critical reasons did not work. The seminar will examine not only ideology but also the organization, practice, and physical place of work. It will explore theory as well as "cases," and draw on anthropological and sociological as well as historical materials.

### **HIST 432 The City in History: Europe and America #**

Spring. 4 credits. Prerequisite: permission of instructor. S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe and in modern Europe and America. Individual research projects.

### **[HIST 451 Lord and Peasant in Europe: A Seminar in Social History #]**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. Next offered 1997-98. S. L. Kaplan.]

### **HIST 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also Government 454) #**

Spring. 4 credits. Limited to 20 students. Prerequisite: permission of instructor. J. Najemy, M. Bernal.

For description, see Govt. 454.

## History of Science

### **HIST 281 Science in Western Civilization (also Science and Technology Studies 281) #**

Fall. 4 credits. History 281 is not a prerequisite to 282. P. R. Dear.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show science as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. 281 runs chronologically up to the death of Isaac Newton and focuses on the cultural traditions of Christian Europe and its selective appropriation of a Greek heritage.

### **HIST 282 Science in Western Civilization (also Science and Technology Studies 282) #**

Spring. 4 credits. History 281 is not a prerequisite to 282. P. R. Dear.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show science as a cultural phenomenon. Changing

perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. This course covers the eighteenth, nineteenth, and early twentieth centuries.

**HIST 287 Evolution (also Science and Technology Studies 287)**

Fall. W. Provine.  
For description, see BIO G 207.

**[HIST 380 Social History of Western Technology #]**

Spring. 4 credits. Not offered 1995-96.  
Next offered 1997-98. J. Weiss.

Studies in the interaction between technological changes and social changes in Western Europe and America since the eighteenth century. Readings and lectures will deal both with instances of social transformation that accompanied technological changes and with the role of technology in social thought and cultural expression. Special attention to three periods: Britain during the Industrial Revolution, America in the nineteenth century, and America during the Vietnam War.]

**HIST 415 Seminar in the History of Biology (also BioEs 467, BioSoc 447, S&TS 447)**

Fall. 4 credits. W. Provine.  
For description, see BIO ES 467.

**[HIST 465 Scientific Rhetoric in Historical Perspective (also Communication 465 and Science and Technology Studies 465)]**

Spring. 4 credits. No prerequisites. Not offered 1995-96. P. R. Dear,  
B. Lewenstein.

Exploration of the development of scientific discourse since the Scientific Revolution, with special emphasis on understanding the rhetorical purposes served by differing forms and techniques. Readings will include classics from Newton, Darwin, Einstein, and others, along with representative samples of more routine scientific communications. Students will prepare brief reports during the semester and a final term paper.]

**[HIST 680 Seminar in Historiographical Approaches to Science (also Science and Technology Studies 680)]**

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. P. R. Dear.  
Examines philosophical, sociological, and methodological dimensions of recent historiography of science.]

**HIST 682 Topics in the Scientific Revolution (also Science and Technology Studies 682)**

Fall. 4 credits. P. R. Dear.  
This is a graduate seminar devoted to investigation of recent scholarship and issues in sixteenth- and seventeenth-century European knowledge of nature. Students will be expected to produce a substantial paper focused on the study of primary source documents. The seminar will focus alternately on the study of recent historiography in selected areas, and an examination of primary source materials intended to critique and test those historiographical approaches. Topics will include: credibility and social status; the

academic environment; philosophy and court culture; the situated meaning of experiment.

**American History**

**[HIST 101 Introduction to American History (also American Studies 101) #]**

Fall. 3 credits. 101 is not a prerequisite to 102. Not offered 1995-96. Next offered 1996-97. G. Altschuler.

A survey of U. S. history designed to introduce students to major themes and interpretations. History 101 traces the origins and evolution of the nation through 1865. Topics include Puritanism, the American Revolution, the Constitution, Jacksonian democracy, and the Civil War.]

**[HIST 102 Introduction to American History (also American Studies 102) #]**

Spring. 3 credits. 101 is not a prerequisite to 102. Not offered 1995-96. Next offered 1996-97. G. Altschuler.

A survey of U.S. history designed to introduce students to major themes and interpretations. Covers the period from the Civil War to the present. Topics include the Reconstruction, the Gilded Age, the world wars, the 1960s, Vietnam, and Watergate.]

**HIST 208 The Era of Franklin D. Roosevelt**

Fall. 4 credits. Primarily for sophomores. Prerequisite: permission of instructor. R. Polenberg.

The impact of the Great Depression and World War II on American politics, law, and culture.

**[HIST 209 Political History of Indians in the United States #]**

4 credits. Not offered 1995-96. Next offered 1997-98. D. Usner.

**HIST 213 Asian American History (also Asian American Studies 213)**

Fall. 4 credits. G. Okihiro.

Comparative introductory history of Asian Indians, Chinese, Filipino, Japanese, and Koreans in the U.S. from about 1850 to World War II. Themes include U.S. expansionism in the Pacific, Asian migrant labor in Hawaii and the American West, the anti-Asian movement, and Asian resistance.

**[HIST 214 Seminar on American Foreign Policy]**

4 credits. Not offered 1995-96.  
W. Lateber.

**HIST 227 Historical Perspectives on Modern American Gender Roles (also Women's Studies 227)**

Fall. 4 credits. Limited to 20 students.  
Permission of instructor required.  
Intended primarily for sophomores.  
M. B. Norton.

A reading and discussion course. The class will begin by examining gender roles in the United States in the 1990s, looking at a variety of sources such as popular magazines and contemporary commentaries. We will then move backwards in time in an attempt to uncover the roots of current attitudes. The students will help determine which topics the class will investigate in detail.

**HIST 238 The Historical Development of Women as Professionals, 1800 to the Present (also American Studies 258, Women's Studies 238 and Human Development and Family Studies 258)**

Spring. 3 credits. J. Brumberg.  
For description, see HDFS 258.

**[HIST 273 Women in American Society, Past and Present (also Women's Studies 273) #]**

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. M. B. Norton.

A survey of women's experiences in America from the seventeenth century to the present. Among the topics to be discussed are women's familial roles, the changing nature of household work, the women's rights movement, employment of women outside the home, racial and ethnic differences in women's experiences, and contemporary feminism.]

**HIST 276 American Indian History, 1500-1850 #**

Fall. 4 credits. D. Usner.

A survey of North American Indian history from the sixteenth century to the mid-nineteenth century. Relations between Indian nations and with European colonies will be explored. Different cultural groups and cross-cultural encounters will be compared, with emphasis on resistance and adaptation to European colonialism. The formative years of U.S. Indian policy and the experiences of Indian people through the removal era will receive close attention.

**HIST 277 American Indian History since 1850**

Spring. 4 credits. D. Usner.

A historical study of American Indians in the United States and Canada from the mid-nineteenth century to the present. The active and complex role played by Indian people in their responses to government policies and to socioeconomic changes will be emphasized. Challenges faced and initiatives taken by Indians will be traced from the early reservation years to the current era of self-determination. Cultural change and continuity within Indian communities will be closely examined.

**[HIST 303 African-American Women in Slavery and Freedom (also Women's Studies 307)]**

4 credits. Not open to freshmen. Not offered 1995-96. Next offered 1996-97.  
M. Washington.

Historical exploration of African-American women from a sociopolitical perspective. Topics include women in Africa, slavery and freedom, sexuality, labor, the family, feminism, and racism.]

**HIST 304 American Culture in Historical Perspective, 1880-1980 (also Amer. St. 304)**

Fall. 4 credits. M. Kammen.

An introduction to American Studies and the study of American culture. Emphasis upon relationships between mass culture, popular culture, and high culture; and on the question of American exceptionalism (distinctiveness). Special attention also to the situation of subcultures and regions, to the changing role of entertainment in relation to leisure, the media, ethnicity (pluralism), the decorative and popular arts.

**[HIST 309 The U.S. and the Third World]**

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. T. Borstelmann.  
This course examines the development of American relations with Asia, Africa, Latin America, and the Middle East, with particular emphasis on the post-World War II period. Connections between domestic factors in the United States and American foreign policy will be emphasized.]

**[HIST 311 The Structure of American Political History #]**

Fall. 4 credits. Not offered 1995-96. Next offered 1998-99. J. Silbey.

Examines the course of American politics from the eighteenth century to the Gilded Age, focusing on the development of American political culture, nature of decision making, popular and legislative voting behavior, and the role of interest groups, political parties, and political elites in shaping our political history.]

**[HIST 312 The Structure of American Political History]**

Spring. 4 credits. Not offered 1995-96. Next offered 1998-99. J. Silbey.

Examines the course of American politics from 1865 to the present, focusing on the nature of decision making, popular and legislative voting, behavior, and the role of interest groups, political parties, and political elites in shaping our political history.]

**HIST 313 U.S. Foreign Relations, 1750-1912 #**

Fall. 4 credits. Open to freshmen with permission of instructor. W. LaFeber.

Examines policy and policymakers from Benjamin Franklin to Woodrow Wilson. Emphasis is placed on domestic events that shaped foreign policy. In conjunction with Hist. 313, a special course for discussion and guided research will be offered.

**HIST 314 History of American Foreign Policy, 1912 to the Present**

Spring. 4 credits. T. Borstelmann.

Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policymakers (Wilson through Clinton). Important themes include the American response to a revolutionary world since 1912, the role of American racial views in the making of foreign policy, and the increasingly dominant role of the president in the making of U. S. foreign policy.

**HIST 316 American Political Thought: From Madison to Malcolm X (also Government 366)**

Spring. 4 credits. I. Kramnick.  
For description, see GOVT 366.

**[HIST 318 American Constitutional Development]**

4 credits. Not offered 1995-96. Next offered 1997-98. R. Polenberg.

Major issues in constitutional history. Topics include: the drafting of the Constitution; the Bill of Rights; the Marshall era; the crises caused by slavery and emancipation; the rise of substantive due process; Holmes, Brandeis, and freedom of speech; the Roosevelt "revolution"; civil liberties and civil rights in modern America; the right of privacy; the contemporary Supreme Court.]

**[HIST 319 The Frontier in American Thought and Culture]**

4 credits. Not offered 1995-96. Next offered 1996-97. D. Usner.

As a kind of place and a cluster of symbols, the West has deeply influenced ideology and intellectual life in the United States. Using fiction, art, popular culture, and social sciences as primary texts, this course examines how concepts about race and class, society and environment, national destiny and development were fused into various forms of a frontier mythology.]

**HIST 321 Colonial North America to 1763 #**

Fall. 4 credits. M. B. Norton.

A survey of European settlement in North America and the Caribbean, emphasizing the interactions of Europeans, Indians, and Africans; economic development; gender relations; religious and political change; and the impact on the colonies of internal and external conflicts.

**HIST 325 Age of the American Revolution, 1763-1815 #**

Spring. 4 credits. M. B. Norton.

An examination of the process by which the thirteen English colonies became an independent and united nation, with emphasis on political thought and practice, social and economic change, and cultural development. Attention will be paid to the impact of the American Revolution on women, Blacks, and Indians as well as on white males.

**[HIST 327 American Frontier History Before 1850 #]**

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. D. Usner.

An overview of European exploration and colonization in North America, life on different colonial-Indian frontiers, and territorial expansion by the United States. Topics include the ideological and material frameworks of expansionism, the political and social dimensions of interethnic and imperial rivalry, and the formation of U.S. Indian and land policies. Themes of human migration, commercial development, and environmental change are emphasized.]

**[HIST 328 American Frontier History: The West since 1850]**

Spring. 4 credits. Plus sections. Not offered 1995-96. Next offered 1996-97. D. Usner.

An examination of the American West, both as place and myth, from the mid-nineteenth century to the present. Conquest of Indian territories, class and ethnic struggles, frontier ideology, and western politics are among the topics. The course comparatively studies agricultural, mining, and other frontier societies. The role of government and science in transforming western environments is closely explored, toward an understanding of recent farm, energy, and other land-use policies in the West.]

**[HIST 330 The Age of Jackson, 1815-1850 (also Amer. St. 330) #]**

4 credits. Not offered 1995-96. Next offered 1996-97. J. Silbey.]

**[HIST 331 The American Civil War and Reconstruction 1850-1877 (also Amer. St. 331) #]**

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. J. Silbey.

An analysis of the factors leading up to the breakup of the Union, the impact of the war

in North and South, and the problems of restoration and reconstruction of the seceded states.]

**[HIST 332 The Urbanization of American Society: 1600-1860 (also Amer. St. 332) #]**

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from a rural to a rapidly urbanizing society and culture, from the first European settlements to the era of the Civil War. It is also a history of the city itself, as a human community, and as a crucible of cultural contact and change.]

**[HIST 333 The Urbanization of American Society: 1860-2000 (also Amer. St. 333)]**

Spring. 4 credits. 332 is not a prerequisite to 333. Not offered 1995-96. Next offered 1997-98. S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from the urbanizing society and culture of the mid-nineteenth century to the thoroughly metropolitan nation of the present (and near future). It is also a history of the city itself, as a human community, a crucible of cultural contact and change, and a focus of public policy.]

**[HIST 335 African-American History from Slavery to Freedom #]**

Fall. 4 credits. Not open to freshman. Not offered 1995-96. Next offered 1996-97. M. Washington.

Introductory course on African-Americans from 1619 to 1865. Emphasis will be on life in bondage, the free black communities, and racism. Other topics include African cultural heritage, the slave trade, religion, the family, and the black freedom struggle.]

**[HIST 336 The American Ethos of Entrepreneurialism: Capitalism and Society in Developing America, 1607-1877 (also Amer. St. 336) #]**

Fall. 4 credits. Not offered 1995-96. Next offered 1998-99. S. Blumin.

An examination of American society in the context of capitalist development, and of capitalism as a social phenomenon. The transformation of pre-industrial colonies into an industrializing nation; the development of social classes; the emerging ethos of free enterprise.]

**[HIST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840-2000 (also Amer. St. 337)]**

Spring. 4 credits. S. Blumin.

An examination of American society in the context of capitalist development and of capitalism as a social phenomenon. The rise of corporate capitalism; class, "mass", and the ethos of enterprise in twentieth-century American society.

**[HIST 340 Recent American History, 1929-1960]**

Fall. 4 credits. Prerequisite: Not open to freshmen. Not offered 1995-96. Next offered 1996-97. R. Polenberg.

Topics include radicalism and reform in the New Deal; Franklin Roosevelt and World War II; the Holocaust and the atomic age; the Cold War and civil liberties; individualism and conformity in the 1950s.]

**[HIST 341 Recent American History, 1960 to the Present]**

Spring. 4 credits. Not open to freshmen. Not offered 1995–96. Next offered 1996–97. R. Polenberg.

Topics include the Supreme Court and civil rights; Kennedy, Johnson, and social reform; the Vietnam War and Watergate; the Carter, Reagan, and Bush presidencies; and class, race, and ethnicity in modern America.]

**HIST 345 The Intellectual and Cultural Life of Nineteenth-Century Americans (also Amer. St. 345 and Religious Studies 345) #**

Fall. 4 credits. R. L. Moore.

An examination of the development of cultural and intellectual diversity in the United States. Particular emphasis will be placed on religious pluralism.

**HIST 346 The Modernization of the American Mind (also Amer. St. 346)**

Spring. 4 credits. R. L. Moore.

American thought and culture from 1890 to the present. Emphasizes the intellectual impact of major political and economic events and the adaptation of social ideas and values to new conditions.

**[HIST 359 American Families in Historical Perspective (also Amer. St. 359, HDFS 359 and Women's Studies 357)]**

Spring. 3 credits. Prerequisite: HDFS 150 or one 200-level social science or history course. S-U grades optional. Human ecology students must register for HDFS 359. Not offered 1995–96. J. Brumberg. For description, see HDFS 359.]

**[HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #]**

4 credits. Not offered 1995–96. Next offered 1996–97. M. Roldan, D. Usner.]

**[HIST 375 The African-American Workers, 1865–1910: The Rural and Urban Experience (also ILRCB 385) #]**

3 credits. Prerequisite: juniors and seniors, or permission of instructor. Not offered 1995–96. N. Salvatore.

For description, see ILRCB 385.]

**[HIST 376 The African-American Workers, 1910–the present: Race, Work, and the City]**

Not offered 1995–96. N. Salvatore.

For description, see ILRCB 386.]

**[HIST 411 Undergraduate Seminar in American Political History]**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995–96. Next offered 1996–97. J. Silbey.]

**HIST 412 Undergraduate Seminar in Asian American History (also Asian American Studies 412)**

Spring. 4 credits. G. Okihiro.

A reading and research seminar that will cover various topics in Asian American history.

**HIST 414 Motivations of American Foreign Policy**

Fall. 4 credits. Prerequisite: Permission of instructor. W. LaFeber.

Topic to be announced.

**[HIST 418 Undergraduate Seminar in the History of the American South]**

4 credits. Not offered 1995–96. Next offered 1996–97. J. Silbey.]

**[HIST 419 Seminar in American Social History (also American Studies 419)]**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995–96. Next offered 1996–97. S. Blumin.]

**HIST 421 Cultural Stratification in Historical Perspective**

Spring. 4 credits. Prerequisite: permission of instructor. M. Kammen.

The emergence of popular, middlebrow, and mass culture, along with the discourse among cultural critics concerning all three in relation to traditional high culture. The underlying context will concern the changing uses of leisure in twentieth-century America and conflicting attitudes toward cultural taste-levels in a democratic society.

**HIST 426 Undergraduate Seminar in Early American History (also Women's Studies 426) #**

Spring. 4 credits. M. B. Norton.

1996 topic: Witchcraft in Early Modern England and America.

**[HIST 428 Undergraduate Seminar in American Frontier History #]**

4 credits. Not offered 1995–96. Next offered 1997–98. D. Usner.]

**HIST 429 Undergraduate Seminar in Indians of Eastern North America #**

Fall. 4 credits. D. Usner.

A seminar examining the history of Native Americans in the eastern woodlands from colonial times to the present. The cultural and economic participation of Indians in the evolution of frontier societies will be examined. Major topics include fur-trade networks, political relations, removal, and the persistence of Indian communities in eastern states.

**HIST 432 The City in History: Europe and America #**

Spring. 4 credits. Prerequisite: permission of instructor. S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe, and in modern Europe and America. Individual research projects.

**HIST 440 Undergraduate Seminar in Recent American History**

Fall. 4 credits. Prerequisite: permission of instructor. R. Polenberg.

Topic: Freedom of Speech, Censorship, and the Supreme Court.

**HIST 442 Religion and Politics in American History: From J. Winthrop to R. Reed (also American Studies 442 and Religious Studies 442)**

Fall. 4 credits. R. L. Moore.

This course is intended to provide a historical background for understanding contemporary debates about church/state controversy in American politics. Permission of the instructor is required to enroll.

**HIST 458 Female Adolescence in Historical Perspective (also Women's Studies 438 and Human Development and Family Studies 417) #**

Spring. 3 credits. J. Brumberg.

For description, see HDFS 417.

**HIST 484 Seminar in the History of American Labor: Race, Work, and the City (also ILR 304)**

Fall. 4 credits. Open to juniors and seniors only with the permission of the instructor. N. Salvatore.

For description, see ILRCB 304.

**HIST 486 Seminar on the 1960s**

Spring. 4 credits. T. Borstelmann.

This course will explore the issues and developments of the most turbulent and significant decade in recent U.S. history. Major topics will include the civil rights movement, the Kennedy and Johnson administrations, the Vietnam War, the anti-war movement, the counterculture, the women's liberation movement, the media, and the Nixon administration. A substantial research paper will be required.

**HIST 500 Undergraduate Research Seminar (also American Studies 500)**

Fall and spring. 8 credits each term. J. Silbey and others.

Offered in Cornell-in-Washington Program. An intensive research and writing experience utilizing the extensive resources of Washington, D.C.

**HIST 521 Seminar in American Cultural Studies (also American Studies 521)**

Fall. 4 credits. M. Kammen.

The focus will be the relationship between government and culture in historical perspective. After three contextual sessions devoted to 19th-century background, we will mainly be concerned with the period from the 1930s to the present. Several comparative sessions will be devoted to government as a patron of culture in other societies. A research paper is required.

**[HIST 608 African-American Women]**

4 credits. Prerequisite: permission of instructor. Not offered 1995–96. Next offered 1996–97. M. Washington.

A reading and discussion topics seminar focusing on the experiences of African-American women in nineteenth-century America, including the Caribbean. Topics include women and labor, abolitionism, women's rights, sexuality and race relations, education and racial uplift, black women's literature, marriage and family.]

**[HIST 610 Afro-American Historiography]**

Fall. 4 credits. Not offered 1995–96. Next offered 1996–97. M. Washington.

Reading and discussion course focusing on the way historians write and interpret the Black experience in America. Students will be concerned with individual historians, various schools of thought, and historical approaches.]

**HIST 613 Seminar on American Diplomatic History**

Fall. 4 credits. T. Borstelmann.

A reading and research seminar in twentieth-century American diplomatic history, emphasizing the Cold War period. Discussion will focus on interpretive approaches to U.S. foreign policy and on U.S. relations with the Third World since 1945. A research paper is required.

**[HIST 617 Seminar in American Cultural History]**

4 credits. Not offered 1995–96.

Semester/TBA. R. L. Moore.

A reading and research seminar covering selected topics in nineteenth-century America.]

**HIST 618 Seminar in American Cultural History**

Spring. 4 credits. R. L. Moore.

A reading and research seminar covering selected topics in nineteenth-century America. Topic for 1996: American Pragmatism.

**[HIST 620 Seminar in American History**

4 credits. Not offered 1995-96.

M. Kammen.]

**[HIST 621 Graduate Seminar in American History**

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. M. Kammen.

The focus of this year's seminar is the historian's vocation viewed in historical perspective. Members will read primary and secondary texts (including biographies and autobiographical essays) in an effort to comprehend historical knowledge as a defining experience for individuals, communities, ethnic groups, and nations. Some European but mainly American materials will be used.]

**HIST 624 Graduate Seminar in American Indian History**

Spring. 4 credits. D. Usner.

Major works in historiography are discussed, emphasizing their relationship to social science methods and theories and to other areas of American history. A research paper is required.

**[HIST 626 Graduate Seminar in the History of American Women (also Women's Studies 626)]**

Spring. 4 credits. Not offered 1995-96.

Next offered 1996-97. M. B. Norton.

A reading and research seminar intended primarily for graduate students. Major works in American women's history will be carefully scrutinized, and each student will prepare a lengthy research paper.]

**[HIST 627 Graduate Seminar in Early American History**

4 credits. Not offered 1995-96. Next offered 1996-97. M. B. Norton.]

**[HIST 633 Seminar in Nineteenth-Century American History**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. Next offered 1996-97. J. Silbey.]

**[HIST 634 Seminar in Nineteenth-Century American History**

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. J. Silbey.

A research seminar intended primarily for graduate students exploring society, culture, and politics of the United States between 1815 and 1896.]

**[HIST 640 Graduate Seminar in Recent American History**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. Next offered 1996-97. R. Polenberg.]

**HIST 683 Seminar in American Labor History**

Spring.

For description, see ILRCB 783.

**[HIST 710 Colloquium in American History**

Spring. 4 credits. Required of all first-year American history graduate students. Not offered 1995-96. Next offered 1996-97. M. Kammen.

Examination of the major approaches, periods, issues, and modes of interpreting American

history. Readings include recent "classics" of American scholarship from diverse subfields and genres.]

**Latin American History****HIST 295 Colonial Latin America @ #**

Fall. 4 credits. M. Roldan.

Survey of Latin America from the rise of pre-Columbian civilizations through the European conquest, the establishment of the Spanish and Portuguese colonial societies, imperial rivalries in the New World, the background of the independence movements, and the achievement of political independence.

**HIST 296 Latin America in the Modern Age @**

Spring. 4 credits. M. Roldan.

Survey of the Latin American nations from independence to the present. Major themes include the persistence of neocolonial economic and social institutions, the development of nationalist and populist politics, revolutionary movements of the twentieth century, and United States-Latin American relations.

**HIST 347 Agrarian Societies in Latin American History @ #**

Spring. 4 credits. T. Holloway.

The development of rural patterns of wealth, status, and power, focusing on the role of country people in the larger society. Topics include disruption of the conquest, evolution from encomienda to hacienda, rise of plantation agriculture and export enclaves, decline of Indian communities, peasant protest, and land reform and development programs of the recent past.

**[HIST 348 Contemporary Brazil @**

Spring. 4 credits. Not offered 1995-96.

Next offered 1996-97. T. Holloway.

With some historical background, the course focuses on the twentieth century. Topics include the import-substituting growth model, contradictions leading to military rule 1964-1985, transition to competitive politics, debt, ecology, regional and social disparities. Some comparisons are made to other Latin American countries.]

**[HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #**

4 credits. Not offered 1995-96. Next offered 1997-98. M. Roldan and D. Usner.]

**[HIST 424 Art and Politics in Twentieth-Century Latin America @**

Fall. 4 credits. Prerequisite: permission of the instructor. (History 296 suggested.) Not offered 1995-96. Next offered 1996-97. M. Roldan.

This seminar will examine the intersection of art and politics in Latin America and the role of both in constructing culture, ideology, and national/personal identity from the period of the Mexican Revolution through the military dictatorships of the late twentieth century. Topics will include the Mexican muralists and the Revolution (but including Frida Kahlo) working class and immigrant culture in Argentina and the tango; samba as a vehicle for social and political protest in Brazil; the (re) construction of gender and political self in the writings of Latin American women in exile; and the inscription of violence on public spaces and private bodies through graffiti and torture in the late twentieth century.]

**HIST 445 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America, 1880-1950 (also History 645)**

Spring. 4 credits. Prerequisites: History 295 and/or 296 suggested. Permission of instructor required. Enrollment limited to 15. M. Roldan.

The growth of industry and commerce in Latin American cities attracted migrants and European immigrants (many of them young women) in search of economic opportunity and freedom from the restrictions of rural society. The "invasion" of a once elite-dominated urban space by individuals of mixed ethnic or low status, and the rise of an industrial working class spurred debate about the rights and duties of "citizens" and the limits of participation in urban political and economic life. Ambivalence over the dangers and pleasures of urban culture were frequently expressed through the double trope of the prostitute/patriot—one symbolizing corruption and moral decadence and the other statesmanship and scientific progress. The course examines changing notions of the private/public dichotomy, the policies devised to regulate people's sexuality and behavior and popular participation in urban and national life.

**HIST 449 Race and Class in Latin American History**

Fall. 4 credits. Prerequisite: permission of instructor. T. Holloway.

This seminar focuses on ethnic interaction and class formation in the historical development of Latin American societies considering the roles of Native Americans, Europeans, and Africans. Each unit will be approached as an analysis of the historical origins of contemporary patterns, and comparisons will be made among units, in a search for underlying and overarching themes.

**HIST 470 Violence, Nation, Myth: The Americas (1770-1940) (also English 464 and Society for Humanities 470)**

Fall. 4 credits. M. Roldan and S. Samuels. *Marcham Seminar*. This course considers the concept of violence in two different cultural contexts (the United States and Latin America) and from a range of perspectives: historical, literary, theoretical, and political. A central assumption is that violence has played a critical role in shaping discourses about the nation, everyday life, individual identity, and citizenship in the Americas. To explore how violence has been deployed as a cultural, political, and literary strategy we will focus on a variety of historical moments and dramas. For instance, we will examine the intersection of domestic and national violence, the relationship between violence and myth, and the significance of frontiers, borders, and marginality as these are contested in struggles over such issues as slavery, family violence, transnational migration, and sexual, racial, or ethnic identity. The course's temporal focus encompasses the period between the Wars of Independence and the early twentieth century. Readings may include Samiento, Jose Eustacio Rivera, James Fenimore Cooper, Lippard.

**[HIST 475 Bandits, Deviants, and Rebels in Latin America @**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. M. Roldan.]

**HIST 645 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America 1880–1950 (also History 445)**  
 Spring. 4 credits. M. Roldan.  
 For description, see History 445.

**HIST 649 Seminar in Latin American History**  
 Spring. T. Holloway. 4 credits.

### African History

**[HIST 390 Southern African History @ #]**  
 4 credits. Not offered 1995–96. Next offered 1996–97. G. Okihiro.

Southern African history from foundations to union, or from the earliest human inhabitants to 1910. Major themes will include the peopling of southern Africa, interaction and change among the San, Khoikhoi, and Bantu-speaking peoples, the arrival and expansion of Europeans, African state systems, and the economic transformation of the 1870s and 80s leading to the South African war and union.]

### Asian History

**HIST 190 Introduction to Asian Civilizations @ #**

Spring. 4 credits. D. Wyatt,  
 C. A. Peterson.

An introduction to the distinctive cultures of China, India, Japan, and Southeast Asia that features an intensive examination of selected topics and periods of particular significance in the history of each.

**HIST 191 Introduction to Modern Asian History @**

Fall. 4 credits. S. Cochran, T. Shiraishi.  
 The history of Asia-Pacific from the nineteenth century to the present, focusing on relations of China, Japan, and Southeast Asia with each other and with the West.

**HIST 243 China and the West before Imperialism @ #**

3 credits. Open to freshmen and sophomores. Prerequisite: permission of instructor. Limited to 15 students. Not offered 1995–96. Next offered 1997–98. C. A. Peterson.]

**HIST 293 History of China up to Modern Times @ #**

Fall. 4 credits. C. A. Peterson.

A survey of the principal developments in the history of China from the earliest times to the eighteenth century that also undertakes a topical introduction to Chinese culture and civilization, in part by the use of visual materials.

**HIST 294 History of China in Modern Times @ #**

Spring. 4 credits. S. Cochran.

A survey that concentrates on the rise of the last imperial dynasty in the seventeenth and eighteenth centuries, the upheavals resulting from domestic rebellions and foreign imperialism in the nineteenth century, and the twentieth-century efforts to achieve social mobilization, political unity, and commercial expansion.

**[HIST 297 Premodern Japan: Historical Perspectives @ #]**

Fall. 4 credits. Not offered 1995–96. Next offered 1996–97. J. Piggott.

This course explores the premodern civilization of Japan from a variety of historical perspectives. A textbook, readings from primary sources and literature and several

historical essays will be assigned. Students gain familiarity with the high points of premodern Japanese history and consider a number of comparative questions about Japan's premodern evolution compared with that of other parts of the world. (Graduate students should enroll in History 497. They will attend the lectures of History 297 and participate in their own colloquium.)

**[HIST 298 State, Society, and Culture in Modern Japan @ #]**

Spring. 4 credits. Not offered 1995–96.

Next offered 1996–97. J. V. Koschmann. A survey of Japan from the mid-eighteenth century to the present, with special attention to changing configurations of institutional structure, knowledge, action, and conceptions of history. Japanese works in translation will be read and discussed in addition to secondary sources.]

**[HIST 322 Warrior Government and Culture in Medieval Japan @ #]**

Spring. 4 credits. Not offered 1995–96.

Next offered 1996–97. J. Piggott. This course traces warrior institutions and culture from the Heian period (794–1185) through the medieval ages. The story of warrior development opens a broad window into premodern society. Students will read a variety of original sources in translation as well as analytical essays. Preliminary consultation with the instructor is advised.]

**[HIST 326 From Medieval to Early Modern in Japan @ #]**

4 credits. Not offered 1995–96. Next offered 1997–98. J. Piggott.]

**HIST 343 Gandhi and Nonviolence (offered jointly with Peace Studies and the South Asia Program)**

Fall. 4 credits. V. Prashad.

The century ends in cynicism and anger as we frustrate ourselves more and more with the violence of Bosnia, Somalia, and Patterson (New Jersey). This course will attempt to reintroduce the dynamic of freedom to our present and future through a close analysis of the ideas and works of Mohandas Karamchand Gandhi (1869–1948). We will study four important protests (South Africa in 1913, Kheda in 1918–19, Dandi march in 1930 and the Harijan movement after 1932) as well as the impact of Gandhianism in the Civil Rights movement. The class will attempt to reconstruct a form of Gandhianism which is not anachronistic (the final project will be an elaboration of Gandhi's basic concepts (such as nonviolence, passive resistance, civilization, etc.) for the next century. Graduate students should sign up for this course through History 703. Lectures and discussion. A midterm exam, a final project, and a writing assignment during the term.

**[HIST 352 The Past as Prelude? Japan in Asia, Germany in Europe (also Government 396) @ #]**

Fall. 4 credits. Not offered 1995–96. Next offered 1997–98. Katzenstein, Koschmann, Shiraishi.

As capitalist "late developers" that turned to fascism and militarism, were defeated and occupied by the Allies after World War II, and grew rapidly into affluent democracies in the postwar era, Germany and Japan have also both come to assume problematical positions of economic leadership among former enemies in Europe and Asia. By investigating, in parallel, the history and current circumstances of each nation's interaction with its

neighbors, the course poses timely questions related to national identity, political and economic conflicts, and regionalism in changing international environments.]

**[HIST 360 Early Warfare, East and West @ #]**

Spring. 4 credits. Not offered 1995–96. C. A. Peterson.

For description see Comparative History.]

**HIST 382 Empire and Imperiled States: South Asia (offered jointly with the South Asia Program)**

Fall. 4 credits. V. Prashad.

Rather than learn South Asian history in a vacuum, this course will attempt to pose the problem of South Asia through a consideration of modern world history. We will study the emergence of Imperialism through the creation of plantations and centralized economies in Europe as well as through the production of colonial regimes in Africa, Asia, and the Caribbean. The course will spend considerable time on anti-colonial movements and on the emergence of the concept of "Third World." Readings will focus on South Asia (except for Fanon and C. L. R. James) while the lectures will be comparative and theoretical. This class does not presuppose any knowledge of South Asia.

**[HIST 393 Images of Humanity in Medieval China (also Asian St. 393) @ #]**

Fall. 4 credits. Permission required. Not offered 1995–96. C. A. Peterson,

J. R. McRae.

For description see Comparative History.]

**HIST 395 Southeast Asia to the Eighteenth Century @ #**

Fall. 4 credits. D. Wyatt.

A survey of the earlier history of Southeast Asia, concentrating particularly on regional movements of economic, social, cultural, and political change and using, to the extent possible, readings in primary sources.

**HIST 396 Southeast Asian History from the Eighteenth Century @ #**

Spring. 4 credits. T. Shiraishi.

A survey of the modern history of Southeast Asia with special attention to the formation of modern states (colonial as well as national), changing economic and social structure, and consciousness. Primary texts will be read in translation whenever feasible.

**[HIST 420 Japan in the Year 1000: The Tale of Genji in Historical Perspective @ #]**

Fall. 4 credits. Not offered 1995–96. Next offered 1996–97. J. Piggott.

The tale of Genji is a classic of premodern Japanese literature that provides readers a broad view into Japan's courtly society at a time when many of the elements of Japan's classical tradition were taking form. Additional primary source readings and secondary sources provide insight into the countryside beyond the capital as well. Previous study of premodern Japan is advised.]

**[HIST 448 Gender and Family in Classical Japan @ #]**

Fall. 4 credits. Not offered 1995–96. Next offered 1997–98. J. Piggott.

An inquiry into structures of family and gender from the eighth to the fourteenth centuries. Themes will include kinship and family, state formation, and gender construction, and those interested in these themes in comparative perspective are invited to enroll.

"Breadth" reading, primary source materials, and comparative reading placing Japan in an East Asian context will be assigned. Previous study of some aspect of premodern Japan is recommended.]

**[HIST 460 Seminar in Islamic History: Muhammad and the Rise of Islam (also Near Eastern Studies 418 and Religious Studies 418) @ #**

4 credits. D. Powers. Not offered 1995-96.

For description, see NES 418.]

**[HIST 466 The Taiheiki: A Japanese Epic as History and Literature (also Society for the Humanities 426) @ #**

4 credits. Not offered 1995-96. Next offered 1997-98. J. Piggott.]

**[HIST 489 Undergraduate Seminar in Modern Japanese History @**

Spring. 4 credits. Prerequisites: History 298 or equivalent, and permission of instructor. Not offered 1995-96. Next offered 1997-98. J. V. Koschmann.]

**HIST 492 Undergraduate Seminar in Medieval Chinese History @ #**

Spring. 4 credits. Prerequisite: History 293, 360, or permission of instructor. C. A. Peterson.

Topic for spring 1996: Problems in the military history of Eurasia.

**HIST 493 Problems in Modern Chinese History (also History 493) @**

Fall. 4 credits. Prerequisite: History 294 or permission of instructor. S. Cochran.

Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.

**[HIST 494 The Japanese in Asia @**

4 credits. Not offered 1995-96. Next offered 1996-97. J. V. Koschmann.

Japanese perceptions of Asia and Japan's economic, cultural, and political relations with the countries of East and Southeast Asia since the nineteenth century.]

**[HIST 495 Japanese Kingship in Comparative Perspective: Premodern East Asia @ #**

4 credits. Not offered 1995-96. Next offered 1997-98. J. Piggott.]

**[HIST 497 Colloquium in Premodern Japanese History @ #**

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. J. Piggott.

Explores the premodern civilization of Japan from a variety of historical perspectives. Students will attend History 297 lectures and participate in a special weekly colloquium.]

**HIST 499 Problems in Modern Chinese History (also History 694) @**

Spring. 4 credits. Prerequisite: History 294 or permission of instructor.

S. Cochran.

This course gives each student an opportunity to select one research topic and work on it throughout the semester. Knowledge of Chinese is not required, but background in Chinese studies is needed.

**[HIST 609 Modern Japanese Studies: The Formation of the Field in History and Literature (also Asian Studies 609)**

4 credits. Not offered 1995-96. Next offered 1996-97. J. V. Koschmann and B. DeBarry.

The course will provide both a historical introduction to and critical analysis of the constitution of modern Japan studies as a "field" of postwar academic inquiry. While reading texts particularly influential in the early and contemporary formation of the field, we will consider such questions as the domestic and international contexts in which Japanese studies has been institutionalized and maintained, and the relationship between "Japan" as object of area studies discourse and "Japan" as represented in American journalism, popular culture, and politics. Interdisciplinary and team-taught, the course will aim to introduce students to a range of methodologies and approaches developed in historical and critical works, problematizing assumptions in each case. Possibilities for cross-disciplinary research (along lines recently undertaken in areas such as feminist criticism and cultural studies, for example), will also be explored.]

**HIST 691 Chinese Historiography and Source Materials**

Fall. 4 credits. Prerequisite: permission of instructor. C. Peterson.

**HIST 693 Problems in Modern Chinese History (also History 493)**

Fall. 4 credits. Prerequisite: permission of instructor. S. Cochran.

Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.

**HIST 694 Problems in Modern Chinese History (also History 499)**

Spring. 4 credits. Prerequisite: permission of instructor. S. Cochran.

**HIST 695 Early Southeast Asia: Graduate Proseminar**

Fall. 4 credits. D. Wyatt.

Introduction to the history of Southeast Asia for graduate students. Students will be expected to attend the lectures and complete the readings for History 395, and they will meet separately as a group to further explore selected topics.

**HIST 696 Modern Southeast Asia: Graduate Proseminar**

Spring. 4 credits. T. Shiraishi.

Introduction to the modern history of Southeast Asia for graduate students. Students will be expected to attend the lectures and complete the readings for History 396, and they will meet separately as a group to further explore selected topics.

**HIST 792 Seminar in Medieval Chinese History**

Spring. 4 credits. Prerequisite: permission of instructor. C. A. Peterson.

**HIST 795 Seminar in Modern Southeast Asian History**

Fall. 4 credits. Permission of the instructor. T. Shiraishi.

The seminar topically examines nineteenth- and twentieth-century Southeast Asian history. Organizational meeting on Thursday, 2:30-4:00 in the first week. The most likely topic for 1995 will be War and Revolution in the 1940s.

**HIST 796 Seminar in Southeast Asian History**

Spring. 4 credits. Prerequisite: reading knowledge of relevant languages.

D. Wyatt.

**[HIST 797 Seminar in Japanese Thought**

4 credits. Prerequisite: reading knowledge of Japanese. Not offered 1995-96. Next offered 1997-98. J. V. Koschmann.]

**Near Eastern History**

**[HIST 248 Islamic History: 1258-1914 (also NES 258 and Religious Studies 258) @ #**

Spring. 3 credits. Not offered 1995-96. L. Peirce.

For description, see NES 258.]

**HIST 254 Islamic History: 600-1258 (also NES 257 and Religious Studies 257) @ #**

Fall. 3 credits. D. Powers.

For description, see NES 257.]

**[HIST 317 Politics and Culture in Late Medieval Central Asia and the Near East @ #**

L. Peirce. Not offered 1995-96.

For description, see NES 353.]

**[HIST 372 Introduction to Islamic Law (also HIST 652, NES 651, REL ST 350) @ #**

Not offered 1995-96.

For description, see NES 351.]

**[HIST 437 Sexuality, Society, and the State in the Near East (also NES 456, NES 657, HIST 657 and Women's Studies 455, Women's Studies 655) @ #**

Spring. 4 credits. Not offered 1995-96. L. Peirce.

For description, see NES 456.]

**[HIST 446 Ottoman History, 1300-1923 (also NES 458)**

Fall. 4 credits. Not offered 1995-96.

L. Peirce.

For description, see NES 458.]

**HIST 461 Seminar in Islamic History 600-750 (also History 671, Near Eastern Studies 451 and 650, and Religious Studies)**

Spring. 4 credits. D. Powers.

For description, see NES 451.]

**HIST 671 Seminar in Islamic History (also History 461, Near Eastern Studies 451, and 650, and Religious Studies)**

Spring. 4 credits. D. Powers.

For description, see NES 451.]

**Ancient European History**

**HIST 151 Introduction to Western Civilization #**

Fall. 4 credits. B. Strauss.

What is civilization? What is the West? An inquiry into human history from the first states in western Asia and Egypt (ca. 3000 B.C.) to the early modern era in Europe (ca. 1400-1600). The focus is on war, government, production and exchange, family, and religion.

**[HIST 265 Ancient Greece from Homer to Alexander the Great #**

4 credits. Open to freshmen. Not offered 1995-96. Next offered 1997-98.

B. Strauss.

A survey of Greece from the earliest times to the end of the Classical period in the late fourth century B.C. The course focuses on the Greek genius: its causes, its greatness, its defects, and its legacy. The Heroic Age, the city-state, ancient democracy, and the

intellectual ferment of the Greek Enlightenment are the main topics of study. Readings in translation from Homer, Aristophanes, Sophocles, Herodotus, Thucydides, Plato, Aristotle, and from the evidence of ancient inscriptions, coins, art, and architecture.]

**[HIST 268 A History of Rome from Republic to Holy City #]**

4 credits. Open to freshmen. Not offered 1995-96. Next offered 1998-99.  
B. Strauss.

A survey of Rome from the founding of the Republic to the end of the Western Empire. The focus is on the Roman conquest of the Mediterranean world and on the cultural reconquest of Rome by the vanquished. Roman politics, peasant society, Imperialism, and propaganda are the main topics of the first half. The government of the Caesars, society during the Roman peace, and the fertile interaction of Romans, Jews, and Greeks that produced Christianity are the main topics of the second. Readings in translation include Cicero, Polybius, Livy, Tacitus, Plutarch, and Saint Augustine.]

**HIST 367 Representations of Women in Ancient Greece and Rome (also Classics 363 and Women's Studies 363)**

Spring. 4 credits. L. Abel and J. Ginsburg. For description, see Class 363.

**HIST 338 Democracy and War (also Asian Studies)**

Spring. 4 credits. B. Strauss and D. McCann.

For description, see Asian 338.

**[HIST 452 The Tragedy of Classical Athens, 462-404 B.C. #]**

4 credits. Prerequisite: History 265 or permission of instructor. Not offered 1995-96. Next offered 1997-98.  
B. Strauss.

The nature of Athenian democracy, society, and culture in the "golden age" of Athens. The course will examine the influence of Athenian political life on the great tragedians of the age and the influence of tragedy on the Athenians' conception of their character and history. Readings from Herodotus, Thucydides, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, and Plutarch.]

**[HIST 453 Crisis of the Greek City-State, 415-336 B.C. #]**

4 credits. Prerequisite: History 266 or permission of instructor. Not offered 1995-96. Next offered 1998-99.  
B. Strauss.]

**[HIST 463 Gender and Politics in the Roman World #]**

For description, see CLASS 463. Not offered 1995-96. Next offered 1997-98. J. Ginsburg.]

**[HIST 473 Roman Society and Politics under the Julio-Claudians (also CLASS 480) #]**

Spring. 4 credits. Prerequisite: Classics 212, History 268, or permission of instructor. Not offered 1995-96. Next offered 1997-98. J. Ginsburg.  
For description, see Classics 480.]

**HIST 630 Topics in Ancient History**

Fall. 4 credits. B. Strauss.

Topic for 1995: Ethnicity and Empire. An introduction to the history and historiography of, and sources of evidence for such topics as large-scale multi-ethnic states in antiquity, imperial government, the nature of pre-

modern ethnicity, assimilation and Hellenization, native resistance. The emphasis is on the Hellenistic period, primarily Ptolemaic Egypt and the Seleucid kingdom.

**Medieval, Renaissance, and Early Modern European History**

**HIST 152 Introduction to Western Civilization #**

Spring. 4 credits. I. Hull and R. Weil. For description see Modern European History.

**[HIST 233 The Politics of Religion in Early Modern Europe]**

Spring. 4 credits. Not offered 1995-96.  
R. Weil.

We will look at the impact of the reformation, counter-reformation and wars of religion on aspects of political, social and cultural life in 16th-and 17th-century Europe, exploring shifts in gender relations, the problem of social control, the effect of religious conflict on the power of the state and its contested boundaries with the church, the relationship of elite and popular religion, and the encounter of European missionaries with other cultures. Students will engage with major historiographical interpretations of the period, as well as with the close reading of primary sources.]

**[HIST 257 English History from Anglo-Saxon Times to 1485 #@]**

Spring. 4 credits. Not offered 1995-96.  
Next offered 1997-98. P. Hyams.

A survey of the government, social organization, and cultural and religious experience of the English people. Particular stress is laid on land settlement, the unification of the realm, the emergence of state institutions such as Parliament, and changes in economic organization (manors, towns and commerce). The approach will be comparative within a context of contemporary European developments. The course offers students who wish to work on their writing skills an opportunity to do so, especially in the second paper.]

**[HIST 259 The Crusades #@]**

4 credits. Not offered 1995-96. Next offered 1996-97. P. Hyams.]

**HIST 263 The Earlier Middle Ages (also Religious Studies 263) #**

Fall. 4 credits. J. J. John.

A survey of medieval civilization from ca. 300 to ca. 1100 dealing with religious, intellectual, political, and economic developments in Western Europe.

**[HIST 264 The High Middle Ages #]**

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. P. Hyams.

A survey of medieval civilization 1100-1400, dealing with political, economic, religious, and intellectual developments in Western Europe. Special attention will be paid to the interaction of different kinds of history and to the historian's understanding of literature and its use as a primary source. Lectures and class discussions.]

**HIST 284 The Age of Reform in Western Europe (1400-1600)**

Fall. 4 credits. G. Sreenivasan.

An exploration of the efforts to reform church and society in the fifteenth and sixteenth centuries. Major topics include the strengths and weaknesses of the medieval church, the theological controversies among Lutherans, Calvinists, Anabaptists, and Roman Catholics, the social foundations of reforming and dissenting movements, and the success and

failure of Protestant and Catholic Reformation.

**HIST 286 State and Society in the Iron Century (1560-1660)**

Spring. 4 credits. G. Sreenivasan.

A survey of the conflicts which convulsed the continent of Western Europe between 1560 and 1660, focusing on the French Wars of Religion, the Dutch Revolt, the Thirty Years War, and peasant uprisings in France and Germany. The course will examine the sources and outcomes of conflict, the role of religion in politics, and the social impact of warfare. Particular emphasis will be placed on the capabilities and limitations of different state structures in mobilizing resources, waging war, and repressing dissent.

**[HIST 349 Early Modern England]**

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. R. Weil.

This course will explore the crises of political, religious, and epistemological authority that plagued England in the sixteenth and seventeenth centuries. We will examine the political and cultural impact of the Protestant Reformation, the nature of Tudor despotism and Stuart absolutism, the construction of a rhetoric of political dissent around issues of sexuality and corruption, competing understandings of the social order and social control, the Puritan Revolution and the invention of liberalism. Emphasis on close reading of contemporary sources, from autobiography and drama to political theory.]

**[HIST 350 The Italian Renaissance #]**

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. J. Najemy.

An exploration of intellectual, cultural, religious, and political developments in Italy from the crisis of the communes in the time of Dante and Marsilius, through the several stages of Italian humanism from Petrarch to Alberti to Pico, down to the generation of Machiavelli and Castiglione. The course will seek to problematize the notion of a "Renaissance" in the period's ambivalent attitudes toward history, learning, culture, language, and the role of intellectuals in politics and society. Emphasis will be placed on the close reading of primary sources and on issues of interpretation.]

**[HIST 351 Machiavelli #]**

Spring. 4 credits. Not offered 1995-96.

Next offered 1996-97. J. Najemy.

This course will present Machiavelli in a variety of historical and interpretive contexts: European and Italian politics in the early sixteenth century; the decline of the Florentine republic and the rise of the Medicane principate; Machiavelli's own career in government and his, and the republic's, crisis in 1512-13; the intellectual traditions of Renaissance humanism, political thought, and the revival of antiquity; vernacular literary currents and popular culture; and the remarkable generation of political figures, writers, and theorists with whom Machiavelli associated and corresponded. Emphasis will be placed on a close reading of the major works (including the letters, *The Prince*, the *Discourses*, *Mandragola*, and selections from *The Art of War* and the *Florentine Histories*, all in translation) and a critical examination, in the light of that reading, of some major modern interpretations of Machiavelli.]

**HIST 361 The Culture of the Renaissance I (also History of Art 350 and Comparative Literature 361) #**

Spring. 4 credits. J. Najemy, C. Lazzaro. An interdisciplinary exploration of some major themes of Renaissance society and culture from the fourteenth to the sixteenth centuries. Using the perspectives of history, art history, and literature, the course will investigate the representation in primary texts and works of art (and with the aid of selected modern criticism) of Renaissance discourses of antiquity and authority, education and learning, religion and lay culture, politics, gender and family, love and eros, and cross-cultural encounters. Most of the attention will be to Italian history and culture, but with some comparisons to other European contexts. Readings include selections from Petrarch, Boccaccio, Alberti, Machiavelli, More, Erasmus, and Vasari. Artists range from Ambrogio Lorenzetti to Mantegna, Durer, Titian, and others. Two lectures and a required discussion section each week. (Undergraduates must preregister for one of the sections.)

**[HIST 364 The Culture of the Renaissance II (also Comparative Literature 362 History of Art 351, Music 390, and English 325) #**

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. Kaske, Kennedy. For description, see Comp. Lit 362.]

**[HIST 365 Medieval Culture, 400-1150 (also Religious Studies 365) #**

Spring. 4 credits. Prerequisite: History 263 or permission of instructor. Not offered 1995-96. Next offered 1997-98. J. J. John.

Intellectual and cultural developments in the age of monasticism, from St. Augustine and St. Benedict to St. Anselm and St. Bernard of Clairvaux.]

**[HIST 366 Medieval Culture, 1100-1300 #**

Spring. 4 credits. Prerequisite: History 264 or permission of instructor. Not offered 1995-96. Next offered 1997-98. J. J. John.

The origin and development of the universities will be studied as background for a consideration of the scholastic mentality and its influence on the art, literature, philosophy, science, script, and theology of the period. Readings from Abelard, Hugh of St. Victor, Bonaventure, Thomas Aquinas, Dante, and others.]

**HIST 368 Marriage and Sexuality in Medieval Europe # (also Wom St. 368)**

Spring. 4 credits. P. Hyams. Few topics generate heat so readily as gender relations and sexuality. Behind the current controversies lie decisions made in the first Christian centuries, and firmed up in the course of the Middle Ages; these still affect all of us, believers and unbelievers alike. This course studies Western attempts to deal with the problem of sexuality up to about 1500. The class will first clarify the church's normative rules of law and theology. Armed with this framework, it will then turn to more specific topics, including homosexuality, prostitution, rape/abduction and sexuality in medieval literature. The goal is to be able to compare the ideal model with the reality, and thus to assess the product the medieval church passed on to Western culture and

ourselves. No formal prerequisite, though some prior knowledge of medieval European history is desirable.

**[HIST 369 The History of Florence in the Time of the Republic, 1250-1530 #**

Spring. 4 credits. Not offered 1995-96. Next offered 1997-98. J. Najemy.

Florentine politics and society from the communal period through the age of Dante, the rise and decline of the guild republic, the age of civic humanism, and the rise of the Medici to the time of Machiavelli. Economic structures and social classes, corporate politics, family history, and political and historical ideas are considered in the context of the emergence and transformation of republican government.]

**HIST 374 War, Trade, and Empire, 1500-1815 #**

Spring. 4 credits. D. Baugh. Maritime enterprise, imperial policy, and naval power in the age of expansion. The rise and decline of the Portuguese and Spanish empires are considered, but the emphasis is on English, French, and Dutch rivalry in the Atlantic and Caribbean.

**[HIST 377 Gender in Early Modern Europe (also Women's Studies) #**

Spring. 4 credits. Enrollment limited to 30. Not offered 1995-96. Next offered 1996-97. R. Weil.

An inquiry into how masculinity and femininity were defined in early modern Europe. Questions to be explored include: What purpose did gender distinctions serve in this particular society? To what extent were men and women able to shape and redefine the meaning of their gender? How was their ability to do so affected by such events as the Reformation and the French Revolution?

**[HIST 405 Population and History**

Not offered 1995-96. Next offered 1997-98. S. Kaplan.

For description, see Comparative History.]

**HIST 407 The Construction and Critique of the Enlightenment Subject (also Society for Humanities 407)**

Spring. 3 credits. H. Mah.

For description, see S HUM 407.

**[HIST 408 Feudalism and Chivalry: Secular Culture in Medieval France, 1000-1300 #**

Spring. 4 credits. No prerequisites; History 263 or 264 would help. Not offered 1995-96. Next offered 1997-98. P. Hyams.

An upper-level seminar on the main currents of noble lay culture in France, which led European fashions in love, warfare, entertainment, and environment through most of the period. There will be heavy emphasis on contemporary sources (in English), including lively and complete readings from epic literature (the Song of Roland), lives, and chronicles.]

**HIST 409 Seminar on Work in Europe and America**

Fall. 4 credits. S. Kaplan.

For description see Comparative History.

**HIST 422 Medieval Political Individualism (also Society for Humanities 402)**

Fall. 3 credits. A. Boureau.

For description, see S HUM 402.

**[HIST 427 Power and Society in Early Medieval Europe and Japan**

Fall. 4 credits. Prerequisite: a course in medieval European or Japanese historical studies, or permission of instructor. Not offered 1995-96. Next offered 1997-98. P. Hyams and J. Piggott.

This seminar will focus on structures, processes, and practices of society in early medieval Europe and Japan. It will provide a forum for discussion of the ways in which, in some very different societies, Europeans and Japanese handled power. We will also be interested in comparing historiographical methodologies employed and issues considered by historians of these societies.

The nature of power and authority and characteristic organizational practices, including kingship, land tenure, status systems, and religious and military structures; the formation of ideology through art, ritual, literature, and law; and various means of linking center and periphery in these societies will be topics for discussion.]

**HIST 436 Conflict Resolution in Medieval Europe #**

Spring. 4 credits. P. Hyams.

This seminar concentrates on a time (late 9th-13th centuries) when much of Europe lacked formal systems of justice, and so handled questions of social control quite largely by extra-legal means. Its subject is in one sense political history upside-down, as viewed by individuals rather than their rulers. We examine ways in which anthropology and some recent approaches to law can assist: the readings will be partly anthropology, partly translated medieval accounts of actual conflicts, with samples of recent interpretation. The topics covered should be of interest to law students and majors in anthropology and other modern social sciences.

**[HIST 447 Crusaders and Chroniclers (also NES 401) #@**

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. P. Hyams.

An intensive reading seminar offering a natural progression from History 259 The Crusades. It will examine contemporary accounts of the crusading movement in English translation. The twin goals are to follow select themes of crusading history to a deeper level than is possible in History 259 and to study medieval historiography through whole chronicles and other primary sources.]

**[HIST 451 Lord and Peasant in Europe: A Seminar in Social History #**

Not offered 1995-96. S. L. Kaplan.]

**[HIST 468 Undergraduate Seminar in Renaissance History #**

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. J. Najemy.]

**[HIST 481 The English Revolution #**

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. R. Weil.

Between 1640 and 1660, England experienced two decades of civil war and revolution and embarked on a fascinating series of attempts to reorganize political and religious life. Women and the lower classes emerged as actors on the political stage, radical religious sects flourished, and the nature of authority was questioned in both the family and the state. This course will explore the political, cultural, religious and social dimensions of the English Revolution, using mostly primary sources.]

**HIST 487 Household and Family in Late Medieval and Early Modern Europe**

Fall. 4 credits. G. Sreenivasan.

What was the pre-modern household? Was it an economic unit, a residential entity, a legal construct, an emotional body, or a patriarchal tool? This seminar is an introduction to the methodologies and controversies of current historical research on the European household and family. Topics will include the nature of kinship, property rights and inheritance customs, variation in household structure, the economic context and demographic implications of household formation patterns, and power relations inside and outside of the household.

**[HIST 496 Theorizing the Public Sphere (also Comparative Literature 496 and German Studies 496)**

Fall. 4 credits. Not offered 1995–96.

P. Hohendahl.

For description, see GERST 496.]

**[HIST 651 Old English Literature in Its Historical Context (also English 710)**

Spring. 4 credits. Not offered 1995–96.

Next offered 1997–98. P. Hyams,

T. D. Hill.

This graduate course, cross-listed with English 710, might equally be known as "Anglo-Saxon England: History and Literary Context." It studies the written sources for major questions of Anglo-Saxon history in their literary and cultural context. It concentrates on important texts extant in both Latin and Old English. Comparison can illuminate the resources and intentions of writers, compilers, and copyists, the literary and linguistic culture of England, and the ways in which historians might most fruitfully study such texts. Bede's *Ecclesiastical History*, and *Battle of Maldon* and Aelfric's *Collequies*, and selections from the Anglo-Saxon chronicle, *Beowulf*, laws, homilies and wisdom literature will all come under scrutiny. One goal is to reclaim for European religious history a corpus of material that historians neglect because it is in Old English.]

**[HIST 663 Graduate Seminar in Renaissance History**

Fall. 4 credits. Open to undergraduates with permission of instructor. Not offered 1995–96. Next offered 1996–97.

J. Najemy.]

**[HIST 664–665 Seminar in Latin Paleography**

664, fall; 665, spring. 4 credits each term. Not offered 1995–96. Next offered 1996–97. J. J. John.]

**HIST 666 Seminar in Medieval History**

Fall. 4 credits. J. J. John.

**HIST 669 Politics, Power, and Culture in Early Modern England**

Fall. 4 credits. R. Weil.

An inquiry into how the ruling class ruled, and what that meant to and for everyone else. Topics include: the invention of the "state," the relationship of central and local power, clientage and corruption, the construction of categories of "public" and "private," representations of monarchy, hegemony and resistance, court culture, the social interpretations of the English Revolution and their critics. Focus is on historiography and methodology, with some engagement with primary sources.

**HIST 686 Licit and Illicit Violence in the Sixteenth and Seventeenth Centuries**

Spring. 4 credits. G. Sreenivasan.

An inquiry into the varieties of violence in early modern Europe. We will examine both those forms of violence which the authorities prohibited (murder, rioting, tyrannicide, the feud) and those forms which they themselves employed (warfare, inquisition, execution). We will also examine less overt forms of violence which though 'merely' psychic (black magic) or even spurious (the myth of Jewish ritual murder) powerfully influenced the lives of everyday women and men. The central themes of the seminar are the technologies and legitimization of violence—how, why, against and for whom violence was justified and exercised.

**Modern European History****HIST 152 Introduction to Western Civilization (1600 to the end of World War II) #**

Spring. 4 credits. I. Hull and R. Weil.

This course is designed to introduce students to some of the main themes of European history from the Reformation to the present. The lectures are organized around the problems of state-building and social order: how have European societies ordered and reproduced themselves? why did the modern state and modern civil society develop? how have a succession of political ideologies legitimized them? how have state and society responded to crisis and disruption? what balance has been struck between acquiescence and force, between law and violence, in upholding order? Readings emphasize primary works by figures such as Luther, Hobbes, Tocqueville, Marx, etc.

**HIST 218 The Russian Military Effort and Foreign Policy #**

Fall. 3 credits. W. Pintner.

An examination of the interrelation of the Imperial Russian military effort and Russian foreign policy. Examples will be taken from various periods ranging from the early Muscovite period to the First World War. Students will write 6 to 7 short papers, do extensive reading, and participate in class discussion.

**HIST 220 The French Experience: An Introduction (also French Literature 224) #**

Spring. 3 credits. N. Karwan Cutting, R. Klein.

An examination of French society culture and institutions. What has made French culture so distinctive? Its literature and its revolutions, its gastronomy and fashion, its painting, cathedrals and cinemas. Looking attentively at texts, images and contexts from selected moments in the eighteenth, nineteenth, and twentieth centuries, we will attempt to unravel some of the defining enigmas of the French experience. Two lectures/week in English and one section (one section conducted in English, one in French). Readings available both in French and English translation.

**[HIST 224 The British Empire, ca. 1760–1960**

Spring. 3 credits. D. A. Baugh. Not offered 1995–96. Next offered 1996–97.

A seminar course surveying instances of British rule on five continents. Topics will explore dynamics of colonization, interactions with native peoples, and the goals, successes,

and failures of British imperial policies and institutions.]

**[HIST 229 A History of European Childhood #**

Fall. 4 credits. Not offered 1995–96.

Semester/TBA. N. Karwan Cutting.

Surveys the history of childhood in Europe from the mid-seventeenth century to the present. Comparisons are made across Western, Eastern, and Mediterranean European societies. The course delineates those cultural, demographic, religious, political, and economic factors that shaped childhood, both in periods of transition and in times of violent instability. Changing perceptions of childhood are treated in the context of, for example: religious conflict, urbanization, developments in science and technology, war, and occupation. (All readings are in English.)

**HIST 252 Russian History to 1800 #**

Fall. 4 credits. W. Pintner.

The origin and development of the fundamental social, political, economic, and cultural institutions that have determined the nature of contemporary Russian society.

**[HIST 253 Russian History since 1800 #**

Spring. 4 credits. First preference will be given to students who have taken History 252 if enrollment is limited. Not offered 1995–96. Next offered 1996–97.

W. Pintner.

Nineteenth- and twentieth-century Russia, with emphasis on the major social, political, and economic changes that have transformed Russia since the mid-nineteenth century.]

**[HIST 258 English History from the Revolution of 1688 to the Present #**

Fall. 4 credits. Not offered 1995–96. Next offered 1996–97. D. Baugh.

An introductory course encompassing political, social, economic, imperial, and constitutional developments. Major themes are the significance of 1688, eighteenth-century society and politics, the rise and decline of liberalism, the Irish Question, the impact of the two world wars, and the challenges and achievements of the welfare state.]

**HIST 290 Twentieth-Century Russia and the Soviet Union**

Spring. 4 credits. B. Walker.

This course surveys the major social, political, economic, and cultural developments in Russian and Soviet history from the turn of the century to the present day.

**[HIST 353 Nineteenth-Century European Intellectual History #**

Fall. 4 credits. Not offered 1995–96. Next offered 1997–98. D. LaCapra.

The focus is on social and cultural thought in France, Germany, and England. Topics include reactions to the French Revolution and industrialization; the definition of conservative, liberal, and radical perspectives; and the relation between literature and social thought. Readings include Tocqueville, Mill, Hegel, Marx, Flaubert, Dostoevsky, Nietzsche, and Durkheim.]

**HIST 354 Twentieth-Century European Intellectual History (also Comparative Literature 340)**

Fall. 4 credits. D. LaCapra.

This course examines significant currents in twentieth-century thought in France, Germany, and England. Topics include the varieties of

existentialism, the development of the social sciences, psychoanalysis, the modern novel, structuralism, and poststructuralism. Readings include Weber, Freud, Heidegger, Sartre, Camus, Woolf, Foucault, and Derrida.

**[HIST 355] The Old Regime: France in the Seventeenth and Eighteenth Centuries #**

4 credits. Not offered 1995-96. Next offered 1996-97. S. Kaplan.

A systematic examination of the social structure, economic life, political organization, and collective mentalities of a society that eclipsed all others in its time and then, brutally and irreversibly, began to age. France, in European perspective, from the wars of religion through the age of Voltaire.]

**[HIST 356] The Era of the French Revolution and Napoleon #**

Spring. 4 credits. S. Kaplan.

A study of the failure of the traditional system, its dismantling and replacement in France, and the international consequences. Focus will be on the meaning of the revolutionary experience, the tension between the desires to destroy and to create, and the implications of the Revolution for the modern world.

**[HIST 357] Survey of German History, 1648-1890 #**

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 1995-96. I. Hull.

An examination of the social, political, intellectual, and diplomatic history of the German states from the devastation of the Thirty Years' War, through absolutism, the bourgeois revolutions of 1848, and the struggle for unification, to the beginning of the modern industrial state.]

**[HIST 358] Survey of German History, 1890 to the Present**

Fall. 4 credits. Open to freshmen with permission of instructor. I. Hull.

The "German problem" is examined. Major topics include tensions caused by rapid industrialization presided over by a preindustrial, political elite; origins of World War I; growth of anti-Semitism; social dislocations of World War I; failure of the socialist revolution of 1918-1919; unstable Weimar democracy and the rise of nazism; the Nazi state; World War II; and the two Germanies.

**[HIST 362] European Cultural History, 1815-1870 #**

4 credits. Not offered 1995-96. Next offered 1996-97. M. Steinberg.]

**[HIST 363] European Cultural History, 1870-1945**

Spring. 4 credits. Not offered 1995-96. Next offered 1997-98. M. Steinberg.

This course will focus on problems of modernity, identity, and ideology in Germany, France, and England. Works of Wagner, Nietzsche, Manet, George Eliot, Freud, and Benjamin will be analyzed in cultural and political contexts.]

**[HIST 379] War and Society: The Origins of the First World War, 1870-1919 #**

Spring. 4 credits. Open to freshmen with permission of instructor. Not offered 1995-96. Next offered 1996-97. Baugh, Hull, Pintner.

The First World War destroyed the European world: its hegemony in international politics, its international balance, its social and economic structures, its intellectual certainties.

This course examines the long-term and immediate causes of this cataclysm, with special focus on the relations between the various countries' domestic politics and their foreign policies, the changing balance of power, economic rivalries, imperialism, the growth of extreme nationalism, and the arms race. It ends by considering why the war was so long and destructive and why, afterwards, no one could put the pieces back together again.]

**[HIST 380] Social History of Western Technology**

Spring. 4 credits. Not offered 1995-96. Next offered 1997-98. J. Weiss.  
For description see History of Science.]

**[HIST 381] The Social and Cultural Construction of Printed Pictures in Europe (16th-18th Centuries)**

Spring. 4 credits. Not offered 1995-96. Semester/TBA. N. Karwan Cutting.

Pictures, printed on paper from wood blocks or metal plates, provided illiterate as well as literate men, women, and children with views of their world and their past, their leaders and their enemies, their saints and their martyrs throughout early modern Europe. This course addresses how these images were manufactured and emphasizes the history of a little-known workforce, often anonymous and popular. Secondly, it introduces a variety of analytical interpretations that both contextualize the printed picture as an historical document and suggest the range of approaches in recent historical literature. Drawing upon original sources in the Cornell University Library, topics include the dissemination of early printed pictures, representations of scholars, saints, and demons in Reformation prints, the printers of engraved images, the gendering of images in pictures and texts, the status and professional rivalries among engravers, Enlightenment illustrations, and political caricature during the French Revolution, as well as the over-arching problems of visual propaganda and censorship. French, German, and English printed pictures will be emphasized. All required readings are in English.]

**[HIST 383] Europe, 1900-1945**

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. J. Weiss.

An investigation of the major developments in European politics between 1900 and the end of the Second World War. Emphasis on the rise and fall of democratic political systems and their alternatives. Topics include the reorientation of liberalism and socialism, the transforming effects of war and depression, the dynamics and diplomacy of fascism, the European response to the economic and ideological influence of America and the Soviet Union, the changes in Eastern Europe during the interwar years, and the interaction between politics and social structure.]

**[HIST 384] Europe, 1945-1968**

Fall. 4 credits. J. Weiss.

A political and social history of Europe between the fall of fascism and the political crises of 1968. Emphasis on the comparative study of the elaboration of democratic institutions and ideologies. Topics include the origins and course of the Cold War in Western and Eastern Europe, Gaullism and Christian Democracy, the emergence of welfare states, liberal-democratic and Communist culture, the end of colonial empires in the West, opposi-

tion movements in Eastern Europe, and the general upheaval of 1968.

**[HIST 385] Europe in 20th Century: 1968-1990**

Spring. 4 credits. J. Weiss.

The major political developments in Europe between the upheavals of 1968 and the collapse of Communist regimes. Topics will include the effects of economic turndown in 1973-1974; the response to terrorism; regionalist movements; new ethnic minorities and their opponents; Socialist governments in southern Europe; the arrival of democracy in Spain, Portugal, and Greece; new dynamics in the European Community; the rise of Thatcherism; the war scare of the 1980s; and the final phase of the Cold War.

**[HIST 405] Population and History**

4 credits. Not offered 1995-96. Next offered 1997-98. S. Kaplan.

For description, see Comparative History.]

**[HIST 406] The People in the French Revolution #**

4 credits. Not offered 1995-96. Next offered 1997-98. S. Kaplan.

The Revolution was nothing if not a mass event. Mass action played a critical part in shaping its course. The "re-invention" of France affected the population down to each village and demanded decisions from virtually every adult. This course will focus on the people as actors: their collective memory, their ideologies, their repertoire of intervention, the formation of a popular political culture. It will examine the encounters between the people (in their multiple incarnations) and the revolutionary elites who sought to articulate and appropriate the Revolution. A major theme will be the tension between the ambitions to achieve liberty and equality.]

**[HIST 409] Seminar on Work in Europe and America**

Fall. 4 credits. S. L. Kaplan.

For description see Comparative History.

**[HIST 435] Collective Action and Politics in Modern Europe**

Not offered 1995-96. S. Kaplan, S. Tarrow.

For description, see GOVT 435.]

**[HIST 441] Seminar in the European Enlightenment #**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. Semester/TBA. I. Hull.]

**[HIST 451] Lord and Peasant in Europe: A Seminar in Social History #**

4 credits. Not offered 1995-96. S. L. Kaplan.]

**[HIST 456] Seminar in European Cultural History**

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. M. Steinberg.]

**[HIST 457] Seminar in European Fascism**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. Semester/TBA. I. Hull.]

**[HIST 462] Popular Culture in European History**

Spring. 4 credits. S. L. Kaplan.

An examination of the origins, practices and meanings of popular culture throughout Europe from the Middle Ages to the era of the French Revolution. After considering the various ways in which "culture" and "popular"

can be construed, the seminar will focus on the specific manifestations of popular culture, its various languages and gestures, and its complex relations with the dominant/elite cultures.

#### **[HIST 464] Russian Social History #**

Spring. 4 credits. Prerequisite: one semester of Russian history or permission of instructor. Not offered 1995–96. Next offered 1996–97. W. Pintner.

Examines the development of major social groups throughout Russian history in the sixteenth and twentieth centuries and compares them to similar groups in other societies.]

#### **HIST 467 Seminar in Modern European Political History**

Spring. 4 credits. Permission of the instructor required. J. Weiss.

Topic for 1996: The Politics of the European Past. The course will investigate the role of historical memory and commemoration in contemporary European political history, with some attention to the American case, and considerable use of evidence from the cinema. How was public memory shaped by political conflict? How did events such as the French Revolution, Nazi genocide, and the antifascist Resistance become sites of the struggle to influence the present?

#### **[HIST 474] Topics in Modern European Intellectual History**

4 credits. Prerequisite: permission of instructor. Not offered 1995–96. Next offered 1997–98. D. LaCapra.]

#### **[HIST 476] Social and Cultural History of Contemporary Europe**

Fall. 4 credits. Not offered 1995–96. J. Weiss.

The “other Europe”: language, culture, and nation among the minority peoples of Europe. A comparative investigation of the development of the cultural and historical identity of non-dominant European ethnic groups and their relation to the formation and policies of European national states: the Basques, the Welsh, the Catalans, the Bretons, the Occitans, the Gaelic Irish, the Faoese, the Gypsies, the Romansh, and others. The course will combine historical, literary, and sociolinguistic approaches.]

#### **[HIST 477] Seminar on the Politics of the Enlightenment #**

Spring. 4 credits. Not offered 1995–96. Next offered 1996–97. S. Kaplan.

An inquiry into the historical origins of European (especially French) political, social, and economic thought, beginning in the 1680s, at the zenith of Louis XIV's absolutism, and culminating in the French Revolution a century later. Emphasis is on the relation of criticism and theory to actual social, economic, religious, and political conditions. An effort is made to assess the impact of enlightened thought on the eighteenth-century world and to weigh its implications for modern political discourse. Readings in translation from such authors as Bayle, Montesquieu, Voltaire, Rousseau, Diderot, and others as well as from modern scholarly and polemical literature.]

#### **HIST 480 Twentieth-Century Britain**

Spring. 4 credits. Open to sophomores, juniors, and seniors. D. Baugh.

A seminar course, focusing on political and social history. The main emphasis is on the two world wars and their role in British

economic and imperial decline. The course also looks at some great personages—Lloyd George, Churchill, and Bevin—and the major political and social transitions, taking departure from Edwardian era.

#### **[HIST 485] The Historical Origin of the Post-Soviet Successor States**

4 credits. Not offered 1995–96. Next offered 1997–98. W. Pintner.]

#### **HIST 490 Social and Cultural History of the Soviet Intelligentsia**

Spring. 4 credits. Prerequisites: a course in Russian/Soviet history, literature, or politics, or consent of the instructor. B. Walker.

This seminar examines the formation and history of the Soviet educated elite, beginning with its origin in the pre-Revolutionary period. An emphasis of the course is on the social, institutional and economic foundations of pre-Revolutionary and Soviet intellectual activity; the course will also explore the written and oral traditions by means of which intelligentsia identity has been forged during this century.

#### **[HIST 605] Graduate Seminar in European Cultural and Intellectual History (also German Studies)**

Fall. 4 credits. Not offered 1995–96. Next offered 1996–97. M. Steinberg.

The topic this semester will be the construction of history, memory, and identity, among German Jewish intellectuals in the period of the Weimar Republic. Concentrated readings of Franz Rosenzweig, Walter Benjamin, Leo Strauss, and Ernst Kantorowicz, and possibly others according to student interest.]

#### **[HIST 635] The Gates to Modernity: From Karlsbad to the 1848 Revolution (also German Studies 635)**

4 credits. Anchor course. Not offered 1995–96. P. Hohendahl.

For description, see GER ST 635.]

#### **[HIST 661] Graduate Seminar in Twentieth-Century German History**

4 credits. Prerequisite: permission of instructor. Not offered 1995–96. Semester/TBA. I. Hull.]

#### **HIST 672 Seminar in European Intellectual History**

Fall. 4 credits. D. LaCapra.

#### **[HIST 673] Seminar in European Intellectual History**

Spring. 4 credits. Not offered 1995–96. Next offered 1997–98. D. LaCapra.]

#### **HIST 674 Graduate Seminar in German History, 1770–1918**

Fall. 4 credits. I. Hull.

Topic for 1995: Law in German History. This course explores selected topics in the political, social, and cultural history of Germany from 1770 to 1918. It is designed to introduce graduate students to the history and historiography of modern Germany and to allow those with sufficient preparation to pursue directed research during the semester.

#### **[HIST 675] After the Divide: German Critical Theory of the Seventies and Eighties (also Comparative Literature 675 and German Studies 675)**

4 credits. Not offered 1995–96. P. Hohendahl.

For description, see GER ST 675.]

#### **[HIST 677] Seminar in Russian History**

Spring. 4 credits. Not offered 1995–96. Next offered 1996–97. W. Pintner.]

#### **[HIST 678] Seminar in Modern European Social History**

Spring. 4 credits. Permission of instructor required. Not offered 1995–96. Next offered 1996–97. J. Weiss.

Topic: Social hierarchies and social solidarity. Studies in the history of stratification since 1815.]

#### **HIST 750 European History Colloquium**

Fall and spring. 4 credits, each term.

Kaplan, Strauss (fall); Dear, Weil (spring). A research colloquium designed for European history graduate students. The colloquium will offer a forum for students to present papers and to discuss the work of visiting scholars.

#### **Honors and Research Courses**

Note: History 301–302 are not regular courses for which students may sign up at will. They are personal arrangements between an instructor and a particular student. Students must first gain the consent of a particular instructor to work with them.

#### **HIST 301 Supervised Reading**

Fall or spring. 2 credits. Open only to upperclass students. Prerequisite: permission of instructor. Staff.

#### **HIST 302 Supervised Research**

Fall or spring. 3 or 4 credits. Open only to upperclass students. Prerequisite: permission of instructor. Staff.

#### **HIST 400 Honors Proseminar**

Spring. 4 credits. Limited to 15 students. For prospective honors candidates in history. Prerequisite: permission of a member of the Honors Committee is required to register. M. Kammen.

An examination of major approaches to historical inquiry and analysis. Masterworks of historical writing (traditional as well as recent) will be discussed. There will be one short essay and a longer paper (a study of the work of one major historian). The readings will be drawn from all time periods and diverse cultures.

#### **HIST 401 Honors Guidance**

Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor. Staff.

#### **HIST 402 Honors Research**

Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor. Staff.

#### **HIST 703–704 Supervised Reading**

703, fall; 704, spring. 4 credits each term. Limited to graduate students. Prerequisite: permission of instructor. Staff.

#### **HIST 709 Introduction to the Graduate Study of History**

Fall. 4 credits. Required of all first-year graduate students. T. Holloway, R. Weil. The course is designed to introduce entering graduate students to crucial issues and problems in historiography that cut across various areas of specialization.

## HISTORY OF ART

C. Lazzaro, chair; K. Barzman, J. E. Bernstock, R. G. Calkins, H. Foster (graduate faculty representative), P. I. Kuniholm, L. L. Meixner (director of undergraduate studies), S. J. O'Connor, A. Ramage, S. Reiss, M. W. Young.

The Department of the History of Art provides a broad range of introductory and advanced courses in Western (European and American) and non-Western art (particularly East and Southeast Asian), from ancient times to the present. Courses have various emphases: archaeology, artists, styles, themes, iconography (the study of subject matter), patronage, social history, and theoretical perspectives. The department offerings reflect the interdisciplinary nature of the subject and the importance of critical theory in interpreting works of art. The resources of the Herbert F. Johnson Museum of Art frequently serve as the focus for discussion sections and paper assignments.

### The Major

The major in history of art enables students to acquire a familiarity with the art of many different cultures and a deeper knowledge of selected periods and places. The major strengthens visual, analytic, and interpretive skills, and reading and writing abilities. The major has requirements to ensure both breadth and depth, but it is also flexible enough to be tailored to each student's interests. In their junior and senior years, majors work closely with their advisers to determine their own course of study.

### Admission to the Major

Students wishing to major in the history of art should complete two courses at Cornell in the department by the end of their sophomore year. One of the two courses required for entry into the major must concern material that deals predominantly with periods before 1500 AD or with non-Western art. These two courses are prerequisites for the major and may not be counted toward fulfillment of the major requirements. Prospective majors should consult with the director of undergraduate studies.

### Requirements for the Major

The major in History of Art requires 36 credits, of which 30 must at the 300-level or higher.

Majors should acquire a broad familiarity with the history of art in several chronological and geographical areas (in Western art: ancient, medieval, Renaissance and baroque, and modern; and in non-Western art: Chinese, Japanese, Southeast Asia, or other areas that are occasionally taught in the department). The department does not offer a sweeping survey of Western art, because such a course provides only a very superficial knowledge, but it encourages students to gain experience with several areas in the history of art. The major requires at least one course in an area from ancient through baroque art, one course in modern art, and one in non-Western art.

Majors must in addition develop a thorough knowledge of at least two and preferably three areas in the history of art. By studying them on progressively more advanced levels, students will also acquire facility with the tools and methods of the discipline of art history. The major requires two sequences of courses, each in a different area. A sequence

is two courses in the same area, the second at a higher level than the first, as in a 200- and 300-level course or a 300- and 400-level course. One seminar (400- or 500-level course) is also required for the major.

Majors will acquire an understanding of different approaches in the history of art, such as connoisseurship, iconography, and various methods informed by poststructuralist theories for the analysis of works of art. Majors are required to take the proseminar, which is a survey of methods and historiography, normally taken in the fall of their junior year. They are also encouraged to take at least one additional course that will develop their knowledge and skills in one method of the study of art (as in museum issues and dendrochronology) or their understanding of critical discourses (art criticism since the nineteenth century, psychoanalytic, marxist, feminist, and postmodern criticism).

The history of art is intrinsically interdisciplinary and various other disciplines are necessary complements for understanding of works of art in their historical and cultural contexts. Therefore, majors are encouraged to take related courses in history of architecture, history, literature, critical theory, studio art, etc. Majors are also encouraged to study foreign languages related to their principal interests in art, particularly if they are considering graduate study. In addition to the 36 credits, the major also requires two courses in related areas, approved by the adviser, or two additional courses in the department.

### Honors

To become a candidate for the degree of Bachelor of Arts with honors in the history of art, a student must have a cumulative average of B+ for all courses taken in the department and a cumulative average of B in all arts and sciences courses. Application to write an honors thesis should be made to the director of undergraduate studies during the second term of the junior year. The application must include a summary of the proposed project, an endorsement by a faculty sponsor, and a copy of the student's transcript. In the senior year the honors candidate will include in his/her course load, History of Art 600 and 601. These courses address the research and writing of the senior thesis under the direction of the student's project adviser.

### Course Numbering System

100-level courses are all freshman writing seminars.

200-level courses are introductions to the major subdivisions of Western and non-Western art and they often have large enrollments.

300-level courses are more specialized, and some have the introductory course in the appropriate area as a prerequisite. Freshmen are advised to take the introductory courses unless they already have substantial background in the history of art.

400-level courses are upper-level seminars, primarily for undergraduates, although graduate students in the history of art and other fields also take them.

500-level courses are primarily graduate seminars, which undergraduates may also take.

### Freshman Writing Seminars

For Freshman Writing Seminar offerings in the History of Art, see the John S. Knight Writing Program's special brochure. These courses may be used as freshman electives but not to satisfy the distribution requirement.

### Courses

#### **History of Art Introductory Courses**

200-level courses in Western art have been changed. 220, 230, 245, and 260 will all be offered as 4-credit courses with required sections.

#### **ART H 202 Survey of European Art: Renaissance to Modern #**

Summer only. 3 credits. Staff. The major traditions and movements in western European art from the Renaissance to the Modern period. Painting, sculpture, and architecture with an emphasis on painting.

#### **ART H 220 Introduction to Art History: The Classical World (also Classics 220) #**

Fall. 4 credits. Each student must enroll in a section. A Ramage. An overview of the art and archaeology of the Greek and Roman world. The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the late empire.

#### **ART H 221 Minoan-Mycenaean Art and Archaeology (also Classics 221 and Archaeology 221) #**

Spring. 3 credits. J. Coleman. The birth of civilization in Greece and the Aegean islands during the Bronze Age. The main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of Aegean interactions with Egypt, the Near East, and Anatolia.

#### **[ART H 224 Archaeology in Action I (also Classics 232 and Archaeology 232) #**

3 credits. Prerequisite: permission of instructor. Not offered fall 1995-96. P. I. Kuniholm.]

#### **[ART H 225 Archaeology in Action II (also Classics 233 and Archaeology 233) #**

3 credits. Prerequisite: permission of instructor. Not offered 1995-96. P. I. Kuniholm.]

#### **ART H 230 Introduction to Art History: Monuments of Medieval Art (also Religious Studies 230) #**

Spring. 4 credits. Each student must enroll in a section. R. G. Calkins. An introduction to the approaches to art history through a study of selected works of art from the Middle Ages: architecture, sculpture, painting, manuscript illumination, metalwork, and ivory.

#### **ART H 245 Introduction to Art History: Renaissance and Baroque Art #**

Fall. 4 credits. Each student must enroll in a section. K. Barzman. A survey of major works of European painting, sculpture, and architecture from 1400 to 1700. The focus is on preeminent artists, workshop methods, style, meaning, patronage, and the function of art in a range of social contexts. The course also covers the methods of art history currently practiced in Renaissance and Baroque studies.

**ART H 260 Introduction to Art History:  
The Modern Era**

Spring. 4 credits. Not open to students who have taken History of Art 261. Each student must enroll in a section.

J. E. Bernstock.

A discussion of the most important developments in art from 1780 to the present. The emphasis is on major movements and artists such as Romanticism (Delacroix), Realism (Courbet), Impressionism (Monet), Post-Impressionism (van Gogh), Cubism (Picasso), Fauvism (Matisse), Surrealism (Miro), Abstract Expressionism (Pollock), and Pop Art (Warhol).

**ART H 261 Introduction to Art History:  
Modern Art**

Summer only. 3 credits. Staff.

An introduction to early modern art as it developed between the French Revolution and World War I. Both European and American movements are examined, including Romanticism, Impressionism, and Cubism. Units are organized around central figures such as Mary Cassatt, Edgar Degas, Thomas Eakins, and Vincent van Gogh. Lectures are supplemented with discussions of methods of inquiry, including social history and feminism, fundamental to interpreting works of art.

**ART H 280 Introduction to Art History:  
Approaches to Asian Art @ #**

Fall. 3 credits. S. J. O'Connor.

Designed to introduce students to the varied responses of the Asian artist in different social and geographical contexts. By selective focus and emphasis rather than broad survey, the student will gain some familiarity with the Javanese shadow-puppet theater, high-fired ceramics, Chinese landscape painting, Buddhist sculpture and painting of Thailand, Indian miniature paintings, and Japanese prints. A number of class sessions will meet in the Herbert F. Johnson Museum of Art.

**ART H 309 Dendrochronology of the  
Aegean (also Classics 309 and  
Archaeology 308)**

Spring. 4 credits. Prerequisite: permission of instructor. Limited to 10 students. P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in Greece or Turkey.

**[ART H 320 The Archaeology of Classical  
Greece (also Classics 320) #**

4 credits. Not offered 1995-96.  
A. Ramage.]

**ART H 322 Arts of the Roman Empire  
(also Classics 350) #**

Spring. 4 credits. A. Ramage.

The visual arts in the service of the first world state. The course starts with the architecture, painting, and sculpture of the Etruscan and Republican period but concentrates on monuments of the Imperial era in Italy and the provinces until the time of Constantine. Art made for private patrons is considered, along with the official presentations of the emperors.

**[ART H 323 Painting in the Greek and  
Roman World (also Classics 323) #**

4 credits. Not offered 1995-96.  
A. Ramage.]

**[ART H 325 Greek Vase Painting (also**

**Classics 325) #**  
4 credits. Not offered 1995-96.  
A. Ramage.]

**[ART H 326 Greek Cities and Towns  
(also Classics 326) #**

4 credits. Prerequisite: Classics/History of Art 220 or permission of instructor. Not offered 1995-96. J. Coleman.]

**[ART H 327 Greek and Roman Coins  
(also Classics 327) #**

4 credits. Not offered 1995-96.  
A. Ramage.]

**[ART H 328 Greeks and Their Neighbors  
(also Classics 322) #**

4 credits. Not offered 1995-96.  
A. Ramage.]

**[ART H 329 Greek Sculpture (also  
Classics 329) #**

4 credits. Not offered 1995-96.]

**[ART H 332 Architecture in the Middle  
Ages (also Architecture 382,  
Religious Studies 332) #**

4 credits. Not offered 1995-96.  
R. G. Calkins.]

**[ART H 333 Early Medieval Art and  
Architecture #**

4 credits. Not offered 1995-96.  
R. G. Calkins.]

**ART H 334 Romanesque Art and  
Architecture #**

Spring. 4 credits. R. G. Calkins.

The painting, manuscript illumination, sculpture, and architecture of the eleventh and twelfth centuries, primarily in France, England, and Spain. Particular attention will be paid to the art of the Pilgrimage Roads, the manifestation of specific regional styles, the problems of Byzantine influence, the significance of the art of the church treasures, and the factors that brought about the transition to the early Gothic.

**[ART H 335 Gothic Art and Architecture  
(also Religious Studies 335) #**

4 credits. Not offered 1995-96.  
R. G. Calkins.]

**[ART H 336 Prelude to the Italian  
Renaissance (also Religious Studies  
336) #**

4 credits. Not offered 1995-96.  
R. G. Calkins.]

**ART H 337 The Medieval Illuminated  
Book (also Religious Studies 337) #**

Fall. 4 credits. R. G. Calkins.

A study of selected major examples of medieval illuminated manuscripts from between A. D. 300 and 1500. Facsimiles of major manuscripts such as the Lindisfarne Gospels, the Book of Kells, and the Hours of Mary of Burgundy will be examined. Students will write a research paper on a manuscript of their choice.

**[ART H 341 Flemish Painting #**

4 credits. Not offered 1995-96.  
R. G. Calkins.]

**[ART H 342 Medieval and Renaissance  
German Art #**

4 credits. Not offered 1995-96.  
R. G. Calkins.]

**[ART H 343 Italian Renaissance of the  
Fifteenth Century #**

4 credits. Not offered 1995-96.  
C. Lazzaro.]

**[ART H 344 Italian Renaissance of the  
Sixteenth Century: Leonardo,  
Michelangelo, and Raphael #**  
4 credits. Not offered 1995-96.]

**[ART H 345 Rome, Florence, and Venice  
in the Sixteenth Century #**  
4 credits. Not offered 1995-96.  
C. Lazzaro.]

**[ART H 348 Renaissance Art in Northern  
Europe: The Sixteenth Century #**  
4 credits. Not offered 1995-96.]

**ART H 350 The Culture of the  
Renaissance I (also History 361 and  
Comparative Literature 361) #**  
Spring. 4 credits. Each student must  
enroll in a section. C. Lazzaro,  
J. M. Najemy.

An interdisciplinary exploration of some major themes of Renaissance society and culture from the fourteenth to the sixteenth centuries. Utilizing the perspectives of history, art history, and literature, the course will investigate the representation in primary texts and works of art (and with the aid of selected modern criticism) of Renaissance discourses of antiquity and authority, education and learning, religion and lay culture, politics, gender and family, love and eros, and cross-cultural encounters. Most of the attention will be to Italian history and culture, but with some comparisons to other European contexts. Readings include selections from Petrarch, Boccaccio, Alberti, Machiavelli, More, Erasmus, and Vasari. Artists range from Ambrogio Lorenzetti to Mantegna, Dürer, Titian, and others. Two lectures and a required discussion section each week. (Undergraduates must preregister for one of the sections.)

**[ART H 351 The Culture of the  
Renaissance II (also Comparative  
Literature 362, English 325, and  
History 364) #**

4 credits. Not offered 1995-96.]

**[ART H 355 Art as Spectacle: The  
Italian Baroque (also Religious  
Studies 352) #**

Spring. 4 credits. Not offered 1995-96.  
K. Barzman.

This course casts the Italian Baroque as a society of spectacle. Lectures and discussions will focus on frescoes, public sculpture, architecture, and the re-organization of urban space in Italian cities from the end of the Council of Trent (1563) through the papacy of Clement XII (1740). Emphasis will be placed on spectacular display, on the forms of address intended to guide and impress the viewer, and on the various institutions and individuals served by this kind of cultural production. Artists covered include Bernini, Borromini, Caravaggio, Carracci, Gaulli, and Tiepolo.]

**ART H 360 Painting and Everyday Life in  
Nineteenth-Century America (also  
American Studies 360) #**

Fall. 4 credits. L. L. Meixner.

Nineteenth-century American paintings were constructed to project an image of "exceptionalism," DeTocqueville's term for the social harmony and material abundance he considered unique to the New World. Embedded in these icons of national cohesion, however, were signs of race, class, and political conflict that we will decode through interdisciplinary methods. Our topical units include New England portraiture

and the merchant economy, Hudson River landscape and corporate (railroad) patronage, images of African-Americans and Reconstruction, images of Native Americans, the West, and Manifest Destiny. Through these, we will challenge the assumption that American art celebrated democracy, and instead consider far more conflicted attitudes. Our key artists include John S. Copley, George Caleb Bingham, Winslow Homer, Lily Martin Spencer, Mary Cassatt, Thomas Eakins. Blending the form and content of democratic aesthetics, our readings include art historical texts and others by Poe, Emerson, and Whitman.

**[ART H 361 The Social History of Nineteenth-Century European Painting #]**

4 credits. Not offered 1995-96.  
L. L. Meixner.]

**ART H 362 Impressionism and Society**

Spring. 4 credits. L. L. Meixner.  
This course discusses French Impressionism as it relates to nineteenth-century public life. Chief artists include Manet, Cassatt, Morisot, Degas, Pissarro, Monet, Seurat, Toulouse-Lautrec, and Van Gogh. Images are interpreted as cultural products of the Third Republic, with close attention to cafe and brothel society, middle-class leisure, *japonism* and imperialism, workers' movements, and Le Bon's theory of crowds. Woven into historical discussions are more theoretical considerations of utopia, capital, pathology, and the public body. Overarching issues of class, gender, and power in urban Paris will be addressed through the writings of Baudelaire, Benjamin, Pollock, Jameson, and Zola.

**[ART H 365 Art from 1940 to 1990**

4 credits. Not offered 1995-96.  
J. E. Bernstock.]

**ART H 366 Problems in Modernism: "Primitivism"**

Fall. 4 credits. H. Foster.  
This course examines the different appropriations of "the primitive" in modern and postmodern art, literature, and theory. After a brief survey of Orientalism and Japonisme, we will focus on the various valuations given "the primitive" in art from Joseph Conrad and Paul Gauguin to postcolonial discourse in the present. In this way "primitive" art will not be our subject so much as its role in the transformation of modern art and in the construction of modern identity.

**[ART H 367 Problems in Modernism: "High" and "Low" Culture (also Comparative Literature 366)]**

4 credits. Not offered 1995-96. H. Foster.]

**[ART H 370 Visual Culture and Social Theory (also Government 375 and Comparative Literature 368)]**

4 credits. Not offered 1995-96. H. Foster, S. Buck-Morss.]

**ART H 371 Architectural History of Washington, D.C.**

Fall or spring. Variable credit. Only for students in the Cornell-in-Washington program. Only for non-architects.  
P. Scott.

A historical and critical survey of the architecture of Washington. Attention will be given to the periods, styles, architects, and clients—public and private—of the notable buildings and to the urbanscape of the nation's capital. The vocabulary of architec-

tural analysis and criticism will be taught. Field trips required.

**ART H 380 Introduction to the Arts of China @#**

Fall. 4 credits. M. W. Young.

A one semester introduction to the arts of China, this course will examine the visual arts of the world's oldest continuous civilization in a topic rather than strict chronological framework. The lectures will cover the major contribution the Chinese have made in the area of ritual bronzes, burial art, Buddhist sculpture, pottery and porcelain, calligraphy and painting. A substantial part of the course will be devoted to the development of landscape painting, particularly in the later centuries of Chinese art. Sections for the course will meet in the Johnson Museum to examine original works from the museum's large Chinese collection.

**[ART H 381 Buddhist Art in Asia @#]**

4 credits. Not offered 1995-96.  
S. J. O'Connor.]

**[ART H 383 The Arts of Early China @#]**

4 credits. Not offered 1995-96.  
M. W. Young.]

**[ART H 384 The Arts of Japan @#]**

4 credits. Not offered 1995-96.  
M. W. Young.]

**[ART H 385 Chinese Painting @#]**

4 credits. Not offered 1995-96.]

**[ART H 386 Art of South Asia @#]**

4 credits. Not offered 1995-96.  
S. J. O'Connor.]

**ART H 391 From Sufi Poet to Muslim Saint (also Near Eastern Studies 352)**

Fall. 4 credits. E. S. Wolper.  
For description, see NES 352.

**[ART H 396 The Arts of Southeast Asia @#]**

4 credits. Not offered 1995-96.  
S. J. O'Connor.]

**Seminars**

Courses at the 400 and 500 level are open to upperclass students, majors, and graduate students. All seminars involve the writing and presentation of research papers. Enrollment is limited to 15 students, and *permission of the instructor is required*. Students may repeat courses that cover a different topic each semester.

**ART H 400 Proseminar for Art History Majors: The History and Practice of Art History**

Fall. 4 credits. Prerequisite: History of Art majors only. Enrollment is limited. Limited to majors in the department, this seminar focuses on methods and historiography. We will consider the various practices of art history employed over the years in the analysis and interpretation of cultural production. Readings will focus on classic texts and major authors responsible for codifying these approaches. Papers will call upon students to put methods into practice and to think critically about the writing of art history.

**ART H 401 Independent Study**

Fall or spring. 2-4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.

Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

**ART H 402 Independent Study**

Fall or spring. 2-4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member. Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

**ART H 407 Seminar on Museum Issues**

Fall. 4 credits. Prerequisite: permission of instructor. Limited enrollment. All classes will meet in the Johnson Art Museum Study Gallery. M. W. Young and museum staff.

This undergraduate seminar will utilize the resources of the Johnson Art Museum and is designed to give students with a strong art history background the opportunity to work closely and directly with original objects from the museum's major collections. The course will focus on the broad issue of art and connoisseurship and will address critically the question of what determines quality in the work of art. Topics to be covered in the weekly sessions will include methods of attribution, fakes and forgeries, technique and media, restoration and conservation. Some sessions will involve curatorial staff of the museum. Frequent reports and a significant final paper will be expected of all participants. Enrollment is limited, and permission of the instructor is necessary before the first meeting. Students interested in this course should indicate so by notifying the department directly at the time of pre-registration.

**ART H 423 Ceramics (also Classics 423 and Archaeology 423)**

Spring. 4 credits. Prerequisite: permission of instructor. J. Coleman.

Bronze Age, Greek, and Roman pottery specimens from Near Eastern and Mediterranean sites will be studied to provide direct experience in one of the basic prerequisites of archaeological excavation—the identification and dating of pottery types. Reports, delivered in class, will concern ancient ceramic materials or particular types and periods. Practical experience in making and decorating pottery will be encouraged.

**[ART H 424 Sardis and the Cities of Asia Minor (also Archaeology 432 and Classics 432) #]**

4 credits. Not offered 1995-96.  
A. Ramage.]

**[ART H 425 Seminar on the Bronze Age Architecture of Asia Minor #]**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.  
P. I. Kuniholm.]

**[ART H 427 Seminar on Roman Art and Archaeology (also Classics 435) #]**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.  
A. Ramage.]

**[ART H 434 The Rise of Classical Greece (also Classics 434) #]**

4 credits. Recommended: Classics 220 or History of Art 220, Classics 221 or History of Art 221, or permission of instructor. Not offered 1995-96. P. I. Kuniholm.]

**ART H 441 Medieval Art in Washington Collection**

Fall. 4 credits. Only for students in the Cornell-in-Washington program.

R. G. Calkins.

This course will examine various objects of medieval origin, metalwork, ivories, sculpture, paintings and perhaps manuscripts in various Washington Area Collections. For the most part, classes will be held at Dumbarton Oaks, the National Gallery, the National Cathedral, and the Walters Art Gallery in Baltimore. Each class will be organized around some theme best represented by the available objects at each location.

**[ART H 448 Studies in Sixteenth-Century European Art #**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

C. Lazzaro.]

**[ART H 450 Women in Italian Renaissance Art (also Women's Studies 451) #**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

C. Lazzaro.]

**[ART H 451 Prints of the Fifteenth through the Seventeenth Century #**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

C. Lazzaro.]

**[ART H 456 Seminar in Baroque Art #**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

K. Barzman.]

**[ART H 461 Fin-de-siècle Cultures in Europe, England, and America #**

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not offered 1995-96. L. L. Meixner.]

**ART H 462 Topics in Early Modernism #**

Fall and spring. 4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not open to freshmen or sophomores. L. L. Meixner.

Topic for Fall 1995: Post Impressionism.

Post-impressionism is the complex term used to describe art between the nineteenth and twentieth centuries. Our purpose is to seek the threads connecting the diverse figures of the fin-de-siècle epoch, and thereby move toward an understanding of the common concerns of early modernists. We will investigate Picasso's Blue and Rose periods, early Matisse, the Symbolists at Pont Aven, Munch, Ensor, Toulouse-Lautrec, Van Gogh, Seurat, and Nabis, and Cezanne. Consumer culture, anarchy, socialist movements, and medieval revivalism provide our social context; also considered are the important roles of literary figures including Ibsen, Strindberg, Mallarme, Poe, and James. Topic for Spring 1996: Early Modernism in America. Using the Armory Show (1913) as its center, this interdisciplinary seminar examines the varied expressions of American modernism before World War II. Against the backdrop of post-World War I social politics and the Jazz Age, we will examine: the machine aesthetic and kinetic poetry, icons such as the Brooklyn Bridge, O'Keefe, Stieglitz, and the rise of photography at "291," American Dada, the Harlem Renaissance, and the introduction of homoerotic imagery. Aside from major artists, key figures include Gertrude Stein, Dos Passos, Hart Crane, and Ernest Hemingway.

**[ART H 463 Studies in Modern Art**

4 credits. Prerequisite: permission of instructor. No auditing permitted. Not offered 1995-96. J. E. Bernstock.]

**[ART H 464 Studies in Modern Art**

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not offered 1995-96.

J. E. Bernstock.]

**[ART H 466 Women Artists (also Women's Studies 404)**

4 credits. Prerequisite: permission of instructor. J. E. Bernstock.

This seminar will be devoted to a study of the work of women artists from antiquity to the present. The works of the most prominent women artists from each period will be studied in relation to the changing roles of women in society. The artists to be studied include Jennifer Bartlett, Artemisia Gentileschi, Elizabeth Vigee-Lebrun, Mary Cassatt, Käthe Kollwitz, Georgia O'Keeffe, Louise Nevelson, Joan Mitchell, Judy Chicago, and Barbara Kruger.

**[ART H 470 Postmodernist Art and Criticism (also Comparative Literature 474)**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

H. Foster.]

**[ART H 476 Seminar in American Art**

4 credits. Not offered 1995-96.]

**[ART H 477 Impressionism in America and France #**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

L. L. Meixner.]

**[ART H 478 Post-Impressionism in France**

4 credits. Not offered 1995-96.

L. L. Meixner.]

**[ART H 481 The Arts in Modern China @**

4 credits. Not offered 1995-96.]

**[ART H 482 Ceramic Art of China and Southeast Asia @ #**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

S. J. O'Connor.]

**[ART H 483 Chinese Art of the T'ang Dynasty @ #**

4 credits. Not offered 1995-96.

M. W. Young.]

**[ART H 486 Studies in Chinese Painting @ #**

4 credits. Not offered 1995-96.

M. W. Young.]

**[ART H 488 Traditional Arts of Southeast Asia @ #**

4 credits. Not offered 1995-96.

S. J. O'Connor.]

**[ART H 489 Miniature Paintings and Drawings of India @**

Fall. 4 credits. Prerequisite: permission of instructor. S. J. O'Connor.

The seminar will focus on the miniature paintings created in both the Mughal and Rajput courts. Although each tradition has characteristic perceptual features and thematic preoccupations, artists and patrons moved between courts and there was also a remarkable degree of interchange and reciprocal influence. The cultural and political ambience will be explored.

**[ART H 494 Feminist Theory and the History of Art**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

K. Barzman.

Seminar participants will examine the impact of feminist theory on art historical practice. Based on critical analysis of texts from the early 1970s to the present, we will consider the range of methods employed, the discursive traditions to which they belong (e.g., liberal, Marxist, psychoanalytic, poststructuralist), the relative merits of the methods, and the interpretive problems they present. At the graduate level, some additional meetings and work required.]

**[ART H 520 Seminar in Classical Archaeology (also Classics 630 and Archaeology 520)**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

P. I. Kuniholm.]

**[ART H 531 Problems in Medieval Art and Architecture (also Religious Studies 531)**

Fall. 4 credits. Prerequisite: permission of instructor. R. G. Calkins.

Topic for Fall 1995: The Archaeology of the Book.

**[ART H 540 Seminar in Renaissance Art**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

C. Lazzaro.]

**[ART H 549 Problems in Interpretation in Italian Renaissance Art**

Fall. 4 credits. Prerequisite: permission of instructor. C. Lazzaro.

This seminar will examine assumptions about meaning and how meaning is produced in Renaissance art. Various interpretative strategies will be examined, among them iconographic, semiotic, feminist, and psychoanalytic, within a specifically Renaissance literary, intellectual, and social context. Text by Panofsky and critical discussions of them, Baxandall, Bryson, and others will be read and discussed with reference to particular works of art. The seminar is intended primarily for graduate students in all areas of History of Art and those in other disciplines with an interest in the Italian Renaissance. Senior History of Art majors with background in the Italian Renaissance are also welcome.

**ART H 570 Theories of Modernism Topic: "The Dehumanization of Art" (also Comparative Literature 672)**

Spring. 4 credits. Prerequisite: permission of instructor. H. Foster.

The charge of "dehumanization" is an old critique of modernist culture. In what ways was dehumanization the desired goal of such movements as Futurism, Dada and Surrealism, Constructivism? Why are the machinic and the inanimate often embraced in these and other movements? In what ways might "playing dead" be an artistic and critical strategy? More recent art and theory (e.g., the contemporary fascination with the abject) will also be discussed.

**[ART H 580 Problems in Asian Art**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

S. J. O'Connor.]

**ART H 591-592 Supervised Reading**

591, fall; 592, spring. 4 credits. May be repeated for credit. Limited to graduate students.

**[ART H 594 Feminist Theory and the History of Art**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.  
K. Barzman.]

**ART H 595 Art History and Visual Culture (also Comparative Literature 625)**

Fall. 4 credits. Prerequisite: permission of instructor. H. Foster.

What is art history? How was it constituted as a discipline in the 19th century? What are its foundational principles and methods? What is visual culture? What are its parameters? What relation does its study have to art history? to cultural and/or media studies? Readings will include classic texts of art history (Riegl, Wolfson, Panofsky) and new writings in visual culture (Norman Bryson, Hubert Damisch, Rosalind Krauss, Jonathan Crary, others).

**ART H 596 Problems in Art Criticism**

4 credits. Not offered 1995-96.  
S. J. O'Connor.]

**ART H 600 Honors Work**

Fall or spring. 8 credits. Intended for senior art history majors who have been admitted to the honors program.

Basic methods of art historical research will be discussed and individual readings assigned, leading to the selection of an appropriate thesis topic.

**ART H 601 Honors Work**

Fall or spring. 8 credits. Prerequisite: History of Art 600.  
The student under faculty direction will prepare a senior thesis.

**INDONESIAN**

See Department of Modern Languages and Linguistics.

**FALCON Program**

J. U. Wolff, 307 Morrill Hall, 255-0733.

**ITALIAN LANGUAGE AND LINGUISTICS**

See Department of Modern Languages and Linguistics.

**ITALIAN LITERATURE**

See Department of Romance Studies.

**JAPANESE**

See Departments of Asian Studies and Modern Languages and Linguistics.

**JAVANESE**

See Department of Modern Languages and Linguistics.

**KHMER (CAMBODIAN)**

See Department of Modern Languages and Linguistics.

**KNIGHT, JOHN S., WRITING PROGRAM**

See John S. Knight Writing Program in "Special Programs and Interdisciplinary Studies" at the end of the Arts and Sciences section of this catalog.

**LATIN**

See Department of Classics.

**LINGUISTICS**

A. Cohn, director of undergraduate studies (216 Morrill Hall, 255-3073). See Department of Modern Languages and Linguistics.

**MATHEMATICS**

P. Kahn, chair, F. Akman, E. Babson, G. Bailey, D. Barbasch, L. Billera, K. Brown, L. Brown, J. Cao, S. Chase, Z. Q. Chen, M. Cohen, R. Connelly, R. K. Dennis, R. Durrett, E. Dynkin, C. Earle, R. Ehrenborg, J. Escobar, R. Farrell, L. Gross, M. Gross, J. Guckenheimer, A. Hatcher, D. Henderson, S. Hersonsky, P. Holmes, J. Hubbard, J. Hwang, H. Kesten, B. Khousainov, D. Kozen, N. Lakic, R. C. Liu, G. Livesay, M. Morley, A. Nero, K. Pilgrim, R. Platek, T. Rishel, O. Rothaus, A. Schatz, S. Sen, R. Shore, R. Sjamaar, J. Smillie, A. Solomon, B. Speh, M. E. Stillman, R. Strichartz, B. Sturmels, M. Sweedler, M. Terrell, R. Terrell, P. Thurston, K. Vogtmann, L. Wahlbin, B. H. West, J. West, (Emeritus: J. Bramble, W. Fuchs, L. E. Payne, A. Rosenberg)

Mathematics is the language of modern science; basic training in the discipline is essential for those who want to understand, as well as for those who want to take part in, the important scientific developments of our time. Acquaintance with mathematics is also extremely useful for students in the social sciences and valuable for anyone interested in the full range of human culture and the ways of knowing the universe in which we live.

The Department of Mathematics faculty has strong groups specializing in algebra, number theory, real and complex analysis, Lie groups, topology and geometry, logic, probability and statistics, mathematical physics, and applied mathematics. Related departments at Cornell have specialists in computer science, operations research, linear programming, and game theory, and courses in these topics can be integrated readily into the mathematics major.

The department offers a rich variety of undergraduate courses, and many of its beginning graduate courses are suitable for advanced undergraduates as well. Under some conditions, a student may carry out an independent reading and research project for college credit under the supervision of a faculty member.

Members of the department are available to discuss with students the appropriate course for their levels of ability and interest, and students are urged to avail themselves of this help.

Students who want to take any of the courses numbered 300 or above are invited to confer, before registering, with the instructor concerned. The level of a course is indicated by the first digit of the course number: roughly, 1, 2, indicate underclass courses; 3, 4, upperclass courses; 5, 6, graduate courses. The subject matter of courses is often indicated by the second digit: 0, general; 1, 2, analysis; 3, 4, algebra; 5, 6, topology and geometry; 7, probability and statistics; 8, logic; 9, other.

Midterm grades, when required, will be S or U only, except in special circumstances. In all 600-level courses, all grades will be S-U only, with the exception of 690. In courses with numbers below 600, students will receive letter grades, with the exception of non-mathematics majors who have requested an S-U grade.

**Advanced Placement**

Secondary school students are strongly urged to take one of the two advanced placement examinations of the College Entrance Examination Board in their senior year. Freshmen who have had some calculus but who have not taken an advanced placement examination should take the placement examination in mathematics offered at Cornell just before the beginning of classes in the fall. It is most important that anyone with any knowledge of calculus carefully read "Advanced Placement," p. 5.

**The Major**

The mathematics major adapts to a number of purposes. It can emphasize the theoretical or the applied. It can be appropriate for professionals and nonprofessionals alike. It can be broad or narrow. Questions concerning the major should be brought to a departmental representative.

**Prerequisites:** The traditional prerequisites are Mathematics 221-222 or 293-294. A unit on infinite series is required. Such a unit is offered in Mathematics 112, 122, and 192. Normally students will be admitted to the major only when they have grades of B- or better in all sophomore-level mathematics courses they have taken. Alternative prerequisites are Mathematics 213, 231, normally with grades of B+ or better.

**Requirements**

There are five requirements for the major:

- 1) Computer Science 100. Students are urged to take this course before the end of the sophomore year.
- 2) Two courses in algebra. Eligible courses are Mathematics 431 or 433, 432 or 434 or 332, 336.
- 3) Two courses in analysis. Eligible courses are Mathematics 321, 411 or 413, 412 or 414, 418, 420, 422, 423, 427, 428.
- 4) Further high-level mathematical courses. Any one of the following is sufficient:
  - a) four additional Mathematics courses numbered 300 or above.

- b) (Concentration in Computer Science)  
five additional courses from i) and ii) below, of which at least one is from i) and three are from ii)
- Mathematics courses numbered 300 or above
  - Computer Science courses numbered 310 or above
- c) (Concentration in Operations Research)  
five additional courses from iii) and iv) below, of which at least one is from iii) and three are from iv)
- Mathematics courses numbered 300 or above
  - courses in Operations Research and Industrial Engineering, typically out of 320–361 (excluding 350) and/or out of 431–472.

These three alternatives do not exhaust the possibilities. For example, one very frequent double major is Economics/Math, in which case a suitable individual program can be put together in consultation with the student's adviser.

- 5) One course dealing with mathematical models. Any course from outside mathematics with serious mathematical content and dealing with scientific matters, provided the course has not been used toward satisfying the previous requirement, e.g., Physics 208, 213, or 217 (but not 112 or 207), or Computer Science 211 (if Computer Science option not used above). Students may consider courses from biology, chemistry, economics, and other fields; they should consult their adviser.

A course may be counted toward the mathematics major only if a grade of C- or better is received for that course.

Major advisers can alter these requirements upon request of an advisee, provided the intent of the requirements is met. (The requirements for Mathematics majors declared before July 1, 1994 are slightly different from what is stated here, particularly in respect to Requirement 4).

## Honors Program

The Department of Mathematics awards honors (cum laude) and high honors (magna cum laude and summa cum laude) to graduating mathematics majors who have demonstrated outstanding ability in the major program.

The awards are determined by the Mathematics Major Committee in the latter part of the semester prior to graduation. Normally, one requirement for honors is participation in the Honors Seminar (Math 401) for one semester, or independent study at a high performance level. The committee will also be looking for excellent performance in mathematics courses, particularly in challenging courses at the 400-level or beyond. Students interested in honors should consult their major advisers concerning suitable courses.

To be considered for high honors, a student usually will be expected to write a Senior Thesis, and present it orally to the department. This project is carried out during the senior year under the supervision of a member of the

Mathematics department faculty. Students interested in high honors should consult their major advisers and the Mathematics major director during the second semester of their junior year.

## Teacher Education in Science and Mathematics (TESM)

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. TESM is a university program jointly conducted by the departments of education and mathematics. Although TESM offers options for undergraduate and graduate study, most students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates. Students who complete their undergraduate studies and their student teaching are eligible for provisional teaching certification from the State Education Department, effective for five years. Students completing the graduate program can earn the master's degree required for permanent certification.

For more information, contact the TESM Student Support Specialist at 255-9255 or the program coordinator, D. Trumbull (Education) 255-3108 or, in Mathematics, A. Solomon 255-3894.

## Distribution Requirement

Virtually all Mathematics courses can be used to satisfy the Group 4a (Mathematics or Computer Science) Distribution Requirement I (for students through the class of 1995) or the Quantitative and Formal Reasoning part of Distribution Requirement II (beginning with students in the class of 1996). Explicit exceptions are noted in the beginning of the Arts and Sciences section of the Courses of Study.

## Basic Sequences

### Precalculus

Description	Course Numbers
1) Algebra and trigonometry to prepare students for calculus	Mathematics 109* or Agriculture and Life Sciences 5*
2) Algebra, analytic geometry, elements of calculus	Agriculture and Life Sciences 115**

\*Mathematics 109 and ALS 5 do not carry credit for graduation.

\*\*Students who want a second semester of mathematics after ALS 115 may take Mathematics 105 or if they need more calculus, 111.

### Calculus

Description	Mathematics Course Numbers
1) Standard three-semester sequence for students who do not expect to take advanced courses in mathematics	111–112–213

- 2) Calculus for engineers 191–192–293–294 (also taken by some physical science majors)
- 3) Prospective mathematics majors and others who expect to take advanced courses in mathematics: many sequences are possible. For example, 111–112–221–222; or 121–122–221–222; or the engineering sequence 191–192–293–294; or a mix of the above. There is no specifically "approved" basic sequence for mathematics majors. Students should consult with their advisers for each individual case.

Mathematics 191 may be substituted for 111 in sequences 1 and 3. Sequences 2 and 3 are two-year sequences that include some linear algebra.

Students who take sequence 1 may learn some linear algebra by taking Mathematics 231. A student whose performance in 112 is exceptional may switch to sequence 3 and take 221.

## Special-Purpose Sequences

Description	Mathematics Course Numbers
1) Finite mathematics and calculus for biology majors	105–106
2) Other possible finite mathematics and calculus sequence	105–111

Students who want to take two semesters of calculus are advised to take the first two semesters of one of the three calculus sequences. It is also possible to follow Mathematics 106 with 112 or 122.

*Switching between calculus sequences is often difficult, especially at the 200 level. Students should not attempt such a switch without consulting the associate chair.*

## Courses with Overlapping Content

Because the department offers many courses with overlapping content, students must choose their courses carefully to ensure that they will receive credit for each course they take. Listed below are groups of courses with similar content. Students will receive credit for only one of the courses in each group.

106, 111, 191	213 and 294
112, 122, and 192	213 and 222
	221, 293, and 231
	332 and 432
	336 and 436
	321 and 420

## Fees

In some courses there may be a small fee for computer lab use or for photocopying materials to be handed out to students.

## Undergraduate Course Offerings

Foundation courses: 105, 106, 107, 109, 111, 112, 121, 122, 123, 191, 192, 213, 221, 222, 293, 294

History of Mathematics: 101, 403

General Courses: 103, 150, 286, 401, 405, 408, 490, 508, 690

Analysis: 411, 412, 413, 414, 418

Applied Mathematics and Differential Equations: 321, 420, 422, 423, 425, 427, 428

Algebra: 231, 332, 336, 431, 432, 433, 434, 436

Geometry and Topology: 150, 356, 451, 452, 453, 454, 455

Probability and Statistics: 171, 471, 472

Mathematical Logic: 481, 483, 486, 487

#### **MATH 101 History of Mathematics #**

Summer. 4 credits. Prerequisite: three years of high school mathematics.

The history of the main ideas of mathematics from Babylonian, Egyptian, and Greek times to the present day.

#### **MATH 103 Mathematical Explorations**

Fall, spring, or summer. 3 credits. This course may be used to satisfy the distribution requirement in mathematics.

This course is for students who wish to experience how mathematical ideas naturally evolve. The homework will consist of the students actively investigating mathematical ideas. The course will emphasize ideas and imagination as opposed to techniques and calculations. Topics will vary depending on the instructor. Some assessment will be done through writing assignments.

#### **MATH 105 Finite Mathematics for Biologists**

Fall or summer. 3 credits. Prerequisite: three years of high school mathematics, including trigonometry and logarithms.

Mathematical modeling, sets, functions, and graphing (including use of log and semi-log paper). Probability (with some applications to genetics). Matrices, systems of linear equations, and Markov chains. Examples from biology are used.

#### **MATH 106 Calculus for Biologists**

Spring or summer. 3 credits. Prerequisite: Mathematics 105 or 109 or ALS 115 or permission of instructor. (A strong background in functions is required.) Mathematics 111, rather than 106, is recommended for those planning to take 112.\*

Introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology are used.

#### **[MATH 107 Mathematics for the Social Sciences]**

Fall. 3 credits. Not offered 1995-96. This course consists of an introduction to several topics in mathematics such as: permutations and combinations, probability theory, matrices, limits, derivatives, exponential and logarithmic functions. The goal is to enable a social science student to understand some principles and applications of mathematics.]

#### **MATH 109 Precalculus Mathematics**

Summer. 3 transcript credits only; cannot be used toward graduation.

This course is designed to prepare students for Mathematics 111. Algebra, trigonometry, logarithms, and exponentials are reviewed.

#### **MATH 111 Calculus**

Fall, spring, or summer. 4 credits. Limited to 22 students a section. Prerequisite: Mathematics 109 or three years of high school mathematics, including trigonometry.\*

Plane analytic geometry, differentiation and integration of algebraic and trigonometric functions, applications of differentiation, logarithmic and exponential functions.

#### **MATH 112 Calculus**

Fall, spring, or summer. 4 credits. Limited to 22 students a section. Prerequisites: Mathematics 106 or 111 with a grade of C or better. Those who do well in Mathematics 111 should take 122 instead of 112, unless they plan to continue with 213.\*

Methods and applications of integration, plane curves and polar coordinates, vectors and solid analytic geometry, introduction to partial derivatives, infinite series.

#### **MATH 121 Modern Calculus**

Fall. 4 credits. Limited to 22 students per section. Prerequisite: Three years of high school mathematics, including calculus. This is a first-semester honors course in calculus intended for students who have had calculus in high school. The course material will be the same as that in Math 111, but it will be covered in greater depth.

#### **MATH 122 Calculus**

Fall or spring. 4 credits. Prerequisite: one semester of calculus with a high performance or permission of the department. Students planning to continue with Mathematics 213 are advised to take 112 instead of this course.\*

Differentiation and integration of elementary transcendental functions, the techniques of integration, applications, polar coordinates, infinite series, and complex numbers, as well as an introduction to proving theorems. The approach is more theoretical than in Mathematics 112.

#### **MATH 123 Analytic Geometry and Calculus**

Summer. 4 credits. Prerequisite: High school mathematics through trigonometry and plane analytic geometry.

The honors section of Math 111. Covers the same topics more deeply (at the level of Apostol's *Calculus*).

#### **[MATH 150 From Space to Geometry]**

Spring. 3 credits. Not offered 1995-96.

Expected to be offered 1996-97.

Over the centuries mathematicians have interpreted the concept of "space" in numerous ways. This course will survey some of these approaches from the time of Euclid to the later perspective of non-Euclidean systems. We will evaluate the impact of these viewpoints on such concepts as distance, angle measurement, straightness and curvature, dimension, and surface. We will make and analyze models to get a feel for the concepts and to assess the relevance of various approaches to geometry.]

#### **MATH 171 Statistical Theory and Application in the Real World**

Fall, spring, or summer. 4 credits.

Prerequisites: high school mathematics.

This introductory statistics course will discuss techniques for analyzing data occurring in the real world and the mathematical and philosophical justification for these techniques. Topics include population and sample distributions, central limit theorem, and statistical theories of point estimation,

confidence intervals, and testing hypotheses, the linear model, and the least squared estimator. The course concludes with a discussion of tests and estimates for regression and analysis of variance (if time permits). The computer will be used to demonstrate some aspects of the theory, such as sampling distributions and the Central Limit Theorem. In the lab portion of the course, students will learn and use computer-based methods for implementing the statistical methodology presented in the lectures. (No previous familiarity with the computer is presumed.)

#### **MATH 191 Calculus for Engineers**

Fall or summer. 4 credits. Limited to 25 students per section. Prerequisite: three years of high school mathematics, including trigonometry.\* One section will be taught with computer experimentation, and will carry an extra credit.

Plane analytic geometry, differential and integral calculus, and applications.

#### **MATH 192 Calculus for Engineers**

Fall, spring, or summer. 4 credits. Prerequisite: Mathematics 191.\*

Methods of integration, hyperbolic functions, polar coordinates, infinite series, complex numbers, introduction to partial derivatives, introduction to surface and volume integrals.

#### **MATH 213 Calculus**

Fall or spring. 4 credits. Prerequisite: Mathematics 112, 122, or 192.\*

Vectors, vector-valued functions, line integrals. Multivariable calculus, multiple integrals. First- and second-order differential equations with applications. Introduction to numerical methods, series solutions, systems of differential equations, elementary partial differential equations.

#### **MATH 221 Linear Algebra and Calculus**

Fall, spring, or summer. 4 credits.

Prerequisite: two semesters of calculus with a grade of B or better, or permission of instructor.\*

Linear algebra and differential equations. Topics include vector algebra, linear transformations, matrices, linear differential equations, as well as an introduction to proving theorems.

#### **MATH 222 Calculus**

Fall or spring. 4 credits. Prerequisite: Mathematics 221.\*

Vector differential calculus, calculus of functions of several variables, multiple integrals.

#### **MATH 231 Linear Algebra**

Spring. 3 credits. Prerequisite: Mathematics 111 or equivalent.\*

Vectors, matrices, and linear transformations, affine and Euclidean spaces, transformation of matrices, and eigenvalues.

#### **MATH 281 Formal Logic (also Philosophy 331)**

For description, see Philosophy 331.

#### **MATH 286 Introduction to Mathematical Reasoning**

Spring. 3 credits. Prerequisite: Mathematics 221.

This is a transition course from calculus to the methods used in more advanced courses. It covers the basic methods of mathematical proof (axiomatics, logic, mathematical

\*See the list of courses with overlapping content at the end of the introduction.

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induction, etc.), together with numerous examples of turning intuitive notions into precise mathematical concepts. The foundations of set theory and the construction of the real numbers are presented, together with other illustrative topics from analysis, algebra, and geometry.

#### **MATH 293 Engineering Mathematics**

Fall, spring, or summer. 4 credits.

Prerequisites: Mathematics 192 plus a knowledge of computer programming equivalent to that taught in Engineering Common Courses 100. In exceptional circumstances, Mathematics 192 and 293 may be taken concurrently.\*

Introduction to physical vectors, linear algebra and matrix theory, inner product spaces. May include computer use in solving problems.

#### **MATH 294 Engineering Mathematics**

Fall, spring, or summer. 4 credits.

Prerequisite: Mathematics 293.\*

Systems of linear ordinary differential equations, introduction to ordinary differential equations. Vector fields and vector calculus. Introduction to boundary-value problems and Fourier series. May include computer use in solving problems.

#### **MATH 321 Applicable Analysis**

Fall, spring, or summer. 4 credits.

Prerequisites: high level of performance in Mathematics 294, or 221 and 222, or 213 and 231. Graduate students who need mathematics extensively in their work and who have had solid courses in calculus and complex variables should take Mathematics 515-516. With less preparation they should take Mathematics 420 (or 321)-422-423.\* (This course was formerly Mathematics 421.)

A survey of the techniques of classical analysis that are of primary use in applications to the physical sciences and engineering, especially boundary value problems for partial differential equations. Sequences and infinite series. Fourier series and orthogonal functions. Ordinary differential equations. Solution of partial differential equations by separation of variables. Mathematics 321 has substantial overlapping content with Mathematics 420.

#### **MATH 332 Algebra and Number Theory**

Fall. 4 credits. Prerequisites: one year of calculus and one course from Mathematics 221, 231, and 294. Mathematics 332 does not satisfy prerequisites for courses numbered 500 and above.\*

Various topics from modern algebra and number theory, usually including rings, fields, and finite groups. Motivation and examples are derived mostly from geometry, arithmetic, and congruence problems on the integers.

#### **MATH 336 Applicable Algebra**

Spring. 4 credits. Prerequisites: Mathematics 221, 294, or 231.

An introduction to concepts and methods of abstract algebra that are of importance in science and engineering. Applications of the theory to concrete problems will be stressed. Each year the course will treat aspects usually chosen from the following topics: partially ordered sets, lattices, graph theory, and Boolean algebras; finite machines and

languages; applications of groups, fields, and modular arithmetic, such as Latin squares, elementary coding theory, or fast Fourier transform; difference equations. Additional topics may be chosen by the instructor.

#### **MATH 356 Groups and Geometry**

Spring. 4 credits. Prerequisites: Math 221-222, or Math 293-294.

Groups were introduced in the nineteenth century as the set of symmetries of an algebraic or geometric object, and this viewpoint is a central one in modern mathematics. This course studies Euclidean and non-Euclidean (especially hyperbolic) geometry in terms of the groups of symmetries of the relevant spaces. Prior knowledge of groups is not a prerequisite. One aim is to give students experience in modern algebra and geometry (including the geometry of complex numbers) and a sense of the unity of mathematics before they take the 400-level courses. Special care is taken in learning to write proofs. Groups of transformations. Subgroups and cosets. Homomorphisms and isomorphisms. Orbits and fixed points. Frieze groups and wallpaper groups and associated tesselations of the Euclidean plane. Geometry and trigonometry of the hyperbolic plane. Tesselations of the hyperbolic plane.

#### **MATH 401 Honors Seminar: Topics in Modern Mathematics**

Spring. 4 credits.

This course is a participatory seminar primarily aimed at introducing senior and junior mathematics majors to some of the challenging problems and areas of modern mathematics. The seminar will help students develop research and expository skills in mathematics, which is important for careers in any field that makes significant use of the mathematical sciences (i.e., pure or applied mathematics, physical or biological sciences, business and industry, medicine). The content will vary from year to year.

#### **MATH 403 History of Mathematics #**

Spring. 4 credits. Not offered 1995-96; expected to be offered 1996-97. Prerequisites: two courses in mathematics above 300, or permission of instructor.

Survey of the development of mathematics from antiquity to the present, with an emphasis on the achievements, problems, and mathematical viewpoints of each historical period and the evolution of such basic concepts as number, geometry, construction, and proof. Readings from original sources in translation. Students will be required to give oral and written reports.]

#### **MATH 405 Mathematical Exposition**

Fall. 3 credits.

A seminar in mathematics and its applications to other fields. Students are asked to have had at least two years of college-level mathematics. Course work will consist of discussions, written projects, and student talks. The content of these discussions, projects, and talks will vary, to be determined by the instructor in consultation with the students.

#### **MATH 408 Mathematics in Perspective**

Spring. 4 credits. Prerequisite: consent of instructor (intended for senior mathematics majors and other students with strong mathematics backgrounds).

The purpose of this course is for students to step back and to form an overview of the mathematics they have learned.

#### **MATH 411-[412] Introduction to Analysis**

411, fall; 412, spring. 4 credits. 412 not offered 1995-96; expected to be offered 1996-97. Prerequisite: Mathematics 222. Prerequisite for Mathematics 412: 411 or 413. Students who need measure theory and Lebesgue integration for advanced probability courses should take Mathematics 413-414 or arrange to audit the first few weeks of Mathematics 521. Undergraduates who plan to attend graduate school in mathematics should take 413-414.

An introduction to the theory of functions of real variables, stressing rigorous logical development of the subject rather than technique of applications. Topics include Euclidean spaces, the real number system, continuous and differentiable functions, Riemann integral, uniform convergence and approximation theorems, Fourier series, calculus in several variables, and differential forms.

#### **MATH 413-414 Introduction to Analysis**

413, fall; 414, spring. 4 credits each.

Prerequisite: Mathematics 222. Prerequisite for Mathematics 414: Mathematics 413. Honors version of Mathematics 411-412. 413 proceeds at a faster pace than 411. The second semester includes an introduction to the Lebesgue integral.

#### **MATH 418 Introduction to the Theory of Functions of One Complex Variable**

Spring. 4 credits. Prerequisite: Mathematics 222 or 294 or 213. May be offered only in alternate years.

A rigorous introduction to complex variable theory. Complex numbers. Differential and integral calculus for functions of a complex variable, including Cauchy's theorem and the calculus of residues. Elements of conformal mapping.

#### **MATH 420 Applicable Analysis**

Fall or spring. 4 credits. Prerequisites: high level of performance in Mathematics 294; or 221 and 222; or permission of instructor. Graduate students who need mathematics extensively in their work and who have had solid courses in calculus and complex variables should take Mathematics 515-516. With less preparation they should take Mathematics 420 (or 321)-422-423.\*

Ordinary differential equations in one and higher dimensions: qualitative, analytic, and numerical methods, with physical applications. Some important partial differential equations (heat equation, wave equation, and vibrating membrane) and their connections with Fourier series and the Laplacian. Vector calculus and Stokes Theorem, with applications to electromagnetism. Mathematics 420 has substantial overlapping content with Mathematics 321, but more strongly emphasizes the mathematical properties of solutions of ordinary differential equations and the approximation to such solutions by numerical and computer methods.

\*See the list of courses with overlapping content at the end of the introduction.

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**MATH 422 Applicable Analysis**

Fall, spring, or summer. 4 credits.  
Prerequisite: Mathematics 420 or 321. Complex variables, Fourier transforms, Laplace transforms. Additional topics may include: An introduction to generalized functions. Applications to partial differential equations.

**MATH 423 Applicable Analysis**

Spring. 4 credits. Prerequisite: Mathematics 420 or 321; however, students who have not taken 422 should talk to the instructor before taking this course. Normed vector spaces. Elementary Hilbert space theory. Projections. Fredholm's alternative. Eigenfunction expansions. Applications to elliptic partial differential equations and to integral equations.

**[MATH 425 Numerical Solutions of Differential Equations**

Spring. 4 credits. Prerequisites: Mathematics 222 or 294, one course numbered 300 or higher in mathematics, or permission of instructor. Expected to be offered 1996-97.

Methods and basic theory for the numerical solution of ordinary and partial differential equations. Linear multistep methods, Runge-Kutta methods, and the problem of stiffness for ordinary differential equations. Finite difference methods and Galerkin finite element methods for partial differential equations. Homework will involve use of a computer.]

**MATH 427 Introduction to Ordinary Differential Equations**

Fall. 4 credits. Prerequisite: Mathematics 222 or 294 or permission of instructor. Covers the basic existence, uniqueness, and stability theory together with methods of solution and methods of approximation. Topics include singular points, series solutions, Sturm-Liouville theory, transform methods, approximation methods, and application to physical problems.

**MATH 428 Introduction to Partial Differential Equations**

Spring. 4 credits. Prerequisite: Mathematics 222 or 294 or permission of instructor. Topics selected from first-order quasilinear equations, classification of second-order equations, with emphasis on maximum principles, existence, uniqueness, stability Fourier series methods, approximation methods.

**MATH 431-432 Introduction to Algebra**

431, fall, spring or summer; 432, spring. 4 credits each. Prerequisite: Mathematics 221 or 231. Prerequisite for Mathematics 432: Mathematics 431 or 433. Undergraduates who plan to attend graduate school in mathematics should take 433-434.\*

431: An introduction to linear algebra, including the study of vector spaces, linear transformations, matrices, and systems of linear equations; quadratic forms and inner product spaces; canonical forms for various classes of matrices and linear transformations; determinants. 432: an introduction to various topics in abstract algebra, including groups, rings, fields, factorization of polynomials and integers, congruences, and the structure of finitely generated modules over Euclidean

domains with application to canonical forms of matrices.

**MATH 433-434 Introduction to Algebra**

433, fall; 434, spring. 4 credits each. Prerequisite: Mathematics 221 or 231. Prerequisite for Mathematics 434: Mathematics 433.

Honors version of Mathematics 431-432. Mathematics 433-434 will be more theoretical and rigorous than 431-432 and will include additional material such as multilinear and exterior algebra.

**[MATH 436 Applications of Abstract Algebra**

Spring. 4 credits. Not offered 1995-96. Expected to be offered 1996-97. Prerequisites: Linear algebra (Math 231 or higher); Math 336 is not a prerequisite; familiarity with elementary algebra or number theory such as Math 332 would be helpful.

The course is intended for students who would like to learn modern algebra and its applications outside of mathematics. There will be at least as much emphasis on applications as the relevant modern algebra. Frequently, the applications involve or were made possible by the advent of computers. Students who already know the modern algebra covered in the course may still find the applications to be of interest. Specific topics will be chosen by the instructor. The algebra typically includes items drawn from: elementary number theory, polynomials and ring theory, monoids and group theory, real closed fields, algebraic combinatorics, Groebner bases, algebraic geometry, field theory. The applications and related topics typically include items drawn from: complexity theory, coding theory, encryption, discrete and fast Fourier transform, primality testing, factoring integers and polynomials, root counting and isolation, solving systems of polynomial equations, formal language theory and automata.

Math 336 and 436 may overlap in choice of material. Where they overlap, the coverage in Math 436 will be of greater depth appropriate to a 400-level course. Students cannot get credit for both Math 336 and Math 436.]

**MATH 451 Euclidean and Spherical Geometry**

Fall. 4 credits. Prerequisite: Mathematics 221 or 231 or permission of instructor. Topics from Euclidean and spherical (non-Euclidean) geometry. A non-lecture, seminar-style course organized around student participation.

**MATH 452 Classical Geometries**

Spring. 4 credits. Prerequisites: Mathematics 221 or its equivalent. This is an introduction to hyperbolic, spherical, and projective geometry—the classical geometries that developed as Euclidean geometry was better understood. For example, the historical problem of the independence of Euclid's fifth postulate is understood when the existence of the hyperbolic plane is realized. Straightedge (and compass) constructions and stereographic projection in Euclidean geometry can be understood within the structure of projective geometry. Topics in hyperbolic geometry include models of the hyperbolic plane and relations to spherical geometry.

Topics in projective geometry include homogeneous coordinates and the classical theorems about conics and configurations of points and lines. Optional topics include principles of perspective drawing, finite projective planes, orthogonal Latin squares, and the cross ratio.

**MATH 453 Introduction to Topology**

Fall. 4 credits. Prerequisites: Mathematics 411 and 221, or permission of instructor. Basic point set topology, connectedness, compactness, metric spaces, fundamental group. Application of these concepts to surfaces such as the torus, the Klein bottle, the Moebius band.

**MATH 454 Introduction to Differential Geometry**

Spring. 4 credits. Prerequisites: Mathematics 222 or 294, plus at least one mathematics course numbered 300 or above. Mathematics 453 is not a prerequisite.

Differential geometry of curves and surfaces. Curvature, geodesics, differential forms. Introduction to n-dimensional Riemannian manifolds. This material provides some background for the study of general relativity; connections with the latter will be indicated.

**MATH 455 Applicable Geometry**

Fall. 4 credits. In general, this course will cover various applicable topics to be chosen from among the geometry of convex bodies, polyhedra, algebraic curves and surfaces, rigid polyhedra, crystallographic patterns, projections and similar topics. Computational aspects of geometry will be included where appropriate.

**MATH 471 Basic Probability**

Fall. 4 credits. Prerequisite: Mathematics 221. May be used as a terminal course in basic probability. Intended primarily for those who will continue with Mathematics 472.

Topics include combinations, important probability laws, expectations, moments, moment-generating functions, limit theorems. Emphasis is on diverse applications and on development of use in statistical applications. See also the description of Mathematics 571.

**MATH 472 Statistics**

Spring. 4 credits. Prerequisite: Mathematics 471 and knowledge of linear algebra such as taught in Mathematics 221. Some knowledge of multivariate calculus helpful but not necessary.\*

Classical and recently developed statistical procedures are discussed in a framework that emphasizes the basic principles of statistical inference and the rationale underlying the choice of these procedures in various settings. These settings include problems of estimation, hypothesis testing, large sample theory.

**[MATH 481 Mathematical Logic (also Philosophy 431)**

Spring. 4 credits. Prerequisite: Mathematics 221. Not offered 1995-96. Expected to be offered 1996-97. Propositional and predicate logic. Classical proof procedures. Completeness and compactness. Decidability and undecidability. The Godel incompleteness theorem. Elements of set theory.]

\*See the list of courses with overlapping content at the end of the introduction.

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**[MATH 483 Intensional Logics and Alternatives to Classical Logics (also Philosophy 436)]**

Not offered 1995–96.  
For description, see PHIL 436.]

**MATH 486 Applied Logic (also COM S 486)**

Spring. 4 credits. Prerequisites: Mathematics 222 or 294; COM S 100, and some additional course in mathematics or theoretical computer science. 2 lecs, 1 lab to be arranged.

Propositional and predicate logic; compactness and completeness by tableaux, natural deduction, and resolution. Equational logic. Herbrand Universes and unification. Rewrite rules and equational logic, Knuth-Bendix method and the congruence-closure algorithm and 1-calculus reduction strategies. Topics in Prolog, LISP, ML, or Nuprl. Applications to expert systems and program verification.

**[MATH 487 Applied Logic II]**

Spring. 4 credits. Not offered 1995–96.  
Expected to be offered 1996–97. Prerequisite: Mathematics 221 or equivalent.

Intuitionistic propositional and predicate logic. Natural deduction and tableaux as proof procedures. Curry partial application structures. Their polynomial extensions as lambda calculi. Typed and untyped lambda calculi, cartesian closed categories. Heyting semantics of constructions as interpretations in partial combinatory structures, Kleene realizations. Curry-Howard isomorphisms. Intuitionistic first order arithmetic and Gödel's system T. Intuitionistic higher order logic and polymorphism. Weak and strong normalizations for simple and polymorphic calculi. Application to consistency proofs. Term extraction as the context for understanding compilers and interpreters for applicative languages such as LISP, NUPRL, MIRANDA, etc.]

**MATH 490 Supervised Reading and Research**

Fall, spring, or summer. 1–6 credits.  
Supervised reading and research by arrangement with individual professors. Not applicable for material currently available in regularly scheduled courses.

**Graduate Courses**

Students interested in taking graduate courses in mathematics should consult the department for further course details, times, and possible changes in courses as described below.

**MATH 508 Mathematics for Secondary School Teachers**

Fall, spring, or summer. 1–6 credits.  
Prerequisite: secondary school mathematics teacher, graduate standing, or permission of instructor. May not be taught every semester.

An examination of the principles underlying the content of the secondary school mathematics curriculum, including connections with the history of mathematics and current mathematics research.

**MATH 511–512 Real and Complex Analysis**

511, fall; 512, spring. 4 credits each.  
511: measure and integration, functional analysis. 512: complex analysis, Fourier analysis, and distribution theory.

**[MATH 513–514 Topics in Analysis]**

513, fall; 514, spring. 4 credits each. Not offered 1995–96. Expected to be offered 1996–97.]

**MATH 515–516 Mathematical Methods in Physics**

515, fall; 516, spring. 4 credits each. Intended for graduate students in physics or related fields who have had a strong advanced calculus course and at least two years of general physics. A knowledge of the elements of finite dimensional vector space theory, complex variables, separation of variables in partial differential equations, and Fourier series will be assumed. The course overlaps with parts of Mathematics 421–422–423. Undergraduates will be admitted only with permission of instructor. Mathematics 515 is a prerequisite for 516.

Topics designed to give a working knowledge of the principal mathematical methods used in advanced physics. A brief discussion of some basic notions: metric space, vector space, linearity, continuity, integration. Generalized functions (Schwartz distributions). Fourier series and Fourier integrals. Saddle point method. Linear operators. Differential operators and integral operators, the equations and eigenvalue problems connected with them and the special functions arising from them. Elements of group theory. The rotation group and its representations.

**MATH 517 Dynamical Systems**

Spring. 4 credits.

Topics: Existence and Uniqueness Theorems for ODEs. Poincaré-Bendixon theorem and global properties of two dimensional flows. Limit sets, non-wandering sets, chain recurrence, pseudo-orbits and structural stability. Linearization at equilibrium points: stable manifold theorem and the Hartman-Grobman theorem. Generic properties: transversality theorem and the Kupka-Smale theorem. Examples: expanding maps and Anosov diffeomorphisms. Hyperbolicity: the horseshoe and the Birkhoff-Smale theorem on transversal homoclinic orbits. Rotation numbers: Herman's theorem. Characterization of structurally stable systems.

**[MATH 518 Smooth Ergodic Theory]**

4 credits. Not offered 1995–96. Expected to be offered 1996–97.

Topics: Invariant measures. Entropy. Hausdorff dimension and related concepts. Hyperbolic invariant sets: Stable manifolds, Markov partitions and symbolic dynamics. Equilibrium measures of hyperbolic attractors. Ergodic theorems. Pesin theory: stable manifolds of non-hyperbolic systems. Liapunov exponents: relations between entropy, exponents and dimensions.]

**[MATH 519–520 Partial Differential Equations]**

519, fall; 520, spring. 4 credits each. Not offered 1995–96. Expected to be offered 1996–97.

Basic theory of partial differential equations.]

**MATH 521 Measure Theory and Lebesgue Integration**

Fall. 4 credits.

Measure theory, integration, and  $L^p$  spaces.

**MATH 522 Applied Functional Analysis**

Spring. 4 credits.

Basic theory of Hilbert and Banach spaces and operations on them. Applications.

**[MATH 531–[532]–534 Algebra]**

531, fall; 534, spring; [532, Not offered 1995–96.] 4 credits each.

531: finite groups, field extensions, Galois theory, rings and algebras, tensor and exterior algebra. 532: Wedderburn structure theorem, Brauer group, group cohomology, 534: Dedekind domains, primary decomposition, Hilbert basis theorem, local rings.

**[MATH 537 Analytic Number Theory]**

Fall. Prerequisites: Math 511, 521, 431. Not offered 1995–96. Expected to be offered 1996–97.

Topics: The Prime Number Theorem. Primes in Arithmetic Progressions. The Large Sieve and Some of its Applications.]

**MATH 549 Lie Algebras**

Spring. 4 credits. Expected to be offered fall 1996–97.

Nilpotent, solvable and reductive Lie algebras. Enveloping algebras. Root systems, Coxeter groups. Classification of simple algebras.

**[MATH 550 Lie Groups]**

Spring. 4 credits. Not offered 1995–96. Expected to be offered 1996–97.

Topological groups, Lie groups. Relation between Lie groups and Lie algebras. Exponential map, homogeneous manifolds. Invariant differential operators.]

**MATH 551 Introductory Algebraic Topology**

Spring. 4 credits.

Fundamental group and covering spaces. Homology theories for complexes and spaces.

**MATH 552 Differentiable Manifolds**

Fall. Prerequisites: advanced calculus, linear algebra (Mathematics 431), point set topology (Mathematics 453). This is an introduction to differential topology and differential geometry at the level of the beginning graduate student.

Topological manifolds. Smooth manifolds, immersions and embeddings, tangent bundles, fiber bundles, vector fields and dynamical systems, Frobenius' theorem, Lie groups. Integration on manifolds, differential forms, Stokes theorem. Tubular neighborhoods, transversality and cobordism. Connections, Riemannian manifolds, geodesics, curvature, Gauss-Bonnet theorem.

**MATH 561 Geometric Topology**

Fall. 4 credits.

An introduction to some of the more geometric aspects of topology and its connections with group theory. Possible topics: surface theory, 3-manifolds, knot theory, geometric and combinatorial group theory, hyperbolic groups, hyperbolic manifolds.

**MATH 562 Riemannian Geometry**

Spring. 4 credits.

Linear connections, Riemannian metrics and parallel translation. Covariant differentiation and curvature tensors. The exponential map, the Gauss Lemma and completeness of the metric. Isometries and space forms, Jacobi fields and the theorem of Cartan-Hadamard. The first and second variation formulas. The index form of Morse and the theorem of Bonnet-Myers. The Rauch, Hessian, and Laplacian comparison theorems. The Morse index theorem. The conjugate and cut loci. Submanifolds and the Second Fundamental form.

**MATH 571-572 Probability Theory**

571, fall; 572, spring. 4 credits each. Prerequisite: a knowledge of Lebesgue integration theory, at least on the real line. Students can learn this material by taking parts of Mathematics 413-414 or 521. Prerequisite for Mathematics 572: Mathematics 571.

Properties and examples of probability spaces. Sample space, random variables, and distribution functions. Expectation and moments. Independence, Borel-Cantelli lemma, zero-one law. Convergence of random variables, probability measures, and characteristic functions. Law of large numbers. Selected limit theorems for sums of independent random variables. Markov chains, recurrent events. Ergodic and renewal theorems. Martingale theory. Brownian motion and processes with independent increments.

**MATH 574-575 Introduction to Mathematical Statistics**

574, spring; 575, fall. 4 credits each. Prerequisites: Mathematics 571 or permission of instructor.

574: Topics include an introduction to the theory of point estimation, consistency, efficiency, sufficiency, and the method of maximum likelihood. Convexity and basic concepts of decision theory are introduced. Concepts of sequential methods may be discussed. 575: The classical theory of optimal tests of hypotheses and their power; the theory of confidence sets. The preferred sequence is 574-575.

**MATH 581 Logic**

Spring. 4 credits.

Basic topics in mathematical logic, including propositional and predicate calculus; formal number theory and recursive functions; completeness and incompleteness theorems. Other topics as time permits.

**MATH 611 Seminar in Analysis**

Spring. 4 credits.

**MATH 612 Seminar in Analysis**

Spring. 4 credits.

**MATH 613 Functional Analysis**

Fall. 4 credits.

Topological vector spaces. Banach and Hilbert spaces, Banach algebras. Additional topics to be selected by instructor.

**MATH 615 Fourier Analysis**

Fall. 4 credits.

**[MATH 617 Applied Dynamical Systems (also T&AM 776)]**

Fall. 3 credits. Suggested prerequisite: T&AM 675, Mathematics 517, or equivalent. Not offered 1995-96. Expected to be offered 1996-97.

Review of planar (single-degree-of-freedom) systems. Local and global analysis. Structural stability and bifurcations in planar systems. Center manifolds and normal forms. The averaging theorem and perturbation methods. Melnikov's method. Discrete dynamical systems, maps and difference equations, homoclinic and heteroclinic motions, the Smale Horseshoe and other complex invariant sets. Global bifurcations, strange attractors, and chaos in free and forced oscillator equations. Applications to problems in solid and fluid mechanics.]

**[MATH 623 Several Complex Variables]**

Not offered 1995-96. 4 credits.]

**MATH [627]-628 Seminar in Partial Differential Equations**

[627, fall; not offered 1995-96.] 628, spring. 4 credits.

**MATH 631-632 Seminar in Algebra**

631, fall; 632, spring. 4 credits each.

**MATH 635 Topics in Algebra**

Fall. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

**MATH 637 Algebraic Number Theory**

Spring. 4 credits.

**MATH 639 Topics in Algebra II**

Spring. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

**[MATH 640 Homological Algebra]**

Spring. 4 credits. Not offered 1995-96. Expected to be offered 1996-97.]

**MATH 651-652 Seminar in Topology**

651, fall; 652, spring. 4 credits each.

**MATH 653-[654] Algebraic Topology**

653, fall; [654, spring, not offered 1995-96. 4 credits.

The continuation of 551. Cohomology, cup products, Poincare duality, higher homotopy groups, fiber bundles, fibrations, vector bundles, characteristic classes, K-theory, spectral sequences, cohomology operations.

**MATH 657-[658] Topics in Topology**

657, fall; [658, spring. Not offered 1995-96. Expected to be offered 1996-97.]

Selection of advanced topics from modern algebraic, differential, and geometric topology. Course content varies.

**MATH 661-662 Seminar in Geometry**

661, fall; 662, spring. 4 credits each.

**[MATH 667 Algebraic Geometry]**

Fall. 4 credits. Not offered 1995-96. Expected to be offered 1996-97.]

**[MATH 670 Topics in Statistics]**

Fall or spring. 4 credits. Expected to be offered 1996-97.

A course taught occasionally to cover special topics in theoretical statistics not treated in other listed courses. Typical of the subjects that will be treated are time series analysis, and classification and cluster analysis.]

**MATH 671-672 Seminar in Probability and Statistics**

671, fall; 672, spring. 4 credits each.

**[MATH 674 Multivariate Analysis]**

Spring. 4 credits. Not offered 1995-96. Expected to be offered 1996-97.]

**MATH 675 Statistical Decision Theory**

Fall. 4 credits.

**[MATH 677-678 Stochastic Processes]**

677, fall; 678, spring. 4 credits each. Expected to be offered 1996-97.]

**MATH 681-682 Seminar in Logic**

681, fall; 682, spring. 4 credits each.

**[MATH 683 Model Theory]**

Spring. 4 credits. Offered in alternate years. Not offered 1995-96.]

**MATH 684 Recursion Theory**

Fall. 4 credits.

Theory of effectively computable functions. Classification of recursively enumerable sets. Degrees of recursive unsolvability. Applications to logic. Hierarchies. Recursive functions of ordinals and higher type objects. Generalized recursion theory.

**MATH 687 Set Theory**

Spring. 4 credits. Offered in alternate years.

Models of set theory. Theorems of Gödel and Cohen, recent independence results.

**MATH 688 Topics In Applied Logic**

Fall. 4 credits.

This course covers applications of the results and methods of mathematical logic to other areas of mathematics and science. Topics vary each year; some recent examples are: automatic theorem proving, formal semantics of programming and specification languages, linear logic, constructivism (intuitionism), non-standard analysis. The student is expected to be familiar with the standard results in graduate level mathematical logic.

**MATH 690 Supervised Reading and Research**

Variable credit (maximum 6 each term).

**MATH 701-702 Oliver Club Seminar****MATH 703-704 Olivetti Club Seminar****MATH 707-708 Seminar in Mathematics Education****MATH 711-712 Seminar in Analysis****MATH 713 Seminar in Analytic Dynamics****MATH 727-728 Seminar in Numerical Analysis****MATH 731-732 Seminar in Algebra****MATH 733-734 Seminar in Computational Algebra****MATH 749-750 Seminar in Lie Groups****MATH 751-752 Topics In Geometry and Topology****MATH 767-768 Seminar in Combinatorial and Algebraic Geometry****MATH 778 Reading Seminar in Dynamical Systems****MODERN LANGUAGES AND LINGUISTICS**

J. Bowers, chair; J. Lantolf, associate chair (314 Morrill Hall); J. Whitman, graduate faculty representative (320 Morrill Hall); A. Cohn, director of undergraduate studies (216 Morrill Hall); W. Browne, V. Carstens, C. Collins, M. Diesing, G. Diffloth, J. Gair, W. Harbert, J. Jasanoff, A. Jongman, F. Landman, B. Lust, S. McConnell-Ginet, A. Nussbaum, C. Rosen, M. Suñer, L. Waugh, J. Wolff, D. Zec

The Department of Modern Languages and Linguistics offers courses in linguistics (the study of the general nature, structure, and history of language) and elementary, intermediate, and advanced courses in many of the languages of Europe, Africa, and south, southeast, and east Asia.

Most courses in modern languages and linguistics are offered by the Department of

Modern Languages and Linguistics; see listings below under individual language names (e.g., Spanish) and under Linguistics. Courses in foreign language literatures and certain language courses as well are taught in the following departments; consult entries under the department name for course listings.

Africana Studies and Research Center: Ewe, Swahili

Asian Studies: Chinese, Japanese, Korean, Vietnamese

Classics: Greek, Latin, Sanskrit

German Studies: German

Near Eastern Studies: Akkadian, Arabic, Aramaic, Hebrew, Turkish

Romance Studies: French, Italian, Spanish

Russian Literature: Russian

The Full-year Asian Language Concentration (FALCON Program) offers intensive instruction in Chinese, Japanese, or Indonesian to students wishing to gain fluency in the language in a single year.

### **Arabic**

See listings under Near Eastern Studies.

### **Bengali**

Fees. A small fee may be charged for photocopied texts for course work.

#### **BENGL 121-122 Elementary Bengali**

121, fall; 122, spring. 4 credits each term. Prerequisite: for Bengali 122, Bengali 121 or examination. D. Sudan.

The emphasis is on basic grammar, speaking, and comprehension skills; Bengali script will also be introduced.

#### **BENGL 201-202 Intermediate Bengali**

##### **Reading @**

201, fall; 202, spring. 3 credits each term. Prerequisites: for Bengali 201, Bengali 122 or examination; for Bengali 202, Bengali 201 or examination. D. Sudan.

Continuing instruction in grammar with attention to speaking and reading skills.

#### **BENGL 203-204 Intermediate Bengali Composition and Conversation @**

203, fall; 204, spring. 3 credits each term. Prerequisites: for Bengali 203, Bengali 122 or examination; for Bengali 204, Bengali 203 or examination. D. Sudan.

Continuing instruction in grammar with attention to writing skills.

#### **BENGL 303-304 Bengali Literature I, II**

303, fall; 304, spring. 4 credits each term. Prerequisites: Bengali 203-204 or equivalent. D. Sudan.

An introduction to noted Bengali writers. Selections of works by Rabindranath Tagore and Abanindranath Tagore and short stories by Bonophul will be covered. The course will be devoted to reading these works and developing literary criticism and creative writing in Bengali.

### **Burmese**

NOTE: Check at Morrill 416 and Morrill 404 before classes begin for placement or other testing and organizational information, or contact J. Wheatley in Morrill 416 (255-9301).

Fees. A small fee may be charged for photocopied texts for course work.

#### **BURM 103-104 Burmese Conversation Practice**

103, fall; 104, spring. 2 credits each term. Prerequisite: for Burmese 104, Burmese 103 and Burmese 121. May not be taken alone. Must be taken simultaneously with Burmese 121-122. Satisfactory completion of Burmese 104/122 fulfills the qualification portion of the language requirement. S. Tun.

Additional drills, practice and extension of materials covered in Burmese 121 and 122. These courses are designed to be attended simultaneously with Burmese 121-122 respectively, allowing students to obtain qualification within a year.

#### **BURM 121-122 Elementary Burmese**

121, fall; 122, spring. 4 credits each term. Prerequisite: for Burmese 122, Burmese 121. May be taken alone or simultaneously with Burmese 103-104. Satisfactory completion of Burmese 104/122 fulfills the qualification portion of the language requirement. S. Tun.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

#### **BURM 123 Continuing Burmese**

Fall. 4 credits. Prerequisite: Burmese 122. Satisfactory completion of Burmese 123 fulfills the qualification portion of the language requirement. S. Tun.

Continuing instruction in conversational and reading skills, to prepare students for 200-level courses.

#### **BURM 201-202 Intermediate Burmese Reading @**

201, fall or spring; 202, fall or spring. 3 credits each term. Prerequisites: for Burmese 201, Burmese 123; for Burmese 202, Burmese 201. S. Tun.

Continuing instruction in spoken and written Burmese.

#### **BURM 301-302 Advanced Burmese Reading @**

301, fall or spring; 302, fall or spring. 3 credits each term. Prerequisites: for Burmese 301, Burmese 202 or permission of instructor; for Burmese 302, Burmese 301. S. Tun.

Continuing instruction in spoken and written Burmese; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

#### **BURM 401-402 Burmese Directed Independent Study**

401, fall; 402, spring. 2-4 credits variable each term. Prerequisite: permission of instructor. S. Tun.

Various topics according to need.

### **Cambodian**

See Khmer.

### **Cebuano (Bisayan)**

Fees. A small fee may be charged for photocopied texts for course work.

#### **[CEBU 101-102 Elementary Cebuano**

101, fall; 102, spring. Offered according to demand. 6 credits each term. Prerequisite for Cebuano 102: Cebuano 101 or equivalent. Not offered 1995-96. A semi-intensive course for beginners.]

### **Chinese**

For literature courses [conducted in English or Chinese] and Classical Chinese, see Asian Studies.

NOTE: Check the Chinese bulletin boards near Morrill 416 for information on testing, classes, etc., before classes begin. Placement tests [for those who do not know which course they qualify for] are given the week before classes begin, both fall and spring. Qualification and proficiency testing is done the first week of classes in the fall only.

Fees. Depending on the course, a small fee may be charged for photocopied texts for course work.

#### **CHIN 101-102 Elementary Mandarin**

101, fall; 102, spring. 6 credits each term. Prerequisite for Chinese 102: Chinese 101 or equivalent. Satisfactory completion of Chinese 102 fulfills the qualification portion of the language requirement.

J. Wheatley and staff.

A course for beginners or those who have been placed in the course by examination. The course gives a thorough grounding in conversational and reading skills. Students with some facility in the spoken language [because Chinese is spoken at home] but who do not read [characters] should take 109/110. Students who read Chinese, but who speak 'dialects,' such as Cantonese or Amoy, should see the program director in Morrill 416 before enrolling.

#### **CHIN 109-110 Elementary Reading (with Mandarin pronunciation)**

109, fall; 110, spring. 3 credits each term. Prerequisite: for Chinese 110, 109 or equivalent. Satisfactory completion of Chinese 110 fulfills the qualification portion of the language requirement.

X. Wang.

This course is intended primarily for students who speak some Chinese [i.e., at home], but who have had little or no formal training. The focus is on characters, reading comprehension, and reading aloud with standard pronunciation.

#### **CHIN 111-112 Cantonese Elementary Speaking**

111, fall; 112, spring. 3 credits each term. Prerequisites: for Chinese 112: Chinese 111 or equivalent. Both Chinese 112 and 114 or equivalents are necessary to fulfill any language requirements. J. Yang.

A course for beginners. Conversation in standard Cantonese as spoken in Hong Kong and Canton.

#### **CHIN 113-114 Cantonese Elementary Reading**

113, fall; 114, spring. 3 credits each term. Prerequisites: for Chinese 114: Chinese 113. Both Chinese 112 and 114 or equivalents are necessary to fulfill any language requirements. J. Yang.

This course is intended primarily for students who speak some Cantonese [i.e., at home], but who have had little or no formal training. The focus is on characters, reading comprehension, and reading aloud with standard pronunciation.

#### **CHIN 201-202 Intermediate Mandarin @**

201, fall or summer; 202, spring or summer. 4 credits each term. Prerequisites: for Chinese 201, Chinese 102 or equivalent; for Chinese 202, Chinese 201. Satisfactory completion of Chinese 201

fulfills the proficiency portion of the language requirement. Staff. Continuing instruction in written and spoken Chinese.

#### **CHIN 211-212 Intermediate Cantonese @**

211, fall; 212, spring. 4 credits each term. Prerequisites: for Chinese 211, Chinese 112 or 114 or equivalent; for Chinese 212, Chinese 211. J. Yang.

Continuing instruction in spoken Cantonese and in characters [Cantonese and Mandarin], reading comprehension, and reading aloud with Cantonese pronunciation.

#### **CHIN 301-302 Advanced Mandarin I @**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Chinese 301, Chinese 202 or equivalent; for Chinese 302, Chinese 301. P. Wang.

Continuing instruction in spoken Chinese and in various genres and styles of written Chinese.

#### **CHIN 303-304 Advanced Mandarin Conversation @**

303, fall; 304, spring. 1 credit each term. Prerequisites: Chinese 201-202 or equivalent or permission from instructor. S-U grades only. Staff.

Conversation and reading practice for students who wish to maintain language skills. Guided conversation and oral composition and translation. Corrective pronunciation drills.

#### **CHIN 411-412 Advanced Mandarin II**

411, fall; 412, spring. 4 credits each term. Prerequisites: for Chinese 411, Chinese 302 or equivalent; for Chinese 412, Chinese 411. Q. Teng.

Reading and discussion of various styles and genres of Chinese. Special attention to building vocabulary and increasing reading speed. Selections from current events, newscasts, and literature.

#### **CHIN 413-414 Current Events: Advanced Reading and Discussion**

413, fall; 414, spring. 2 credits each term. Prerequisites: Chinese 412 or equivalent or permission of instructor. S-U grades only. P. Wang.

Reading practice for students in Chinese studies. Content varies.

#### **CHIN 425 Topics in Chinese Language**

Fall or spring, according to demand. 4 credits. Prerequisite: permission of instructor. J. Wheatley and staff.

This course is a cover symbol for a number of language courses that will be offered in rotation to accommodate both the needs of advanced or specialized students and to take advantage of faculty interests. Courses planned include: correspondence and composition; Ch'ing documents; Mandarin for Cantonese speakers. May be repeated for credit.

#### **FALCON (Full-year Asian Language Concentration)**

J. Wheatley, 416 Morrill Hall (255-9301).

#### **CHIN 160 Introductory Intensive Mandarin**

Summer only. 10 credits. J. Wheatley and staff.

Introduction to spoken and written Mandarin. Lectures on linguistic and cultural matters, intensive drills with native speakers, and laboratory work. Students who complete this

course with a grade of B or above normally are eligible to enroll in an intermediate course.

#### **CHIN 161-162 Intensive Mandarin @**

161, fall; 162, spring. 16 credits each term. Prerequisites: for Chinese 161, Chinese 160 (Cornell summer intensive course) or equivalent or permission of instructor; for Chinese 162, Chinese 161. Satisfactory completion of Chinese 161 fulfills the proficiency portion of the language requirement.

#### **Czech**

**Fees.** A small fee may be charged for photocopied texts for course work.

#### **CZECH 131-132 Elementary Czech**

131, fall; 132, spring. 3 credits each term. Prerequisite for Czech 132, Czech 131 or equivalent. This language series (131-132) cannot be used to satisfy the language requirement. Staff.

Covers all language skills: speaking, listening comprehension, reading, and writing.

#### **CZECH 133-134 Continuing Czech**

133, fall; 134, spring. 3 credits each term. Prerequisites: for Czech 133, Czech 132 or equivalent. Satisfactory completion of Czech 134 fulfills the qualification portion of the language requirement. Staff.

An intermediate conversation and reading course.

#### **Danish**

**Fees.** A small fee may be charged for photocopied texts for course work.

#### **DANSH 131-132 Elementary Danish**

131, fall; 132, spring. 3 credits each term. Prerequisite for Danish 132, Danish 131 or equivalent. This language series cannot be used to satisfy the language requirement. P. M. Mitchell.

Covers all language skills: speaking, listening comprehension, reading, and writing.

#### **Dutch**

**Fees.** A small fee may be charged for photocopied texts for course work.

#### **DUTCH 121-122 Elementary Dutch**

121, fall or summer; 122, spring or summer. 4 credits each term. Prerequisite: permission of instructor. M. Briggs.

Intensive practice in listening, speaking, reading, and writing basic Dutch in meaningful contexts. The course also offers insight into Dutch language, culture, and society.

#### **DUTCH 123 Continuing Dutch**

Fall. 4 credits each term. Prerequisite: Dutch 122 or equivalent. M. Briggs.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offering a wide range of readings and sharpening listening skills based on Dutch and Dutch-speaking cultures.

#### **DUTCH 203 Intermediate Composition and Conversation**

Spring. 3 credits. Prerequisite: Qualification in Dutch or permission of instructor. M. Briggs.

Improved control of Dutch grammatical structures and vocabulary through guided conversation, compositions and reading, drawing on Dutch and other Dutch-speaking cultures.

#### **DUTCH 204 Intermediate Composition and Conversation**

Fall. 3 credits. Prerequisite: Dutch 203 or permission of instructor. M. Briggs.

This course aims to emphasize written and oral application of accurate, idiomatic Dutch. Reading of authentic material of newspapers, literature, and history, with emphasis on Dutch seventeenth-century culture and its influence on the Americas. Taught in Dutch.

#### **English**

Intensive English Program, see p. 525.

**Fees.** A small fee may be charged for photocopied texts for course work.

#### **ENGLF 205 English as a Second Language**

Fall. 4 credits. Prerequisite: placement by examination. S. Schaffzin.

An all-skills course emphasizing listening and speaking, with some writing practice. Students also meet individually with the instructor.

#### **ENGLF 206 English as a Second Language**

Spring. 3 credits. Prerequisite: English 205 or placement by examination. S. Schaffzin.

Designed for those who have completed English 205 and who require or desire further practice, particularly in writing. Individual conferences are also included.

#### **ENGLF 209 English as a Second Language**

Fall or spring. 1 credit. Prerequisite: placement by examination. S. Schaffzin.

Practice in classroom speaking and in informal conversational English techniques for gaining information. Students also practice giving informal presentations. Individual conferences with the instructor supplement class work.

#### **ENGLF 210 English as a Second Language**

Spring. 1 credit. Prerequisite: placement by examination. S. Schaffzin.

Practice in academic speaking. Formal classroom discussion techniques and presentation of information in various forms. Individual conferences supplement class work.

#### **ENGLF 211 English as a Second Language**

Fall, spring, or summer. 3 credits.

Prerequisite: placement by examination. D. Campbell.

Academic writing with emphasis on improving organization, grammar, vocabulary, and style through the writing and revision of short papers relevant to students' fields. Frequent individual conferences supplement class work.

#### **ENGLF 212 English as a Second Language**

Spring. 3 credits. Prerequisite: English 211 or placement by examination.

D. Campbell.

Research paper writing. Students work on one project, for example, a research paper on a topic of their choice: a thesis proposal, pre-thesis, or part of a thesis such as the literature review or a paper for another course (permission of the instructor is mandatory). Course work involves practice in paraphrase, summary, the production of cohesive, coherent prose, vocabulary use, and grammatical structure. Frequent individual conferences supplement class work. Separate

sections for Social Sciences/Humanities and for Science/Technology.

**ENGLF 213 Written English for Non-Native Speakers**

Spring. 3 credits. Prerequisite: placement by examination. S. Moore.

Designed for those whose writing fluency is sufficient for them to carry on regular academic work but who feel the desire for refining and developing their ability to express themselves clearly and effectively. Individual conferences supplement class work.

**Freshman Writing Seminar**

**ENGLB 215-216 English for Later Bilinguals**

For description, see freshman writing seminar brochure.

**EWE**

See listings under Africana Studies and Research Center.

**French**

A. Cohn (director of undergraduate studies, 216 Morrill Hall, 255-3073), L. R. Waugh.

For information on language placement and transfer credit, contact C. Waldron (403 Morrill Hall, 255-0702). For literature and advanced language courses see Romance Studies.

**The Major**

The French major has two separate tracks, the literature track and the linguistics track. The linguistics track is described here; for the literature track, see the description under Romance Studies. The major in French linguistics, is designed to give students proficiency in the oral and written language and to develop skills in the linguistic analysis of French.

While prospective majors should try to plan their programs as far ahead as possible, no student will be refused admission merely because of a late start. It is even possible for a student to begin French and/or linguistics at Cornell and become a major. Students wishing to major in French linguistics should consult Professor Linda Waugh, who will advise them.

**The French Linguistics Major**

To be admitted to the major, students should have completed Linguistics 101 and French 200, 203, 205 or 213 (or their equivalents) by the end of the sophomore year. It is expected that all students in the major will also take either French 220, 221 or 222, preferably by the end of the sophomore year.

To complete the major, a student must:

- 1) acquire a sound degree of competence in French. This competence is demonstrated by the successful completion of French 312 (or its equivalent) or by the passing of a special examination. Typically, students in the major will have taken 312 by the end of their junior year.
- 2) take six courses in French, Romance, and general linguistics (in addition to Linguistics 101). These courses will include at least one course concerning the history of French (e.g., French 401, Romance Linguistics 321, French 629 [listed under Romance Studies]), one course concerning the structure of French (e.g., French 408, 410, 604, Linguistics

323), and one other course in French linguistics.

- 3) take two courses (preferably a sequence) in some allied area, for example, (a) French literature and civilization, (b) psycholinguistics, (c) philosophy of language, (d) French history, culture, music, or history of art or architecture. (This requirement may be waived for students who are double majors in other fields).

**Study Abroad in France**

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the departments of Romance Studies and Modern Languages and Linguistics facilitates the transfer of credit. Information about these plans is available from Jacques Béreau, director of undergraduate studies, Department of Romance Studies. (See the description of the program in Paris sponsored by Cornell under the Department of Romance Studies.)

**Study Abroad in Geneva**

French majors or other students with a commitment to international experience may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students who have an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex. Cornell students enroll full-time in the University of Geneva, where they take year-long courses in conjunction with Swiss students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization, and history.

Interested students can participate in internships at international organizations, and qualified participants may be able to work under the direction of officials on research studies that are of mutual interest. The University of Geneva offers four consecutive three-week language and civilization summer courses beginning in mid-July, which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 204 or 213, or its equivalent in advanced credit or placement by the Cornell C.A.S.E. examination. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office for further information.

**Honors.** The honors program encourages well-qualified students majoring in French linguistics to do independent work in French outside the structure of courses. The

preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading, and extensive rewriting to a degree not practically possible in the case of course papers.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429-430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

**Fees.** Depending on the course, a small fee may be charged for copies of texts for course work.

**FRDML 101 Basic Course I**

Summer only. 6 credits.

An introductory course offering opportunities for student interaction and intensive practice in listening to, speaking, reading, and writing basic French in meaningful contexts. Students who have previously studied French must take the placement examination or receive permission from the instructor before registering for this course.

**FRDML 121 Elementary French**

Fall or spring. 4 credits. Spring enrollment limited. No prerequisites. Intended for beginning students or those placed by examination. N. Gabriel.

The four recitation sections per week offer the opportunity for student interaction and intensive practice in listening to, speaking, reading, and writing basic French in meaningful contexts. Lectures offer insights into French language, culture, and society.

**FRDML 122 Elementary French**

Fall or spring. 4 credits. Prerequisite: French 121 or CPT or FPT score between 370 and 440. Students who receive an FPT score of 560 after French 122 attain qualification and may enter the 200-level sequence; otherwise, satisfactory completion of French 123 is required for qualification. M. J. Davis.

The goal of French 122 is to build on the students' elementary knowledge of French so that they can function in basic situations in a French-speaking culture. Sections continue to provide intensive, context-specific practice in speaking, listening, reading, and writing. Lectures address cultural and linguistic issues.

**FRDML 123 Continuing French**

Fall, spring, or summer. 4 credits. Limited to students who have previously studied French and have a CPT or FPT score between 450 and 550. Satisfactory completion of French 123 fulfills the qualification portion of the language requirement. A. Grandjean-Levy.

French 123 is an all-skills course designed to improve pronunciation, oral communication, and reading ability; to establish a groundwork for correct writing; and to provide a substantial grammar review. The approach in the course encourages the student to see a foreign language as something more than a bunch of skills to be memorized. The course features

authentic texts, a functional grammar, and exchange students from France who visit the sections.

#### **FRDML 200 Intermediate Reading and Writing**

Fall or spring. 3 credits. Prerequisite: qualification in French (French 123 or CPT or FPT score 560-640). Satisfactory completion of French 200 fulfills the proficiency portion of the language requirement. C. Sparfel.

A language course based on contemporary reading material. Strengthening of reading and writing skills; review and expansion of vocabulary and grammar. Taught in French.

#### **FRDML 203 Intermediate Composition and Conversation I**

Fall, spring, or summer. 3 credits. Prerequisite: qualification in French (French 123 or CPT or FPT score 560-640). Satisfactory completion of French 203 fulfills the proficiency portion of the language requirement. I. Daly.

Improved control of French grammatical structure and vocabulary through guided conversation, composition, and reading. Lectures include grammar review, videos on current topics, and cultural presentations. Taught in French.

#### **FRDML 205 Intermediate French: le français multicolore @**

Spring. 3 credits. Prerequisite: qualification in French (French 123 or CPT or FPT score of 560-640). Satisfactory completion of French 205 fulfills the proficiency portion of the language requirement and can be used to satisfy the breadth requirement. Not offered 1995-96. N. Gabriel.

Opportunities to strengthen and expand active language skills within the context of the wider French-speaking world. Contemporary readings; video and audio materials; and people from francophone countries of Europe, Africa, and the Americas will provide bases for individual and group projects. Taught in French.]

#### **FRDML 213 Intermediate Composition and Conversation II**

Fall, spring, or summer. 3 credits. Enrollment limited. Prerequisite: proficiency in French (French 200, 203, or 205), permission of instructor, or placement by Cornell Advanced Standing Examination (CASE) offered by the Department of Modern Languages and Linguistics. This course, or its equivalent, is required for admission to the Cornell Abroad program. C. Waldron.

Emphasis on improving oral and written expression of accurate, idiomatic French along with enrichment of vocabulary and treatment of specific problems of grammar. Contemporary readings, newspaper articles on current events, television news, movies, and guest speakers will provide a basis for the courses content. (Varying emphasis on the elements according to section.) Taught in French.

#### **FRDML 232 The French Language Today (also Ling 232)**

Fall. 3 credits. Prerequisite: Linguistics 101. A. Cohn.

Designed for students with a working knowledge of French, this course explores the structure of French and how it is used. The course investigates the sound system, word structure and sentence structure of French as well as different varieties of French, including

regional and social variation and formal vs. informal differences.

#### **FRDML 303 French through Current Events**

Fall. 4 credits. Limited to 14 students. Prerequisites: Q++ on CASE exam, FRDML 213, or permission of instructor.

A. Grandjean-Levy.

All-skills course. Current events, contemporary French political, social, and cultural life constitute the medium in which the language is studied. Students will subscribe to two French weeklies and watch daily French satellite news broadcasts. An e-mail account is necessary as certain information will be accessed through Internet. Some research on issues related to the news will be required for essays, papers, and production of a TV news broadcast.

#### **FRDML 305 French through Film**

Fall and spring. 4 credits. Prerequisites: Q++ on CASE exam, FRDML 213, or permission of instructor. C. Waldron.

Analysis of French contemporary films and related readings. Used as a means of studying the language. Particular emphasis on the culture and historical context as it relates to French contemporary society. Additionally, guest speakers will provide enrichment on selected topics.

#### **[FRDML 401 History of the French Language #]**

Fall. 4 credits. Prerequisites: qualification in French and Linguistics 101, or permission of instructor. Offered alternate years. Not offered 1995-96. Staff.

Diachronic development of French from Latin, with emphasis on phonological and morphological change. Course work includes problems in reconstruction, textual analyses, discussions of theoretical topics, and external history.]

#### **FRDML 405 Contemporary Theories of French Grammar**

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. L. Waugh.

Selected readings of twentieth-century French linguistics.

#### **[FRDML 407 Applied Linguistics: French]**

Fall. 4 credits. Prerequisite: qualification in French. Offered alternate years. Not offered 1995-96. Staff.

Designed to equip the student with the ability to apply linguistic descriptions in teaching French, with special emphasis on phonetics and morphology.]

#### **[FRDML 408 Linguistic Structure of French I (also Linguistics 408)]**

Fall. 4 credits. Prerequisites: qualification in French and Linguistics 101 or Linguistics 400, or permission of instructor. Offered alternate years. Not offered 1995-96. Staff.

A synchronic study and analysis of modern French, with emphasis on its phonology and morphology.]

#### **[FRDML 410 Linguistic Structure of French II]**

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1995-96. Staff.

A synchronic study and analysis of modern French, with emphasis on semantics, pragmatics, and discourse analysis.]

#### **FRDML 630 French for Reading—Graduate Students**

Spring and summer. 3 credits. Limited to graduate students.

Designed for those with little or no background in French, this course's primary aim is to develop skill in reading French. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. Some flexibility in selecting texts according to fields of interest is offered.

#### **FRDML 700 Seminar in French Linguistics**

Spring, according to demand. Credit to be arranged.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included current theories in French phonology, current theories in French syntax, and semantics of French.

#### **German**

W. Harbert, (director of undergraduate studies, 210 Morrill Hall, 255-8441), J. H. Jasenoff. For literature courses see German Studies.

#### **The German Major**

See German Studies.

#### **Study Abroad**

Cornell has a formal agreement with the University of Hamburg enabling its undergraduates to take courses in any field offered by the German university. The program offers a challenging course of study and the experience of total immersion in German life and culture. Participants in this program attend a required 3-credit orientation course in September, which is designed to help them adjust to the academic and social life of Germany. Special field trips are organized as part of the orientation session. Beginning in mid-October, students enroll as fully matriculated students at the University of Hamburg.

Cornell maintains a center in Hamburg with appropriate support staff. The resident director is a faculty member from Cornell, who teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a classroom, a small library, and word-processing facilities, is used by students for the orientation session, special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in German prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. For further information, students should contact W. Harbert, director of undergraduate studies, Department of Modern Languages and Linguistics (210 Morrill Hall, 255-8441), and the Cornell Abroad Office (474 Uris Hall, 255-6224).

#### **German Area Studies Major**

See German Studies.

Honors. The honors program in German is open to superior students who want to work independently in an area of their own choice. Students are free to select any faculty member of the Field of Germanic Studies (in the case of area studies majors, the appropriate member of their committee) to assist them in designing their honors program, to supervise

their work, and to help them select a suitable topic for an honors essay. The independent study courses, German 451 and 452, may form part of the program.

#### Freshman Writing Seminar Requirement

See German Studies.

**Fees.** Depending on the course, a small fee may be charged for photocopied texts for course work.

#### GERLA 101 German Basic Course I

Summer only. 6 credits. D. McGraw. A thorough grounding in all the language skills: listening, speaking, reading, and writing. Language practice in small groups. Lectures cover grammar, reading, and cultural information.

#### GERLA 121-122 Elementary German

121, fall; 122, spring. 4 credits each term. Prerequisite for German 122: German 121 or equivalent. Intended for beginners or students placed by examination. Students who obtain a CPT score of 560 after German 121-122 attain qualification and may enter the 200-level sequence; otherwise German 123 is required for qualification. D. McGraw. A thorough grounding in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar, reading, and cultural information.

#### GERLA 123 Continuing German

Fall or spring. 4 credits. Limited to students who have previously studied German and have a CPT achievement score between 450 and 550. Satisfactory completion of German 123 fulfills the qualification portion of the language requirement. D. Hobbs. An all-skills (listening, speaking, reading, and writing) review course designed for students with some previous German instruction. Small groups. Course work prepares participants for study at the 200-level.

#### GERLA 203 Intermediate Composition and Conversation

Fall or spring. 3 credits. Prerequisite: qualification in German (German 123 or CPT score of 560-640). G. Lischke. Conversation; review of selected points of grammar; composition; reading of literary and non-literary texts; discussion of current events, videos; and group projects emphasis on development of accurate and idiomatic expression. Fulfills language proficiency requirement.

#### GERLA 204 Intermediate Composition and Conversation

Fall or spring. 3 credits. Prerequisite: German 203 or permission of instructor. G. Valk.

Emphasis on improving oral and written expression of idiomatic German. Enrichment of vocabulary and appropriate use of language in conversational context. Material consists of readings in contemporary prose, articles on current events, a novel, discussion of videos and group projects; treatment of specific grammar issues, and computer assisted instruction in writing.

#### GERLA 303-304 Advanced Composition and Conversation

303, fall; 304, spring. 4 credits each term. Prerequisite for German 303: German 204 or equivalent. Prerequisite for German 304: German 303 or equivalent. G. Valk. 303: Emphasis on increasing the students' oral and written command of German. Study of the language in different text types, such as newspaper, magazines, and two novels. Discussion of current events and literary texts provides background on the history, politics, and social conflicts of German-speaking countries. 304: Course materials include DIE ZEIT, other German newspaper/magazine articles, and two contemporary novels. Emphasis on vocabulary development pertinent to issues of today's German-speaking countries. Students have the opportunity to research material for class presentation, lead discussions, and share their interests/special fields with the group.

#### GERLA 306 Zeitungsdeutsch

Fall. 4 credits. Prerequisite: German 304 or equivalent. G. Lischke. Analysis of various German daily and weekly newspapers with special emphasis on stylistic differences in journalism; discussion of current events. Students have the opportunity to research material for class presentation, lead discussions, and share their interests/special fields with the group.

#### [GERLA 401 Introduction to Germanic Linguistics

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1995-96. W. Harbert. Survey of major issues in historical Germanic linguistics.]

#### [GERLA 402 History of the German Language #

Spring. 4 credits. Prerequisites: German 204 and Linguistics 101 or permission of instructor. Offered alternate years. Not offered 1995-96. W. Harbert. Phonological, morphological, syntactic, and semantic developments from pre-Old High German times to the present.]

#### GERLA 404 Modern German Syntax

Spring. 4 credits. Prerequisite: German 304 or equivalent, and Linguistics 101 or 303. M. Diesing.

An application of selected theoretical syntactic models to problems in the syntax of modern German.

#### GERLA 407 Teaching German as a Foreign Language

Fall. 2 credits. G. Lischke, D. McGraw. This course has been designed to familiarize students with current ways of thinking in the field of applied linguistics and language pedagogy. It introduces different concepts of foreign language methodology as well as presents and discusses various techniques as they can be implemented in the foreign language classroom. Special consideration is given topics such as planning syllabi, writing classroom tests, and evaluating student's performance.

#### GERLA 602 Gothic

Fall. 4 credits. Prerequisite: Linguistics 101. Offered alternate years. W. Harbert. Linguistic structure of Gothic, with extensive readings of Gothic texts.

#### [GERLA 603 Old High German, Old Saxon

Fall. 4 credits. Prerequisite: Linguistics 101. Offered alternate years. Not offered 1995-96. W. Harbert.]

#### GERLA 605 Structure of Old English

Fall. 4 credits. Prerequisite: German 401. Offered alternate years. W. Harbert. Linguistic overview of Old English, with emphasis on phonology and syntax.

#### GERLA 606 Topics in Historical Germanic Phonology

Spring. 4 credits. Prerequisite: German 401. Staff.

The development of the sound system from Proto-Germanic to its daughter languages.

#### [GERLA 607 Topics in Historical Germanic Morphology

Fall. 4 credits. Prerequisite: German 401. Not offered 1995-96. J. Jasanoff. The Germanic verbal system and its Indo-European origins.]

#### [GERLA 608 Topics in Historical Germanic Syntax

Fall. 4 credits. Prerequisite: German 401. Not offered 1995-96. W. Harbert. A diachronic and comparative investigation of syntactic processes in the older Germanic languages.]

#### GERLA 609-610 Old Norse

609, fall; 610, spring. 4 credits each term. Staff.

Study of the linguistic structure of Old Norse, with extensive reading of Old Norse texts.

#### [GERLA 611 Readings in Old High German and Old Saxon

Spring. 4 credits. Not offered 1995-96. J. Jasanoff.

Texts are chosen to suit the interests of the students taking the course but normally include selections from the more extensive Old High German and Old Saxon sources (Otfrid, Tatian, Heliand) as well as representative shorter works such as Hildebrandslied, Muspilli, and Genesis.]

#### GERLA 631-632 Elementary Reading I, II

631, fall or summer; 632, spring or summer. 3 credits each term. Limited to graduate students. Prerequisite for German 632: German 631 or equivalent. G. Appel.

Two-course sequence specifically designed to help students acquire German for reading academic texts from various disciplines. Orientation is toward developing reading strategies, building vocabulary, and utilizing knowledge of text structure to facilitate text understanding. The majority of reading materials will be selected on the basis of individual needs and interests of the participants in the course. (For a description of summer course, consult summer catalog).

#### [GERLA 710 Seminar in Germanic Linguistics

Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits. Not offered 1995-96.]

#### [GERLA 720 Seminar in Comparative Germanic Linguistics

Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits. Not offered 1995-96. Topics include phonology, morphology, syntax, and dialectology of the older Germanic languages.]

**[GERLA 730 Seminar in German Linguistics**

Fall or spring, subject to the needs of students and the limitations of staff time. 4 credits. Not offered 1995-96. Selected topics including the history, structure, and dialects of German.]

**Modern Greek**

See listings under Classics.

**Modern Hebrew**

See listings under Near Eastern Studies.

**Hindi**

**Fees.** A small fee may be charged for photocopied texts for course work.

**HINDI 101-102 Elementary Hindi-Urdu**

101, fall; 102, spring. 6 credits each term. Prerequisite for Hindi-Urdu 102: Hindi-Urdu 101 or equivalent. C. Fairbanks. A semi-intensive course for students without prior experience in Hindi-Urdu or a closely related language. A thorough grounding is given in all language skills: listening, speaking, reading, and writing. Students who have had exposure to Hindi-Urdu or a closely related language in the home or otherwise should generally take 109-110. Check with instructor regarding placement.

**HINDI 109-110 Accelerated Elementary Hindi-Urdu**

109, fall; 110, spring. 3 credits each term. Prerequisite for Hindi-Urdu 110: Hindi-Urdu 109 or equivalent. C. Fairbanks. An entry-level sequence for students with some prior exposure to Hindi-Urdu or a closely related language. This course sequence will provide a thorough grounding in all the language skills: listening, speaking, reading, and writing. Completion of this sequence, including satisfactory performance on an examination given at the end of 110, will constitute a level of performance equal to that of the 101-102 sequence, and will thus be considered to fulfill qualification for the language requirement plus eligibility for 200-level Hindi-Urdu courses. Check with instructor regarding placement.

**[HINDI 201-202 Intermediate Hindi Reading @**

201, fall; 202, spring. 3 credits each term. Prerequisites: for Hindi 201, Hindi 102; for Hindi 202, Hindi 201 or permission of instructor. Not offered 1995-96. C. Fairbanks.]

**HINDI 203-204 Intermediate Composition and Conversation @**

203, fall; 204, spring. 3 credits each term. Prerequisites: for Hindi 203, Hindi 102; for Hindi 204, Hindi 203 or permission of instructor. C. Fairbanks.

Throughout this course sequence all aspects of language learning are practiced: listening, speaking, reading, and writing. In 203 video materials are used and the emphasis is on the conversational aspect of the language. In 204 the focus shifts to reading skills, and the main text used is a popular novel.

**[HINDI 301-302 Advanced Readings in Hindi Literature @**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Hindi 301, Hindi 202; for Hindi 302, Hindi 301 or equivalent. Not offered 1995-96. C. Fairbanks. Selected readings in modern Hindi literature.]

**HINDI 303-304 Advanced Composition and Conversation @**

303, fall; 304, spring. 4 credits each term. Prerequisites: for Hindi 303, Hindi 204 or equivalent; for Hindi 304, Hindi 303 or equivalent. C. Fairbanks.

**[HINDI 305-306 Advanced Hindi Readings @**

305, fall; 306, spring. 4 credits each term. Prerequisites: for Hindi 305, Hindi 202 or equivalent; for Hindi 306, Hindi 305 or equivalent. Not offered 1995-96.

Intended for those who wish to do readings in history, government, economics, etc., instead of literature.]

*Note: For complete descriptions of courses numbered 600 and above, consult the appropriate instructor.*

**[HINDI 700 Seminar in Hindi Linguistics**

Fall or spring. 3 credits. Prerequisite: permission of instructor. Not offered 1995-96.]

**Hungarian**

**Fees.** A small fee may be charged for photocopied texts for course work.

**[HUNGR 131-132 Elementary Hungarian**

131, fall; 132, spring. 3 credits each term. This language series cannot be used to satisfy the language requirement. Not offered 1995-96.

Intended for beginners or students with limited knowledge of the language.]

**Indonesian**

For students who have completed Indonesian 121-122-123 or its equivalent there is the option of a one-semester program in Malang, East Java, during the junior year. The program combines a variety of cultural and artistic options with area course work and advanced language study. Complete information is available through Cornell Abroad.

Students who have completed a minimum of 18 credits or the equivalent are eligible to apply for a summer program in the Advanced Indonesian Abroad Program. Further information is available from Professor John Wolff (307 Morrill Hall, 255-0733).

**Fees.** A small fee may be charged for photocopied texts for course work.

**INDO 121-122 Elementary Indonesian**

121, fall; 122, spring. 4 credits each term. Prerequisite for Indonesian 122: Indonesian 121. J. Wolff and staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

**INDO 123 Continuing Indonesian**

Fall. 4 credits. Prerequisites: Indonesian 122 or equivalent. Satisfactory completion of Indo 123 fulfills the qualification portion of the language requirement. J. Wolff and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings and sharpens listening skills.

**INDO 203-204 Intermediate Composition and Conversation**

203, fall; 204, spring. 3 credits each term. Prerequisites: for Indonesian 203, Indonesian 123; for Indonesian 204, Indonesian 203 or permission of instructor. J. Wolff and staff.

**[INDO 205-206 Intermediate Indonesian @**

205, fall; 206, spring. 3 credits each term. Prerequisite for 205: Indonesian 123 or equivalent; Indonesian 206: Indonesian 205 or equivalent. Satisfactory completion of Indo 205 fulfills the proficiency portion of the language requirement. J. Wolff and staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

**[INDO 300 Linguistic Structure of Indonesian**

Fall or spring. 4 credits. Prerequisites: Indonesian 123 or equivalent and Linguistics 101. Not offered 1995-96. J. Wolff and staff.]

**[INDO 301-302 Advanced Readings in Indonesian and Malay**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Indonesian 301, Indonesian 205-206 or equivalent; for Indonesian 302, Indonesian 301. Not offered 1995-96. J. Wolff and staff.]

**[INDO 303-304 Advanced Indonesian Conversation and Composition**

303, fall; 304, spring. 4 credits each term. Prerequisites: for Indonesian 303, Indonesian 206; for Indonesian 304, Indonesian 303 or equivalent. Not offered 1995-96. J. Wolff and staff.]

**INDO 305-306 Directed Individual Study**

305, fall; 306, spring. 2-4 credits. Prerequisite: Indonesian 301-302 and 303-304 or equivalent knowledge of Indonesian or Malay. J. Wolff.

A practical language course on an advanced level in which the students will read materials in their own field of interest, write reports, and meet with the instructor for two hours a week for two credits and twice a week for four credits.

**[INDO 401-402 Advanced Readings in Indonesian and Malay Literature**

401, fall; 402, spring. 4 credits each term. Prerequisites: for Indonesian 401, Indonesian 302 or equivalent; for Indonesian 402, Indonesian 401 or equivalent. Not offered 1995-96. J. Wolff and staff.]

**FALCON (Full-year Asian Language Concentration)****INDO 161-162 Intensive Indonesian**

161, fall; 162, spring. 16 credits each term. Prerequisite: permission of instructor.

**Related Course**

Seminar in Austronesian Linguistics (Linguistics 655-656).

**Italian**

C. Rosen.

For literature courses see Romance Studies.

**The Italian Major**

See Romance Studies.

**Study Abroad in Italy**

Italian majors may study in Italy, generally during their junior year, under any of those study-abroad plans organized by American universities that allow the transfer of grades and credit, such as the Cornell program in Rome.

The College of Architecture, Art, and Planning maintains a program open to all qualified students attending Cornell. The program is housed in the sixteenth-century Palazzo Massimo, designed by the architect Baldassare Peruzzi, on the Corso Vittorio Emanuele, in the heart of Rome. Students may enroll for a semester in the fall or spring. Courses regularly taught at the Palazzo Massimo include: Architecture 300, 401, 402, 500, 502, Design Studio; Architecture 338 and 399, Special Topics in Architectural History; Architecture 458, Special Projects in Design Communications; Architecture 367, Contemporary Italian Culture; Architecture 510, Thesis Introduction; Art 251, 311, 322, and 371; and History of Art 371, Renaissance and Baroque Art in Rome; Italian 111, 112, elementary Italian 111 and 112 correspond to Cornell courses 121 and 122 respectively (see below). Students having passed 111 in Rome will be admitted to 122 when they get back to Cornell. Students having passed 112 in Rome will be granted credit but must take the Italian Skills Assessment for satisfaction of the language requirement and for placement into more advanced courses upon their return to Cornell. More advanced Italian classes in Rome are also being organized.

To be eligible, students must have completed the first two years of their curriculum requirements and be in good academic standing.

**Fees.** Depending on the course, a small fee may be charged for copies of texts for course work.

**ITALA 101 Basic Course I**

Summer only. 6 credits.

A thorough grounding in all basic language skills. Students who have previously studied Italian must take the placement examination before registering for this course.

**ITALA 121-122 Elementary Italian**

121, fall; 122, spring. 4 credits each term. Prerequisite for Italian 122: Italian 121 or equivalent. Intended for beginners or students placed by examination. At the end of Italian 122, students who score 560 or higher on the Italian Skills Assessment attain qualification and may enter the 200-level sequence; otherwise Italian 123 is required for qualification. K. Battig.

A thorough grounding in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar and cultural information.

**ITALA 123 Continuing Italian**

Fall. 4 credits. Limited to students who have previously studied Italian and score between 450 and 550 on the Italian Skills Assessment. Satisfactory completion of Italian 123 fulfills the qualification portion of the language requirement. J. Scarpella. Italian 123 is an all-skills course designed to improve speaking and reading ability, to

establish a groundwork for correct writing, and to provide a substantial grammar review.

**[ITALA 203-204 Intermediate Composition and Conversation]**

203, fall or spring; 204, fall or spring. 3 credits each term. Prerequisites: for Italian 203, qualification in Italian; for Italian 204, 203 or equivalent. P. Swenson. Guided conversation, composition, reading, pronunciation, and grammar review emphasizing the development of accurate and idiomatic expression in the language.

*Note: Students placed in 200-level courses also have the option of taking courses in introductory literature; see separate listing under Italian 201 for description of this course, which may be taken concurrently with the Italian 203-204 language courses described above. The introductory literature courses are offered by the respective literature departments, and the 203-204 language courses by the Department of Modern Languages and Linguistics.*

**ITALA 313 Advanced Italian: Language in Italian Culture**

Spring. 3 credits. Prerequisite: Italian 204 or equivalent or permission of instructor.

ITALA 313 is not prerequisite to ITALA 314 and may be taken after ITALA 314.

Further development of all skills. Readings and discussions center on two themes: (1) contemporary Italian life and (2) the Italian language, its origins, evolution, and present state, including the role of the dialects. Emphasis on vocabulary building and awareness of stylistic levels.

**ITALA 314 Advanced Italian: Language and Social Issues**

Fall. 3 credits. Prerequisite: Italian 204 or equivalent. ITALA 313 is not prerequisite to ITALA 314 and may be taken after ITALA 314.

Further development of all skills, with emphasis on self-expression. Content: evolution and crisis in Italian politics, values, and national identity against the background of European unification. Social movements, issues, and attitudes, especially as reflected in the mass media.

**[ITALA 403 Linguistic Structure of Italian]**

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years. Not offered 1995-96.

Survey of Italian syntax, using simple theoretical tools to bring hidden regularities to light. Topics include auxiliaries, modals, clitics, reflexive constructions, agreement, impersonal constructions, causatives.]

**[ITALA 404 History of the Italian Language]**

Spring. 4 credits. Prerequisites: Linguistics 321 and either Italian 201 or 203 or equivalent. Offered alternate years. Not offered 1995-96.

Overview of Italian and its dialects from the earliest texts to the present day. Emergence of the standard language. External history and sociolinguistic circumstances.]

**[ITALA 631 Readings in Italian Opera Libretti]**

Spring. 2 credits. For graduate students only. Prerequisite: permission of instructor. Offered concurrently with appropriate seminars in the Department of Music. Not offered 1995-96.]

**Japanese**

For literature courses see Asian Studies.

**Fees.** A small fee may be charged for photocopied texts for course work.

**JAPAN 101-102 Elementary Japanese**

101, fall; 102, spring. 6 credits each term. Prerequisite for Japanese 102: Japanese 101 or placement by the instructor during registration. Intended for beginners or for those who have been placed in the course by examination. Y. Nakanishi, J. Zeserson.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

**JAPAN 123 Accelerated Introductory Japanese**

Fall. 6 credits. Prerequisite: placement by the instructor at beginning of semester. Y. Nakanishi, J. Zeserson.

Accelerated training in listening, speaking, reading, and writing for students who have already acquired a limited facility in Japanese through residence in Japan or brief formal study, but who require additional training to qualify for admission to Japanese 102. Attend Japan 101 lectures.

**JAPAN 201-202 Intermediate Japanese Reading I @**

201, fall; 202, spring. 2 or 3 credits each term. Students currently taking Japanese 203 and 204 register for 2 credits and attend the W drill and the F lecture; other students register for 3 credits (with permission of instructor) and attend the W drill and the M, W, F lectures. Prerequisites: for Japanese 201, Japanese 102 or placement by the instructor during registration; for Japanese 202, Japanese 201 and 204 or placement by the instructor during registration. Y. Kawasaki.

Reading of elementary texts emphasizing practical materials, with development of writing skills.

**JAPAN 203-204 Intermediate Japanese Conversation @**

203, fall and summer; 204, spring and summer. 4 credits each term. Prerequisites: for Japanese 203, Japanese 102 or placement by the instructor during registration; for Japanese 204, Japanese 203, 205, or 223, or placement by the instructor during registration. Y. Kawasaki.

Training in listening and speaking for students who have acquired basic oral proficiency. Students are strongly encouraged to enroll in Japanese 201-202 concurrently.

**JAPAN 301-302 Intermediate Japanese Reading II @**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Japanese 301, Japanese 202 or placement by the instructor during registration; for Japanese 302, Japanese 301 or placement by the instructor during registration. K. Selden.

Reading of selected modern texts with emphasis on expository style.

**JAPAN 303-304 Communicative Competence @**

303, fall; 304, spring. 3 credits each term. Prerequisites: for Japanese 303, Japanese 204 or placement by the instructor during registration; for Japanese 304, Japanese 303 or placement by the instructor during registration. Y. Katagiri.

Drill in the use of spoken Japanese within the constraints set by Japanese social settings.

**JAPAN 341-342 Advanced Japanese for Business Purposes @**  
For description, see JAPAN 545.

**JAPAN 401-402 Advanced Japanese Reading @**

401, fall; 402, spring. 4 credits each term. Prerequisites: for Japanese 401, Japanese 302 or placement by the instructor during registration; for Japanese 402, Japanese 401 or placement by the instructor during registration. Y. Kawasaki, K. Selden. Reading of selected modern texts with emphasis on expository style. One section of Japanese 401-402 specializes in business/social science materials. Consult with Y. Kawasaki.

**JAPAN 404 Linguistic Structure of Japanese**

Fall. 4 credits. Prerequisites: Japanese 102 or permission of instructor, and Linguistics 101, or equivalent introductory course in linguistics. Offered alternate years. J. Whitman.

Introduction to the linguistic study of Japanese, with an emphasis on morphology and syntax.

**JAPAN 407-408 Oral Narration and Public Speaking**

407, fall; 408, spring. 2 credits each term. Prerequisites: for Japanese 407, Japanese 304 or placement by the instructor during registration; for Japanese 408, Japanese 407 or placement by the instructor during registration. S. Ohki.

Instruction in storytelling, lecturing, and speechmaking, with emphasis on both the construction of discourse and Japanese patterns of oral delivery.

**JAPAN 410 History of the Japanese Language @#**

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. J. Whitman.

An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students should have a reading knowledge of Japanese.

**JAPAN 421-422 Directed Readings**

421, fall; 422, spring. Credit to be arranged. Limited to advanced students and offered according to staff-time availability. Prerequisite: placement by the instructor during registration. K. Selden.

Topics are selected on the basis of student needs.

**JAPAN 543-544 Intermediate Japanese for Business Purposes**

543, fall; 544, spring. 4 credits. For graduate students only. R. Sukle.

Training in listening and speaking for students who have acquired basic oral proficiency. For students in international business and economics.

**JAPAN 545-546 Advanced Japanese for Business Purposes**

For graduate students only; undergraduates register for Japanese 341-342. Meets concurrently with Japanese 341-342. R. Sukle.

This course sequence will offer advanced training in Japanese with concentration on topics relating to the conduct of business. The emphasis will be on spoken skills, with provision for an optional reading component.

**FALCON (Full-year Asian Language Concentration)**

R. Sukle, 412 Morrill Hall (255-0734)

**JAPAN 160 Introductory Intensive Japanese**

Summer only. 10 credits.

Introduction to spoken and written Japanese, including extensive drill with native speakers of the language, laboratory work, and lectures by the linguistics faculty on linguistic analysis and language and culture.

**JAPAN 161-162 Intensive Japanese (FALCON) @**

161, fall; 162, spring. 16 credits each term. Prerequisites: for Japanese 161, Japanese 102 or 160 (Cornell summer intensive course) at Cornell, or placement by the instructor during registration; for Japanese 162, Japanese 161 at Cornell or placement by the instructor during registration. Formal application to the program and acceptance is required for admission.

**Javanese**

**Fees.** A small fee may be charged for photocopied texts for course work.

**JAVA 131-132 Elementary Javanese**

131, fall; 132, spring. 3 credits each term. Prerequisite: for Javanese 132, Javanese 131 or equivalent. J. Wolff and staff.

An elementary language course for those who have had no previous experience in the language.

**JAVA 133-134 Continuing Javanese**

133, fall; 134, spring. 3 credits each term. Prerequisites: for Javanese 133, Javanese 132 or equivalent; for Javanese 134, Javanese 133 or equivalent. J. Wolff and staff.

An intermediate conversation and reading course.

**JAVA 203-204 Directed Individual Study**

203, fall; 204, spring. 3 credits. Prerequisite: Javanese 134 or equivalent. J. Wolff and staff.

This is a practical language course on an intermediate level in which the students will work through readings and conversations under the guidance of a native speaker for three contact hours a week.

**Old Javanese**

See Linguistics 651-652.

**Khmer (Cambodian)**

**Fees.** A small fee may be charged for photocopied texts for course work.

**KHMER 101-102 Elementary Khmer**

101, fall; 102, spring. 6 credits each term. Prerequisite for Khmer 102: Khmer 101 or equivalent. S. Kem.

A course for beginners or for those who have been placed in the course by examination. The course gives a thorough grounding in speaking and reading.

**KHMER 201-202 Intermediate Khmer Reading @**

201, fall; 202, spring. 3 credits each term. Prerequisites: for Khmer 201, Khmer 102; for Khmer 202, Khmer 201. S. Kem.

Continuing instruction in spoken and written Khmer.

**KHMER 203-204 Intermediate Composition and Conversation @**

203, fall; 204, spring. 3 credits each term. Prerequisites: for Khmer 203, Khmer 102; for Khmer 204, Khmer 203. S. Kem.

Letter writing and other forms of composition.

**KHMER 301-302 Advanced Khmer @**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Khmer 301, Khmer 202 or equivalent; for Khmer 302, Khmer 301. S. Kem.

Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

**KHMER 401-402 Directed Individual Study**

401, fall; 402, spring. For advanced students. 2-4 credits each term. Prerequisite: permission of instructor. S. Kem. Various topics according to need.

**[KHMER 403-404 Structure of Khmer]**

403, fall; 404 spring. 4 credits each term. Prerequisite: Linguistics 101 or equivalent. Not offered 1995-96. G. Diffloth. Introduction to the linguistic study of Khmer.)

**Korean**

**Fees.** A small fee may be charged for photocopied texts for course work.

**KOREA 101-102 Elementary Korean**

101, fall; 102, spring. 4 credits each term. H. Diffloth and staff.

Covers basics of speaking, reading, and writing. Introduces Hangul writing system and rudiments of grammar.

**KOREA 109-110 Elementary Reading**

109, fall; 110, spring. 3 credits each term. Prerequisite: permission of instructor. Satisfactory completion of Korean 110 will fulfill the qualification portion of the language requirement. H. Diffloth and staff.

This course is for students who have spoken some Korean in the home, but whose reading and writing skills are limited or nonexistent. If in doubt about eligibility, see instructor.

**KOREA 201-202 Intermediate Korean @**

201, fall; 202, spring. 4 credits each term. Prerequisite: for Korean 201, Korean 102 or permission of instructor; for Korean 202, Korean 201. H. Diffloth and staff.

Covers the basics of speaking, reading, and writing at the intermediate level. Introduces some reading and writing with Chinese characters.

**KOREA 209-210 Intermediate Reading**

209, fall; 210, spring. 4 credits each term. Prerequisite: for Korean 209, Korean 110 or permission of instructor; for Korean 210, Korean 209 or permission of instructor. H. Diffloth and staff.

An intermediate level of reading comprehension and writing course for students who have acquired basic oral proficiency. Introduces some reading and writing with Chinese characters. If in doubt about eligibility, see instructor.

**KOREA 301-302 Advanced Korean**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Korean 301, Korean 202 or placement by instructor; for Korean 302, Korean 301 or placement by instructor. H. Diffloth and staff.

Reading of advanced texts, including newspapers and Chinese character material, together with advanced drill on the spoken language.

## Languages

Fees. A small fee may be charged for photocopied texts for course work.

### LANG 300 Independent Language Study

Fall or spring. 1–4 credits. Prerequisite: permission of instructor.

Languages are sometimes taught on a specialized basis when faculty are available to address particular student needs. Sections will be arranged with the instructor.

## Latin

See listings under Classics.

## Linguistics

Linguistics, the systematic study of human speech, lies at the crossroads of the humanities and the social sciences, and much of its appeal derives from the special combination of intuition and rigor that the analysis of language demands. The interests of the members of the Department of Modern Languages and Linguistics span most of the major subfields of linguistics, phonetics and phonology, the study of speech sounds; syntax, the study of sentence structure; semantics, the study of meaning; historical linguistics, the study of language change in time; sociolinguistics, the study of language as a social and cultural artifact; and applied linguistics, which relates the results of linguistic research to problems of bilingual education, second-language learning, and similar practical concerns.

Studying linguistics is not a matter of studying many languages. Linguistics is a theoretical discipline with ties to such areas as cognitive psychology, philosophy, logic, computer science, and anthropology. Nonetheless, knowing particular languages (e.g., Spanish or Japanese) in some depth can enhance understanding of the general properties of human language. Not surprisingly, then, many students of linguistics owe their initial interest to a period of exposure to a foreign language, and those who come to linguistics by some other route find their knowledge about languages enriched and are often stimulated to embark on further foreign language study.

Students interested in learning more about linguistics and its relationship to other disciplines in the humanities and social sciences are encouraged to take Linguistics 101, which is a prerequisite for most other courses in the field. The Cornell Linguistic Circle, a student organization, sponsors frequent colloquia on linguistic topics; these meetings are open to the university public, and anyone wishing to learn more about linguistics is most welcome to attend.

## The Major

For questions regarding the linguistics major, contact A. Cohn (216 Morrill Hall, 255–3073.)

The prerequisite for a major in linguistics is the completion of Linguistics 101 and either Linguistics 201 or 203. The major has its own language requirement, which should be completed as early as possible: qualification in two languages other than English, one of which must be either non-European or non-

Indo-European. With approval of the department's director of undergraduate studies, this requirement may be waived (i.e., reduced to the normal arts college language requirement) for students taking the cognitive studies concentration or a double major.

The other requirements for the linguistics major are as follows:

- 1) Linguistics 201 (Introduction to phonetics and phonology) or Linguistics 203 (Introduction to syntax and semantics), whichever one was not taken as a prerequisite to the major
- 2) Linguistics 410 (Historical)
- 3) Three of the following five courses, one of which must be either Phonology I or Syntax I:
  - Linguistics 301 (Phonology I)
  - Linguistics 303 (Syntax I)
  - Linguistics 309 or 310 (Morphology I or II)
  - Linguistics 319 (Phonetics I)
  - Linguistics 421 (Semantics I)
- 4) A course at or beyond the 300 level in the structure of English or some other language, or a typological or comparative structure course such as Linguistics 401, or Field Methods.
- 5) One additional linguistics course for at least 4 credit hours, which may be a course with significant linguistic content in a related field.

**Honors.** Applications for honors should be made during the junior year. Candidates for admission must have a 3.0 (B) average overall and should have a 3.2 average in linguistics courses. In addition to the regular requirements of the major, the candidate for honors will complete an honors thesis and take a final oral examination in defense of it. The thesis is usually written during the senior year but may be begun in the second term of the junior year when the student's program so warrants. The oral examination will be conducted by the honors committee, consisting of the thesis adviser and at least one other faculty member in linguistics. Members of other departments may serve as additional members if the topic makes this advisable. Linguistics 493 and 494 may be taken in conjunction with thesis research and writing but are not required.

## Distribution Requirement

The distribution requirement in the social sciences may be satisfied by taking Linguistics 101 and (1) any other course in linguistics or (2) any other course offered by the Department of Modern Languages and Linguistics for which this introductory linguistics course is a prerequisite.

*Note: See also courses on the structure and history of particular languages or language families listed at the end of this section and cognitive studies for related courses.*

Fees: Depending on the course, a small fee may be charged for photocopied texts for course work.

### LING 101 Theory and Practice of Linguistics

101, fall, spring, or summer. 4 credits each term. Fall: D. Zec; spring: C. Collins.

An introductory course designed to provide an overview of the science of language, especially its theoretical underpinnings, methodology, and major findings. Linguistics 101 plus any other course in linguistics or any DMLL course for which Linguistics 101 is a prerequisite satisfies the social science distribution requirement.

### LING 201 Introduction to Phonetics and Phonology

Spring. 4 credits. Prerequisite: Linguistics 101 or equivalent or permission of instructor. A. Cohn.

An introduction to the study of human speech sounds and how they pattern in languages. The first part of the course will focus on phonetics: the production, acoustics, and perception of speech, with attention to both the common and the less common sounds of the world's languages. The second part of the course will focus on phonology: how human speech sounds pattern within and across languages, with an emphasis on the rules that govern these patterns and their possible representation.

### LING 203 Introduction to Syntax and Semantics

Fall. 4 credits. Prerequisite: Linguistics 101 or equivalent or permission of instructor. M. Diesing.

This course focuses on language as a system of knowledge that enables native speakers to create and interpret the structures of their language. Part of the course will consider issues of syntactic structure, such as the order of constituents, the hierarchical organization of grammars, and syntactic universals. The other part of the course will focus on meaning and interpretation, addressing such issues as the role of context, how information is structured, and how it is encoded in the syntax.

### LING 217 History of the English Language #

Fall. 4 credits. W. Harbert.

This course explores the development of the English language from its Indo-European beginnings to the present. Topics covered include phonological, grammatical, and lexical exchange, external influences, Old English, Middle English, Standard Englishes, dialects, and world Englishes.

### [LING 230 Introduction to Southeast Asia Languages and Linguistics @

Spring. 3–4 credits variable. For nonmajors or majors. Not offered 1995–96. A. Cohn, J. Wheatley, and J. Wolff.

This is a survey of the languages of Southeast Asia. The goal of this course is to expose students to Southeast Asia as a linguistic area and introduce them to the rich language diversity of the region. It includes three main parts: 1) sociolinguistics and ethnolinguistics; issues of language and politics, language and culture, and language use; 2) language structures and typological patterns of the area's languages-characteristic properties of the structure of these languages; 3) historical linguistics, genetic relations between languages, as well as the linguistic effects of language contact and linguistic evidence for prehistory.]

**LING 232 The French Language Today  
(also FRDML 232)**

Fall. 3 credits. Prerequisite: Linguistics 101. A. Cohn.

Designed for students with a working knowledge of French, this course explores the structure of French and how it is used. The course investigates the sound system, word structure and sentence structure of French as well as different varieties of French, including regional and social variation and formal vs. informal differences.

**LING 235 Introduction to African Languages and Linguistics @**

Fall. 3-4 credits variable. C. Collins.

This is a survey of aspects of language use in Africa. We will discuss the relation between language and culture, the structural characteristics of African languages, and the historical relationships between different African languages.

**LING 244 Language Use and Gender Relations (also Women's Studies 244)**

Spring. 4 credits. For non-majors or majors. S. McConnell-Ginet.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following. How do sex and gender affect the ways we speak, the ways we interpret and evaluate speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.]

**[LING 264 Language, Mind, and Brain**

Fall. 4 credits. For non-majors or majors. Prerequisite: a basic course in linguistics and/or psychology is desirable. Not offered 1995-96. J. Bowers.

An introductory course that emphasizes the formal structure of natural language and its biological basis. The following topics are covered: the formal representation of linguistic knowledge, principles and parameters of universal grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. This course is especially suited for majors in fields such as psychology, philosophy, computer science, and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to linguistics that concentrates on the formal principles that govern linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.]

**LING 301-302 Phonology I, II**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Linguistics 301, Linguistics 201 or equivalent; for Linguistics 302, Linguistics 301 or permission of instructor. Fall: D. Zec; spring: A. Cohn.

Basic topics in contemporary phonological theory, which studies the representational structures and principles underlying the human ability to produce and understand spoken language. 301: Adopting a cross-linguistic perspective, develops a conception of phonological representations in which different types of phonological information are arrayed on distinct structural planes. Includes

the study of segmental features and their organization, the supra-segmental quantity, and syllable organization. Relations of phonology with morphology, syntax, and phonetics. 302: Using American English as a case study, explores phonological rules and their systematic relations. Principles of syllabification and metrical structure. The organization of the rule system, constraints on rule interaction, lexical and morphological conditioning of rules, stratal and prosodic organization. Evidence for the mental representation of speech; principles of phonological acquisition.

**LING 303-304 Syntax I, II**

303, fall; 304, spring. 4 credits each term. Prerequisites: for Linguistics 303, Linguistics 203; for Linguistics 304, Linguistics 303 or permission of instructor. Fall: M. Diesing; spring: C. Collins.

303 is an introduction to syntactic theory, with emphasis on the classical theory of transformational grammar. 304 is an advanced course, surveying current syntactic models and dealing with such issues as the nature of syntactic representation, levels of representation, principles of universal grammar, and the relation of syntax and semantics.

**[LING 306 Functional Syntax**

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1995-96.

A general survey of syntactic theories that highlight grammatical function and reveal its role in discourse structure.]

**LING 309-310 Morphology I, II**

309, fall; 310, spring. 4 credits each term. Prerequisite: for Linguistics 309; Linguistics 101 or equivalent or permission of instructor; for Linguistics 310: Linguistics 203 or permission of instructor. Fall: V. Carstens; spring: staff.

309 is a general survey focusing on the relationship of meaning and form in morphology and introducing techniques of morphological analysis. Current research on form-meaning questions is discussed. 310 considers recent discussions in morphological theory, in particular the relationship of morphology and syntax.

**[LING 311-312 The Structure of English**

311, fall; 312, spring. 4 credits each term. Prerequisites: for Linguistics 311, Linguistics 101 or permission of instructor; for Linguistics 312, Linguistics 311 or permission of instructor. Not offered 1995-96.

311 provides an overview of the syntactic structure of English, drawing upon relevant theoretical approaches. 312 deals with phonology, morphology, and special problems of English structure and semantics.]

**[LING 319 Phonetics I**

Fall. 4 credits. Prerequisite: Linguistics 201 or permission of instructor. Not offered 1995-96. A. Jongman.

Provides a basic introduction to the study of phonetics. Topics to be covered include anatomy and physiology of the speech production apparatus, transcription and production of some of the world's sounds, basic acoustics, computerized methods of speech analysis, acoustic characteristics of sounds, speech perception, speech synthesis, stress and intonation.]

**LING 320 Phonetics II**

Fall. 4 credits. Prerequisite: Linguistics 319. A. Jongman.

This course is a continuation of Phonetics I and provides a more detailed survey of some areas in acoustic and articulatory phonetics. Topics include feature theory, vocal tract acoustics, quantal theory, speaker normalization, theories of speech perception, coarticulation, theories of speech production, and prosody. In addition, a number of "hands-on" projects will be part of the course.

**[LING 321-322 History of the Romance Languages #**

321: fall; 322: spring. 4 credits each term. Prerequisites: Linguistics 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 1995-96. C. Rosen.

321: Popular Latin. Pan-Romance trends in phonology, morphology, syntax, and the lexicon. Regional divergence. Non-Latin influences. Medieval diglossia and emergence of Romance standards. 322: French, Italian, and Spanish from 850 to 1250 A.D. Analysis of texts. Overview of other languages to the present day. Elements of dialectology.]

**[LING 323-324 Comparative Romance Syntax**

323, fall; 324, spring. 4 credits. Prerequisites: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years. Not offered 1995-96. C. Rosen.

Concise survey of Romance syntax, covering the salient constructions in six languages with equal attention to their historical evolution and their current state. Grammatical innovation and divergence in a typological perspective.]

**LING 325 Pragmatics**

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. S. McConnell-Ginet.

An introduction to the study of such topics as speech acts, presupposition, deixis, implicatures, and conversational strategies.

**[LING 334 Non-Linear Syntax**

Fall. 4 credits. Prerequisite: Linguistics 303 or equivalent. Not offered 1995-96. C. Rosen.

Analyses of some twenty diverse languages are examined with the aim of building a formal account of the syntactic constructions existing in the world's languages, and discerning universals that delimit this inventory. Non-linear theory, designed for comparative work, depicts constructions in the abstract, not imagining them as arrays of elements in space. Simultaneously it studies the morphosyntactic systems that relate constructions to their linear realizations.]

**LING 350 Representing Language: Knowledge Taught and Untaught**

Spring. 4 credits. J. Gair.

This course will deal with some of the fundamental discoveries that have been made in modern linguistics that reveal some fundamental properties of human language and the special human capacity for it, as well as some of the still unsettled questions about it. It will also trace some of the paradigm shifts that have occurred within linguistics, and consider some of the ways in which language has been represented, both within the science of linguistics and outside of it, by contrasting what is known with what is popularly believed to be true. Projected

topics will include: Innateness vs. language as socio-cultural; language variability vs. Universal Grammar; Language change and relatedness of languages; the question of correctness. The class will include, along with a general text, the reading of relevant literature, including original articles and reports of research, class discussion, and student presentations.

#### **LING 366 Spanish in the United States (also Spanish 366)**

Fall. 4 credits. Prerequisite: some knowledge of Spanish. Offered alternate years. Applicable toward the social science distribution requirement.  
M. Suñer.

Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics. Sex-related phenomena.

#### **[LING 370 Language and Cognition (also Psychology 370)]**

Spring. 4 credits. Prerequisite: Linguistics 101 or 264 or Psychology 215, or permission of one of the instructors. Not offered same years as Psychology 416.

Not offered 1995-96.

Examination of current research on selected topics on language from both linguistic and psychological perspectives. Topics may include: Universal Grammar and language acquisition, syntactic parsing, word recognition, sentence production, aphasia, and schizophrenic language.]

#### **LING 390 Independent Study in Linguistics**

Fall or spring. 1-4 credits variable. Prerequisite: Linguistics 101 or permission of instructor. Staff.

Independent study of linguistics topics not covered in regular curriculum for undergrads.

#### **LING 400 Semiotics and Language (also Comparative Literature 410)**

Spring. 4 credits. Prerequisite: some background in an area relevant to semiotics: e.g., linguistics, philosophy, psychology, anthropology, or literature; or permission of instructor. L. Waugh.

An introduction to the study of semiotics in general and to particular semiotic theories (for example, those of Saussure, Peirce, Jakobson) and to language as a semiotic system. The particular topics to be discussed will depend on the interest of the students.

#### **LING 401 Language Typology**

Fall. 4 credits. Prerequisite: Linguistics 101 or equivalent. J. Gair.

Study of a basic question of contemporary linguistics: in what ways do languages differ, and in what ways are they all alike? Efforts to formalize universals of syntax and to characterize the total repertory of constructions available to natural languages. Common morphological devices and their syntactic correlates. Emphasis on systems of case, agreement, and anaphora.

#### **LING 403 Introduction to Applied Linguistics**

Spring. 4 credits. Prerequisite: A course in the structure of a language at the 400 level. J. Lantolf.

Examination of the theoretical bases of applied linguistics, including second-language learning and current language-teaching methodologies.

#### **LING 405-406 Sociolinguistics**

405, fall; 406, spring. 4 credits each term. Prerequisite: Linguistics 101 or permission of instructor. Linguistics 405 is not a prerequisite to 406.

**405:** Systematically within the interactions between language and social context, we will examine dialect usage (diglossia, multilingualism, code-switching); variation and language change (network theory, change in progress); ethnography of communication and speech acts; language and culture; and language and gender, race and power (incl. pidgins and creoles). **406:** This course will be an introduction to the study of pidgin and creole languages and the issues surrounding them both in and beyond linguistics. Topics covered will include: genesis of pidgins and creoles; classification of pidgins and creoles; creoles and language universals; creoles and sociolinguistic variation; a module on Saramaccan Creole English; educational and language planning issues; sociohistorical issues; Black English.

#### **LING 409 Psycholinguistics of Second-Language Reading**

Fall. 4 credits. Prerequisite: permission of instructor. G. Appel.

In-depth analysis of the research on the reading process in a second language. Topics include processing of narrative vs. expository texts (descriptive, problem solving, causative, etc.); comparison of the reading process in native vs. second languages, and development of methodologies for the teaching of reading in the second-language classroom.

#### **LING 410 Introduction to Historical Linguistics**

Spring. 4 credits. Prerequisite: Linguistics 201 or permission of instructor.

J. Whitman.

A survey of the basic mechanisms of linguistic changes, with examples from a variety of languages.

#### **[LING 413 Topics in Historical Linguistics]**

Fall. 4 credits. Prerequisite: Linguistics 410 or permission. Not offered 1995-96.

W. Harbert; J. Jasanoff; and C. Rosen.

Examines a selection of recent research illustrating a variety of productive and innovative approaches to problems in historical linguistics. Readings center on phonological and morphological evolution in the Romance and Germanic families. Students carry out guided research projects.]

#### **LING 421-422 Semantics I, II**

421, fall; 422, spring. 4 credits each term.

Prerequisites: for Linguistics 421, Linguistics 203; for Linguistics 422, Linguistics 421 or permission of instructor. Staff.

**421:** an introduction to semantics of natural language. The course starts from basic foundational questions concerning the nature of meaning and the empirical domain of semantic theory. Truth-conditional and logical theories and their application to the investigation of the structure of natural languages are extensively explored (with some comparisons with other approaches). Through the study of quantification, scope, anaphora, modalities, presuppositions, and the like, one tries to gain insight into general characteristics of the cognitive apparatus that is at the basis of our capacity for understanding sentences.

**422:** guides students into current work in semantic theory. The first half of the course is an introduction to Montague-style semantics,

whose influence on current research is quite extensive. The second half of the course focuses on selected topics that have grown out of (and sometimes against) classical Montague semantics. Such topics are usually drawn from the following: generalized quantifiers and anaphora, type-shifting, problems of tense and aspect, the linguistic relevance of algebraic approaches to properties, propositions, events and thematic roles, and discourse representation theory.

#### **[LING 430 Structure of Korean @]**

Spring. 4 credits. Offered alternate years. Not offered 1995-96. J. Whitman.

Intensive examination of the syntax and phonology of a non-Indo-European language with the objective of testing principles of current linguistic theory. No previous knowledge of Korean required.]

#### **LING 431 Structure of an African Language**

Spring. 4 credits. Prerequisite: Linguistics 101 or permission of the instructor. Offered alternate years. V. Carstens.

A survey of the grammar of an African language in light of current linguistic theory.

#### **LING 436 Language Development (also Psychology 436 and Human Development and Family Studies 436)**

Spring. 4 credits. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. Offered alternate years. B. Lust.

A survey of basic issues, methods, and research in study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of universal grammar and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees are addressed, but major emphasis is on the child.

#### **LING 440 Dravidian Structures @**

Spring, according to demand. 4 credits.

Prerequisite: Linguistics 101. J. Gair.

A comparative and constrative analysis of the structures of several Dravidian languages.

#### **[LING 442 Indo-Aryan Structures @]**

Fall, according to demand. 4 credits.

Prerequisite: Linguistics 101. Not offered 1995-96. J. Gair.

Typological discussion of the languages of the subfamily. Specific topics and emphasis may vary depending on the interest of the students.]

#### **[LING 443-444 Linguistic Structure of Russian (also Russian 403-404)]**

443, fall; 444, spring. 4 credits each term.

Prerequisites for Linguistics 443, permission of instructor and Linguistics 101; for Linguistics 444, Linguistics 443 or equivalent. Offered alternate years. Not offered 1995-96. W. Browne.

A synchronic analysis of the structure of modern Russian. Linguistics 443 deals primarily with morphology and its relation to syntax and 444 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal categories, and the relation between morphology and syntax.]

**[LING 450 Mathematical Methods for Linguists]**

Fall. 4 credits. Prerequisite: Linguistics 203. Not offered 1995-96. Staff.

In this course we will study questions concerning the generative capacity, learnability, and parsing of different syntactic models. Some knowledge of recent developments in syntax is important. Some knowledge of mathematical linguistics may be helpful, but is not required. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.]

**LING 493 Honors Thesis Research**

Fall. 4 credits. Staff.

May be taken before or after Linguistics 494, or may be taken independently.

**LING 494 Honors Thesis Research**

Spring. 4 credits. Staff.

May be taken as a continuation of, or before, Linguistics 493.

**[LING 514 Syntax of African Languages]**

Spring. 4 credits. Prerequisites: Linguistics 101 and permission of instructor. Not offered 1995-96. V. Carstens.

Selected topics in the syntax of African languages.]

**LING 600 Field Methods**

Spring. 4 credits. Prerequisite: Linguistics 201 and 203 or permission of instructor. Staff.

Elicitation, recording, and analysis of data from a native speaker of a non-Western language not generally known to students.

**LING 601 Topics in Phonological Theory**

Fall. 4 credits. Prerequisites: Linguistics 301 and one higher-level course in phonology. A. Cohn.

Selected topics in current phonological theory.

**[LING 603 History of Linguistics]**

Fall. 4 credits. Not offered 1995-96. Staff. The history of linguistics from early Greek and Sanskrit grammarians to the modern period.]

**LING 604 Research Workshop**

Fall. 4 credits. S-U grade only. Prerequisite: three or more semesters of graduate study in linguistics. J. Whitman.

Participants will present their own ongoing research and discuss it with their colleagues. Individual topics will be chosen on the basis of interest, experience, and probable focus of dissertation research.

**[LING 607 Twentieth-Century Linguistics]**

Spring. 4 credits. Prerequisite: at least one course in linguistics or permission of instructor. Offered alternate years. Not offered 1995-96. L. Waugh.

The development of 20th-century linguistics in America and Europe.]

**[LING 608 Discourse Analysis]**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

J. Lantolf; L. Waugh.

Linguistic theory applied to relationships beyond the sentence.]

**[LING 609 Greek Comparative Grammar (also Classics 421) #**

Fall. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 1995-96. Next offered 1997-98. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

**[LING 610 Latin Comparative Grammar (also Classics 422) #**

Fall or spring. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 1995-96.

Next offered 1997-98. A. Nussbaum.

The prehistory and evolution of the sounds and forms of classical Latin as reconstructed by comparison with the other Indo-European languages.]

**[LING 611 Greek Dialects (also Classics 425)]**

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. A. Nussbaum.

A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

**[LING 612 Italic Dialects]**

Fall. 4 credits. Not offered 1995-96; next offered 1997-98. A. Nussbaum.

The phonology and morphology of Faliscan, Oscan, and Umbrian studied through the reading of epigraphical texts. Attention to the relations of these languages to Latin and the question of proto-Italic.]

**LING 613 Homeric Philology (also Classics 427)**

Spring. 4 credits. Prerequisite: ability to read Homeric Greek. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, epicisms, and modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.

**[LING 614 Archaic Latin (also Classics 426)]**

Spring. 4 credits. Prerequisite: reading knowledge of Latin. Not offered 1995-96; next offered 1996-97. A. Nussbaum.

Reading of epigraphic and literary preclassical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.]

**LING 615 Mycenaean Greek (also Classics 429)**

Fall. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. A. Nussbaum.

An introduction to the epigraphy, language, and content of the Linear B tablets with special attention to their implications for Greek historical grammar and dialectology.

**LING 616 Syntax III**

Fall. 4 credits. Prerequisites: Linguistics 304 or permission of instructor. J. Bowers.

**[LING 617-618 Hittite]**

617, fall; 618, spring. 4 credits each term. Prerequisites: for Linguistics 617, permission of instructor; for Linguistics 618, Linguistics 617 or permission of instructor. Not offered 1995-96. J. Jasanoff.]

**[LING 619 Rigveda]**

Fall. 4 credits. Not offered 1995-96. J. Jasanoff.

Reading and linguistic analysis of selected Vedic hymns.]

**[LING 620 Area Topics in Romance Linguistics (also FRLIT 620)]**

Spring. 4 credits. Prerequisite: a reading knowledge of French. Not offered 1995-96. A. Colby-Hall.

Topic: translation and linguistic and literary analysis of representative works of such Provençal (Occitan) troubadours as Guillaume IX, Marcabru, Cercamon, Jaufe Rudel, Bernart de Ventadorn, Raimbaut d'Orange, the Comtessa de Dia, Giraut de Bornelh, Arnaut Daniel, Bertran de Born, Peire Vidal and Raimbaut de Vaqueiras. Some attention will also be given to the relevant *vidas* and *razos*, which are in prose.]

**[LING 621 Problems and Methods in Romance Linguistics]**

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in two Romance languages. Offered alternate years. Not offered 1995-96.]

**[LING 623-624 Old Irish]**

623, fall; 624, spring. 4 credits each term. Prerequisite for 624: 623 or permission of instructor. Not offered 1995-96. J. Jasanoff.]

**LING 625-626 Middle Welsh****[LING 627 Advanced Old Irish]****[LING 631 Comparative Indo-European Linguistics]**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. J. Jasanoff.

An introduction to the comparative grammar of the Indo-European languages.]

**LING 633 Seminar in First-Language Acquisition: Cross-linguistic Studies of the Acquisition of Anaphora (also Human Development and Family Studies 633)**

Fall. 1-4 credits. Prerequisite: Linguistics 436 or equivalent or permission of instructor. B. Lust.

This seminar will review and critique current theoretical and experimental studies of the first-language acquisition of anaphora, with a concentration on insights gained by cross-linguistic study of this area. The seminar will focus on relating current developments in linguistic theory regarding anaphora to current experimental research on first-language acquisition of anaphora. Attention will also be given to the development of research proposals.

**[LING 635-636 Indo-European Workshop]**

Fall. 4 credits each term. Prerequisite: permission of instructor. Not offered 1995-96. J. Jasanoff.

An assortment of subjects intended for students with previous training in Indo-European linguistics: problems in the reconstruction of Proto Indo-European, topics in the historical grammars of the various IE languages, reading and historical linguistic analysis of texts, and grammatical sketches of "minor" IE languages.]

**LING 637 Experimental Research for Language Sciences**

Fall. 4 credits. A. Jongman, J. Jasanoff. A detailed study of experimental procedures for carrying out research in linguistics, especially in the areas of Applied Linguistics, Phonetics and Language Acquisition. Quantitative and qualitative research methods are considered.

**LING 648 Speech Synthesis by Rule**

Spring. 4 credits. Prerequisite: Linguistics 301, 319, or permission of instructor.

Offered alternate years.

Investigates the nature of the acoustic structure of speech synthesis, using speech as a tool for exploring this structure. A particular acoustic model will be proposed, developed, and motivated by considering the relationship between phonological and acoustic structure, speech timing, phonetic universals, coarticulation, and speech perception. The primary tool for investigation will be the Delta System, a powerful software system for investigating phonology and phonetics through speech synthesis. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.

**[LING 653-654 Seminar in Southeast Asian Linguistics]**

653, fall; 654, spring. 4 credits each term. Prerequisite: Linguistics 303 or permission of instructor. Linguistics 653 is not a prerequisite for 654. Not offered 1995-96.

G. Diffloth.

Languages of mainland Southeast Asia. Topics chosen according to student interests, may include description, dialectology, typology, comparative reconstruction, and historical studies.]

**[LING 655-656 Seminar in Austronesian Linguistics]**

655, fall; 656, spring. 4 credits each term. Prerequisites: for Linguistics 655, Linguistics 101 and permission of instructor; for Linguistics 656, Linguistics 655. Not offered 1995-96. J. Wolff.

Descriptive and comparative studies of Malayo-Polynesian languages.]

**[LING 657-658 Seminar in Austroasiatic Linguistics]**

[657, fall;] 658, spring. 4 credits each term. Prerequisites: Linguistics 101 or permission of instructor. Not offered 1995-96.

G. Diffloth.

Descriptive and comparative studies of Austroasiatic languages.]

**LING 700 Seminar**

Fall or spring, according to demand.

Credit to be arranged.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included subject and topic, Montague grammar, speech synthesis, lexicography, classical and autonomous phonology, Japanese sociolinguistics, relational grammar, semantics and semiotics, and others.

**LING 701-702 Directed Research**

701, fall; 702, spring. 1-4 credits. Hours to be arranged. Staff.

**LING 773-774 Proseminar in Cognitive Studies II**

Fall: R. Grade; spring: S-U only.  
4 credits. Staff.

This year-long seminar is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its representation, acquisition, and use.

**Additional Linguistics Courses**

French 232 The French Language Today  
[French 401 History of the French Language]

French 405 Contemporary Theories of French Grammar

[French 407 Applied Linguistics: French]

[French 408 Linguistic Structure of French]

[French 410 Semantic Structure of French]

French 700 Seminar in French Linguistics

[German 401 Introduction to Germanic Linguistics]

[German 402 History of the German Language]

German 404 Modern German Syntax

German 407 Teaching German as a Foreign Language

German 602 Gothic

[German 603 Old High German, Old Saxon]

German 605 Structure of Old English

German 606 Topics in Historical Germanic Phonology

[German 607 Topics in Historical Germanic Morphology]

[German 608 Topics in Historical Germanic Syntax]

German 609-610 Old Norse

[German 611 Readings in Old High German and Old Saxon]

[German 710 Seminar in Germanic Linguistics]

[German 720 Seminar in Comparative Germanic Linguistics]

[German 730 Seminar in German Linguistics]

[Hindi 700 Seminar in Hindi Linguistics]

[Indonesian 300 Linguistic Structure of Indonesian]

[Italian 403 Linguistic Structure of Italian]

[Italian 404 History of the Italian Language]

[Italian 631 Readings in Italian Opera Libretti]

Japanese 404 Linguistic Structure of Japanese

Japanese 410 History of Japanese Language

[Khmer 403-404 Structure of Khmer]

[Russian 207-208 Russian Phonetics for Beginners]

[Russian 301-302 Advanced Russian Grammar and Reading]

[Russian 401-402 History of the Russian Language]

[Russian 403-404 Linguistic Structure of Russian]

[Russian 407-408 Russian Phonetics]

Russian 409 Teaching Russian as a Foreign Language

Russian 601 Old Church Slavic

Russian 602 Old Russian

[Russian 651-652 Comparative Slavic Linguistics]

[Russian 700 Seminar in Slavic Linguistics]

[Spanish 401 History of the Spanish Language]

Spanish 407 Applied Linguistics: Spanish

Spanish 408 The Grammatical Structure of Spanish

[Spanish 601 Hispanic Dialectology]

[Spanish 700 Seminar in Spanish Linguistics]

[Tagalog 300 Linguistic Structure of Tagalog]

[Welsh 404-405 The Structure of Welsh I & II]

Welsh 411 Readings of Modern Welsh

**Mandinka**

*Fees.* A small fee may be charged for photocopied texts for course work.

**[MANDI 121-122 Elementary Mandinka (also Africana Studies and Research Center)]**

121, fall; 122, spring. 4 credits each term.

Prerequisite: for Mandinka 122, 121 or examination. Not offered 1995-96.

Foundations provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.]

**[MANDI 123 Continuing Mandinka (also Africana Studies and Research Center)]**

Fall. 4 credits. Prerequisite: Mandinka 122 or equivalent. Not offered 1995-96. Building on 121-122, this is an all-skills course with a functional emphasis. Class will be conversational.]

**[MANDI 203 Intermediate Mandinka (also Africana Studies and Research Center)]**

Spring. 3 credits. Prerequisite: Mandinka 123 or equivalent. Not offered 1995-96.]

**Nepali****Study Abroad in Nepal**

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, co-sponsor an academic year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include Nepali language (Tibetan and/or Newari languages also possible), contemporary issues in Nepalese studies, field research design and methods in sociology/anthropology and ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate. Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field research. No experience in Nepali is necessary and instruction is in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (474 Uris) for further information.

*Fees.* A small fee may be charged for photocopied texts for course work.

**NEPAL 101-102 Elementary Nepali**

101, fall; 102, spring. 6 credits each term. Prerequisite: for Nepali 102, 101 or examination. S. Oja.

Intended for beginners. The emphasis is on basic grammar, speaking and comprehension skills, utilizing culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.

**[NEPAL 160 Intensive Nepali]**

Summer only. 10 credits. Intended for beginners. Offered alternate years.

Offered 1997. S. Oja.

Emphasis will be on the spoken language, in dialogues, exercises, and conversation practice. In addition, however, special attention is given to assisting students to develop vocabularies and abilities appropriate to their unique professional needs. Reading and writing practice use both colloquial and scholarly materials in the Nepali (Devanagari) script.]

**NEPAL 201-202 Intermediate Nepali Conversation @**

201, fall; 202, spring. 3 credits each term. Prerequisites: for Nepali 201, Nepali 102 or examination; for Nepali 202, Nepali 201 or examination. S. Oja.

Intermediate instruction in spoken grammar and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields.

**NEPAL 203-204 Intermediate Nepali Composition @**

203, fall; 204, spring. 3 credits each term. Prerequisites: for Nepali 203, Nepali 102 or examination; for Nepali 204, Nepali 203 or examination. S. Oja.

A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.

**NEPAL 301-302 Advanced Nepali**

301, fall; 302, spring. 3 credits each term. Prerequisite: Nepali 204 or permission of instructor. S. Oja.

Reading of advanced texts, together with advanced drill on the spoken language.

**Pali**

*Fees.* A small fee may be charged for photocopied texts for course work.

**PALI 131-132 Elementary Pali**

131, fall; 132, spring. 3 credits each term. J. Gair.

**131** is an introduction to the language of the canonical texts of Theravada Buddhism. Reading of authentic texts of Theravada Buddhism. Emphasis on both content and grammatical structure. Familiarity with Sanskrit is not required. **132** is a continuation of 131 with further readings.

**Polish**

*Fees.* A small fee may be charged for photocopied texts for course work.

**[POLSH 131-132 Elementary Polish**

131, fall; 132, spring. 3 credits each term. Prerequisite for Polish 132: Polish 131 or equivalent. Offered alternate years. Not offered 1995-96. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing.]

**POLSH 133-134 Continuing Polish**

133, fall; 134, spring. 3 credits each term. Prerequisites: for Polish 133, Polish 132 or equivalent; for Polish 134, Polish 133 or equivalent. Offered alternate years.

W. Browne.

An intermediate conversation and reading course.

**Portuguese**

*Fees.* A small fee may be charged for photocopied texts for course work.

**PORT 121-122 Elementary Portuguese**

121, fall; 122, spring. 4 credits each term. Intended for beginners. Students may attain qualification upon completion of 122 by achieving a satisfactory score on a special examination. J. Oliviera.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

**PORT 203-204 Intermediate Composition and Conversation @**

203, fall; 204, spring. 3 credits each term. Prerequisites: for Portuguese 203, Portuguese 122 or permission of instructor; for Portuguese 204, Portuguese 203 or permission of instructor. J. Oliviera.

Conversational grammar review with special attention to pronunciation and the development of accurate and idiomatic oral expression. Includes readings in contemporary Portuguese and Brazilian prose and writing practice.

**PORT 303-304 Advanced Composition and Conversation @**

303, fall; 304, spring. 4 credits each term. Prerequisites: for Portuguese 303, Portuguese 204 or equivalent; for Portuguese 304, Portuguese 303 or equivalent. J. Oliviera.

**Quechua**

*Fees.* A small fee may be charged for photocopied texts for course work.

**QUECH 131-132 Elementary Quechua**

131, fall; 132, spring. 3 credits each term. Prerequisite: qualification in Spanish. L. Morato Peña.

A beginning conversation course in the Cuzco dialect of Quechua.

**QUECH 133-134 Continuing Quechua**

133, fall; 134, spring. 3 credits each term. Prerequisites: for Quechua 133, Quechua 131-132 or equivalent; for Quechua 134; Quechua 133 or equivalent. L. Morato Peña.

An intermediate conversation and reading course. Study of the Huarochiri manuscript.

**[QUECH 135-136 Quechua Writing Lab**

135, fall; 136, spring. 1 credit each term. Prerequisites: concurrent enrollment in Quechua 131-132 or instructor's approval. Letter grade only. L. Morato Peña.

Computer-assisted drill and writing instruction in elementary Quechua.]

**Romance Linguistics****[LING 321-322 History of the Romance Languages #**

321, fall; 322, spring. 4 credits. Prerequisite for 321: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years. Not offered 1995-96.

For description see Linguistics 321-322.]

**[LING 323-324 Comparative Romance Syntax**

323, Fall; 324, Spring. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 1995-96.

For description see Linguistics 323-324.]

**[LING 620 Area Topics in Romance Linguistics**

Spring. 4 credits. May be repeated for credit. Offered alternate years. Not offered 1995-96.]

**[LING 621 Problems and Methods in Romance Linguistics**

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in two Romance languages. Offered alternate years. Not offered 1995-96.]

**Romanian**

*Fees.* A small fee may be charged for photocopied texts for course work.

**[ROMAN 131-132 Elementary Romanian**

131, fall; 132, spring. Offered according to demand. 3 credits. Prerequisite for Romanian 132: Romanian 131 or equivalent. Not offered 1995-96.

Covers all language skills: speaking, listening comprehension, reading, and writing.]

**[ROMAN 133-134 Continuing Romanian**

133, fall; 134, spring. Offered according to demand. 3 credits. Prerequisite for Romanian 134: Romanian 133 or equivalent. Not offered 1995-96.

An intermediate conversation and reading course.]

**Russian**

E. W. Browne, S. Paperno (director of the Russian Language Program, 302 Morrill Hall, 255-2322).

For literature courses see Russian Literature.

**The Russian Major**

See Russian Literature.

**Study Abroad**

Cornell is an affiliated institution in the Council on International Education Exchange program for Russian language study in St. Petersburg and other Russian cities. Cornell students also frequently go on the American Council of Teachers of Russian program in Moscow and other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from Professor Patricia Carden or Diane Williams, 236 Goldwin Smith Hall.

**Honors.** Students taking honors in Russian undertake individual reading and research and write an honors essay.

**Freshman Writing Seminar Requirement**

See Russian Literature.

**Russian Studies Major**

See "Special Programs and Interdisciplinary Studies," which follows the department listings.

*Fees.* A small fee may be charged for photocopied texts for course work.

**[RUSSA 103-104 Conversation Practice**

103, fall; 104, spring. 2 credits each term. Must enroll in one section of 103 and one section of 121, in the fall; and one section of 104 and one section of 122 in the spring. L. Paperno, V. Tsimberov.

**[RUSSA 121-122 Elementary Russian**

121, fall or summer; 122, spring or summer. 4 credits each term. May be taken alone and qualification will be achieved with satisfactory completion of 121-122-123; or may be taken concurrently with 103-104 and qualification will be achieved at completion of 122-104. L. Paperno, V. Tsimberov.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

**RUSSA 123 Continuing Russian**

Fall. 4 credits. Limited to students who have previously studied Russian or been placed by department. Satisfactory completion of Russian 123 fulfills the qualification portion of the language requirements. V. Tsimberov and staff.

A prequalification course designed to prepare students for study at the 200 level. Passing this course is equivalent to qualification.

**RUSSA 203-204 Intermediate Composition and Conversation**

203, fall, or summer; 204, spring or summer. 3 credits each term. Prerequisite: qualification in Russian (Russian 123 or placement by department). Prerequisite for Russian 204: Russian 203 or equivalent. L. Paperno, S. Paperno, V. Tsimberov. Guided conversation, composition, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language.

**RUSSA 205-206 Reading Russian Press**

205, fall; 206, spring. 2 credits each term. Prerequisite: qualification in Russian (Russian 123 or placement by department). Both semesters must be taken in order to satisfy the proficiency level for the language requirement. This course cannot be used to satisfy the humanities requirement. Staff.

Reading unabridged articles on a variety of topics from current Russian periodicals.

*Note: Students placed in the 200-level courses also have the option of taking courses in introductory literature; see separate listings under Russian 201 and 202 for descriptions of these courses, any of which may be taken concurrently with the 203-204 and 205-206 language courses described above. The introductory literature courses are offered by the Department of Russian Literature, and the 203-204 and 205-206 language courses by the Department of Modern Languages and Linguistics.*

**[RUSSA 207-208 Russian Phonetics for Beginners]**

207, fall; 208, spring. 2 credits each term. Open to students enrolled in Russian 121. Not offered 1995-96. Staff.

This is both a practical and theoretical course. Practice sessions for the first part of the course will follow the 121 textbook rather closely. There will also be discussions about phonetics in general and the sound system of Russian.]

**[RUSSA 301-302 Advanced Russian Grammar and Reading**

301, fall; 302, spring. 4 credits each term. Prerequisites: for Russian 301, second-year Russian or permission of instructor; for Russian 302, Russian 301. Offered alternate years. Not offered 1995-96. Staff.

This course is intended primarily to increase the student's active command of difficult Russian syntactic constructions. Special attention is paid to word order, impersonal sentences, voice, negation, participles, gerunds, and also to building active vocabulary through reading modern Russian prose. Problems of phonology are also discussed.]

**RUSSA 303-304 Advanced Composition and Conversation**

303, fall; 304, spring. 4 credits each term. Prerequisites: for Russian 303, Russian 204 or equivalent; for Russian 304, Russian 303 or equivalent. L. Paperno, S. Paperno, V. Tsimberov.

Writing, reading, and conversation: viewing and reading authentic language materials; current Russian films (feature and documentary), newspapers, TV programs, and other materials are used.

**RUSSA 305-306 Directed Individual Study**

305, fall; 306, spring. 2 credits each term. Prerequisites: placement by the department. Staff.

This course is intended for students with special needs that cannot be met by any other Russian course.

**RUSSA 309-310 Advanced Reading**

309, fall; 310, spring. 4 credits each term. Prerequisites: for Russian 309, Russian 204; for Russian 310, Russian 309 or equivalent. L. Paperno.

The purpose of the course is to teach advanced reading skills. The weekly reading assignment is 20-40 pages of unabridged Russian prose (non-fiction) of the 20th century. The discussion of the reading is conducted entirely in Russian and is centered around the content of the assigned selection.

**[RUSSA 401-402 History of the Russian Language #]**

401, fall; 402, spring. 4 credits each term. Prerequisites: for Russian 401, permission of instructor; for Russian 402, Russian 401 or equivalent. Offered alternate years.

Not offered 1995-96. W. Browne.

Phonological, morphological, and syntactic developments from Old Russian to modern Russian.]

**[RUSSA 403-404 Linguistic Structure of Russian]**

403, fall; 404, spring. 4 credits each term. Prerequisites: for Russian 403, permission of instructor and Linguistics 101; for Russian 404, Russian 403 or equivalent. Offered alternate years. Not offered 1995-96. W. Browne.

A synchronic analysis of the structure of modern Russian. Russian 403 deals primarily with morphology and its relation to syntax and 404 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal categories, and the relation between morphology and syntax.]

**[RUSSA 407-408 Russian Phonetics]**

407, fall; 408, spring. 4 credits each term. Prerequisite: Russian 204. Not offered 1995-96. Staff.

Treats both the practical and theoretical aspects of Russian phonetics. Lab work includes the use of the computer for acoustic phonetics, primarily for undergraduate majors in Russian and for graduate students in Slavic linguistics and Russian literature.]

**RUSSA 409 Teaching Russian as a Foreign Language**

Fall or spring. 1 credit. Prerequisite: very good command of Russian. S. Paperno. Designed to equip the teacher of Russian with the basic skills of conducting a class. Geared to the courses and methodology used in the Russian language program at Cornell. Not a theoretical course.

**RUSSA 413-414 Advanced Conversation and Stylistics**

413, fall; 414, spring. 2 credits each term. Prerequisites: for Russian 413, Russian 303-304 or the equivalent, for Russian 414,

Russian 413 or equivalent. L. Paperno or S. Paperno, V. Tsimberov.

Discussion of authentic unabridged Russian texts and films (feature or documentary) in a variety of nonliterary styles and genres.

**RUSSA 601 Old Church Slavic**

Fall. 4 credits. This course is prerequisite to Russian 602. Offered alternate years. W. Browne.

Grammar and reading of basic texts.

**RUSSA 602 Old Russian Texts**

Spring. 4 credits. Prerequisite: Russian 601. Offered alternate years. W. Browne. Grammatical analysis and close reading of Old Russian texts.

**RUSSA 633-634 Russian for Russian Specialists**

633, fall; 634, spring. 2 credits each term. Prerequisite: four years of college Russian. For graduate and advanced undergraduate students. L. Paperno, S. Paperno.

The course is designed for students who specialize in an area of Russian studies requiring fine active control of the language. Fine points of syntax, usage, and style are discussed.

**[RUSSA 651-652 Comparative Slavic Linguistics]**

651, fall; 652, spring. 4 credits each term. Prerequisites: for Russian 651, Russian 601 taken previously or simultaneously or permission of instructor; for Russian 652, Russian 651 or permission of instructor. Offered alternate years. Not offered 1995-96. W. Browne.

Sounds and forms of the Slavic languages and of prehistoric common Slavic; main historical developments leading to the modern languages.]

**[RUSSA 700 Seminar in Slavic Linguistics]**

Offered according to demand. Variable credit. Not offered 1995-96. Staff.

Topics chosen according to the interests of staff and students.]

**Sanskrit****SANSK 131-132 Elementary Sanskrit (also Classics 131-132)**

131, fall; 132, spring. 4 credits each term. A. Nussbaum.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.

**[SANSK 251-252 Intermediate Sanskrit #]**

251, fall; 252, spring. 3 credits each term. Prerequisite: Sanskrit 132 or equivalent.

Not offered 1995-96. C. Minkowski.

Readings from the literature of Classical Sanskrit. Fall: Selections from the two Sanskrit epics, the Mahabharata and the Ramayana. Spring: More selections from the epics and selections from either Sanskrit story literature or from Sanskrit dramas.]

**Serbo-Croatian**

Fees. A small fee may be charged for photocopied texts for course work.

**SEBCR 131-132 Elementary Serbo-Croatian**

131, fall; 132, spring. 3 credits each term. Prerequisite for Serbo-Croatian 132: Serbo-Croatian 131 or equivalent. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing.

#### **ISEBCR 133-134 Continuing Serbo-Croatian**

133, fall; 134, spring. 3 credits each term. Prerequisites: for Serbo-Croatian 133, Serbo-Croatian 132 or equivalent; for Serbo-Croatian 134, Serbo-Croatian 133 or equivalent. Offered alternate years. Not offered 1995-96. W. Browne.

An intermediate conversation and reading course.]

#### **Sinhala (Sinhalese)**

**Fees.** A small fee may be charged for photocopied texts for course work.

#### **SINHA 101-102 Elementary Sinhala**

101, fall; 102, spring. 6 credits each term. Prerequisite for Sinhala 102: Sinhala 101 or equivalent. M. Rodrigo.

A semi-intensive course for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.

#### **SINHA 160 Intensive Sinhala**

Summer only. 10 credits. Intended for beginners. Offered alternate years.

Offered 1996.

Emphasis is on the spoken (colloquial) language, the writing system is introduced and used to present all Sinhala materials, with additional reading practice with colloquial materials. A foundation is laid for later study of the written language (literary Sinhala).

#### **SINHA 201-202 Intermediate Sinhala**

##### **Reading** @

201, fall; 202, spring. 3 credits each term. Prerequisites: for Sinhala 201, Sinhala 102; for Sinhala 202, Sinhala 201 or equivalent. M. Rodrigo.

#### **SINHA 203-204 Intermediate Composition and Conversation** @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Sinhala 203, Sinhala 102 or permission of instructor; for Sinhala 204, Sinhala 203 or equivalent. M. Rodrigo.

#### **Related Courses**

See also Linguistics 442, 631.

#### **Spanish**

M. Suñer, (director of undergraduate studies, 218 Morrill Hall, 255-0714).

For advanced Spanish language and literature courses see Romance Studies.

#### **The Major**

The major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in the linguistic analysis of Spanish. (For the major in Spanish literature see the description under Romance Studies.) Satisfactory completion of the major should enable students to meet language requirements for teaching, to continue with graduate work in Spanish or other appropriate disciplines, or to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake pre-professional training for graduate study in law, medicine, business, etc. Students interested in a Spanish major are

encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult the director of undergraduate studies of the Department of Modern Languages and Linguistics, Professor Suñer (218 Morrill Hall), who will admit them to the major.

#### **The Core**

All majors will work out a plan of study in consultation with their advisers. Previous training and interests as well as vocational goals are taken into account when the student's program of courses is determined. Spanish 201 and 204 or 212 (or equivalent) are prerequisite to entering the major in Spanish. All majors normally include the following core courses in their programs:

- 1) Spanish 315-316-317 or 318
- 2) Spanish 311 and 312 (or equivalent)

Spanish majors have great flexibility in devising their programs of study and areas of concentration.

#### **The Linguistic Option**

Spanish linguistics, for which the program normally includes at least 20 credits, and at least 8 additional credits in general or Spanish linguistics (such as 366, 401, 405, 407, 408 and others). (Linguistics 101 is recommended before entering this program.) The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

#### **Study Abroad in Spain**

Cornell, the University of Michigan and the University of Pennsylvania cosponsor an academic year in Spain program. Students enrolled in this program spend the first four weeks before the fall semester begins in a residential college located on the campus of the University of Madrid, where they take a course in Spanish language and contemporary society and take advantage of special lectures and field trips to Madrid and Castile. This course carries three credits. In early October the program moves to Seville, where students enroll in as many regular classes at the University of Seville as their language competency and general education permit. Their academic work is supplemented by courses designed explicitly for the program by Seville faculty, as well as a seminar regularly offered by the resident director, who is chosen from the faculty of either Cornell, Michigan or Pennsylvania. The special courses normally include history of art and architecture, Spanish composition and syntax, and modern Spanish history. In Seville students live with selected families. Cornell-Michigan-Pennsylvania also maintains a center in Seville, which is used by students for special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have at least completed Spanish 204 prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. Students interested in the study abroad program should consult with the Cornell Abroad office for further information (474 Uris Hall, 255-6224).

**Honors.** Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior

year select a member of the Spanish faculty from either the Department of Romance Studies or the Department of Modern Languages and Linguistics to supervise their work and direct the writing of their honors essays (see Spanish 429-430).

**Fees.** Depending on the course, a small fee may be charged for photocopied texts for course work.

#### **Important information about registration for Spanish classes**

The Spanish Program offers a number of elementary and intermediate courses to satisfy the needs of students with a variety of backgrounds; students are urged to register for the appropriate level so as to start the semester in the right class. **Students with 2 or more years in the language are required to take the placement test before taking any Spanish course** unless they already have a score from their achievement test.

<b>Background</b>	<b>Course</b>
0 Spanish	Spanish 121
less than 2 years	Spanish 121
2 years or more	Placement test score required for any Spanish course
Placement Score*	
less than 370	Spanish 121
370-440	Spanish 112
450-550	Spanish 123
560 or more	Spanish 200, 203, 213

\*the placement score can be from an achievement test, the CPT, or the SPT.

#### **SPAND 101 Basic Course I**

Summer only. 6 credits. Prerequisite: no Spanish.

This course is intended for students with absolutely no experience in Spanish. (Spanish 123 and 203 are usually offered in the summer concurrently with 101 for students with prior experience.) Spanish 101 provides a thorough grounding in all language skills. Language practice in small groups. Lectures cover grammar, reading, and cultural information.

#### **SPAND 112 Elementary Spanish: Review and Continuation**

Fall. 4 credits. Prerequisite: placement score of 370-440. M. Rice.

This course is designed for students who have taken some Spanish, and who have a placement score of 370-440. It provides a basic review and then moves on to cover new material for the remainder of the term. Students who have taken Spanish 121 may enroll for this course. As part of the final exam, students take the SPT and, according to their score, may place into Spanish 123 (score below 560) or receive qualification (560 or above), and placement into the 200-level courses. Evening prelim.

#### **SPAND 121-122 Elementary Spanish**

121, fall: 122, spring. 4 credits each term. Prerequisite for Spanish 122: Spanish 121. Z. Iguna.

This course is intended for students with no experience in Spanish. (Students who have previously studied 2 or more years of Spanish are not eligible for 121 unless they have a placement score lower than 370). The course provides a thorough grounding in all language

skills. Language practice in small groups. Lectures cover grammar, reading, and cultural information. Evening prelims.

#### **SPAND 123 Continuing Spanish**

Fall, spring, or summer. 4 credits.

Prerequisite: Spanish 112, Spanish 122, or a placement score of 450–550.

An all-skills course designed to prepare students for study at the 200-level. Satisfactory completion of Spanish 123 fulfills the qualification portion of the language requirement. Evening prelim.

#### **SPAND 200 Spanish for English/Spanish Bilinguals**

Spring. 3 credits. Prerequisites: Placement score of 560–640, case placement, or permission of the instructor.

D. Cruz de Jesús.

A course designed to expand bilingual students' knowledge of Spanish by providing them with ample opportunities to develop and improve each of the basic language skills.

#### **SPAND 203 Intermediate Composition and Conversation**

Fall, spring, or summer. 3 credits.

Prerequisite: qualification in Spanish (Spanish 123 or CPT or SPT score 560–640). Not available to students who have taken Spanish 213. D. Cruz de Jesús.

Conversational grammar review with special attention to the development of accurate and idiomatic oral expression. Includes readings in contemporary Spanish prose and practice in writing.

#### **SPAND 204 Intermediate Composition and Conversation**

Fall or spring. 3 credits. Prerequisite:

Spanish 203 or permission of instructor. E. Dozier.

Practice in conversation with emphasis on improving oral and written command of Spanish. Includes treatment of specific problems in grammar, expository writing, and readings in contemporary prose.

#### **SPAND 213 Intermediate Spanish for the Medical and Health Professions**

Fall or spring. 3 credits. Prerequisite: qualification in Spanish (Spanish 123 or CPT or SPT score 560–640), or permission of instructor. Not available to students who have taken Spanish 203. A. Tió.

Conversational grammar review, with dialogues, debates, compositions and readings on health-related themes. Special attention is given to relevant cultural differences. Fulfils proficiency requirement.

#### **SPAND 310 Advanced Conversation and Pronunciation**

Spring. 2 credits. Prerequisite: Spanish 204 or equivalent. Z. Iguna.

A conversation course with intensive oral practice obtained through the production of video programs. Study of the fundamental aspects of communication in the standard spoken and written Spanish, with some focus on dialectal variations. Weekly phonetics labs to improve pronunciation.

#### **SPAND 366 Spanish in the United States (also Linguistics 366)**

Fall. 4 credits. Prerequisite: some knowledge of Spanish. Counts toward the social science distribution requirement. Offered alternate years. M. Suner.

Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language.

Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics. Sex-related phenomena.

#### **[SPAND 401 History of the Spanish Language #]**

Fall. 4 credits. Prerequisites: Linguistics 101 and qualification in Spanish, or permission of the instructor. Not offered 1995–96.

A historical analysis of the phonology, morphology, syntax, and lexicon of the Spanish language up to the seventeenth century. Selected medieval documents are read and discussed.]

#### **SPAND 407 Applied Linguistics: Spanish**

Fall. 4 credits. Prerequisite: proficiency in Spanish or permission of instructor.

M. Suñer.

Designed to equip the student or future teacher of Spanish with insights into problem areas for second-language learners by using linguistic descriptions.

#### **SPAND 408 The Grammatical Structure of Spanish**

Spring. 4 credits. Prerequisites: proficiency in Spanish and Linguistics 101 or permission of instructor. Offered alternate years. M. Suñer.

Survey of the salient morphological and syntactic characteristics of contemporary Spanish.

#### **[SPAND 601 Hispanic Dialectology]**

Spring. 4 credits. Not offered 1995–96. Survey of dialects of Latin America and the Caribbean.]

#### **[SPAND 700 Seminar in Spanish Linguistics]**

Fall or spring, according to demand. Variable credit. Not offered 1995–96.

Topics in synchronic and diachronic Spanish linguistics.]

#### **Swahili**

See listings under Africana Studies and Research Center.

#### **Swedish**

Fees. A small fee may be charged for photocopied texts for course work.

#### **SWED 121-122 Elementary Swedish**

121, fall; 122, spring. 4 credits each term.

Prerequisite for 122: Swedish 121 or equivalent. L. Trancik.

The aim of this course is to develop skills in listening, speaking, reading and writing within Sweden's cultural context.

#### **SWED 123 Continuing Swedish**

Fall. 4 credits. Prerequisite: Swedish 122 or equivalent. L. Trancik.

Continues developing skills in spoken and written Swedish within Sweden's cultural context.

#### **SWED 203 Intermediate Swedish**

Spring. 3 credits. Prerequisite: Swedish 123 or permission of instructor. L. Trancik. Emphasis on development of all skills, through writing, reading, and discussion of culturally significant texts. Audiovisual material will further enhance language comprehension.

#### **SWED 204 Advanced Swedish**

Fall. 3 credits. Prerequisite: Swedish 203 or permission of instructor. Taught in Swedish. L. Trancik.

Emphasis on improving oral and written expression of Swedish. Includes enrichment of vocabulary, readings in contemporary prose, treatment of specific problems in grammar, and presentation of videos and films.

#### **Tagalog**

Fees. A small fee may be charged for photocopied texts for course work.

#### **TAG 121-122 Elementary Tagalog**

121, fall; 122, spring. 4 credits each term.

Prerequisite for Tagalog 122: Tagalog 121.

J. Wolff and staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

#### **TAG 123 Continuing Tagalog**

Fall. 4 credits. Prerequisite: Tagalog 122 or equivalent. Satisfactory completion of Tagalog 123 fulfills the qualification portion of the language requirement.

J. Wolff and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offering a wide range of readings and sharpening listening skills.

#### **TAG 205-206 Intermediate Tagalog @**

205, fall; 206, spring. 3 credits each term.

Prerequisites: for 205, Tagalog 123 or equivalent; for Tagalog 206, Tagalog 205 or equivalent. Satisfactory completion of Tagalog 205 fulfills the proficiency portion of the language requirement. J. Wolff and staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

#### **[TAG 300 Linguistic Structure of Tagalog]**

Fall or spring. 4 credits. Prerequisite: Linguistics 101. Not offered 1995–96.]

#### **Tamil**

Fees. A small fee may be charged for photocopied texts for course work.

#### **TAMIL 101-102 Elementary Tamil**

101, fall; 102, spring. 6 credits each term. Offered according to demand. Prerequisite for Tamil 102, Tamil 101 or equivalent. M. Rodrigo.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

#### **TAMIL 201-202 Intermediate Tamil Conversation**

201, fall; 202, spring. 3 credits each term. Prerequisites: for Tamil 201, Tamil 102 or permission of instructor; for 202, Tamil 201 or permission of instructor. M. Rodrigo.

Intermediate instruction in spoken grammar and verbal comprehension skills with special attention to developing technical vocabularies and other verbal skills appropriate to the students' professional fields.

#### **TAMIL 203-204 Intermediate Tamil Composition**

203, fall; 204, spring. 3 credits each term. Prerequisites: for 203, Tamil 102 or permission of instructor; for 204, Tamil 203 or permission of instructor. M. Rodrigo.

A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.

**Thai**

Fees. A small fee may be charged for photocopied texts for course work.

**THAI 101-102 Elementary Thai**

101, fall; 102, spring. 6 credits each term. Prerequisite for Thai 102, Thai 101 or equivalent. Intended for beginners or students placed by examination.

N. Jagacinski.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

**THAI 201-202 Intermediate Thai Reading**

201, fall; 202, spring. 3 credits each term. Prerequisites: for Thai 201, Thai 102; for Thai 202, Thai 201 or equivalent.

N. Jagacinski.

**THAI 203-204 Intermediate Composition and Conversation @**

203, fall; 204, spring. 3 credits each term. Prerequisites: for Thai 203, Thai 102; for Thai 204, Thai 203. N. Jagacinski.

**THAI 301-302 Advanced Thai @**

301, fall; 302, spring. 4 credits each term. Prerequisite: Thai 202 or equivalent.

N. Jagacinski.

Selected readings in Thai writings in various fields.

**THAI 303-304 Thai Literature**

303, fall; 304, spring. 4 credits each term. Prerequisite: Thai 302 or equivalent.

N. Jagacinski.

Reading of significant novels, short stories, and poetry written since 1850.

**THAI 401-402 Directed Individual Study**

401, fall; 402, spring. 4 credits each term. For advanced students or students with special problems or interests. Prerequisite: permission of instructor. N. Jagacinski.

**Ukrainian**

Fees. A small fee may be charged for photocopied texts for course work.

**[UKRAN 131-132 Elementary Ukrainian**

131, fall; 132, spring. 3 credits each term. Prerequisite for Ukrainian 132, Ukrainian 131 or equivalent. Not offered 1995-96.

Covers all language skills: speaking, listening comprehension, reading, and writing.]

**Urdu**

*See listing under Hindi.*

**Vietnamese**

Fees. A small fee may be charged for photocopied texts for course work.

**VIET 103-104 Vietnamese Conversation Practice**

103, fall; 104, spring. 2 credits each term. Prerequisite for Vietnamese 104, Vietnamese 103 and Vietnamese 121. May not be taken alone. Must be taken simultaneously with Vietnamese 121-122. Satisfactory completion of Vietnamese 104/122 fulfills the qualification portion of the language requirement. D. Nghieu.

Additional drills, practice and extension of materials covered in Vietnamese 121 and 122. These courses are designed to be attended simultaneously with Vietnamese 121-122 respectively, allowing students to obtain qualification within a year.

**VIET 121-122 Elementary Vietnamese**

121, fall; 122, spring. 4 credits each term. Prerequisite for Vietnamese 122, Vietnamese 121. May be taken alone or simultaneously with Vietnamese 103-104.

Satisfactory completion of Vietnamese 104/122 fulfills the qualification portion of the language requirement. D. Nghieu.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

**VIET 123 Continuing Vietnamese**

Fall. 4 credits. Prerequisite: Vietnamese 122. Satisfactory completion of Vietnamese 123 fulfills the qualification portion of the language requirement. D. Nghieu.

Continuing instruction in conversational and reading skills, to prepare students for 200-level courses.

**VIET 201-202 Intermediate Vietnamese Reading**

201, fall or spring; 202, fall or spring. 3 credits each term. Prerequisites: for Vietnamese 201, Vietnamese 123; for Vietnamese 202, Vietnamese 201. D. Nghieu.

Continuing instruction in spoken and written Vietnamese.

**VIET 301-302 Advanced Vietnamese**

301, fall or spring; 302, fall or spring. 3 credits each term. Prerequisite for Vietnamese 301, Vietnamese 202 or permission of instructor; for Vietnamese 302, Vietnamese 301. D. Nghieu.

Continuing instruction in spoken and written Vietnamese; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

**VIET 401-402 Directed Individual Study**

401, fall; 402, spring. 2-4 credits variable each term. Prerequisite: permission of instructor. Intended for advanced students. D. Nghieu.

Various topics according to need.

**Welsh**

Fees. A small fee may be charged for photocopied texts for course work.

**[WELSH 404-405 The Structure of the Welsh I & II**

404, Fall; 405, Spring. 4 credits each term. Prerequisite: Linguistics 101. Not offered 1995-96. W. Harbert.

**404:** Structure of Welsh I: Phonology and Morphology. This course will treat the phonological and morphological structure of Modern Spoken Welsh, with greater or lesser reference to current theoretical literature on these topics, depending on the background and interests of the participants. Some background in linguistics is desirable. **405:** Structure of Welsh II: Syntax. This course will treat the syntax of Modern Spoken Welsh, with greater or lesser reference to current literature on these topics, depending on the background and interests of the participants. Some background in linguistics is desirable. The two courses may be taken independently.]

**WELSH 411 Reading in Modern Welsh**

Fall or spring. 2 credits. Prerequisite: permission of instructor. W. Harbert.

Topics are selected on the basis of student needs.

**Yoruba**

Fees. A small fee may be charged for photocopied texts for course work.

**YORUB 121-122 Elementary Yoruba (also Africana Studies and Research Center 131-132)**

121, fall; 122, spring. 4 credits each term. Prerequisite for Yoruba 122, Yoruba 121 or equivalent. V. Carstens.

Foundations provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

**YORUB 123-203 Continuing Yoruba (also Africana Studies and Research Center 133-134)**

123, fall; 203, spring. 4 credits each term. Prerequisites: for Yoruba 123, Yoruba 122 or equivalent; for Yoruba 203, Yoruba 123 or equivalent. V. Carstens.

Building on 121-122, this is an all-skills course with a functional emphasis. Class will be conversational.

**Zulu**

Fees. A small fee may be charged for photocopied texts for course work.

**[ZULU 121-122 Elementary Zulu (also Africana Studies and Research Center)**

121, fall; 122, spring. 4 credits each term. Prerequisites for Zulu 122, Zulu 121 or equivalent. Not offered 1995-96.

Foundations provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.]

**[ZULU 123-203 Continuing Zulu (also Africana Studies and Research Center)**

123, fall; 203, spring. 4 credits each term. Prerequisites: for Zulu 123, Zulu 122 or equivalent; for Zulu 203, Zulu 123 or equivalent. Not offered 1995-96.

Building on 121-122, this is an all-skills course with a functional emphasis. Class will be conversational.]

**MUSIC**

S. Stucky, chair; M. Hatch, director of undergraduate studies, (110 Lincoln Hall, 255-5049); J. Webster, graduate faculty representative (222 Lincoln Hall, 255-3611); M. Bilson, X. Bjerken, D. Borden, D. Brackett, D. Conn, L. Coral, W. Cowdery, R. Harris-Warrick, K. Hester, J. Hsu, J. Kellock, B. R. Lange, M. Long, S. Monosoff, E. Murray, D. Randel, A. Richards, D. Rosen, M. Scatterday, R. Sierra, S. Tucker, N. Zaslaw.

Emeritus: W. Austin, K. Husa, R. Palmer, T. Sokol, M. Stith. Department office 255-4097.

**Musical Performance and Concerts**

Musical performance is an integral part of Cornell's cultural life and an essential part of its undergraduate academic programs in music. The department encourages music making through its offerings in individual instruction and through musical organizations and ensembles that are directed and trained by members of the faculty. Students from all colleges and departments of the university join with music majors in all of these ensembles:

Chamber Music Ensembles  
Cornell Chamber Orchestra  
Cornell Chorale  
Cornell Gamelan Ensemble  
Cornell Jazz Ensembles  
Cornell Symphony Orchestra  
Cornell University Chamber Winds  
Cornell University Chorus  
Cornell University Glee Club  
Cornell University Symphonic Band  
Cornell University Wind Ensemble  
Cornell University Wind Symphony  
Sage Chapel Choir

Information about requirements, rehearsal hours, and conditions for academic credit can be found in the following listings for the Department of Music. Announcements of auditions are posted during registration each fall term and, where appropriate, each spring term as well.

The university is also home to many student-run musical organizations, including the Big Red Marching Band and Big Red Pep Band, the Cornell Savoyards, and several a cappella groups. Information about these groups is available through the Department of Music office, 104 Lincoln Hall (255-4097).

The Department of Music and the Faculty Committee on Music sponsor more than one hundred formal and informal concerts each year by Cornell's ensembles, faculty, and students and by distinguished visiting artists. The great majority of concerts are free and open to the public. Lectures and concerts are listed in special monthly posters, CUINFO and other campus media.

### Nonmajors

In addition to its performing, instructional, and concert activities, the department offers numerous courses for nonmajors, many of which carry no prerequisites and presuppose no previous formal training in music. Consult the following course listings, and for further information apply to the department office, 104 Lincoln Hall (255-4097), or to the director of undergraduate studies.

### The Major

Two options are available to the student planning to major in music. Each carries the study of music to an advanced level through the integration of performance, music theory, and music history. Option I is a general course, not necessarily oriented toward eventual graduate or professional work in music. Option II is a more specialized and concentrated program, suitable for students who want to prepare for graduate or professional work in music.

All students contemplating a major in music under either option should arrange for placement examinations and advising in the department as early as possible, usually during the freshman orientation period. Information is available from the director of undergraduate studies, Professor Martin Hatch, 110 Lincoln Hall (255-5049), or from the chair, 106 Lincoln Hall (255-3671). All students are expected to have chosen an adviser from among the department faculty at the time of application for major status.

**Option I** presupposes some musical background before entering Cornell. Prerequisites for admission to the major are completion of Music 152 and 154, at the latest by the end of the sophomore year (the

freshman year is preferable), with an average grade of B- or better in each course. (Beginning in 1995-96, the piano proficiency exam formerly required by the department is incorporated into Music 154. However, students who completed Music 152 in spring 1995 or earlier must still pass a separate piano proficiency exam before being accepted into the major. For further information, apply to the department office, 104 Lincoln Hall).

The requirements for the Bachelor of Arts degree with a major in music under Option I comprise the following:

- 1) in music theory: Music 251, 252, 253, 254, 351, 353, and one of the following: Music 451, 452, 453, 454, 456, 463.
- 2) in music history: sixteen credits in courses numbered 381 or above listed under Music in History and Culture. At least three of these courses must be drawn from the four-course sequence Music 381-384.
- 3) in performance: four semesters of participation in a musical organization or ensemble sponsored by the Department of Music.

**Option II** presupposes considerable musical study before entering Cornell. Prerequisites for admission into the Option II program are previous acceptance as an Option I major and satisfactory completion of Music 252 and 254, normally by the end of the sophomore year. Students must apply to the department for formal acceptance as an Option II major. An Option II major concentrates in one of the three areas listed below. For Option II in performance, exceptional promise must be demonstrated, in part by a successful solo recital before the end of the sophomore year.

The requirements for the Bachelor of Arts degree with a major in music under Option II are:

- 1) completion of all the requirements for Option I, except as noted below, and
- 2) in addition:
  - a) in performance:
    - (1) the requirement for four semesters of participation in a musical organization or ensemble is waived (but such majors are expected to participate actively in chamber and other ensembles sponsored by the department);
    - (2) sixteen credits in individual instruction in the student's major instrument, or voice, earned by taking Music 391-392 throughout the junior and senior years
  - b) in theory and composition or in history: twelve additional credits in this area of concentration at the 300 level or above, of which either four may be earned in Music 301 or 302 when taken once for four credits, or eight may be earned in Music 401-402.

**Honors.** The honors program in music is intended to provide special distinction for the department's ablest undergraduate majors. To become a candidate for honors in music, a student must be invited by the faculty at the beginning of the second semester of the junior year. As soon as possible thereafter, the student will form a committee of three or more faculty members to guide and evaluate the honors work. In the senior year the

candidate will enroll in Music 401-402 with the chair of the honors committee as instructor. Candidates will be encouraged to formulate programs that allow them to demonstrate their musical and scholarly abilities, culminating in an honors thesis, composition, or recital, to be presented not later than April 1 of the senior year. A comprehensive examination administered by the honors candidate's committee will be held not later than May 1. The level of honors conferred will be based primarily on the candidate's performance in the honors program, and secondarily on the candidate's overall record in departmental courses and activities.

### Distribution Requirement

College of Arts and Sciences students may apply either one or two Music Department courses toward the distribution requirement in Group 4 (humanities and the arts). Neither freshman seminars nor advanced placement credit count toward this requirement.

If one music course is counted for distribution, it must carry at least 3 credits, and it may not be in musical performance (Music 321-322, 391-392) or in organizations and ensembles (Music 331 through 346 and 421 through 446).

If two music courses are counted for distribution, they must total at least 6 credits, and at least one of the courses must be academic, not performance-oriented. The second "course," however, may be a collection of up to 4 credits earned in performance (Music 321-322, 391-392) or a collection of up to 3 credits earned in organizations and ensembles (Music 331 through 346 and 421 through 446), but not both.

### Facilities

**Music Library.** The Music Library, in Lincoln Hall, has an excellent collection of standard research tools. Its holdings consist of approximately one hundred thousand books, periodicals, and scores and forty thousand sound and video recordings. Particularly noteworthy are the collections of opera from all periods; twentieth-century scores and recordings; a large microfilm collection of Renaissance sources, both theoretical and musical; and a collection of eighteenth-century chamber music. In addition, the Department of Rare Books, in the Kroch Library, houses a collection of early printed books on music and musical manuscripts.

**Concert Halls.** The Department of Music sponsors more than one hundred concerts annually. Cornell's principal concert halls are Bailey Hall Auditorium (about 2,000), Alice Statler Auditorium (about 900), Sage Chapel (about 800) and Barnes Hall Auditorium (about 280).

**Rehearsal Spaces.** The orchestras and bands rehearse in Bailey Hall, Barnes Hall, and Barton Hall; the Jazz Ensembles, Gamelan, and Chamber Ensembles rehearse in Lincoln Hall; and the choral ensembles are quartered in Sage Chapel. Eleven practice studios in Lincoln Hall are available for individual practice by pianists, vocalists, and instrumentalists.

Twenty-two grand pianos and eight upright or studio pianos are housed in Cornell's offices, classrooms, and rehearsal spaces. In addition,

our Center for Keyboard Studies includes two concert grand pianos (Steinway and Mason & Hamlin), two eighteenth-century fortepiano replicas (copies of Johann Andreas Stein and Anton Walter), an original Broadwood grand piano from 1827, a Bösendorfer grand piano from 1842, one Dowd and one Hubbard harpsichord, and a Challis clavichord. Barnes Hall houses a chamber organ by Derwood Crocker and a self-contained tracker organ by Schlicker. A large Aeolian Skinner Organ is located in Sage Chapel and there is a Helmuth Wolff tracker organ in Anabel Taylor Chapel.

**Digital/Electronic Equipment.** A Macintosh Master studio is available for graduate student use (hours to be arranged) and occasional independent study use. The software used is Performer, Mosaic, Finale, and several Opcode patch editor/librarians. The instruments include a Yamaha KX88 MIDI Controller keyboard, a Yamaha TX802 FM synthesizer, an E-Mu Proteus XR, a Casio FZ 10M sampler and various other synthesizers. In addition, there are two MIDI work stations with additional instruments, including a Korg M1 synthesizer and an Akai S900 sampler.

### Freshman Seminars

#### MUSIC 111 Sound, Sense, and Ideas

Music in Politics: fall and spring.  
3 credits. K. Richards. Music in Culture:  
Spring. 3 credits. N. Nadeau.

**Music in Politics:** Even the symphonic form...can be said to have a bearing on politics (D. Shostakovich).

Tipper Gore recently brought the question of music censorship into our political arena. The lyrics that concern her, however, are but one vehicle through which music can communicate. In fact, music as distant from Tipper's hit list as that of Beethoven can be invested with social and political significance.

This course will examine various ways that music and politics have overlapped throughout history, with emphasis on the "classical" music of our concert halls and theaters. Writing assignments will explore how composing, performing, or listening to such music might be construed as having political meaning, and how relevant these questions are to our musical enjoyment.

**Music in Culture:** Title: What's the Alternative? Pop Music, Pop Rituals, Pop Culture

If alternative rock is a mirror for Generation X, what does it make them out to be? The distorted phantoms of a funhouse? Flat, grey, pore-riddled faces transfixed by a fluorescent light in the bathroom? Invisible spirits—vampires staring into an empty glass? On the other hand, does music reflect anything about people or life? In this seminar, we'll think about alternative rock and other pop music in the culture of 1990's America. Readings will include studies of popular culture and music, pop journalism, and interviews with artists. Topics for discussion and writing will include alternative rock's relationship to ritual, religion, youth, other pop arts, and commercialism, as well as various themes such as gender and sexuality, the environment, and the "apocalyptic" approach of the year 2000.

#### MUSIC 115 Popular Musics Today

Fall. 3 credits. D. Brackett.

In this seminar, we examine some types of music that are popular today (primarily) North America and Western Europe. We

discuss the diverse functions and the different meanings of popular music in society. Specific issues will include the meanings of music videos, the relationship between popular music and American culture, and representation of race and gender in popular music. Members of the class will get to provide some of the pieces or types of music for our consideration. We will discuss and experiment with various modes of writing about popular music; and we will read criticism, description, and analysis of popular music in current magazines and newspapers, as well as academic essays on the sociology and musicology of popular musics.

### Introductory Courses

**Note:** Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

#### MUSIC 101 The Art of Music #

Fall. 3 credits. M W 11:15-12:05. 1-hour disc to be arranged. M. Hatch.

Topic for fall 1995: Music in American society. A survey of diverse streams of music. Elementary vocabulary and techniques for describing, analyzing, and evaluating music. Sociocultural contexts for music-making. Relationships between mainstream musics, tributaries, and side-streams; between folk, art, and popular musics; and between American musics and other musics in the world.

#### MUSIC 103 Introduction to the Musics of the World @

Spring. 3 credits. No previous training in music required. T R 11:15-12:05 plus 1 hr. to be arranged. B. R. Lange.

Exploration of musical genres from selected regions of the world. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments and projects that investigate the cultural context of music are major components of the course.

#### MUSIC 105-106 Introduction to Music Theory

105, fall or summer, spring. 3 credits each term. Experience in reading music is highly recommended. Prerequisite for Music 106: 105 with grade of B- or better. Music 106 is limited to 50 students. Music 106 not offered 1995-96. W. Cowdery.

An elementary, self-contained introduction to music theory emphasizing fundamental musical techniques, theoretical concepts, and their application. Music 105: notation, pitch, meter; intervals, scales, triads; basic concepts of tonality; extensive listening to music in various styles; analysis of representative works of Bach, Mozart, Beethoven, and Debussy. Music 106: systematic introduction to writing tonal harmony and melody; ear training.

#### MUSIC 108 Bach to Debussy #

Spring. 3 credits. Prerequisite: Music 105 or permission of instructor. R. Harris-Warrick.

A chronological survey of major works in the Western concert repertory in all genres, from works of Bach and Handel that embody the newly consolidated language of tonality to works of Debussy and Stravinsky that signal the beginning of new strategies for many composers of the twentieth century.

#### MUSIC 120 Learning Music through Digital Technology

Fall or spring. 3 credits. Enrollment limited. Prerequisite: permission of instructor. D. Borden.

This course uses selected commercially available technological resources to produce live music. The student is expected to master the Macintosh computer, several music software programs, and several synthesizers using MIDI. The ability to read music is helpful but not necessary. There are no papers to write; homework is presented in three classroom concerts. The final is a live presentation of the student's final project in a concert open to the public.

### Music Theory

Students contemplating the music major are strongly advised to take Music 151, 152, 153, and 154 in the freshman year, but in any case to complete Music 152 and 154 no later than the end of the sophomore year. Students contemplating Option II must complete Music 252 and 254 by the end of the sophomore year.

#### MUSIC 151 Tonal Theory I

Fall. 3 credits. Prerequisites: admission by departmental placement exam; and concurrent enrollment in or previous credit for Music 153, or equivalent. Intended for students expecting to major in music and other qualified students. M W F 9:05-9:55. A. Richards.

Detailed study of the fundamental elements of tonal music: rhythm, scales, intervals, triads; melodic principles and 2-part counterpoint; diatonic harmony and 4-part voice leading in root position and first inversion; analysis of phrase and period structure.

#### MUSIC 152 Tonal Theory II

Spring. 3 credits. Prerequisites: Music 151 and 153 or equivalent, and concurrent enrollment in or previous credit for Music 154. Intended for students expecting to major in music and other qualified students. A grade of B- or better in Music 152 is required for admission to the music major. M W F 9:05-9:55. A. Richards.

Continued study of voice leading, including diatonic modulation; analysis of binary and ternary forms.

#### MUSIC 153 Musicianship I

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 151. Intended for students expecting to major in music and other qualified students. 3 hrs. TBA. A. Richards.

Sight singing: diatonic melodies in treble, alto, and bass clefs. Keyboard: scales, triads, seventh chords, short, diatonic chord progressions. Dictation: intervals, rhythms; short, diatonic melodies; short, diatonic chorale phrases. Score reading: 2 parts using treble, alto, and bass clefs. Musical terms: tempo markings and rhythmic terminology.

#### MUSIC 154 Musicianship II

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 152. Intended for students expecting to major in music and other qualified students. A grade of B- or better in Music 154, and failure in none of the individual musicianship components of the course, are required for admission to the music major. 3 hrs. TBA. A. Richards.

Sight singing: longer melodies in 3 clefs, including diatonic modulation. Keyboard:

diantoic chord progressions and sequences. Dictation: intervals, rhythms; longer melodies; chorale phrases with diatonic modulation. Score reading: 3 parts using treble, alto, and bass clefs. Musical terms: nuance and expression marks.

#### **MUSIC 220 Learning Counterpoint through Digital Technology**

Spring. 3 credits. Enrollment limited. Prerequisite: 152 or permission of instructor. D. Borden.

This course is a study of traditional contrapuntal techniques from the fourteenth century to the present, with emphasis on the structures used by J. S. Bach. Synthesizers, samplers, MIDI, and music software will be covered. There are three classroom concerts, some analysis and a final public concert.

#### **MUSIC 251 Tonal Theory III**

Fall. 3 credits. Prerequisites: Music 152 and 154 or equivalent, and concurrent enrollment in Music 253. M W F 10:10–11:00. J. Webster.

Chromatic harmony; analysis of eighteenth- and nineteenth-century works in various styles and in the larger forms, especially variations and sonata form; composition of short movements.

#### **MUSIC 252 Tonal Theory IV**

Spring. 3 credits. Prerequisites: Music 251 and 253 or equivalent, and concurrent enrollment in Music 254. M W F 10:10–11:00. J. Webster.

Chromatic modulation, sequence, and voice leading; continued analysis of sonata, rondo, and other large forms; analysis of contrapuntal forms.

#### **MUSIC 253 Musicianship III**

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 251. 2 hours TBA. J. Webster.

Sight singing: melodies with chromaticism in treble, alto, tenor, and bass clefs. Keyboard: diatonic modulation, chromatic chords. Dictation: melodies with modulation; chorale phrases with secondary dominants and other chromatic chords. Score reading: 4 parts using treble, alto, tenor, and bass clefs. Musical terms: orchestral ranges, terms, clefs, and transpositions.

#### **MUSIC 254 Musicianship IV**

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 252. 2 hours TBA. J. Webster.

Sight singing: melodies in 4 clefs, including modality and chromatic modulation. Keyboard: chromatic sequences, chromatic modulations, improvised modulations employing diatonic pivot chords. Dictation: intervals, rhythms, short melodies and short, diatonic chorale phrases. Score reading: 4 parts, including transposing instruments. Musical terms: other terms in French, German, and Italian.

#### **MUSIC 351 Materials of Twentieth-Century Music**

Fall. 3 credits. Prerequisite: Music 252 and 254 or equivalent, and concurrent enrollment in Music 353. M W F 10:10–11:00. E. Murray.

Introduction to some techniques of twentieth-century music, including extended tonality, modes, twelve-tone technique, set theory and new approaches to form and rhythm. Analysis of representative works by Debussy, Bartók, Webern, Hindemith, Schoenberg, and

Stravinsky, as well as more recent composers. Composition of short pieces in various styles.

#### **MUSIC 353 Musicianship V**

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 351. 2 hours TBA. E. Murray.

Sight singing: advanced chromatic, twelve-tone, and atonal melodies in 4 clefs. Keyboard: continued chromatic harmony; improvised chromatic modulations. Dictation: continued chromatic harmony; atonal sets and melodies; 2-part counterpoint. Score reading: 4 clefs, transpositions. Music terms: twentieth-century terms.

#### **[MUSIC 451 Counterpoint]**

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1995–96.

Composition in the polyphonic vocal style of the late Renaissance.]

#### **[MUSIC 452 Topics in Music Analysis]**

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1995–96.

Intensive and systematic study of techniques of musical analysis, with particular emphasis on the approach of Heinrich Schenker. Repertoire for 1994: The piano sonatas of Beethoven.]

#### **MUSIC 453 Introduction to Improvisational Theory**

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor. M W 2:30–4:25. K. Hester.

Study and performance of tonal, modal, and blues harmonic resources; introduction to the formal structures in which these resources are embodied. Includes ear training, work at the keyboard, composing short pieces, and analyzing selected representative works of popular music and African-American art music from 1940 to 1970.

#### **[MUSIC 454 Composition]**

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1995–96.

Composition using models from the Classical and Romantic repertoire and employing techniques of twentieth-century concert music, including dissonant counterpoint, serialism, limited aleatorism, composition with pitch-class sets.]

#### **MUSIC 456 Orchestration**

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. R. Sierra.

Orchestration based on nineteenth- and twentieth-century models.

#### **MUSIC 463 Conducting**

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. T R 2:30–4:25. M. Scatterday.

Fundamentals of score reading, score analysis, rehearsal procedures and conducting technique; instrumental and choral contexts.

### **Music In History and Culture**

#### **MUSIC 222 A Survey of Jazz**

Spring. 3 credits. Enrollment limited. K. Hester.

This course will trace the evolution of jazz historically from its African roots to the current diverse spectrum of improvisational styles that form popular, Neoclassic, and Innovative contemporary jazz music.

#### **MUSIC 245 Gamelan in Indonesian History and Cultures @**

Fall or spring. 3 credits. No previous knowledge of musical notation or performance experience necessary. M W F 1:25–2:15. M. Hatch.

An introduction to Indonesia through its art. Elementary techniques of performance on the Javanese *gamelan*; a general introduction to Indonesian history and cultures, and the socio-cultural contexts for the arts there. Several short papers and one longer research report are required. Music 345–346 is available as a one-credit course for those who wish to study only performance techniques on the *gamelan*.

#### **MUSIC 274 Opera #**

Fall. 3 credits. M W F 11:15–12:05. R. Harris-Warrick.

An introduction to major works of the operatic repertory, with discussion of texts and theatrical performances as well as music. Video recordings will be an integral part of the course; trips to live performances will be scheduled where possible.

#### **[MUSIC 275 The Choral Tradition #]**

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1995–96.

A survey of representative works, both sacred and secular, in the Western choral tradition from the Middle Ages to the twentieth century. Class will include discussion of performances as well as historical and stylistic issues, and will be integrated with local concert offerings whenever possible.]

#### **MUSIC 281 Music of the Baroque Period #**

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. A. Richards.

A study of selected works by J. S. Bach and other composers of the seventeenth and eighteenth centuries, illustrating the different traditions of the various genres and the confluence of the different national styles of the period.

#### **[MUSIC 282 Music of the Classical Period #]**

3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1995–96.]

#### **[MUSIC 283 Music of the Romantic Era #]**

Fall. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1995–96.

A chronological survey of nineteenth-century music from Beethoven through Mahler, including reference to its cultural and historical context.]

#### **[MUSIC 284 Music of the Twentieth Century]**

Fall. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1995–96.

A study of selected works by leading twentieth-century composers. Readings will provide insights into historical, cultural, aesthetic, and theoretical contexts. Class lectures will consist of analytical discussions of excerpts from works. Students will be expected to know all the works on the assigned repertoire list; make intelligent guesses about others not assigned, and write effectively about broad historical and stylistic trends. There will be an extended final essay on a topic chosen by the student.]

**[MUSIC 285] Music in the Middle Ages #**

Fall. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1995-96.]

**[MUSIC 286] Music in the Renaissance #**

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1995-96.]

**MUSIC 287 Mozart #**

Spring. Prerequisite: any three-credit music course or permission of instructor. 3 credits. N. Zaslaw.

A chronological tour of the life and works of Wolfgang Amadeus Mozart by means of original documents, scores, recordings, and live performances. As a postlude, an evaluation of Peter Shaffer's play and movie Amadeus will be undertaken.

**MUSIC 372 Mind and Memory:**

**Explorations of Creativity in the Arts and Sciences (also English 301, Theater Arts 301)**

Spring. 4 credits. J. McConkey. For description see English 301.

**MUSIC 374 Opera and Culture (also German Studies 374) #**

Spring. 4 credits. Prerequisite: any three-credit music course or proficiency in German or Italian. A. Groos. For description see GERST 374.

**Music History Courses for Majors and Qualified Non-Majors**

Prerequisite: Music 152 or permission of instructor. Intended primarily for music majors, these courses will investigate selected topics and repertoires from each period in some detail. Each course will include listenings, readings, oral and written papers, and analyses.

**MUSIC 381 Music in Western Europe to 1700 #**

Fall. 4 credits. T R 10:10-11:25. R. Harris-Warrick.

Western European music from the Middle Ages to the early Baroque, including Gregorian chant, secular monophony, the development of polyphony, the birth of opera, and the rise of independent instrumental music.

**MUSIC 382 Music of the Eighteenth Century #**

Spring. 4 credits. N. Zaslaw.

Music in Western and Central Europe and North America from Bach, Handel, Rameau and Vivaldi to Haydn and Mozart, including comic and serious opera, church music, concert music, and social music.

**MUSIC 383 Music of the Nineteenth Century #**

Fall. 4 credits. Not offered 1995-96.]

**MUSIC 384 Music of the Twentieth Century**

Spring. 4 credits. Not offered 1995-96.]

**MUSIC 388 Historical Performance Practicum #**

Spring. 4 credits. Not offered 1995-96.]

**MUSIC 398-399 Independent Study in Music History**

398, fall; 399, spring. 4 credits. Prerequisite: Music 152 and permission of instructor. Staff.

Advanced study of various topics in music history. Students enrolling in Music 398-399

participate in, but do not register for, an approved 200-level music history course and, in addition, pursue independent research and writing projects.

**[MUSIC 413] African American Music Innovators**

Spring. 4 credits. Permission of instructor. Not offered 1995-96.

This course examines and experiments with methods of analyzing, appreciating, and understanding innovative art forms. Students will write three reports (with transcribed music examples or some form of accurate analytical charting, where appropriate), utilizing three different perspectives on African American Music.]

**MUSIC 480 Music in Hungary and Eastern Europe**

Fall. 4 credits. Prerequisite: Music 152 or permission of the instructor. T R 1:25-4:00. B. R. Lange.

Folk, art, and popular music in Hungary and related countries.

**Independent Study****MUSIC 301-302 Independent Study in Music**

301, fall; 302, spring. Credit to be arranged. Prerequisite: departmental approval. Presupposes experience in the proposed area of study. Staff.

**Honors Program****MUSIC 401-402 Honors in Music**

401, fall; 402, spring. 4 credits each term. Limited to honors candidates in their senior year. Staff.

**Musical Performance**

Cornell faculty members offer individual instruction in voice, organ, harpsichord, piano and fortepiano, violin, viola, cello, viola da gamba, and some brass instruments *to those students advanced enough to do college-level work in these instruments*. Lessons are available by audition only. They may be taken either without credit or, through Music 321-322, with credit. Other instruments may sometimes be studied for credit outside Cornell, but again by audition only (see Music 321h-322h). Cornell does not offer instruction at the beginner's level.

**Lessons for beginners.** The Music Department can recommend outside teachers for those who wish to begin studying voice or an instrument. No credit is available for beginning instruction.

**Auditions.** Auditions are held at the beginning of each term for lessons for advanced students. Contact the Department of Music office (104 Lincoln Hall) for information.

**Fees.** The fee for a one-half hour lesson weekly, *without credit*, is \$100 per term. For a one-hour lesson (or two half-hour lessons) weekly, *without credit*, the fee is \$200. The fee in Music 321-322 for a one-hour lesson (or two half-hour lessons) *for credit* is \$150 per term. All fees are non-refundable once lessons begin, *even if the course is subsequently dropped*.

**Scholarships.** Music majors receive a scholarship equal to the lesson fee listed above. Members of the department-sponsored organizations and ensembles may, with the permission of the director of the organization, receive a scholarship of up to one-half the

Cornell fee for the type of lessons chosen during the term. (These scholarships are intended only for lessons in the student's primary performing medium.) Scholarship forms, available in the Music Department office, are to be returned to the office *within the first three weeks of classes*.

**Practice rooms.** Practice-room fees for twelve hours weekly are \$40 per term and for six hours weekly are \$30 per term for a room **with a piano**. Practice-room fees for twelve hours weekly are \$20 per term and for six hours weekly are \$10 per term for a room **without a piano**. The fee for the use of the pipe organ is \$75 for twelve hours weekly and \$50 for six hours weekly. All fees are non-refundable.

**Earning credit.** For every 4 credits earned in Music 321-322, the student must have earned, or currently be earning, at least 3 credits in another music course (excluding freshman seminars, Music 321-322, 331 through 340, 391-392, or 421 through 448). These 3 credits must be earned prior to, or simultaneously with the first 2 credits in 321-322; they cannot be applied retroactively. No exceptions are made, but transfer credit for appropriate music courses already taken elsewhere may be used to satisfy this requirement with the approval of the department.

**Lessons taken outside Cornell.** Under certain conditions, advanced students may earn credit for lessons taken outside Cornell. An audition is required, and no credit can be granted for beginning instruction. For further information, read the description of Music 321h-322h and contact the Music Department office.

**MUSIC 321-322 Individual Instruction in Voice, Organ, Harpsichord, Piano, Strings, Woodwinds, and Brass**

Prerequisite: Advanced students may register only after a successful audition with the instructor, usually scheduled during the first week of classes. Students may register for this course in successive years.

Students, at the sole discretion of the instructor, earn 2 credits each term for a one-hour lesson (or two half-hour lessons) weekly accompanied by an appropriate practice schedule.

**MUSIC 321a-322a Individual Instruction in Voice**

321a, fall; 322a, spring. 2 credits each term. Prerequisite: successful audition during registration. Limited enrollment. J. Kellock.

The Vocal Coaching Program offers non-credit lessons to members of the choral ensembles.

**MUSIC 321b-322b Individual Instruction in Organ**

321b, fall; 322b, spring. 2 credits each term. Prerequisite: successful audition. A. Richards.

**MUSIC 321c-322c Individual Instruction in Piano**

321c fall; 322c, spring. 2 credits each term. Prerequisite: successful audition. M. Bilson, X. Bjerken and staff.

**MUSIC 321d-322d Individual Instruction in Harpsichord**

321d, fall; 322d, spring. 2 credits each term. Prerequisite: successful audition. A. Richards.

**MUSIC 321e-322e Individual Instruction in Violin or Viola**

321e, fall; 322e, spring. 2 credits each term. Prerequisite: successful audition. S. Monosoff.

**MUSIC 321f-322f Individual Instruction in Cello**

321f, fall; 322f, spring. 2 credits each term. Prerequisite: successful audition. J. Hsu, fall; S. Vial, spring.

**MUSIC [321g]-322g Individual Instruction in Brass**

[321g fall, not offered fall 1995], 322g, spring. 2 credits each term. Prerequisite: successful audition. M. Scatterday, spring.

**MUSIC 321h-322h Individual Instruction outside Cornell**

321h, fall; 322h, spring. 2 credits each term. Prerequisite: successful audition. All the standard orchestral and band instruments and guitar may, under certain conditions, be studied for credit with outside teachers. This course is available primarily for the study of instruments not taught at Cornell and for the use of those who for reasons of space cannot be admitted to Music 321a-g or 322a-g. Prior approval and audition by a member of the faculty in the department is required. For information and a list of approved teachers, consult the department office, 104 Lincoln Hall.

**MUSIC 391-392 Advanced Individual Instruction**

391, fall; 392, spring. 4 credits each term. Open only to juniors and seniors majoring in music under Option II with concentration in performance and to graduate students. Option II majors whose lessons must be taken outside Cornell may apply to the department for financial assistance toward the cost of lessons; \$150 per semester will normally be awarded to such students and a larger amount may be awarded under certain circumstances. Music 391 is not a prerequisite to 392.

**Musical Organizations and Ensembles**

Students may participate in musical organizations and ensembles throughout the year. Permission of the instructor is required, and admission is by audition only, except that the Sage Chapel Choir and the Cornell Gamelan Ensemble are open to all students without prior audition. Registration is permitted in two of these courses simultaneously and students may register in successive years, but no student may earn more than 6 credits in these courses. Membership in these musical organizations and ensembles is also open to qualified students who wish to participate without earning credit.

**MUSIC 331-332 Sage Chapel Choir**

331, fall or summer; 332, spring. 1 credit. No audition for admission. W. Cowdery.

**MUSIC 333-334 Cornell Chorus or Glee Club**

333, fall; 334, spring. 1 credit. Prerequisite: permission of instructor. Chorus (treble voices): W 5:15-7:15 p.m., plus 2 hours to be arranged. Glee Club (mens voices): W 7:30-9:30 p.m., plus 2 hours to be arranged. S. Tucker.

**MUSIC 335-336 Cornell Symphony Orchestra**

335, fall; 336, spring. 1 credit. Prerequisite: permission of instructor. W 7:30-10:00 p.m. E. Murray.

**MUSIC 337-338 University Bands**

337, fall; 338, spring. 1 credit. Prerequisite: permission of instructor. Wind symphony: fall M W 4:45-6:30 p.m. Symphonic band: spring M W 4:45-6:30 p.m. Wind ensemble: spring M 7:30-9:30 p.m. and R 4:45-6:30 p.m. Fall, D. Conn, spring, M. Scatterday.

**MUSIC 339-340 Cornell Jazz Ensembles**

339, fall; 340 spring. 1 credit. Prerequisite: permission of instructor. W 6-8 p.m. K. Hester.

**[MUSIC 345-346 Introduction to the Gamelan @**

345 fall; 346 spring. 1 credit. Enrollment limited. Prerequisite: permission of instructor. M W 2:30-3:20. Not offered 1995-96.

Concentrated instruction for beginning students in elementary techniques of performance on the Indonesian *gamelan*. Music 245 is a 3-credit course that complements the instruction in *gamelan* by an introduction to Indonesian history and cultures.]

**MUSIC 421-422 Cornell Chamber Orchestra**

421, fall; 422 spring. 1 credit. Prerequisite: permission of instructor. R 5-6:30 p.m. Fall, J. Hsu; spring, E. Murray. Study and performance of the chamber symphonies of Haydn, Mozart, and their contemporaries. For strings, woodwinds, and horns. More recent music may also be included in the spring.

**MUSIC 437-438 Chamber Winds**

437, fall; 438, spring. 1 credit each term. Prerequisites: enrollment in Symphonic Band, Wind Symphony or Wind Ensemble in the same semester as this course AND permission of instructor only. Fall, T 4:45-6:30 p.m. D. Conn. Spring, T 4:45-6:30 p.m. M. Scatterday.

A flexible instrumentation ensemble performing original woodwind, brass, and percussion music from Gabrieli brass choirs and Mozart serenades through more contemporary works such as Stravinsky's Octet or *L'Histoire Du Soldat*. The ensemble will perform on wind symphony, symphonic band and wind ensemble concerts in addition to several chamber concerts throughout the year.

**MUSIC 439-440 Experimental Lab Ensemble**

439 fall. 440 spring. 1 credit each term. Permission of instructor. W 8:30-10:30 p.m. K. Hester.

**MUSIC 441-442 Chamber Music Ensemble**

441 fall; 442 spring. 1 credit. Prerequisite: permission of instructor. S. Monosoff. The Monday ensemble will study and perform one or more of the following works, depending upon personnel: Schubert Two-Cello Quintet; Mendelssohn Octet; Schubert Octet; Spohr Nonet. Smaller ensembles will study and perform duos, trios, or quartets. String and wind players are welcome.

**MUSIC 443-444 Chorale**

443 fall; 444 spring. 1 credit each term. Prerequisite: permission of instructor. F 4:30-6:15 p.m. S. Tucker.

Study and performance of selected choral music for mixed voices.

**MUSIC 445-446 Cornell Gamelan Ensemble**

445 fall; 446 spring. 1 credit each term. Enrollment limited. Prerequisite: Music 245 or 345-346, or permission of instructor. R 7:30-10:00 p.m. Staff.

Advanced performance on the Javanese *gamelan*. Tape recordings of *gamelan* and elementary number notation are provided. Some instruction by Indonesian musicians is offered in most years.

**Graduate Courses**

Open to qualified undergraduates with permission of instructor.

**MUSIC 601 Introduction to Bibliography and Research**

Fall. 4 credits. L. Coral.

This course explores the nature of the discipline and introduces the many types of bibliographic tools needed to pursue research in music.

**MUSIC 602 Analytical Technique**

Spring. 4 credits. E. Murray.

A critical survey of various analytical methods in current use. Frequent analytical assignments and class presentations.

**[MUSIC 603 Editorial Practice**

Spring. 4 credits. Not offered 1995-96.]

**[MUSIC 604 Ethnomusicology: Areas of Study and Methods of Analysis**

Spring. 4 credits. Open to graduate students in anthropology, linguistics, psychology, sociology, and other cognate fields with permission of instructor. Not offered 1995-96.]

**MUSIC 620 Introduction to MIDI Techniques**

Spring. 4 credits. Permission of instructor. D. Borden.

This course is an introduction to MIDI for students who are already at a very advanced level in music composition.

**[MUSIC 622 Historical Performance Practicum**

Spring. 4 credits. Not offered 1995-96.]

**[MUSIC 653 Topics in Tonal Theory and Analysis**

Spring. 4 credits. Not offered 1995-96.]

**[MUSIC 654 Topics in Post-tonal Theory and Analysis**

Spring. 4 credits. Not offered 1995-96.]

**MUSIC 657-658 Composition**

657, fall; 658, spring. 4 credits each term. F 1:25-4:00 p.m. plus 1 hour to be arranged. Fall, S. Stucky; spring, R. Sierra.

**[MUSIC 677 Mozart: His Life, Works, and Times (also German 757)**

Fall. 4 credits. Not offered 1995-96.]

**MUSIC 680 Topics in Ethnomusicology**

Spring. 4 credits. M. Hatch.

Topic for spring 1996: Popular Music.

**MUSIC 681 Seminar in Medieval Music**

Fall. 4 credits. M 1:25-4:00. M. Long.

**[MUSIC 684 Seminar in Renaissance Music**

Fall. 4 credits. Not offered 1995-96.]

**MUSIC 686 Seminar in Baroque Music**

Spring. 4 credits. R. Harris-Warrick.

Topic for spring 1996: the ballets and operas of J. B. Lully.

**MUSIC 688 Seminar in Classical Music**

Fall. 4 credits. J. Webster.  
Topic for fall 1995: Haydn.

**[MUSIC 689 Seminar in Music of the Romantic Era]**

Fall, spring. 4 credits. Not offered 1995-96.]

**[MUSIC 690 Seminar in Music of the Twentieth Century]**

Spring. 4 credits. Not offered 1995-96.]

**MUSIC 691-692 Historical Performance**

691, fall; 692, spring. 4 credits each term.  
Prerequisite: permission of instructor.  
Hours to be arranged. M. Bilson, J. Hsu,  
S. Monosoff.

Lessons on the major instrument with  
supplementary study and research on related  
subjects.

**[MUSIC 693 Seminar in Performance Practice]**

Fall or spring. 4 credits. Not offered 1995-96.]

**MUSIC 697-698 Independent Study and Research**

697, fall; 698, spring. Credit to be  
arranged. Staff.

**[MUSIC 785-786 History of Music Theory]**

785, fall; 786, spring. 4 credits each term.  
Not offered 1995-96.]

**[MUSIC 787-788 History and Criticism]**

787, fall; 788, spring. 4 credits. Not  
offered 1995-96.]

**[MUSIC 789 Liturgical Chant in the West]**

Spring. 4 credits. Not offered 1995-96.]

**NEAR EASTERN STUDIES**

R. Brann (director of undergraduate studies),  
B. Hamad, L. Kant, S. Katz, R. Lesses,  
D. I. Owen (director of the Program of Jewish  
Studies), L. Peirce, D. Powers, chair,  
G. Rendsburg (graduate faculty representa-  
tive), N. Scharf, S. Shoer, I. Tucker (Mellon  
Fellow), S. Wolper (Mellon Fellow),  
M. Younes, E. Zisser

Joint faculty: M. Bernal, S. H. Nasr  
(A. D. White Professor-at-Large), S. Telhami

**The Department**

The Department of Near Eastern Studies (360 Rockefeller Hall, 255-6275) offers courses in the archaeology, civilization, history, languages, and literatures of the Near East. Students are encouraged to take an interdisciplinary approach to the cultures of this region, which has had an important impact on the development of our own civilization, and which plays a vital role in today's world community. The department's course offerings treat the Near East from ancient times to the modern period and emphasize methods of historical and literary analysis.

**Distribution Requirements**

Any two Near Eastern Studies history or archaeology courses at the 200, 300 or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the social sciences/history. Any two Near Eastern Studies civilization or literature courses at the 200, 300, or 400 level that form a reasonable sequence or combination satisfy

the distribution requirement in the humanities. NES 197 or NES 198 plus any other Near Eastern studies course will constitute a sequence to fulfill the distribution requirement in either social sciences/history or humanities, depending on the second course used in combination with 197 or 198. All 200 or 300-level language courses may fulfill the humanities requirement.

**The Major**

The precise sequence and combination of courses chosen to fulfill the major is selected in consultation with the adviser. All majors must satisfy the following requirements (no course may be used to satisfy two requirements; S-U options not permitted):

- A. Qualification in two Near Eastern Studies languages or Proficiency in one.
  - B. Nine three- or four-credit NES courses, which must include the following:
1. NES 197 or 198. (When NES 197-198 are not offered, students may substitute a third 200-level survey course with the approval of the director of undergraduate studies.)
  2. Two 200-level NES survey courses, one whose chronological parameters fall within the period 3000 B.C.E to 600 C.E., and one whose chronological parameters fall within the period 600 C.E. to the present. The following are examples (a complete list can be obtained in the department office):
    - 3000 B.C.E to 600 C.E.
    - NES 223, Introduction to the Bible
    - NES 263, Introduction to Biblical History and Archaeology
    - NES 248, Introduction to Classical Jewish History
    - 600 C.E. to the present
    - NES 233, The Lyrics of Love and Death: Medieval Hebrew and Arabic Poetry in Translation
    - NES 257, Islamic History 600-1258
    - NES 258, Islamic History 1258-1914
    - NES 294, Modern History of the Near East
  3. At least two NES courses at the 300 level or above (only one of which may be NES 301, 302, 311, or 312).

Prospective majors should discuss their plans with the director of undergraduate studies before formally enrolling in the department. To qualify as a major, a cumulative grade average of C or better is required.

**Honors.** Candidates for the degree of Bachelor of Arts with honors in Near Eastern Studies must fulfill the requirements of the appropriate major study and enroll in the honors course, NES 499, in the fall and spring semesters of their senior year. For admission to the honors program, candidates must have a cumulative average of B+ or better and have demonstrated superior performance overall in Near Eastern Studies courses. After consulting their major adviser, candidates should submit an outline of their proposed honors work to the department **during the second semester of their junior year.**

**Study abroad.** Near Eastern Studies majors may choose to study in the Near East in their junior year. There are various academic programs in the countries of the Near East that are recognized by the Department of Near Eastern Studies and that allow for the transfer of credit. Archaeological field work on Cornell-sponsored projects in the Near East or recognized field schools in Israel may also qualify for course credit.

**Freshman Seminar****NES 127 What's Love Got To Do With It? Marriage and Courtship in the Hebrew Bible**

Spring. 3 credits. Freshman Seminar.  
Enrollment limited to 17 students.  
C. Smith.

The institution of marriage delighted, disappointed, and often baffled the authors of the Hebrew scriptures. In this course we will read selections from the Hebrew Bible (in translation) and examine the portrayal of courtship and marriage in its laws, poetry, and narratives.

**Language Courses****NES 101-102 Elementary Modern Hebrew I and II (also Jewish Studies 105-106)**

101, fall; 102, spring. 6 credits each term.  
Prerequisite for NES 102: 101 or permission of instructor. Satisfactory completion of NES 102 fulfills the qualification portion of the language requirement. Enrollment limited to 15 students in each section.

S. Shoer.

Intended for beginners. This course provides a thorough grounding in reading, writing, grammar, oral comprehension and speaking. Students who complete the course will be able to function in basic situations in a Hebrew-speaking environment.

**NES 111-112 Elementary Arabic I and II**

111, fall; 112, spring. Enrollment limited to 15 in each session. 6 credits each term.  
Prerequisite for Arabic 112: Arabic 111 or permission of instructor. M. Younes.

The course provides a thorough grounding in all language skills: listening, speaking, reading, and writing. It starts with spoken Arabic and gradually integrates Modern Standard Arabic in the form of listening and reading texts. Emphasis will be on learning the language through using it in meaningful contexts. The student who successfully completes the two-semester sequence will be able to: 1) understand and actively participate in simple conversations involving basic practical and social situations (introductions, greetings, school, home and family, work, simple instructions, etc.) 2) read Arabic material of limited complexity and variety (simple narrative and descriptive texts, directions, etc.) 3) write notes and short letters describing an event or a personal experience. An important objective of the course is to familiarize students with basic facts about the geography, history, and culture of the Arab world.

**NES 201-202 Intermediate Modern Hebrew I and II (also Jewish Studies 201-202) @**

201, fall; 202, spring. Enrollment limited to 15 students in each section. 4 credits each term. Prerequisites for NES 201, 102 or permission of instructor; for NES 202, 201 or permission of instructor. N. Scharf.

A sequel to NES 101–102. Continued development of reading, writing, grammar, oral comprehension, and speaking skills. The course introduces Hebrew literature and Israeli culture through the use of texts and audio-visual materials.

**NES 211-212 Intermediate Arabic I and II @**

211, fall; 212, spring. Enrollment limited to 15 students in each section. 4 credits each term. Prerequisites: for NES 211, one year of Arabic or permission of instructor; for NES 212, 211 or permission of instructor. B. Hamad, M. Younes.

A sequel to NES 111–112. Continued development of the four language skills through extensive use of graded materials on a wide variety of topics. Increasing attention will be given to developing native-like pronunciation and to grammatical accuracy, but the main focus will be on developing communication skills. The student who successfully completes 212 will be able to: 1) understand and express himself or herself in Arabic in situations beyond the basic needs; 2) read and comprehend written Arabic of average difficulty; 3) write a letter, a summary of a report or a reading selection. An appreciation of Arabic literature and culture will be sought through the use of authentic materials.

**[NES 217-218 Intermediate Turkish I and II @]**

217, fall; 218, spring. Limited to 15 students. 4 credits each term. Not offered 1995–96. L. Peirce.]

**NES 301-302 Advanced Modern Hebrew I and II (also Jewish Studies 301-302) @**

301, fall; 302, spring. Limited to 15 students. 4 credits each term. Prerequisite for NES 301: 202 or equivalent, with permission of instructor. Prerequisite for NES 302: 301 or equivalent, with permission of instructor. This sequence may be used to fulfill the humanities distribution requirement in literature. Limited to 15 students. N. Scharf.

Advanced study of Hebrew through the analysis of literary texts and expository prose. This course employs a double perspective: language is viewed through literature and literature through language. Students will develop composition skills by studying language structures, idioms, and various registers of style.

**NES 310 Arabic Poetry @**

Spring. 4 credits. Enrollment limited to 15 students. B. Hamad.

This survey course is intended for students who have completed at least five semesters of the Arabic language. The focus of the course will be on modern poetry but occasional reference will be made to classical poetry and its relationship to contemporary poetics. We will explore a variety of poetical themes and issues and their relevance to contemporary Arab societies in the works of neoclassicist and romantic poets, poets of the Diwan school, and poets of the "Free Verse Movement." In this manner, students also will be introduced to the structural analysis of Arabic (syntax, vocabulary, stylistic and rhetorical devices).

**NES 311 Advanced Arabic I @**

Fall. 4 credits. Prerequisite: NES 212 or permission of instructor. Limited to 15 students. B. Hamad.

Students will be introduced to authentic, unedited Arabic language materials ranging from short stories and novels to political speeches and writings. Emphasis will be on developing fluency in oral expression through lively discussions of socially and politically provocative issues that are presented in the reading selections. A primary objective will be increased accuracy in pronunciation and grammar.

**[NES 312 Advanced Arabic II @]**

Spring. 4 credits. Limited to 15 students. Prerequisite: NES 311, or permission of instructor. Not offered 1995–96. D. Powers.]

**NES 315 Arabic Writing @**

Fall. 4 credits. Enrollment limited to 15 students. B. Hamad.

This course satisfies the needs of students (native and non-native speakers of Arabic) who have completed at least four semesters of Arabic study at the college level. We will deal with a wide range of authentic materials chosen for their cultural significance and appropriateness for student abilities. Emphasis will be placed on developing writing skills through analysis of the structure of the language, particularly its syntax and morphology. Writing tasks will include dictation, translation from English into Arabic (and vice versa), as well as guided and free composition, such as writing personal and business letters, summaries, and short reports.

**NES 330-331 Hieroglyphic Egyptian I and II @ #**

330, fall; 331, spring. 4 credits. G. Rendsburg.

An introduction to the language of the hieroglyphic writings of ancient Egypt. Students are introduced to the grammar and script of hieroglyphic Egyptian through the exercises in A. H. Gardiner's *Egyptian Grammar*. We then move to reading selected prose tales such as the "Story of Sinuhe" and the "Shipwrecked Sailor." Knowledge of a Semitic language is helpful but not essential.

**[NES 333-334 Elementary Akkadian I and II (also NES 633-634) @ #]**

333, fall; 334, spring. 4 credits each term. Prerequisite for NES 334: 333 or permission of instructor. Prerequisite for NES 634: 633 or permission of instructor. Not offered 1995–96. D. Owen.]

**[NES 335-336 Readings in Akkadian Texts (also NES 635-636) @ #]**

635, fall; [636, spring]. 4 credits. Prerequisite for NES 336: 333–334. Prerequisite for 636: 633–634. No offered 1995–96. D. Owen.]

**[NES 337-338 Ugaritic I and II @ #]**

337, fall; 338, spring. 4 credits. Prerequisite: Knowledge of another Semitic language (preferably Hebrew). Not offered 1995–96. G. Rendsburg.]

**[NES 412 Introduction to Arabic Linguistics (also DMLL 512) @ #]**

Spring. 4 credits. Prerequisites: one year of Arabic and an introductory course in linguistics or permission of instructor. Not offered 1995–96.]

**NES 416 Structure of the Arabic Language (also LING 514) @ #**

Fall. 4 credits. Prerequisite: NES 112 or one year of Arabic. M. Younes.

The course deals with the history of Arabic and its place in the Semitic language family, the sociolinguistic situation in the Arab world (diglossia), Arabic phonology (sounds, emphasis, syllable structure, and related processes), morphology (verb forms and derivational patterns), and syntax (basic sentence structures, cases, and moods).

**NES 420 Readings in Biblical Hebrew Prose (also JWST 420 and RELST 420) @ #**

Fall. 4 credits. Prerequisite: one year of Hebrew, Biblical or modern. Course may be repeated for credit. G. Rendsburg.

An advanced course in reading selected portions of the Hebrew Bible. Emphasis will be placed on the philological method, with attention to literary, historical, and comparative concerns.

**[NES 433 Introductory Sumerian I (also NES 631) @ #]**

Spring. 4 credits each semester. Prerequisite: permission of instructor. Not offered 1995–96. D. Owen.]

**NES 434 Introductory Sumerian II (also NES 632) @ #**

Spring. 4 credits. Prerequisite: NES 433/631. D. I. Owen.

Continued study of Sumerian grammar and syntax; further readings in selected Sumerian economic, legal, and historical inscriptions of the late third millennium B.C.E.; additional discussion of Sumerian civilization and culture.

**[NES 625 West Semitic Inscriptions]**

Fall. 4 credits. Prerequisite: knowledge of Hebrew. Not offered 1995–96. G. Rendsburg.]

**[NES 631 Introductory Sumerian I (also NES 433) @ #]**

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995–96. D. Owen.]

**NES 632 Introductory Sumerian II (also NES 434) @ #**

Spring. 4 credits. D. I. Owen.

For description, see NES 434 under Near Eastern Languages.

**[NES 633-634 Elementary Akkadian I and II (also NES 333-334) @ #]**

633, fall; 634, spring. 4 credits each term. Prerequisite for NES 634: 633 or permission of instructor. Prerequisite for NES 634: 633 or permission of instructor. Not offered 1995–96. D. Owen.]

**[NES 635-636 Readings in Akkadian Texts (also NES 635)**

635, fall; [636, spring]. 4 credits. Not offered 1995–96. D. Owen.]

**[NES 637-638 Ugaritic I and II (also NES 337-338) @ #]**

337, fall; 338, spring. 4 credits. Prerequisite: Knowledge of another Semitic language (preferably Hebrew). Not offered 1995–96. G. Rendsburg.]

**Archaeology**

**NES 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also Classics 249, Religious Studies 247, Archaeology 247) @ #**

Fall. 3 credits.

For description, see JWST 247. L. Kant.

**[NES 261 Ancient Seafaring (also Archaeology 275) @ #]**

Spring. 3 credits. Not offered 1995-96. D. Owen.]

**[NES 263 Introduction to Biblical History and Archaeology (also Archaeology 263, Jewish Studies 263, and Religious Studies 264) @ #]**

Spring. 3 credits. Not offered 1995-96. D. Owen.]

**[NES 264 Agriculture and Society in the Ancient Near East @ #]**

Spring. 3 credits. Not offered 1995-96. D. Owen.]

**[NES 361 Interconnections in the Eastern Mediterranean World in Antiquity @ #]**

Fall. 4 credits. Not offered 1995-96. D. Owen.]

**[NES 366 The History and Archaeology of the Ancient Near East (also Archaeology 310) @ #]**

Fall. 4 credits. Not offered 1995-96. D. Owen.]

**[NES 367 The History and Archaeology of Ancient Egypt @ #]**

Fall. 4 credits. Not offered 1995-96. D. Owen.]

**Civilization**

**[NES 197-198 Introduction to Near Eastern Civilization (also Jewish Studies 197 and Religious Studies 197-198) @ #]**

Fall. 3 credits each term. Required for all NES department majors. NES 197 or 198 and any other NES course will constitute a sequence to fulfill the distribution requirement in either the social sciences or humanities, depending on the second course used in combination with NES 197 or 198. Not offered 1995-96. R. Brann.]

**NES 234 Arabs and Jews: Cultures in Confluence and Conflict (also JWST 234, RELST 234, and COM L 234) @ #**

Fall. 3 credits. R. Brann.

This course examines the cultural and historical interaction between Arabs and Jews from the emergence of Islam in the seventh century down to the contemporary Middle East. The first part of the course will focus on the period of classical Islamic civilization and medieval Judaism under the orbit of Islam. The interaction of the two cultures (scriptural, spiritual, intellectual, literary, communal, and interpersonal) will be studied through readings of primary texts (in translation). The second part of the course deals with the cultural reawakening and the development of national consciousness of the two peoples in the last two centuries, discussing in detail the evolution of the conflict between Arabs and Jews in the Middle East and the ways in which that conflict is reflected in cultural life. We will also consider the role of historical memory in the modern conflict in light of the record of pre-modern interaction.

**[NES 246 Seminar on Jewish Mysticism (Religious Studies 246) @ #]**

Spring. 3 credits. Limited to 20 students. Not offered 1995-96. S. Katz.]

**NES 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also Classics 249, Jewish Studies 247, Religious Studies 247, ARKEO 247) @ #**

Fall. 3 credits. L. Kant.

For description, see JWST 247.

**NES 251 Introduction to Islam: Religion, Politics, and Society (also RELST 252) @ #**

Spring. 3 credits. Staff.

After tracing the emergence of Islam as an historical phenomenon in the Near East, the course will focus on the intellectual traditions of Islamic civilization: theology, as reflected in the Qur'an and the writings of theologians, mysticism, as revealed in poems of Omar Khayyam and Rumi; and philosophy, as seen in the writings of Avicenna and Ibn Khaldun. Issues to be discussed will include the nature of theocracy, religious tolerance and pluralism, the status of women, and the ethics of *Jihad*. Students will be introduced to the basic sources of Islamic civilization and the reference works essential to the study of those sources.

**[NES 281 Gender and Society in the Muslim Middle East (also Religious Studies 281, Women's Studies 281) @ #]**

Spring. 3 credits. Limited to 20 students. Not offered 1995-96. L. Peirce.]

**[NES 320 Topics in Religion: Religious Symbols in Near Eastern Late Antiquity (also JWST 340 and RELST 340) @ #]**

Spring. 4 credits. Not offered 1995-96. L. Kant.]

**[NES 324 The History of Early Christianity (also Jewish Studies 344 and Religious Studies 325) @ #]**

Fall. 4 credits. Not offered 1995-96. L. Kant.]

**NES 327 The Missions of Paul and His Successors (also RELST 327) @ #**

Fall. 4 credits. L. Kant.

With special focus on the Pauline tradition, we will examine Christianity in the first to early second centuries C.E. as a missionary religious movement, surveying its spread to various cities throughout the Graeco-Roman/Near Eastern world, such as Antioch, Ephesus, Colossae, Thessaloniki, Phillipi, Corinth, and Rome. Through a close reading of New Testament texts, we will investigate the different forms Christianity took in various places, noting its transformation from a Jewish missionary movement to a gentile one. Attention will be drawn to the following: the urban character of Christian missions; initiatory rites, such as baptism; the role of Jewish synagogues and of god-fathers; the eschatological stance of early Christian communities; and views of the Roman government toward early Christianity and *vice versa*. In addition, we will consider the meaning of missionizing and conversion in the ancient world to determine what it meant, and did not mean, to become a Christian. Knowledge of Greek is not at all necessary, but students with the background will have the opportunity to use it.

**NES 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also JWST 339, COM L 334, RELST 334, SPANL 339) @ #**

Spring. 4 credits. Enrollment limited to 20 students. R. Brann.

Islamic Spain was a frontier society comprising six distinct ethnic-religious communities: Arabs, *muwalladun* (native descendants of Iberian converts to Islam), Berbers, *musta'ribun* (Arabized Christians), Jews and "Slavs" (European slave soldiers and their descendants). This course will examine the literature, culture, and society of al-Andalus (Islamic Spain) from the Umayyad emirate until the close of the Reconquista (711-1248). The development of Arabic (and Hebrew) poetry will be surveyed with focus on style, genres, and motifs. Conflicting theories of the origin and identity of Hispano-Arabic poetry and culture will also be considered.

**NES 344 Jewish Mysticism (also RELST 344 and JWST 342) @ #**

Spring. 4 credits. Enrollment limited to 25 students. R. Lesses.

This course will discuss important manifestations of Jewish mystical thought and practice from its beginnings in Merkabah mysticism, to the medieval flowering of Kabbalah and the further development in Safedian Kabbalah, to Eastern European Hasidism. The emphasis will be on understanding both the theoretical and experiential aspects of Jewish mysticism and examining key texts in translation. We will also consider the place of Jewish mysticism within the larger religious phenomenon of mysticism.

**NES 345 Gender and Judaism (RELST 343 and JWST 347) @ #**

Fall. 4 credits. Enrollment limited to 25 students. R. Lesses.

How does Judaism structure the roles of women and men differently? What are the historical roots of these roles and their various contemporary manifestations? How are traditional roles and symbols of both women and men being questioned by the contemporary Jewish feminist movement? This course offers a view of Judaism through the lens of contemporary gender issues, with a particular emphasis on the feminist revisioning of Judaism. We will begin with an introduction to Judaism as a religious tradition of women and men and then discuss specific issues in greater depth, presenting both origins and historical development and contemporary images and practice. Issues covered will include the differing roles of women and men in traditional Judaism, the gendered body in Judaism, Jewish feminism, family and sexuality, and the gender of God.

**[NES 348 Varieties of Judaism in the Graeco-Roman World (also Jewish Studies 348 and Religious Studies 348) @ #]**

Spring. 4 credits. Not offered 1995-96. L. Kant.]

**[NES 351 Introduction to Islamic Law (also NES 651, RELST 350, HIST 372/652) @ #]**

Spring. 4 credits. Enrollment limited to 20 students. Not offered 1995-96. D. Powers.]

**[NES 357 Islamic Law and Society @ #]**

Fall. 4 credits. Not offered 1995-96. D. Powers.]

**NES 454 The Development of Organized Sufism and the Construction of a Sacred Architecture @#**

Spring. 4 credits. Enrollment limited to 15 students. S. Wolper.

This course addresses how the definitions of sacred spaces in the Qur'an and Hadith were incorporated into manuals outlining Sufi practices. It also will address how early Islamic sources were used to support the close ties between new practices and the elaboration of specific institutions and monuments.

**NES 639 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also COM L 639 and SPANL 699)**

Spring. 4 credits. R. Brann.

Islamic Spain was a frontier society comprising six distinct ethnic-religious communities: Arabs, *muwalladun* (native descendants of Iberian converts to Islam), Berbers, *musta'ribun* (Arabicized Christians), Jews and "Slavs" (European slave soldiers and their descendants). The course will examine the literature, culture and society of al-Andalus (Islamic Spain) from the Umayyad emirate until the close of the Reconquista (711–1248). The development of Arabic (and Hebrew) poetry will be surveyed with focus on style, genres, and motifs. Conflicting theories of the origin and identity of Hispano-Arabic poetry and culture will also be considered.

**History****[NES 244 Introduction to Ancient Judaism (also JWST 244 and RELST 244) @#]**

Spring. 3 credits. Not offered 1995–96. G. Rendsburg.]

**NES 248 Introduction to Classical Jewish History (also RELST 248 and JWST 248) @#**

Fall. 3 credits. R. Lesses.

A survey of the major developments in Jewish history between the destruction of the first temple in 586 B.C.E. and the rise of Islam. Topics will include the return under Ezra and Nehemiah; the encounter with Hellenism; the Antiochene persecutions; the growth of Roman influence; the rebellion of 70 C.E.; the rise of such Jewish groups as the Sadducees, Pharisees, and Essenes; the conflict with early Christianity; and the nature of rabbinic Judaism.

**NES 249 Introduction to Modern Jewish History (also JWST 245) #**

Spring. 3 credits. R. Lesses.

A survey of the major developments in Jewish history between the expulsion from Spain (1492) until 1950. Topics will include the growth of mysticism and Hasidism; the development of Eastern European Jewry; the impact of emancipation; the rise of Jewish pluralism, e.g., Reform Judaism, Conservative Judaism, Neo-Orthodoxy; the character of modern anti-Semitism; the origins and growth of American Jewry; and the beginnings of political Zionism.

**NES 257 Islamic History: 600–1258 (also HIST 254 and RELST 257) @ #**

Fall. 3 credits. D. Powers.

A survey of Islamic history from the lifetime of the Prophet to the Mongol conquest of Baghdad. Topics to be covered will include the emergence of Islam as a major world religion; the impact of the Arab conquests on the Mediterranean world; political, military,

and cultural contacts between the Islamic Near East and western Europe.

**[NES 258 Islamic History: 1258–1914 (also History 248 and Religious Studies 258) @ #]**

Spring. 3 credits. Not offered 1995–96. L. Peirce.]

**[NES 261 Ancient Seafaring (also Archaeology 275) @ #]**

Spring. 3 credits. Not offered 1995–96. D. Owen.]

**[NES 264 Agriculture and Society in the Ancient Near East @#]**

Spring. 3 credits. Not offered 1995–96. D. Owen.]

**NES 294 Modern History of the Near East: Changing Politics, Society, and Ideas (also Government 358 and JWST 294) @**

Fall. 4 credits. Fulfills the college distribution requirement in history or the social sciences. E. Zisser.

This introductory course is designed to acquaint students with the main political, social, and cultural trends that have shaped the modern and contemporary history of the Near East. While discussing developments in the region during the nineteenth and twentieth centuries, the lectures will focus on such themes as modernization, nationalism, Islamic response, and Arab politics in global and regional contexts. The course does not presuppose any knowledge of Near Eastern languages.

**NES 327 The Missions of Paul and His Successors (also RELST 327) @#**

Fall. 4 credits. L. Kant.

For description, see NES 327 under Near Eastern Civilization.

**[NES 351 Introduction to Islamic Law (also NES 651, RELST 350, HIST 372/652) @#]**

Spring. 4 credits. Enrollment limited to 20 students. Not offered 1995–96. D. Powers.]

**[NES 353 Politics and Culture in Late Medieval Central Asia and the Near East (also HIST 317) @#]**

Fall. 4 credits. Not offered 1995–96. L. Peirce.]

**[NES 359 Ottoman History: 1300–1923 (also HIST 389, HIST 646, and NES 658) @ #]**

Fall. 4 credits. Not offered 1995–96. L. Peirce.]

**[NES 361 Interconnections in the Eastern Mediterranean World in Antiquity @ #]**

Fall. 4 credits. Not offered 1995–96. D. Owen.]

**[NES 366 The History and Archaeology of the Ancient Near East (also Archaeology 310) @ #]**

Fall. 4 credits. Not offered 1995–96. D. Owen.]

**[NES 367 The History and Archaeology of Ancient Egypt @ #]**

Fall. 4 credits. Not offered 1995–96. D. Owen.]

**NES 398 Arab Nationalism and the Inter-Arab System @**

Spring. 4 credits. Enrollment limited to 25 students. E. Zisser.

This course deals with Arab nationalism, the creation of Arab nation-states, and the emergence of a regional, inter-Arab state system. We will examine the stages in the development of this system, including its crystallization during the 1920s and 1930s (the dynastic period), the establishment of the Arab league (including the tension between unity and diversity in the 1940s), the struggle over the region's orientation toward Eastern and Western blocs, the emergence of Nasserism in the 1950s, and the inter-Arab system's attitude to the conflict with Israel.

**[NES 418 Seminar in Islamic History: Muhammad and the Rise of Islam (also HIST 460/660, NES 618, and RELST 418) @ #]**

Fall. 4 credits. Enrollment limited to 20 students. Prerequisite: NES 257 or 258, or permission of instructor. Not offered 1995–96. D. Powers.]

**NES 451 Seminar in Islamic History 600–750 (also HIST 461/671, NES 650, and RELST 451) @ #**

Spring. 4 credit. Enrollment limited to 25 students. Prerequisite: NES 257 or 258, or permission of instructor. D. Powers.

An examination of Islamic history from 600–750, with special attention to interpretive issues relating to the career of the Prophet Muhammad, the Arab conquests, the emergence of the Caliphate, conversion to Islam, and the Abbasid revolution. Students will read primary sources in English translation, especially *The History of Tabari*.

**[NES 456 Sexuality, Society and the State in the Near East (also History 457 and Women's Studies 455) @ #]**

Spring. 4 credits. Prerequisite: Permission of the instructor. Limited to 15 students. Not offered 1995–96. L. Peirce.]

**[NES 618 Seminar in Islamic History: Muhammad and the Rise of Islam (also HIST 460/660, NES 418, and RELST 418) @ #]**

Fall. 4 credits. Prerequisite: NES 257 or 258, or permission of instructor. Enrollment limited to 20 students. Not offered 1995–96. D. Powers.]

**NES 650 Seminar in Islamic History: 600–750 (also HIST 461/671, NES 451, and RELST 451) @ #**

Spring. 4 credit. D. Powers.

For description, see NES 451 under Near Eastern History.

**[NES 651 Introduction to Islamic Law (also NES 351, RELST 350, HIST 372/652) @ #]**

Spring. 4 credits. Enrollment limited to 20 students. Not offered 1995–96. D. Powers.]

**Literature****NES 220 The Greek New Testament (also CLASS 202 and RELST 202) #**

Spring. 3 credits. Prerequisite: at least one year of ancient Greek (Classics 101–103) or permission of instructor. L. Kant. Selections in Greek from all four gospels, the letters of Paul, and Acts.

**NES 223 Introduction to the Bible (also JWST 223 and RELST 223) @ #**

Fall. 3 credits. G. Rendsburg. This course is intended to introduce students to the literature of the Hebrew Bible, with particular attention paid to the material in

Genesis through 1 Kings. Emphasis is placed on literary, historical, and theological matters. Special use is made of the numerous archaeological discoveries that have advanced our knowledge of ancient Israel. As such, the Bible is studied against the backdrop of ancient Near Eastern literature, history, religion, mythology, law and culture.

**[NES 227 Introduction to the Prophets (also Jewish Studies 227 and Religious Studies 227) @ #]**

Spring. 3 credits. Not offered 1995-96.  
G. Rendsburg.]

**[NES 228 Genesis (also Near Eastern Studies 628, Jewish Studies 228 and Religious Studies 228) @ #]**

Spring. 3 credits. Prerequisite: knowledge of Hebrew. Not offered 1995-96.  
G. Rendsburg.]

**[NES 233 The Lyrics of Love and Death: Medieval Arabic and Hebrew Poetry and Narrative [in Translation] (also Comparative Literature 333 and Jewish Studies 233) @ #]**

Spring. 3 credits. Not offered 1995-96.  
R. Brann.]

**NES 242 Jewish Literature and Thought in the Rabbinic Period (also JWST 242, RELST 242, and CLASS 243) @ #**

Spring. 3 credits. L. Kant.

For description, see JWST 242.

**NES 310 Arabic Poetry @**

Spring. 4 credits. B. Hamad.

For description, see NES 310 under Near Eastern Language.

**NES 315 Arabic Writing @**

Fall. 4 credits. B. Hamad.

For description, see NES 315 under Near Eastern Language.

**NES 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also JWST 339, COMP LIT 334, RELST 334, SPAN LIT 339) @ #**

Spring. 4 credits. Enrollment limited to 20 students. R. Brann.

For description, see NES 339 under Near Eastern Studies Civilization.

**NES 343 Letter, Novel, Dictionary: The Making of National Language (also COM L 345 and JWST 345) #**

Fall. 4 credits. Enrollment limited to 25 students. I. Tucker.

This course will trace the emergence of the concept of national language in Europe in the eighteenth and nineteenth centuries, attempting to discover what exactly was at stake in the establishment of language as the paradigmatic form of national culture. Using the "case" of the Hebrew language as the organizing principle of the first part of the course, we will examine a variety of theories of linguistic origin in order to understand the relationships between models of linguistic and political authority. We will then turn to the novel as a genre centrally concerned with the paradoxical construction of "written speech," tracing the movement from the epistolary novel's formal attempt to make written language behave like speech, to the development of narrative voice as a kind of standardization of speech, to the decline of the univocal national novel. In this light, the course will return to the theoretically and historically revealing case of Hebrew, focusing in particular on the late nineteenth-century

rise of the Hebrew novel, texts composed in a language without a vernacular out of fragments of existing religious writings. We will also examine the epistemological, pedagogical, sociological and formal presumptions underwriting a variety of efforts to institutionalize national language, including the Academie Francaise and national dictionaries like Samuel Johnson's and the *OED*. (All readings will be in English.)

**NES 352 From Sufi Poet to Muslim Saint: Sufism, Sanctification, and Shrine Building in Medieval Egypt and Anatolia (also ART HIST 391) @ #**

Fall. 4 credits. S. Wolper.

This course examines how and why a cult of Sufi saints became such a significant part of religious practice in medieval Islamic Egypt and Anatolia. During this period Sufi saints were created and legitimized by a second generation who collected the work of Sufi poets together with the accounts of their miraculous works. The course will focus on the reception of works by Ibn al-Farid and Jalal al-Din Rumi in order to address the sanctification of these figures. As part of this inquiry, students will examine the relationship between the transmission of sufi poetry and the endowment of sufi shrines.

**[NES 400 Seminar in Advanced Hebrew (also JWST 400) @ #]**

Spring. 4 credits. Enrollment limited to 15 students. Prerequisite: NES 302/JWST 302 or permission of instructor. Not offered 1995-96. N. Scharf.]

**[NES 402 Seminar in Hebrew Literature and Poetics (also Jewish Studies 402) @ #]**

Spring. 4 credits. Prerequisites: NES 301 or equivalent and permission of instructor. Not offered 1995-96. R. Brann.]

**NES 420 Readings in Biblical Hebrew Prose (also JWST 420 and RELST 420) @ #**

Fall. 4 credits. G. Rendsburg.

For description, see NES 420 under Near Eastern Language.

**NES 421 Readings in Biblical Hebrew Poetry (also JWST 421 and RELST 421) @ #**

Spring. 4 credits. Prerequisite for NES 421: one year of Biblical or Modern Hebrew. Course may be repeated for credit. G. Rendsburg.

Advanced course in reading selected poems of the Hebrew Bible. Chapters to be studied include various Psalms, parts of the Book of Job, various prophetic speeches, and early compositions such as Genesis 49 and Judges 5. Emphasis will be placed on the philological method, with attention to literary, historical, and comparative concerns as well.

**[NES 428 Medieval Hebrew Biblical Exegesis (also JWST 428, NES 624, and RELST 428) @ #]**

Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited to 20 students. Not offered 1995-96. R. Brann.

This seminar is devoted to comparative and critical readings of some of the most significant texts of the medieval Hebrew biblical exegesis tradition. We will discuss the history of that tradition, differing notions of epistemology and textuality that arise from the texts, and the way in which exegetical strategies served as the basis for the internal transformation of a text-centered religious tradition.]

**NES 429 Readings in the New Testament (also English 429, COM L 429 and Religious Studies 429) #**

For description, see COM L 429.

**[NES 432 Readings in Judeo-Arabic: Medieval Judeo Arabic and Hebrew Poetics (also Jewish Studies 482) @ #]**

Spring. 4 credits. Prerequisite: Arabic 212, Hebrew 202, or equivalents. Designed for graduate students but open to undergraduates with permission of instructor. Entire sequence may be repeated for credit; readings will vary from year to year. Not offered 1995-96. R. Brann.]

**NES 440 The Form of the Jews (also COM L 480 and JWST 440) #**

Spring. 4 credits. Enrollment limited to 25 students. I. Tucker.

The course will examine the intersections of generic innovation and the category of Jewishness in marking and producing changes in the concept of the modern subject. Moving from the emergence of a formal political identity of English liberalism through the nineteenth-century creation of the national subject to the "deformations" of modernism and post-structuralism, we will explore the political, social, and literary histories of the concept of *form*, and ask why it is that these histories seem so consistently to trace a discursive history of Jewishness as well. The second part of the course, "Forming the Group," combines an examination of novelistic challenges to liberalism with an exploration of a variety of nineteenth-century efforts to formalize group identity: Marxism, nationalism, social science. In part III, we will examine the movement to formalize group identity in the context of the Holocaust, asking what it would mean to see the historical event of genocide in relation to (and perhaps caused by) a history of form. We will end by looking at a number of post-structuralist explorations of these issues.

**NES 620 Readings in Medieval Hebrew Poetry and Prose (also JWST 620)**

Fall and spring. 4 credits each semester. Prerequisite: permission of instructor. R. Brann.

Critical readings in medieval Hebrew lyrical and liturgical poetry and imaginative rhymed prose from tenth-century Muslim Spain to Renaissance and Baroque Italy. Course may be repeated for credit.

**[NES 624 Medieval Hebrew Biblical Exegesis (also JWST 428, and RELST 428) @ #]**

Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited to 10 students. Not offered 1995-96. R. Brann.]

**[NES 627 The Song of Songs (also Religious Studies 627 and Jewish Studies 627) @ #]**

Fall. 4 credits. Prerequisite: knowledge of Hebrew. Not offered 1995-96. G. Rendsburg.]

**[NES 628 Genesis (also NES 228 and Jewish Studies 628) @ #]**

Fall. 4 credits. Not offered 1995-96. G. Rendsburg.]

**[NES 633-634 Elementary Akkadian I and II (also Near Eastern Studies 333-334) @ #]**

Fall, 633; spring, 634. 4 credits. Not offered 1995-96. D. Owen.]

**NES 639 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also COM L 639 and SPANL 699)**

Spring. 4 credits. R. Brann.  
For description, see NES 639 under Near Eastern Civilization.

**NES 499 Independent Study, Honors**

Fall and spring. Variable credit. Prerequisite: permission of instructor.  
Staff.

**[NES 635-(636)] Readings in Akkadian Texts (also NES 335-[336])**

635, fall; [spring, 636]. 4 credits.  
Prerequisite for 636: 633-634. Prerequisite for 336: 333-334. Not offered 1995-96.  
D. Owen.]

**NES 656 Readings in Classical Arabic Texts @ #**

Fall. 4 credits. Prerequisite: NES 311 or permission of instructor. D. Powers.  
Selected readings in classical Arabic.

**NES 491-492 Independent Study, Undergraduate Level**

Fall and/or spring. Variable credit.  
Prerequisite: permission of instructor.

**NES 691-692 Independent Study: Graduate Level**

Fall or spring. Variable credit. Prerequisite: permission of instructor.

**The Program of Jewish Studies**

The Program of Jewish Studies encompasses a broad spectrum of disciplines that includes civilization, history, language, literature, philology, and religion. The program offers students the opportunity to take a wide variety of courses in Jewish Studies whose subjects are not represented in the department of Near Eastern Studies. Students interested in planning a program in Jewish Studies should consult with the director, Professor David A. Owen, 360 Rockefeller Hall. For complete listings and descriptions, see Program of Jewish Studies under "Special Programs and Interdisciplinary Studies."

**JWST 242 Jewish Literature and Thought in the Rabbinic Period (also NES 242, RELST 242, and CLASS 243) @ #**

Spring. 3 credits. L. Kant.

**JWST 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also CLASS 249, NES 247, RELST 247, ARKEO 247) @ #**

Fall. 3 credits. L. Kant.

**JWST 251 The Holocaust: The Destruction of European Jewry**

Fall. 3 credits. Enrollment limited to 100 students. H. Abramson.

**JWST 350 The Jews of the Territory of the Soviet Union from 1881 to the Present**

Spring. 4 credits. H. Abramson.

**JWST 450 Undergraduate Seminar in Recent American History (also History 440)**

Fall. 4 credits. Permission of instructor required. Not offered 1995-96.  
R. Polenberg.]

**[JWST 478 Jewish-American Writing (also English 488)]**

Spring. 4 credits. Limited enrollment.  
Permission of the instructor required. Not offered 1995-96. J. Porte.]

**JWST 491-492 Independent Study: Undergraduate**

Fall or spring. Variable credit. Prerequisite: permission of instructor.

**JWST 499 Independent Study: Honors**

Fall and spring. Variable credit. Prerequisite: permission of instructor.

**Related Courses in Other Departments**

Africana Studies

Archaeology

Classics

Comparative Literature

Economics

English

German Studies

Government

History

History of Art

Medieval Studies

Modern Languages and Linguistics

Philosophy

Religious Studies

Romance Studies

Russian Literature

Society for the Humanities

Sociology

Women's Studies

**NEPALI**

See Department of Modern Languages and Linguistics.

**PHILOSOPHY**

T. H. Irwin, chair, R. N. Boyd (on leave spring 1996), G. Fine, C. A. Ginet, H. Hodes, K. Jones (on leave at Society for Humanities 1995-96), S. MacDonald, R. W. Miller, S. Shoemaker (on leave fall 1995), J. Stanley, Z. Szabó, A. W. Wood (on leave spring 1996). Emeritus: N. Kretzmann

The study of philosophy provides students with an opportunity to become familiar with some of the ideas and texts in the history of thought while developing analytical skills that are valuable in practical as well as academic affairs. It affords the excitement and satisfaction that come from understanding and working toward solutions of intellectual problems. The curriculum includes offerings in the history of philosophy, logic, philosophy of science, ethics, social and political philosophy, metaphysics, and theory of knowledge. Any philosophy course numbered in the 100s or 200s is suitable for beginning study in the field. Sections of Philosophy 100 are part of the freshman writing seminar program; they are taught by various members of the staff on a variety of philosophical topics, and because of their small size (seventeen students at most) they provide ample opportunity for discussion. Students who want a broad introduction to philosophy may take Philosophy 101, but many students with special interests may find that the best introduction to philosophy is a 200-level course in some particular area of

philosophy; such courses have no prerequisites and are usually open to freshmen.

**The Major**

Students expecting to major in philosophy should begin their study of it in their freshman or sophomore year. Admission to the major is granted by the director of undergraduate studies of the department on the basis of a student's work during the first two years. Normally the student must have completed two philosophy courses with grades of B or better. Eight philosophy courses are required for the major. They must include at least one course in ancient philosophy (Philosophy 210 or 211, or a course with a large component on Plato or Aristotle), at least one course in classical modern metaphysics and epistemology (Philosophy 212 or a course on the empiricists, the rationalists, or Kant), and a minimum of three courses numbered above 300. A course in formal logic (e.g., Philosophy 231), while not required, is especially recommended for majors or prospective majors.

Philosophy majors must also complete at least 8 credits of course work in related subjects approved by their major advisers. Occasionally majors may serve as teaching or research aides, working with faculty members familiar with their work.

**Honors.** A candidate for honors in philosophy must be a philosophy major with an average of B- or better for all work in the College of Arts and Sciences and an average of B+ or better for all work in philosophy. In either or both terms of the senior year a candidate for honors enrolls in Philosophy 490 and undertakes research leading to the writing of an honors essay by the end of the final term. *Honors students normally need to take Philosophy 490 both terms of their senior year in order to write a satisfactory honors essay.* Philosophy 490 does not count toward the eight philosophy courses required for the major. Prospective candidates should apply at the philosophy department office, 218 Goldwin Smith Hall.

**Fees**

In some courses there may be a small fee for photocopying materials to be handed out to students.

**Introductory Courses**

These courses have no prerequisites; all are open to freshmen.

**Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.**

**PHIL 100 Freshman Writing Seminars in Philosophy**

Fall and spring. 3 credits. Consult the brochure listing freshman writing seminars prepared by the John S. Knight Writing Program.

**PHIL 101 Introduction to Philosophy (by petition for breadth requirement)**

Fall: Lecs. M W 9:05; disc. F 9:05-9:55.  
N. Sturgeon.

This course will deal with a number of the central problems of philosophy, such as the existence of God, our knowledge of the external world, the mind-body problem, free will and the foundations of morality.

Spring: Lecs. M W 1:25; disc. F 1:25-2:15.  
T. Irwin.

An introduction to central topics of philosophy. We will discuss questions of epistemology (what can we know for sure? what is the difference between rational belief and dogmatism?), philosophy of mind (is your mind just the same as your brain? do you really have free will?), and ethics (what makes acts morally wrong? what social inequalities are unjust?) Readings will be chosen from classic and contemporary writers.

**PHIL 131 Logic, Evidence, and Argument**  
Fall. 3 credits. M W F 11:15-12:05.  
S. MacDonald.

This course examines the nature and structure of argument with the aim of developing formal methods for analyzing and evaluating the sorts of reasoning we encounter and use in everyday discourse.

**PHIL 145 Contemporary Moral Issues**  
Fall. 3 credits. M W F 2:30-3:20.  
R. Miller.

An examination of central moral issues is American politics today. At what point, if any, is abortion wrong, and in what circumstances should it be legal? What should be done to reduce economic, racial and sexual inequalities? For example, is there a moral justification for affirmative action programs? for social welfare programs? What are the limits of the right to free speech? Do they protect pornography? racist speech? When is it right to go to war? What obligations do U.S. citizens have to immigrants? to people in poor countries? We will analyze the answers and arguments of moral philosophers, political leaders and judges, through both lectures and discussion sections.

**PHIL 201 Philosophical Problems**  
Fall. 4 credits. M W F 10:10-11:00.  
C. Ginet.

This course will discuss the following well-known puzzles: Zeno's paradoxes of motion (the Racecourse, the Arrow, the Stadium) and of plurality, the paradox of the heap, the paradox of the surprise examination, the prisoner's dilemma, Newcomb's problem, and the paradox of the liar. These puzzles present us with reasoning that is paradoxical in the sense that, although it seems clear that there must be something wrong with the reasoning, it is not easy to see what it is. Studying such puzzles is not only an intriguing exercise in itself but can show us interesting things about such basic concepts as those of space, time, motion, truth, knowledge, rational choice, and causation.

**PHIL 210 Ancient Thought #**  
4 credits. Not offered 1995-96.]

**PHIL 211 Ancient Philosophy #**  
Fall. 4 credits. No prerequisites. T R 1:25-2:40. G. Fine.

This course explores the origins of Western philosophy, as it emerged in Ancient Greece and Rome. We will explore some of the central ideas of the presocratics, Socrates, Plato, Aristotle, and the post-Aristotelians (Epicureans, Stoics, and Sceptics). Questions to be considered include: What are the nature and limits of knowledge? How reliable is perception? What are the basic entities in the universe-atoms? Platonic Forms? Aristotelian substances? Is moral knowledge possible? Why be moral? What is the nature of happiness and what sort of life will make people happy? Do human beings have free will? This course has no prerequisites.

**PHIL 212 Modern Philosophy**

Spring. 4 credits. T R 11:40-12:55.  
Z. Szabó.

A survey of European philosophy in the 17th and 18th centuries focusing on the development of conceptions about the foundations of knowledge and the limits of understanding. The course will concentrate on major works by Descartes, Spinoza, Locke, Berkeley, Leibniz, Hume, and Kant.

**PHIL 213 Existentialism (also Comparative Literature 213)**

Fall. 4 credits. T R 11:40-12:55. A. Wood. An introductory study of selected writings of four major thinkers in the existentialist tradition: Nietzsche, Dostoyevsky, Heidegger, Sartre. Readings will include a variety of literary forms (aphorisms, prose-poetry, novels) as well as philosophical treatises.

**[PHIL 214 Philosophical Issues in Christian Thought #**

4 credits. Not offered 1995-96.]

**PHIL 231 Introduction to Formal Logic**

Fall and spring. 4 credits. Normally offered in the six-week summer session.  
Fall: M W F 11:15-12:05. J. Stanley.

Spring: M W F 10:10-11:00. C. Ginet.

Analysis and evaluation of deductive reasoning in terms of formalized languages. The logic of sentences, predicates, and quantifiers. (This course, rather than Philosophy 331, is the recommended introductory formal logic course.)

**PHIL 241 Ethics (by petition for breadth requirement)**

Spring. 4 credits. T R 2:55-4:10. R. Miller. Introduction to the philosophical study of major moral questions—for example: Are all values relative, or are there some objective moral values? Have we ever any good reason to care about the interests of other people? Do people have rights with which governments should not interfere, even to advance the general welfare? What inequalities are unjust? The course discusses general issues in moral philosophy, together with some of their implications for particular current moral controversies, such as the debates over abortion, reverse discrimination, and policies reducing economic inequality. Readings from major philosophers of the past, as well as contemporary sources.

**[PHIL 242 Social and Political Theory (by petition for breadth requirement) (also Government 260)]**

4 credits. Not offered 1995-96.]

**PHIL 243 Aesthetics**

Fall. 4 credits. Not offered 1995-96.]

**PHIL 244 Philosophy and Literature**

4 credits. Not offered 1995-96.]

**PHIL 245 Ethics and Health Care**

4 credits. Not offered 1995-96. Normally offered also in the six-week summer session.]

**PHIL 246 Ethics and the Environment**

Spring. 4 credits. Open to all undergraduates. Permission of instructor required for graduate students. M W F 11:15-12:05.

N. Sturgeon.

Critical philosophical analysis of the conceptual frameworks in which policies affecting the environment are formulated and judged. Topics include the nature of ethics and the possibility of knowledge in ethics; the nature and extent of individual and social obligation

to distant people, future generations, nonhuman animals and nonsentient things (e.g., the ecosystem); the origin of environmental problems and the range of options for their solution.

**[PHIL 247 Ethics and Public Life]**

Spring. 4 credits. Not offered 1995-96.]

**[PHIL 261 Knowledge and Reality**

4 credits. Not offered 1995-96.]

**[PHIL 262 Philosophy of Mind**

4 credits. Not offered 1995-96.]

**PHIL 263 Religion and Reason**

Spring. 4 credits. T R 1:25-2:40.  
S. MacDonald.

We will develop the classical conception (shared by several world religions) of God as an absolutely perfect being (APB) and try to answer such questions as: What is the nature of the APB? Is it possible for any being to possess the attributes traditionally ascribed to the APB? Is the existence of an APB compatible with what we know about the world. We will also consider such issues as the relation of religion to morality and the status and justification of religious claims.

**[PHIL 286 Science and Human Nature (also Science and Technology Studies 286)]**

4 credits. Not offered 1995-96.]

**PHIL 294 Global Thinking (also Government 294)**

Fall. 4 credits. T R 1:25-2:40, plus disc.  
H. Shue.

The analysis taught in this course is global in two different respects: international subjects and interdisciplinary methods. We look in detail at two of the most important and most difficult issues facing international society, devoting approximately half the course to each case: (1) when, if ever, should other nations intervene militarily into ethnic conflict like that in Bosnia? and (2) what, if anything, should industrialized nations and industrializing nations respectively do to reduce the emissions that promote climate change? On military intervention, we bring together political science, law, and ethics: on climate change, we bring together atmospheric chemistry, economics, and ethics. The course is team-taught by five leading faculty researchers from the fields listed.

**Intermediate or Advanced Courses**

Some of these courses have prerequisites.

**PHIL 309 Plato #**

Fall. 4 credits. Prerequisites: at least one previous course in philosophy at the 200 level or above, or permission of the instructor. M W 2:55-4:10. G. Fine.

In this course, we will study many of Plato's major dialogues, beginning with the early Socratic dialogues, and continuing on with the middle dialogues (such as the *Republic*) and late dialogues (such as the *Parmenides* and *Theaetetus*). The focus of the course will be on metaphysics and epistemology, but some attention will also be paid to ethical theory, especially in the *Republic*.

**[PHIL 310 Aristotle #**

4 credits. Not offered 1995-96.]

**[PHIL 311 Modern Rationalism #**

4 credits. Not offered 1995-96.]

[PHIL 312 **Modern Empiricism** #  
4 credits. Not offered 1995–96.]

[PHIL 314 **Ancient Philosophy: The World of Theory and the World of Ordinary Life** #  
4 credits. Not offered 1995–96.]

[PHIL 315 **Medieval Philosophy** #  
4 credits. Not offered 1995–96.]

**PHIL 316 Kant** #  
Fall. 4 credits. M W F 1:25–2:15. T. Irwin.  
Introduction to Kant's main doctrines in metaphysics, theory of knowledge, and ethics. Topics include the possibility of nonempirical knowledge, the nature of space and time and our knowledge of them, proof of the existence of an objective world, why events must have causes, determinism and the possibility of free will, and the basis of morality.

[PHIL 317 Hegel #  
4 credits. Not offered 1995–96.]

**PHIL 318 Twentieth-Century Philosophy**  
Spring. 4 credits. M W F 1:25–2:15.  
H. Hodes.

A survey of philosophical writing from the late 19th to early 20th century authors including G. Frege, B. Russell, L. Wittgenstein, on language, foundations of mathematics, topics in metaphysics (and perhaps epistemology). Recommended background: Philosophy 231.

[PHIL 319 **Philosophy of Marx** #  
4 credits. Not offered 1995–96.]

**PHIL 331 Formal Logic**

Spring. 4 credits. Prerequisite: Philosophy 231 or equivalent or permission of the instructor. M W F 2:30–3:20. H. Hodes.  
Review of derivations and other material covered in 231; basic set-theoretic concepts; truth in a model and the semantic definitions of consequence, validity, equivalence, and other logic concepts; and the soundness and completeness of a natural-deduction formalization of elementary logic. Further topics will be covered if time permits.

**PHIL 332 Philosophy of Language**

Fall. 4 credits. T R 11:40–12:55. Z. Szabó.  
Introduction to contemporary thought concerning meaning in natural languages, starting with the works of Saussure and Frege. This course will focus on the complementary contributions of linguistics and philosophy to the theory of meaning. Topics will include: the relationships between truth and meaning, logic and grammar, reference and quantification, semantics and pragmatics.

**PHIL 341 Ethical Theory**

Fall. 4 credits. M W F 9:05–9:55.  
N. Sturgeon.

Topic for 1995–96: Consequentialism and Its Critics. A historical and systematic investigation of one of the deepest divides in philosophical debate about ethics, between those who think the moral evaluation of acts, character traits and social institutions depends solely on their good or bad consequences, and critics who find this approach fundamentally misguided.

[PHIL 342 **Law, Society, and Morality**  
(also Law 666)

4 credits. Not offered 1995–96.]

[PHIL 343 **Resistance and Responsibility**  
(also Law 676)

4 credits. Not offered 1995–96.]

[PHIL 344 **History of Ethics: Ancient and Medieval** #  
4 credits. Not offered 1995–96.]

[PHIL 345 **History of Ethics: Modern** #  
4 credits. Not offered 1994–95.]

**PHIL 346 Modern Political Philosophy**  
(also Government 462)

Fall. 4 credits. T R 2:55–4:10. R. Miller.  
A study of the leading contemporary theories of justice, including the work of Rawls, Nozick, Gauthier, and Scanlon. These theories defend radically different answers to such question as: to what extent should governments try to reduce economic inequality? are there rights that should never be violated, either to reduce inequality or to promote the general welfare? are inequalities in political influence compatible with democratic rights? to what extent can a just law reflect a distinctive conception of what is ultimately worthwhile (for example, a religious conviction or an attitude toward sexuality)? We will largely be concerned with views of morality, freedom, and equality which underlie the competing theories. We will also consider implications for specific political controversies, e.g., over abortion, welfare programs, and pornography.

**PHIL 361 Metaphysics and Epistemology**

Fall. 4 credits. Prerequisite: at least one 200-level course in philosophy. T R 1:25–2:40. J. Stanley.

Quine and Strawson, perhaps more than any other philosophers, are responsible for the twentieth-century re legitimization of metaphysics. However, their conceptions of metaphysics are radically different, and indeed mutually incompatible. In this course, we will attempt to understand the differences between their conceptions of the enterprise of metaphysics, and what effect these make in responding to particular metaphysical issues.

**PHIL 362 Philosophy of Mind**

Spring. 4 credits. M W F 3:35–4:25.  
S. Shoemaker.

An examination of the "subjectivity of the mental" and the "first-person point of view," with special attention to the question of whether these can be satisfactorily accounted for by a functionalist account of mind. Topics will include the nature of self-knowledge, self-reference, and self-consciousness.

[PHIL 363 **Topics in the Philosophy of Religion**

4 credits. Not offered 1995–96.]

[PHIL 368 **Global Climate and Global Justice** (also Government 368)

Not offered 1995–96.]

[PHIL 369 **Limiting War: The Morality of Modern State Violence** (also Government 469)

4 credits. Not offered 1995–96.]

**PHIL 381 Philosophy of Science: Knowledge and Objectivity**  
(also Science and Technology Studies 381)

Fall. 4 credits. W 7:30–9:30 p.m.  
R. Boyd.

An examination of central epistemological and metaphysical issues raised by scientific theorizing: the nature of evidence; scientific objectivity; the nature of theories, models, and paradigms; and the character of scientific revolutions.

[PHIL 382 **Philosophy and Psychology**  
4 credits. Not offered 1995–96.]

[PHIL 384 **Philosophy of Physics**  
4 credits. Not offered 1995–96.]

[PHIL 389 **Philosophy of Science: Evidence and Explanation**  
4 credits. Not offered 1995–96.]

**PHIL 390 Informal Study**

Fall or spring. Credit to be arranged.  
To be taken only in exceptional circumstances. Must be arranged by the student with his or her adviser and the faculty member who has agreed to direct the study.

### Advanced Courses and Seminars

These courses are offered primarily for majors and graduate students.

[PHIL 395 **Majors Seminar**  
4 credits. Not offered 1995–96.]

**PHIL 409 German Philosophical Texts**  
Fall. 2 credits. Prerequisites: knowledge of German and permission of instructor.  
Hours to be arranged. A. Wood.  
Reading of philosophical texts in the original German.

**PHIL 410 Latin Philosophical Texts** #  
Fall and spring. Variable credit. Prerequisites: knowledge of Latin and permission of instructor. Hours to be arranged. S. MacDonald.

Reading of philosophical texts in the original Latin.

**PHIL 411 Greek Philosophical Texts**  
(also Classics 311) #

Fall. Variable credit. Prerequisites: knowledge of Greek and permission of instructor. Hours to be arranged. T. Irwin.  
Reading of philosophical texts in the original Greek.

**PHIL 412 Medieval Philosophy**

Spring. 4 credits. T R 10:10–11:25.  
S. MacDonald.

This course will provide a survey of the medieval discussion of the nature and scope of free will. We will focus on texts from Augustine, Anselm, Aquinas, and Scotus, and we may consider material from some other thirteenth- and fourteenth-century philosophers.

**PHIL 413 Topics in Ancient Philosophy**

Spring. 4 credits. Prerequisites: At least two previous courses in philosophy at the 200 level or above; or permission of the instructor. M 4:30–6:30. G. Fine.

Topic: Aristotle's metaphysics and epistemology.

**PHIL 414 German Philosophy after Kant**

Fall. 4 credits. T 4:30–6:30. A. Wood.  
Topic for 1995: Schopenhauer and Nietzsche: The will and the psychological basis of morality.

**PHIL 415 Special Topics in the History of Philosophy** #

Fall. Not offered 1995–96.]

**PHIL 416 Modern Philosophy**

Spring. 4 credits. T R 2:55–4:10.  
Z. Szabó.

A study of the origins of modern empiricism in Locke's *Essay* and Berkeley's *Principles*. Discussion will focus on questions concerning the theory of ideas and its relation to traditional ontology. Topics will include

perceptual acquaintance, abstraction, primary and secondary qualities, the nature of certainty and necessity, substance, and infinity. We will try to draw connections between the early modern debates and contemporary issues in epistemology and metaphysics.

**[PHIL 431 Deductive Logic (also Mathematics 481)]**

4 credits. Not offered 1995-96.]

**[PHIL 433 Philosophy of Logic]**

4 credits. Not offered 1995-96.]

**[PHIL 436 Intensional Logic (also Mathematics 483)]**

4 credits. Not offered 1995-96.]

**[PHIL 437 Topics In the Philosophy of Language]**

4 credits. Not offered 1995-96.]

**PHIL 441 Contemporary Ethical Theory (also Society for Humanities 416)**

Spring. 4 credits. R 2:30-4:25. Limited to 17 students. K. Jones.

Topics for 1995-96: Emotion and the Self. Emotions tell us how the world seems to agents and reveal what matters to them. Emotional responses can thus inform us about agent's values and about their self-conceptions. In order to address the connection between the self and emotion, we must first understand what emotions are. Equipped with a suitable theory of the emotions, we next explore whether emotions are socially constructed. If they are socially constructed to any significant degree, then they can be used as a window onto possible cross-cultural variation in conceptions to the self. Several theorists (e.g., Charles Taylor and Naomi Scheman) have thought that, even with a single social context, emotions have a role to play in self-constitution, so we turn next to their thesis. The final section of the course will be a detailed examination of those emotions that most centrally touch on agency, including shame, pride, agent-regret, guilt and remorse. Most of our readings will be by analytic philosophers, but these will be supplemented with readings from anthropology and psychology.

**PHIL 442 Ethics and Value Theory (also Society for Humanities 404)**

Fall. 4 credits. Limited to 17 students. T 12:20-2:15. K. Jones.

Topic for 1995-96: Topics in Moral Psychology. Reasons explanations are explanations of a special sort: they explain why an agent did something by showing how, given her beliefs and desires at the time, it would have been a reasonable thing for her to do. The first part of this course sets out to understand just what sort of an explanation a reasons explanation is. Next we examine the problem of incontinence, locating it as a problem that occurs in the space between decision and action. An agent decides where the all-things-considered best reasons lie, but then acts contrary to her decision. We will explore this, and other forms of incontinence. Finally, time permitting, we will examine accounts of autonomy and how well or badly they accommodate the fact that moral knowledge, like all knowledge, is social.

**[PHIL 444 Contemporary Legal Theory (also Law 710)]**

4 credits. Not offered 1995-96.]

**PHIL 446 Topics in Social and Political Philosophy (also Society for Humanities 421)**

Spring. 4 credits. Limited to 17 students. T 12:20-2:15. J. Whiting.

Topic for 1996: Morality, Self & Psychopathology. Self-conceptions play important (perhaps "self-fulfilling") roles in self-constitution, so that selves may differ (in ways that abstract philosophical theories tend to ignore) not only from one socio-historical context to another but even within particular socio-historical contexts (given the roles played in self-constitution by variables like gender, psychopathology, and even one's philosophical views). We will examine self-constitutions, paying special attention not only to moral ideas (e.g., the Buddhist dissolution of self) but also to psychopathology (e.g., autism, multiple-personality, and eating disorders). Philosophical readings from ancient and modern sources (including Charles Taylor, Iris Murdoch, Ian Hacking, and Susan Bordo) will be supplemented by readings from other fields, including anthropology and psychology (e.g., from Clifford Geertz, Richard Shweder, Daniel Stern, and Louis Sass).

**[PHIL 461 Metaphysics]**

4 credits. Not offered 1995-96.]

**[PHIL 481 Problems in the Philosophy of Science]**

4 credits. Not offered 1995-96.]

**PHIL 490 Special Studies in Philosophy**

Fall and spring. 4 credits. Open only to honors students in their senior year. See Honors description at front of Philosophy section.

**PHIL 611 Ancient Philosophy**

Fall and spring. 4 credits.

T. Irwin. Fall. M 4:30-6:30.

Topic: Aristotelian ethics.

Spring. M 4:30-6:30. For spring term only: knowledge of Greek required.

Topic for spring: Platonism and Neoplatonism.

**[PHIL 612 Medieval Philosophy]**

4 credits. Not offered 1995-96.]

**[PHIL 613 Modern Philosophers]**

4 credits. Not offered 1995-96.]

**[PHIL 619 History of Philosophy #]**

4 credits. Not offered 1995-96.]

**PHIL 633 Philosophy of Language**

Spring. 4 credits. T 4:30-6:30 p.m.

J. Stanley.

Topic: Content and Context. In this course, we will examine the role of context in both philosophical and formal semantical accounts of the content of assertions and mental states. In addition, we will explore broader linguistic and philosophical consequences of the ubiquity of context-dependency.

**PHIL 641 Ethics and Value Theory**

Fall. 4 credits. W 4:30-6:30. N. Sturgeon.

Topic: Moral Realism and Its Critics

**PHIL 661 Theory of Knowledge**

Fall. 4 credits. R 4:30-6:30. C. Ginet.

Topic for 1995: *a priori* knowledge.

**[PHIL 662 Philosophy of Mind]**

4 credits. Not offered 1995-96.]

**[PHIL 663 Philosophy of Religion]**

4 credits. Not offered 1995-96.]

**PHIL 664 Metaphysics**

Spring. 4 credits. W 4:30-6:30. R. Miller. Topic for spring 1996: Rationality, Knowledge and Justification. We will look at recent accounts of rational belief and knowledge. Some questions that we will consider are: do theories emphasizing causation or counterfactual dependence underrate the role of justification? Can appeals to fundamental norms of inquiry defeat skepticism without licensing dogmatism? How distinctive and compelling a means of justification is inference to the best explanation? To what extent do pragmatic, psychological, and social considerations determine what is rationally believed and what is known? Readings will include work by BonJour, Goldman, Harman, McDowell, Miller, Nozick, van Fraassen, and Wittgenstein.

**[PHIL 665 Metaphysics]**

4 credits. Not offered 1995-96.]

**[PHIL 681 Philosophy of Science]**

4 credits. Not offered 1995-96.]

**[PHIL 682 Philosophy of Social Science]**

4 credits. Not offered 1995-96.]

**PHIL 700 Informal Study**

Fall or spring. Credit to be arranged. To be taken by graduate students only in exceptional circumstances and by arrangement made by the student with his or her Special Committee and the faculty member who has agreed to direct the study.

**PHIL 773 Proseminar in Cognitive Studies (also Cognitive Studies 773, Linguistics 773, and Computer Science 773)**

Fall. 2 credits. Fall: R grade. See course description under PHIL 774.

**PHIL 774 Proseminar in Cognitive Studies (also Linguistics 774)**

For description, see COGST 774.

**PHYSICS**

D. B. Fitchen, chair (109 Clark Hall, 255-6016); R. S. Galik, director of undergraduate studies (101 Clark Hall, 255-8158); J. P. Alexander, V. Ambegaokar, N. W. Ashcroft, K. Berkelman, E. Bodenschatz, D. G. Cassel, B. Cooper, R. M. Cotts, P. Drell, G. F. Dugan, V. Elser, C. P. Franck, B. Gittelman, K. Gottfried, B. Greene, L. N. Hand, D. L. Hartill, C. L. Henley, W. Ho, M. P. Kalos, A. LeClair, D. M. Lee, G. P. Lepage, R. M. Littauer, N. D. Mermin, N. Mistry, H. Padamsee, J. M. Parpia, J. R. Patterson, R. O. Pohl, J. D. Reppy, R. C. Richardson, J. T. Rogers, D. L. Rubin, E. E. Salpeter, J. P. Sethna, S. L. Shapiro, A. J. Sievers, E. Siggia, R. H. Silsbee, P. C. Stein, R. M. Talmam, M. P. Teter, S. A. Teukolsky, R. Thorne, H. Tye, T-M. Yan

The Department of Physics offers a full range of university-level work in physics, from general education courses for nonscientists to doctoral-level independent research. Major research facilities are operated by two component organizations, the Laboratory of Atomic and Solid State Physics (LASSP) and the Laboratory of Nuclear Studies (LNS). LASSP carries out extensive research efforts in condensed-matter physics and in low-temperature physics. LNS operates a major high-energy particle physics research facility at Wilson Laboratory, the Cornell electron-

positron storage ring (CESR). Theoretical work is carried out in many fields of physics, including astrophysics. There is a full schedule of weekly research-oriented seminars and colloquia. Junior and senior students will find many opportunities for research participation and summer employment.

Three introductory physics sequences are open to freshmen: 101-102, 112-213-214, and 207-208. In addition, there is a group of general-education courses, Physics 200 through 206, 209, 210. Physics 101-102, a self-paced autotutorial course, is designed for students who do not intend to take further physics courses and who do not have preparation in calculus. Physics 112 and 207 both require calculus (Mathematics 191 or 111), and additional mathematics is required for subsequent courses in the sequence. Physics 101-102 or 207-208 may be taken as terminal physics courses. The three-term sequence 112-213-214 or its honors version, 116-217-218, is recommended for engineers and physics majors. Physics 214 and 218 are placing an increasing emphasis on use of the computer for homework, laboratory exercises, and projects; some knowledge about computing, perhaps at the level of Computer Science 99 or 101, is desirable.

Courses beyond the introductory level that might be of interest to nonmajors include. Physics 316, Modern Physics I; Physics 330, Modern Experimental Optics; and Physics 360, Electronic Circuits.

Advanced placement and credit are offered as outlined in "Advanced Placement of Freshmen," or students may consult Professor Galik, the director of undergraduate studies, as should students requesting transfer credit for physics courses taken at another college.

### The Major

The major program is constructed to accommodate students who wish to prepare for professional or graduate work in physics as well as those who wish to complete their major program in the field of physics but have other post-graduation goals.

Students who wish to major in physics are advised to start the physics sequence in the first term of their freshman year. (Note that students who have had contact with introductory calculus may take Physics 112 with co-registration in Mathematics 191.) The major program can still be completed with a second-term start, but flexibility in future course scheduling is reduced.

Prospective majors are urged to make an early appointment at the physics office for advice in program planning. Acceptance into the major program is normally granted upon completion of a year of physics and mathematics courses at Cornell with all course grades at the B-level or higher. The department office will give advice in the matter of selecting a major faculty adviser. Details of the major course program are worked out in consultation between the student and major adviser.

### Physics Core

Common to all major programs is a requirement to complete a core of physics courses. In addition to the three-term introductory sequence (Physics 112-213-214 or Physics 116-217-218), the core includes five upper-level courses—(a) the two-course sequence in modern physics (Physics 316-317), (b) at least

three semester hours of laboratory work selected from Physics 310, 330, 360, 410, Astronomy 410, (c) an intermediate course in classical mechanics, and (d) an intermediate course in electromagnetism.

Accompanying these physics courses should be work in mathematics through at least Mathematics 294 or 222. Students following the professional/graduate school channel are expected to complete at least one additional year of applicable mathematics (Applied and Engineering Physics 321-322 or Mathematics 420/421-422).

In addition to the core, each physics major must complete 15 semester hours of credit in an area of concentration which has been agreed upon by the student and major faculty adviser.

### Concentration within Physics

A student who wishes to pursue professional or graduate work in physics or a closely related field should follow a concentration within the field of physics. For those students with a strong secondary school preparation, the sequence Physics 116-217-218 is encouraged. Core courses in mechanics and electromagnetism will normally be Physics 318 and Physics 327, respectively. The minimum 15 hours beyond the core must be composed of physics courses with numbers greater than 300 and must include the senior laboratory course Physics 410. This means a physics concentration needs a minimum of 7 hours of laboratory work to complete the requirements. The accompanying table shows several typical course sequences by means of which the major requirements may be completed. The primary distinction among students who may follow the different sequences is the amount and level of pre-college work in calculus and in physics. Changes in these typical patterns will be common, as agreed upon between student and major faculty adviser.

### Concentration outside Physics

The concentration will reflect the student's interest in some area related to physics. The array of courses that comprise the concentration must have internal coherence. The array will normally be worked out in conference with the major faculty adviser and must be approved by the adviser. Of the required 15 hours credit beyond the core, at least 8 credits must be in courses numbered above 300. Students have chosen to concentrate in such topics as chemical physics, astrophysics, natural sciences, history and philosophy of science, computer science, meteorology, or econometrics. A combined biology-chemistry concentration is appropriate for pre-medical students or those who wish to prepare for work in biophysics. Students interested in a career in the teaching of science should consider the Teacher Education in Science and Mathematics (TESM) program, which is administered by the Department of Education and is described in detail in the College of Agriculture and Life Sciences section of this catalog. A concentration in "science education" would then typically include Education 402 and 403, both part of TESM, and two or more courses designed to broaden the student's background in general science and mathematics.

For students with concentrations outside physics, the core requirements in mechanics and electromagnetism can be appropriately

met with Physics 314, and Physics 323 respectively.

Students with an astronomy concentration who might continue in that field in graduate school should use Astronomy 410, 431, 432 as part of the concentration; they should use Physics 318 and 327 to satisfy the core requirements in mechanics and electromagnetism.

### Foreign Language Requirement

Students interested in eventual graduate work in physics are advised to meet this College of Arts and Sciences requirement with work in French, German, or Russian.

### Honors

A student may be granted honors in physics upon the recommendation of the Physics Advisers Committee of the physics faculty. There is no particular course structure or thesis requirement for honors.

### Double Majors

Double majors including physics are possible and not at all uncommon. It should be noted, however, that if a student wishes to complete a major in physics as well as a major in one or more other subjects, any course used to satisfy a requirement of the second major may not be used also in satisfaction of any physics major requirement.

### Courses with Overlapping Content

Because the department offers several courses with overlapping content, students should select courses carefully to meet the needs of their academic programs and to ensure credit for each course they take. Listed below are groups of courses with largely similar content. In general, students may receive credit for only one of the courses in each group.

Physics 101, 207  
Physics 102, 208  
Physics 112, 116  
Physics 213, 217  
Physics 214, 218

### Course Prerequisites

Prerequisites are specified in physics course descriptions to illustrate the materials that students should have mastered. Students who wish to plan programs different from those suggested by the prerequisite ordering are urged to discuss their preparation and background with a physics adviser or with the instructor in the course. In many cases an appropriate individual program can be worked out without exact adherence to the stated prerequisites.

- For majors with concentrations outside physics, there will be a wide variation in individual programs, arranged to best match the field of concentration.
- Crossovers between the two sequences 112-213-214 and 116-217-218 are possible, although the combination 112-213-218 is difficult. Physics 207 may be substituted for Physics 112. Students taking 217 after 112 should coregister for 216.
- Exceptionally well-prepared students may be able to begin work at Cornell with Physics 217. Such students should come to the department office for advice in planning a course program.

- Physics electives include (but are not limited to) 444, 454, 525, 553, 561, 572, the senior seminars 481-483, Astronomy 332 or 431-432, and A&EP 343, 436.

## Courses

**Listed days and times are not definite but are unlikely to change. Days and times will not be listed for 600-level courses.**

### PHYS 101-102 General Physics

101, fall; 102, spring; 101, 102, summer 4-week or 8-week session. 4 credits each term. General introductory physics for non-physics for non-physics majors. Prerequisites: Three years of high school mathematics, including some trigonometry. A student without high school physics should allow extra time for Physics 101. Prerequisite for Physics 102: Physics 101 or 112 or 207. Includes less mathematical analysis than Physics 207-208 but more than Physics 200-206, 209, 210. Fall introductory lec. R Aug. 31 or M Sept. 4, 7:30 p.m. Spring introductory lec. M Jan. 22, 7:30 p.m. 101, D. Fitchen; 102, R. Cotts.

Physics 101-102 emphasizes quantitative and conceptual understanding of the topics of introductory physics developed without use of calculus. The course is mostly self-paced in a mastery-oriented format including eight subject units and a final retention (review) unit each term. Most instruction occurs in the learning center utilizing video-taped lectures, personal tutoring by staff, assigned laboratory exercises, and computerized solutions of sample test questions. Unit testing is designed to measure mastery with a limit of three test tries taken at the time of the student's choice.

Major topics for 101: kinematics, forces and dynamics, momentum, energy, fluid mechanics, waves and sound, thermal physics, kinetic theory, and thermodynamics. For 102: electricity and magnetism, optics, relativity, atomic, quantum, and nuclear physics. At the level of *Physics* by Cutnell and Johnson.

## Typical Physics Course Sequences

Semester	No AP math or physics	1 year AP calculus and good HS physics	Outside concentrators	Outside concentrators (alternate)
1st - Fall	112	116	112	
2nd - Spring	213	217	213	112
3rd - Fall	214	218	214	213
4th - Spring	316, 310 or 360	316, 318	310 or 360	214
5th - Fall	317, 327	317, 327	316	330, 316
6th - Spring	318, 443	360, 443	314	314
7th - Fall	341, 410	330, 341, 410	317, 323	317, 323
8th - Spring	Elective(s)	Elective(s)		

• For majors with concentrations outside physics, there will be wide variation in individual programs, arranged to best match the field of concentration.

• Crossovers between the two sequences 112-113-214 and 116-217-218 are possible, although the combination 112-213-218, is difficult. Physics 207 may be substituted for Physics 112. Students taking 217 after 112 must coregister for 216.

• Exceptionally well-prepared students may be able to begin work at Cornell with Physics 217. Such students should come to the department office for advice in planning a course program.

• Physics electives include 360, 444, 454, 455, 525, 553, 561, 572, the senior seminars 481-483, Astronomy 332 or 431-432, and A&EP 343, 436.

### PHYS 103 General Physics

Summer. 4 credits. Prerequisite: Three years of high school mathematics, including some trigonometry. Primarily for students majoring in the life sciences. Lectures and discussions: M-F 10:00-11:15; laboratories M W 2:00-5:00.

Basic principles treated quantitatively but without calculus. Kinematics; forces and fields, momentum, angular momentum and energy; thermal physics and fluid mechanics; and sound waves. Text at the level of *Physics*, 3rd edition, by Cutnell and Johnson.

### PHYS 112 Physics I: Mechanics

Fall, spring, summer 6-week session. 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisite: coregistration in Mathematics 192 (or 194 or 112), or substantial previous contact with introductory calculus combined with coregistration in Mathematics 191 or 111. Lec. M W F 10:10-11:00 or 12:20-1:10. One rec. and one lab each week. Evening exams. Fall, A. LeClair; spring, J. Parpia.

Mechanics of particles: kinematics, dynamics, conservation laws, central force fields, periodic motion. Mechanics of many-particle systems: center of mass, rotational mechanics of a rigid body, static equilibrium. At the level of *Physics for Scientists and Engineers*, Vol. 1, by Tipler.

### PHYS 116 Physics I: Mechanics and Special Relativity

Fall, spring. 4 credits. More analytic than Physics 112, intended for students who will be comfortable with a deeper, somewhat more abstract approach. Intended mainly but not exclusively for prospective physics majors. Prerequisites: a good secondary school physics course and familiarity with basic calculus. Corrective transfers between Physics 116 and Physics 112 (in either direction) are encouraged during the first few weeks of instruction. Lec. M W F 10:10-11:00. Fall, B. Greene; spring, staff.

A more rigorous version of Physics 112, covering similar topics at the level of *An Introduction to Mechanics*, by Kleppner and Kolenkow.

### PHYS 190 Supplemental Introductory Laboratory

Fall, spring. 1 credit. Times by arrangement with instructor. S-U only. (first offered spring 1996) Enrollment limited to students who have all of the following: (i) three transfer credits for introductory physics lecture material; (ii) a degree requirement of the laboratory component of that introductory course; (iii) approval of the director of undergraduate studies; (iv) permission of the lecturer of that course at Cornell. Enrollment limited.

A Physics 190 Permission Form must be filed in 121 Clark Hall with the physics department course coordinator. Student perform the laboratory component of one of the introductory courses (Physics 112, 213, 214) to complement the lecture-related course credit acquired elsewhere. Those wishing to take the equivalent of one of these introductory courses at another institution should receive prior approval from the director of undergraduate studies.

### PHYS 200 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Archaeology 285, English 285, and Art 372)

For description, see MS&E 285.

### PHYS 201 Why the Sky Is Blue: Aspects of the Physical World

Fall. 3 credits. Lec. T R 2:55-4:10, rec. W 2:30-3:20 or W 3:35-4:25. A. Sadoff.

This is a descriptive physics course aimed specifically at the non-science student. There is an emphasis on the ideas of modern physics where the approach is both historical and thematic. The methodology of science and the nature of evidence is emphasized. An overriding theme is the character of physical laws as shown through the great principles of symmetry and conservation. While there are a few computational problems assigned, the purpose is to help students to understand the concepts rather than to master problem-solving techniques.

### PHYS 202 The World According to Physics—The Way Things Work

Summer-3 week session. 3 credits. Prerequisite: three years of high school mathematics, including some trigonometry. M-F 10:00-12:00; laboratories 2 afternoons per week to be arranged. R. Lieberman.

Intended to provide students majoring in fields outside the sciences with an appreciation for the familiar physical world surrounding them. Which falls faster, a pound of gold or a pound of feathers? What trajectory does a launched rocket follow? Why are the curves on highways banked? What actually keeps a satellite circling the earth—why doesn't it just fall down or fly away? Can you build a ship that runs off the heat found in the ocean? With an emphasis on problem solving, the course helps the student to develop skills transferable to other areas. Topics include Newton's basic laws of motion, trajectories, satellites, space travel, and the concepts of energy.

**PHYS 204 Physics of Musical Sound**

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. E. Cassel.

Many features of the production, propagation, and perception of musical sound may be understood in terms of important concepts in physics. Topics covered will include the mechanism of tone production in musical instruments, distinctions in tone quality, musical scales and tuning, some basic principles of room acoustics and reproduction of sound, and aspects of the mechanism of hearing. There will be some lab activities using computers to sample the frequency spectrum of various sounds and wave forms. At the level of *The Science of Sound*, by T. D. Rossing.

**PHYS 205 Reasoning about Luck**

Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. Lec. M W F 2:30-3:20; five one-hour labs to be arranged, rec. T 2:30-3:20. L. N. Hand.

An attempt to explain how and when natural scientists can cope rationally with chance. The first part of the course deals in a constructive way with the basic ideas of probability theory and explains why it is that in large systems likely events can become overwhelmingly likely. An introduction to mechanics and to heat as probabilistic mechanics follows. In this way, interested students are given a nontrivial understanding of the second law of thermodynamics, that putative bridge between C. P. Snow's two cultures. Another physical theory, quantum mechanics, in which chance occurs—though in a somewhat mysterious way—is touched on. Approximately five self-paced laboratory experiments will be included.

**PHYS 206 War and Peace in the Nuclear Age (also Government 384)**

Spring. 4 credits. Intended for nonscientists; does not serve as a prerequisite to further science courses. Assumes no scientific background but will use high school mathematics. Lec. T R 10:10-11:25. P. Stein.

This course is intended for any student who wishes to understand the following: the history and evolution of military strategy; the developments in 20th-century physics that culminated in the development of the "atomic" bomb; the principles, types, and effects of nuclear weapons; existing and proposed arsenals and delivery systems; the evolution of the nuclear military strategy of the nuclear powers; and the history of nuclear arms-control negotiations. The course will also examine important concepts involved in military strategy and arms control. Much attention will be given to the problem and mechanisms of control of proliferation and weapons of mass destruction. Assignments emphasize quantitative reasoning skills as well as the technical subject matter.

**PHYS 207-208 Fundamentals of Physics**

207, fall; 208, spring. 4 credits each term. Prerequisites for Physics 207: high school physics plus Mathematics 111 or 191, or substantial previous contact with introductory calculus, combined with coregistration in a math course approved by instructor.

Prerequisites for Physics 208: Physics 207 or 112 or 101 and at least coregistration in Mathematics 112 or 192. Physics 207-208 is a two-semester introduction to physics with emphasis on tools generally applicable in the sciences, intended for students majoring in a physical science, mathematics, or an analytically oriented biological science. Lec. M W F 9:05-9:55 or 11:15-12:05; two rec. and one lab each week. Evening exams. Fall, R. Littauer; spring, D. Fitchen.

207: Mechanics, conservation laws, waves, and topics from thermal physics, fluids, acoustics and properties of matter.

208: Electricity and magnetism, and topics from physical and geometrical optics, quantum and nuclear physics. At the level of *Fundamentals of Physics*, extended by Halliday, Resnick, and Walker.

**PHYS 209 Relativity and Chaos**

Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. Lec. M W F 2:30-3:20; rec. T 2:30-3:20 or T 3:35-4:25. N. D. Mermin.

We will examine two revolutionary fields of classical physics, one venerable and one relatively recent: the special theory of relativity will be developed, with a view to understanding how certain simple but apparently contradictory facts about light lead to extraordinary insights into the nature of time; and the newer subject of "chaos" will be explored, with a view to seeing how extremely simple rules can lead to behavior of breathtaking complexity.

**PHYS 210 Randomness in Classical and Quantum Physics**

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. Lec. M W F 2:30-3:20; rec. T 2:30-3:20 or T 3:35-4:25. N. D. Mermin.

We will examine two areas of physics where randomness plays a central role: the classical probability theory of gamblers, and its relation to subjects from the nature of coincidence to the direction of the flow of time; and the quantum theory, which promotes randomness from a consequence of human ignorance to a fundamental aspect of the physical world, leading to Einstein's celebrated rejection of a dice-throwing God and his more disturbing complaint about "spooky actions at a distance."

**PHYS 213 Physics II: Electricity and Magnetism**

Fall, spring, (summer 6-week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 112 and coregistration in the continuation of the mathematics sequence required for Physics 112. Lec. T R 9:05-9:55 or 11:15-12:05, two rec. each week and one 3-hour lab alternate weeks. Evening exams. Fall, R. Pohl; spring, R. Galik.

Electrostatics, behavior of matter in electric fields, DC and AC circuits, magnetic fields, Faraday's law, Maxwell's equations, electromagnetic oscillations and waves. At the level of *Physics for Scientists and Engineers*, Vol. 2, by Tipler. Laboratory covers electrical measurements, DC and AC circuits.

**PHYS 214 Physics III: Optics, Waves, and Particles**

Fall, spring, (summer, 6 week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 213 and coregistration in the continuation of the mathematics sequence. Lec. T R 9:05-9:55 or 11:15-12:05. Two rec. each week and one 3-hour lab alternate weeks. Evening exams. Fall, J. Rogers; spring, P. Drell.

Physics of wave phenomena, electromagnetic waves, interference and diffraction effects, wave properties of particles and introduction to quantum physics. Course includes computer use in solving problems and labs. At the level of *Physics for Scientists and Engineers*, by Tipler.

**PHYS 216 Introduction to Special Relativity**

Fall, spring, based upon preregistration. 1 credit. S-U only. Enrollment may be limited. Course will be completed within first four to six weeks of term. Co-registration in this course is a requirement for registration in Physics 217, unless the student has taken a relativity course at the level of Physics 116 or Astronomy 106. Prerequisites: Physics 112 or Physics 207 or permission of instructor. Lec. T R 8:00-8:50. Fall, P. Drell; spring, staff.

Introduction to Einstein's Theory of Special Relativity: Galilean and Lorentz transformations, the concept of simultaneity, time dilation and Lorentz contraction, the relativistic transformations of velocity, momentum and energy, and relativistic invariance in the laws of physics. At the level of *An Introduction to Mechanics* by Kleppner and Kolenkow or *Space and Time in Special Relativity* by Mermin.

**PHYS 217 Physics II: Electricity and Magnetism**

Fall, spring. 4 credits. Enrollment may be limited. Intended for students who have done very well in Physics 112 or 116 and in mathematics and who desire a more analytic treatment than that of Physics 213. Prospective physics majors are encouraged to select Physics 217. Prerequisites: approval of student's adviser and permission from the instructor. A placement quiz may be given early in the semester, permitting those students who find Physics 217 too abstract or analytical to transfer into Physics 213, which they can do without difficulty at that time. Vector calculus will be taught in this course, but previous contact, especially with the operations *grad*, *div*, and *curl*, is helpful. It is assumed the student has seen Special Relativity at the level of Physics 116 or is currently enrolled in Physics 216. It is also assumed that the student has covered the material of Mathematics 192 and is coregistered in Mathematics 293 or the equivalent. Lec. M W F 10:10-11:00. Fall, B. Gittelman; spring, K. Berkelman. At the level of *Electricity and Magnetism*, by Purcell (Vol. 2, Berkeley Physics Series).

**PHYS 218 Physics III: Waves and Thermodynamics**

Fall, spring. 4 credits. Enrollment may be limited. A special section of Physics 214. Conditions governing enrollment are similar to those of Physics 217. Lec. M W F 11:15-12:05. Fall, J. Brock; spring, D. Cassell.

Topics covered in recent years have included oscillators, mechanical waves, waves at interfaces, standing waves, electromagnetic waves, guided waves, scattering, interference and diffraction, geometric optics, the doppler effect, and an introduction to matter waves. Evening exams may be scheduled. A more rigorous version of Physics 214.

#### **PHYS 310 Intermediate Experimental Physics**

Spring. 3 credits. Enrollment may be limited. Prerequisite: Physics 208 or 213. Labs T W 1:25-4:25.

Students select from a variety of experiments. An individual, independent approach is encouraged. Facilities of the Physics 410 lab are available for some experiments.

#### **PHYS 314 Intermediate Mechanics**

Spring. 4 credits. Prerequisites: Physics 208 or 214 (or equivalent) and Math 294 (or equivalent); Applied and Engineering Physics 322 or coregistration in Mathematics 420/421 recommended. Intended for physics majors with concentration outside of physics or astronomy; Physics 318 covers similar material at a more analytical level. Lec. M W F 10:10-11:00, rec. F 1:25-2:15.

Includes Newtonian mechanics, Lagrange and Hamilton formulations, central forces, rigid body motion, and small oscillations. At the level of *Classical Dynamics* by Marion and Thornton.

#### **PHYS 316-317 Modern Physics I and II**

3 credits each term. Physics 316, fall, spring; Physics 317, fall. The two courses comprise a two-term sequence and it is assumed that a student registering in Physics 316 will continue with Physics 317. Prerequisites: Physics 316: Physics 214 or 218, and coregistration in at least Mathematics 294 or equivalent; Physics 317: Physics 316. Lec. M W F 9:05-9:55, rec. T 2:30-3:20. Fall, 316 R. Patterson, 317 N. W. Ashcroft; spring, staff.

Introduction to the physics of microscopic phenomena, emphasizing the use of elementary quantum and statistical mechanics. At the level of *Physics of Atoms, Molecules, Solids, Nuclei, and Particles* by Eisberg and Resnick. Physics 316: Breakdown of classical concepts in microphysics; light quanta and matter waves; Schrödinger equation and solutions in 1 and 3 dimensions; hydrogen atom, exclusion principle, the periodic table. Physics 317: Classical and quantum statistical mechanics; molecules; solid state physics; nuclear physics and radioactivity; elementary particle physics.

#### **PHYS 318 Analytical Mechanics**

Spring. 4 credits. Prerequisites: Physics 116 and permission of instructor; Applied and Engineering Physics 321 or Mathematics 420/421. Intended for junior physics majors concentrating in physics or astronomy. Sophomores should have permission of the instructor before registering. Physics 314 covers similar material at a less demanding level. Lec. M W 10:10-11:00; Labs W or R 1:25-3:20; rec. F 2:30-3:20. L. Hand.

Newtonian mechanics of particles and systems of particles, including rigid bodies; oscillating systems; gravitation and planetary motion; moving coordinate systems; Euler's equations; Lagrange and Hamilton formulations; normal modes and small vibrations; introduction to chaos. At the level of *Mechanics* by Landau and *Physics 318 Lecture Notes* by Hand and

Finch. Supplementary reading will be assigned.

#### **PHYS 323 Intermediate Electricity and Magnetism**

Fall. 4 credits. Prerequisites: Physics 208 or 214 (or equivalent) and Math 294 (or equivalent); coregistration in Applied and Engineering Physics 321 or Math 420/421 recommended. Intended for physics majors with concentration outside of physics or astronomy; Physics 327 covers similar material at a more analytical level. Lec. M W F 11:15-12:05, rec. F 2:30-3:20. G. F. Dugan.

Includes electro/magnetostatics, boundary value problems, dielectric and magnetic media, Maxwell's Equations, and electromagnetic waves, and an introduction to special relativity. At the level of *Introduction to Electrodynamics*, by Griffiths.

#### **PHYS 327 Advanced Electricity and Magnetism**

Fall. 4 credits. Prerequisites: Physics 217/218 or permission of instructor; coregistration in Applied and Engineering Physics 321 or Mathematics 420/421. Intended for physics majors concentrating in physics or astronomy. Physics 323 covers similar material at a less demanding level. N.B.: Physics 327 assumes knowledge of the material at the level of Physics 217. Lec. M W F 11:15-12:05, rec. F 2:30-3:20. P. Lepage.

Electro/magneto-statics-vector and scalar potentials, Laplace's Equation and boundary value problems, multipoles; radiation-solutions to Maxwell's Equations; energy-momentum of radiation; electrodynamics in media; special relativity-transformations, four vectors, particle kinematics and dynamics, relativistic electrodynamics. At the level of *Introduction to Electrodynamics*, by Griffiths.

#### **PHYS 330 Modern Experimental Optics (also A&EP 330)**

Fall. 4 credits. Enrollment limited. Prerequisite: Physics 214 or equivalent. Lec. M 2:30-3:20; Lab. T W 1:25-4:25. E. Bodenschatz.

A practical laboratory course in basic and modern optics. The seven projects cover a wide range of topics from geometrical optics to classical wave properties such as interference, diffraction and polarization. Each experimental setup is equipped with standard, off-the-shelf optics and opto-mechanical components to provide the students with hands-on experience in practical laboratory techniques currently employed in physics, chemistry, biology, and engineering. The students will also be introduced to digital imaging and image processing techniques.

#### **PHYS 341 Thermodynamics and Statistical Physics**

Fall. 4 credits. Prerequisites: Physics 214 and Mathematics 294. Lec. M W F 10:10-11:00, rec. R 2:30-3:20. V. Ambegaokar.

Statistical physics, developing both thermodynamics and statistical mechanics simultaneously. Concepts of temperature, laws of thermodynamics, entropy, thermodynamic relations, free energy. Applications to phase equilibrium, multicomponent systems, chemical reactions, and thermodynamic cycles. Application of statistical mechanics to physical systems; introduction to treatment of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics with applications. Elementary transport theory. At the level of *Fundamen-*

*tals of Statistical and Thermal Physics*, by Reif, or *Thermal Physics*, by Morse.

#### **PHYS 360 Electronic Circuits (also A&EP 363)**

Fall, spring. 4 credits. Prerequisites: Physics 208 or 213 or permission of the instructor. No previous experience with electronics assumed, however, the course moves quickly through some introductory topics such as basic DC circuits. Fall term is usually less crowded. Lec. M 2:30-4:25; labs, T R or W F 1:235-4:25 (also evening labs M W 7:30-10:30 spring). Fall, E. Kirkland; spring, J. Alexander.

Analyze, design, build and experimentally test circuits used in scientific and engineering instrumentation (with discrete components and integrated circuits). Analog circuits: resistors, capacitors, operational amplifiers (linear amplifiers with feedback, oscillators, comparators), filters, diodes and transistors. Digital circuits: combinatorial (gates) and sequential (flip-flops, counters, shift registers) logic. Computer interfacing introduced and used to investigate digital to analog (DAC) and analog to digital conversion (ADC) and signal averaging.

#### **PHYS 400 Informal Advanced Laboratory**

Fall, spring; (summer, 6 week session). Variable to 3 credits. Prerequisites: two years of physics or permission of instructor. Lab T W 1:25-4:25. Fall, W. Ho; spring, D. Hartill.

Experiments of widely varying difficulty in one or more areas, as listed under Physics 410, may be done to fill the student's special requirements.

#### **PHYS 410 Advanced Experimental Physics**

Fall, spring. 4 credits. Limited to seniors except by special permission. Prerequisites: Physics 214 (or 310 or 360) plus 318 and 327, or permission of instructor. Lec. M 2:30-4:25, lab T W 1:25-4:25. Fall, W. Ho; spring, D. Hartill.

Selected topics in experimental concepts and techniques. About seventy different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, nuclear physics. The student performs three to six diverse experiments, depending on difficulty, selected to meet individual needs and interests. Independent work is stressed.

#### **PHYS 443 Introductory Quantum Mechanics**

Spring. 4 credits. Prerequisites: Physics 318 and 327, or 314 and 323; Physics 316 and Applied and Engineering Physics 321 or Mathematics 420/421; or permission of instructor. Lec. M W F 9:05-9:55, rec. R 3:35-4:25. T-M. Yan.

Introduction to concepts and techniques of quantum mechanics, at the level of *Introduction to Quantum Mechanics*, by Dicke and Wittke.

#### **PHYS 444 Nuclear and High-Energy Particle Physics**

Spring. 4 credits. Prerequisite: Physics 443 or permission of instructor. Lec. M W F 9:05-9:55, rec. F 2:30-3:20. H. Tye. Behavior of high-energy particles and radiation; elementary particles; basic properties of accelerators and detectors; general symmetries and conservation laws. At the level of *Concepts of Particle Physics*, by Gottfried and Weisskopf.

**PHYS 454 Introductory Solid-State Physics**

Fall. 4 credits. Prerequisite: Physics 443, A&EP 361, Chemistry 793, or permission of instructor. Lec. M W F 11:15–12:05. Computer lab W or R 2:30–4:25. R. Silsbee.

An introduction to modern solid-state physics, including crystal structure, lattice vibrations, electron theory of metals and semiconductors, and selected topics from magnetic properties, optical properties, superconductivity, and defects. At the level of *Introduction to Solid State Physics*, by Kittel, and *Solid State Physics*, by Ashcroft and Mermin.

**PHYS 455 Geometrical Concepts in Physics**

Spring. 3 credits. Prerequisite: Physics 327 and at least coregistration in Physics 318 or permission of instructor. Offered spring 1996. Usually offered every other spring. Lec. T R 10:10–11:25. B. Greene. Geometrical methods are an essential tool in modern theoretical physics and also provide deep insights into classical physics—electrodynamics, thermodynamics, mechanics, special and general relativity. This course will introduce basic concepts from topology and differential geometry, emphasize calculational methods and illustrate their utility by drawing examples from these areas of physics. In particular, we shall cover manifolds, differential forms, vector bundles, homotopy, homology and lie groups. At the level of *Geometrical Methods of Mathematical Physics* by Schutz.

**PHYS 480 Computational Physics (also Phys 680 and Astro 690)**

Spring. 3 credits. S-U grades only. Prerequisites: The course assumes a good background in the standard “mathematical methods for physics,” and the ability to write programs in Fortran or C. No previous knowledge of numerical analysis is assumed. Lec. T R 10:10–11:25. S. Teukolsky.

A course designed to familiarize students with numerical techniques for solving diverse problems in physics and related fields. The problems will be drawn from many different branches of physics, but the emphasis will be on common techniques of solution. Numerical techniques discussed in the course will include ordinary and partial differential equations, linear algebra and eigenvalue problems, Monte Carlo techniques, solving nonlinear equations, fast Fourier transforms, etc. In contrast to traditional numerical analysis courses, the flavor of the course will be “how-to,” rather than theoretical. No theorems will be proved. Students will be expected to solve, both individually and in small teams, assigned numerical exercises. Text: *Numerical Recipes: The Art of Scientific Computing*, by Press, Teukolsky, Flannery, and Vetterling.

**PHYS 481–489 Special Topics Seminar**

Offerings are announced each term. 2 and 3 credits. Limited to senior physics majors and those who receive permission of instructor. S-U grades only.

**PHYS 490 Independent Study in Physics**

Fall or spring. Variable to 4 credits. Ordinarily limited to seniors. Prerequisite: permission required of professor who will direct proposed work. A copy of Request for Independent Study form must be filed with physics department course coordina-

tor, 121 Clark Hall. Individual project work (reading or laboratory) in any branch of physics.

**PHYS 500 Informal Graduate Laboratory**

Fall, spring; summer. Variable to 2 credits. By permission of instructor.

**PHYS 510 Advanced Experimental Physics**

Fall, spring, summer. 3 credits. Lab. T W 1:25–4:25. Fall, W. Ho; spring, D. Hartill.

About seventy different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, nuclear physics. Students perform four to eight experiments selected to meet individual needs. Independent work is stressed. An optional lecture associated with Physics 410, M 2:30–4:25 is available. It includes lectures on techniques used in experiments in the advanced laboratory and on current research topics.

**PHYS 520 Projects in Experimental Physics**

Fall, spring, summer. Variable to 3 credits. To be supervised by faculty member. Students must advise department course coordinator of faculty member responsible for their project. Prerequisite: Physics 510.

Projects of modern topical interest that involve some independent development work by student. Opportunity for more initiative in experimental work than is possible in Physics 510.

**PHYS 525 Physics of Black Holes, White Dwarfs, and Neutron Stars (also Astronomy 511)**

Spring. 4 credits. Lec. T R 1:25–2:40. S. L. Shapiro.

The formation of compact objects: neutrino and gravitational radiation from supernova collapse and neutron stars. Equilibrium configurations, equations of state, stability criteria, and mass limits. The influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and X-ray bursts. Emphasis will be on the application of fundamental physical principles to compact objects. Topics in diverse areas of physics will be discussed: solid-state physics, nuclear physics, relativity, fluid dynamics, high-energy physics, etc. No astronomy or general relativity prerequisites. Text: *Physics of Black Holes, White Dwarfs, and Neutron Stars*, by Shapiro and Teukolsky.

**PHYS 551 Classical Mechanics**

Spring. 3 credits. Prerequisite: an undergraduate course in classical mechanics at the level of books by K. Symon or J. B. Marion. Lec. T R 10:10–11:00, rec. R 2:30–3:20.

Lagrangian and Hamiltonian formulation of classical mechanics, with modern applications in nonlinear dynamics. Foundations will be taught at the level of *Mechanics*, by Scheck.

**[PHYS 553–554 General Relativity (also Astronomy 509–510)]**

553, fall; 554, spring. 4 credits. Prerequisite: knowledge of special relativity at the level of *Classical Mechanics*, by Goldstein. Not offered 1995–96. Next offered 1996–97. Lec. T R 1:25–2:40.

Physics 553 is a systematic introduction to Einstein's theory, with emphasis on modern coordinate-free methods of computation. Topics include review of special relativity, modern differential geometry, foundations of general relativity, laws of physics in the presence of a gravitational field, experimental tests of gravitation theories. At the level of *Gravitation*, by Misner. Physics 554 is a continuation of 553 that emphasizes applications to astrophysics and cosmology. Topics include relativistic stars, gravitational collapse and black holes, gravitational waves, cosmology.]

**PHYS 561 Classical Electrodynamics**

Fall. 3 credits. Lec. T R 8:30–9:55, rec. R 3:35–4:25. V. Elser.

Maxwell's equations, electromagnetic potentials, electrodynamics of continuous media (selected topics), special relativity, radiation theory. At the level of *Classical Electrodynamics*, by Jackson.

**PHYS 562 Statistical Physics**

Spring. 4 credits. Primarily for graduate students. Prerequisites: a good knowledge of quantum mechanics (at the level of Merzbacher), classical mechanics (at the level of Marion), and statistical mechanics (at the level of Reif). Lec. M W F 9:05–9:55. N. Ashcroft.

Macroscopic or thermodynamic concepts including the laws of thermodynamics, thermodynamic functions, thermodynamic stability, and the thermodynamics of phase equilibria. Microscopic concepts including 1-, 2-, and N-particle quantum states; the micro-canonical, canonical and grand-canonical distributions; Bose-Einstein, Fermi-Dirac and Boltzmann statistics; the density-matrix. The microscopic-macroscopic connection. Applications include spin systems—the Ising and related models; strongly correlated fluids, and lattice-gases, including distribution and correlation functions, thermodynamic perturbation theory and introduction to critical phenomena; dense Fermi- and Bose-systems; linear response of quantal and classical systems; transport properties and the Boltzmann equation. At the level of *Statistical Mechanics* by Pathria or *Statistical Mechanics* by Huang, 2d edition.

**PHYS 572 Quantum Mechanics I**

Fall. 4 credits. Lec. M W F 11:15–12:05. K. Gottfried.

General principles of quantum mechanics, formulated in the language of Dirac. Systems with few degrees of freedom: hydrogen, including fine and hyperfine structure; the deuteron and neutron-proton scattering; helium. Theory of symmetries, perturbations and collisions will be developed as needed to analyze phenomena displayed by these systems. At the level of *Quantum Mechanics* by Landau and Lifshitz. A knowledge of the subject at the level of Phys 443 will be assumed, but the course will be self-contained.

**PHYS 574 Quantum Mechanics II**

Spring. 4 credits. Lec. M W F 11:15–12:05. Systems with many degrees of freedom. Quantization of the electromagnetic field; interaction of light with matter. Many electron atoms. Second quantization for fermions. Quantum liquids. Scattering of complex systems. Introduction to the Dirac equation. A knowledge of the concepts and techniques covered in Phys 561 and 572 will be assumed.

**PHYS 635 Solid-State Physics I**

Fall. 3 credits. Prerequisites: A good undergraduate solid-state physics course, such as Physics 454. A. Sievers.  
A survey of the basics of the physics of solids. Metals, crystal structures, electron and phonon states, semiconductors, some advanced topics. At the level of *Solid State Physics*, by Ashcroft and Mermin.

**PHYS 636 Solid-State Physics II**

Spring. 3 credits. Prerequisite: Physics 635.  
A continuation of Physics 635; magnetism, superconductivity, broken symmetries, elementary excitations, and other topics in quantum condensed matter physics not covered in *Solid State Physics* by Ashcroft and Mermin, such as topological defects, superfluids, the quantum Hall effect, mesoscopic quantum transport theory, disordered systems, Anderson localization and other metal insulator transitions.

**PHYS 645 High-Energy Particle Physics**

Fall. 3 credits. D. G. Cassel.  
Introduction to the physics of baryons, mesons, and leptons. Strong, electromagnetic, and weak interactions. Relevance of symmetry laws to particle physics. Introduction to the quark model. At the level of *Introduction to High Energy Physics*, by Perkins.

**PHYS 646 High-Energy Particle Physics**

Spring. 3 credits.  
Topics of current interest, such as high-energy electron and neutrino interactions, electron positron annihilation, and high-energy hadronic reactions, are surveyed. Lectures and reading material are at the level of *Introduction to High Energy Physics*, by Perkins.

**Note:** Only S-U grades will be given in courses numbered 650 or above.

**PHYS 651 Relativistic Quantum Field Theory I**

Fall. 3 credits. S-U grades only.  
T-M Yan.  
Topics to be covered include consequences of causality and Lorentz invariance, field quantization, perturbation theory, calculation of cross sections and decay rates, and an introduction to radiative corrections and renormalization with applications to electromagnetic and weak interactions.

**PHYS 652 Relativistic Quantum Field Theory II**

Spring. 3 credits. S-U grades only.  
A. LeClair.  
This course is a continuation of Physics 651 and introduces more advanced methods and concepts in quantum field theory. Topics include functional integral methods, quantization of non-abelian gauge theories, the renormalization group, dispersion relations, and spontaneous symmetry breaking. Applications to the electroweak theory and quantum chromodynamics are emphasized.

**PHYS 653 Statistical Physics**

Fall. 3 credits. Normally taken by graduate students in their second or later years. Prerequisites: Competence in the basic principles of quantum mechanics, statistical physics at the level of Physics 562, and thermodynamics. S-U grades only. C. Henley.

Survey of topics in modern statistical physics: Dynamical statistical physics (kinetic theory,

Boltzmann equation, hydrodynamics); theory of simple fluids; scaling theories and the renormalization group; phase transitions in disordered systems; pattern formation in nonlinear systems; percolation theory.

**PHYS 654 Theory of Many-Particle Systems**

Spring. 3 credits. Prerequisites: Physics 562, 574, 635, 636, and 653. S-U grades only.

Equilibrium and transport properties of microscopic systems of many particles studied at zero and finite temperatures. Formalisms such as thermodynamic Green's functions are introduced and applied to such topics as normal and superconducting Fermi systems, superfluidity, magnetism, insulating crystals.

**[PHYS 661 Advanced Topics in High Energy Particle Theory]**

Fall. 3 credits. Prerequisites: Physics 652. S-U grades only. Not offered 1995-96.  
Next offered 1996-97.

This course will present advanced topics of current research interest. Subject matter will vary from year to year. Some likely topics are two-dimensional conformal field theory with applications to string theory and condensed matter physics, applications of the electroweak theory, lattice gauge theory, mathematical methods (e.g. group theory), perturbative quantum chromodynamics, anomalies and geometry, current algebra, heavy quark physics, heavy quark symmetry and phenomenological issues beyond the standard model.]

**PHYS 665 Topics in Theoretical Astrophysics**

For description, see ASTRO 699.

**PHYS 670 Instrumentation Seminar**

Spring. 2 credits. S-U grades only.  
Conception, design, and performance of innovative instrumentation in condensed matter and elementary particle physics.

**PHYS 680 Computational Physics (also Astronomy 690)**

For description, see PHYS 480.

**PHYS 681-689 Special Topics**

Offerings are announced each term. Typical topics are group theory, analyticity in particle physics, weak interactions, superfluids, stellar evolution, surface physics, Monte Carlo methods, low-temperature physics, magnetic resonance, phase transitions, and the renormalization group.

**PHYS 690 Independent Study in Physics**

Fall or spring. Variable to 4 credits.  
Students must advise department course coordinator, 121 Clark Hall, of faculty member responsible for grading their project. S-U grades only. Special graduate study in some branch of physics, either theoretical or experimental, under the direction of any professorial member of the staff.

**PORTUGUESE**

See Modern Languages and Linguistics.

**PSYCHOLOGY**

D. J. Bem, S. L. Bern, E. M. Blass, U. Bronfenbrenner, J. E. Cutting, R. B. Darlington, T. J. DeVoogd, D. A. Dunning, H. M. Feinstein, D. J. Field, B. L. Finlay, E. J. Gibson, T. D. Gilovich, D. F. Gudermuth, B. P. Halpern, A. M. Isen, R. E. Johnston, F. C. Keil, B. Khurana, C. L. Krumhansl, W. W. Lambert, D. A. Levitsky, K. L. Lockhart, J. B. Maas, H. S. Porte, D. T. Regan, E. A. Regan, T. A. Ryan, J. A. Sereno, E. S. Spelke, B. J. Strupp

The major areas of psychology represented in the department are human experimental psychology, biopsychology, and personality and social psychology. These areas are very broadly defined, and the courses are quite diverse. Biopsychology includes such things as animal learning, neuropsychology, interactions between hormones, other biochemical processes, and behavior. Human experimental psychology includes such courses as cognition, perception, memory, and psycholinguistics. Personality and social psychology is represented by courses in social psychology and personality (such as Psychology and Law, Judgment and Decision Making, and Social Construction of Gender), as well as courses in fieldwork and psychopathology. In addition to the three major areas mentioned above, the department also emphasizes the statistical and logical analysis of psychological data and problems.

**The Major**

Admission to the major is usually granted to any student in good standing in the college who has passed three or more psychology courses with grades of C+ or better. Provisional admission requires two such courses. To apply to the major and receive an adviser, a major application form may be obtained from the department office (211 Uris Hall).

Requirements for the major are:

- 1) a total of 40 credits in psychology (including prerequisites), from which students majoring in psychology are expected to choose, in consultation with their advisers, a range of courses that covers the basic processes in psychology (laboratory and/or field experience is recommended); and
- 2) demonstration of proficiency in statistics before the beginning of the senior year. (See the section below on the statistics requirement.)

Normally it is expected that all undergraduate psychology majors will take at least one course in each of the following three areas of psychology:

- 1) **Human experimental psychology**
- 2) **Biopsychology**
- 3) **Social, personality, and abnormal psychology**

The following classification of Department of Psychology offerings is intended to help students and their advisers choose courses that will ensure that such breadth is achieved.

- 1) **Human experimental psychology:** Psychology 205, 209, 214, 215, 305, 309, 311, 316, 342, 412, 414, 415, 417, 418, 419, 436, 492.

- 2) **Biopsychology:** Psychology 123, 276, 307, 322, 324, 326, 332, 361, 375, 396, 420, 422, 424, 425, 429, 431, 492.
- 3) **Social, personality, and abnormal psychology:** Psychology 128, 265, 275, 277, 280, 325, 327, 328, 380, 402, 404, 450, 481, 489, 491.
- 4) **Other courses:** Psychology 101, 199, 347, 350, 410, 440, 441, 470, 471, 472, 473, 475, 478, 479. The major adviser determines to which group, if any, these courses may be applied.

With the permission of the adviser, courses in other departments may be accepted toward the major requirements.

**Fieldwork, independent study, and teaching.** The department requires students to observe the following limits on fieldwork, independent study, and teaching.

- 1) Undergraduates may not serve as teaching assistants for psychology courses if they are serving as teaching assistants for any other course during the same semester.
- 2) An undergraduate psychology major cannot apply more than 12 of the credits earned in independent study (including honors work) and fieldwork toward the 40 credits required by the major.

**Statistics requirement.** Proficiency in statistics can be demonstrated in any one of the several ways listed below.

- 1) Passing Psychology 350.
- 2) Passing an approved course or course sequence in statistics in some other department at Cornell. The approved list of courses and sequences may change. It has usually included Sociology 301, and the sequences Education 352 and 353, and Industrial and Labor Relations 210 and 211. Requests that a particular course be added to this list may be made to Professor Gilovich.
- 3) Passing a course or course sequence in statistics at some other college, university, or college-level summer school. The course or sequence must be equivalent to at least 6 semester credits. The description of the course from the college catalog and the title and author of the textbook used must be submitted to Professor Gilovich for approval.
- 4) Passing an exemption examination. This examination can be given at virtually any time during the academic year if the student gives notice at least one week before. Students who have completed a theoretical statistics course in a department of mathematics or engineering and who wish to demonstrate competence in applied statistics usually find this option the easiest. Students planning this option should discuss it in advance with Professor Gilovich.

**Concentration in biopsychology.** Psychology majors interested in psychology as a biological science can elect to specialize in biopsychology. Students in this concentration must meet all of the general requirements for the major in psychology and must also demonstrate a solid background in biology; the physical sciences, including at least introductory chemistry; and mathematics. Students will design with their advisers an integrated program in biopsychology built around courses on physiological, chemical,

anatomical, and ecological determinants of human and nonhuman behavior offered by the Department of Psychology. Additional courses in physiology, anatomy, biochemistry, neurochemistry, neurobiology, and behavioral biology may be designated as part of the psychology major after consultation between the student and his or her biopsychology adviser.

**Concentration in personality and social psychology.** This concentration is offered in cooperation with the Department of Sociology. Psychology majors who wish to specialize in social psychology are expected to meet the general requirements set by their department, including statistics. To ensure a solid interdisciplinary grounding, students in the concentration will be permitted to include some major courses in sociology and related fields. Advisers will assist students in the selection of a coherent set of courses from social organization, cultural anthropology, experimental psychology, social methodology, and several aspects of personality and social psychology. Seniors in the concentration may elect advanced and graduate seminars, with the permission of the instructor.

**Undergraduate honors program.** The honors program is designed for those exceptionally able students who wish to pursue an intensive and independent program of research in psychology. Successful participation in this program serves as evidence of the student's facility in the two most important skills of an academic psychologist: the capacity to acquire and integrate a substantial body of theoretical and factual material and the ability to engage in creative research activity. All qualified students planning on a graduate education in psychology or other academic fields should consider the honors program seriously. The program offers most students the closest contact and consultation with faculty that they will receive during their time at Cornell.

The core of the honors program is a research project that the student carries out in close collaboration with a faculty member in the field of psychology. It is assumed that most students will do so while enrolled in Psychology 470 (Undergraduate Research in Psychology). A written report of the research is to be given to the chair of the honors committee (currently Professor Field) toward the end of the last semester of the student's senior year. An oral defense of the thesis is then given before a committee of three faculty members, and the student presents his or her work in a public forum. Final honors standing (*summa cum laude*, *magna cum laude*, *cum laude*) is indicated on the student's diploma. The T. A. Ryan Award, accompanied by a cash prize, is awarded to the student who conducts the best honors project in a given year.

A student may formally apply to the honors program at any time during the senior year provided that she or he is actively engaged in independent research. However, students must do so by the second week of November. Applications should be given to Professor Field and should be made directly by the student.

### Distribution Requirement

The distribution requirement in the social sciences is satisfied by any two courses in psychology with the exception of Psychology

123, 276, 307, 322, 324, 326, 332, 350, 361, 375, 396, 410, 420, 422, 424, 425, 429, 431, 470, 471, 472, 473, 475, 478, 479, 491, 492.

**Note:** The Department of Psychology has listed all days and times for each course that we offer. If there should be changes in the days, times, or semester that a course is offered, we will post the necessary changes throughout the department and in the supplements of the Course and Time and Course and Room Rosters.

## Courses

### PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry

Fall. 3 credits. Students who would like to take a discussion seminar should also enroll in Psychology 103. M W F 10:10. J. B. Maas.

The study of human behavior. Topics include brain functioning and mind control, psychophysiology of sleep and dreaming, psychological testing, perception, learning, cognition, memory, language, motivation, personality, abnormal behavior, psychotherapy, social psychology, and other aspects of applied psychology. Emphasis is on developing skills to critically evaluate claims made about human behavior.

### PSYCH 103 Introductory Psychology Seminars

Fall. 1 credit. Limited to 300 students. Prerequisite: concurrent enrollment in Psychology 101. Hours to be arranged. 32 different time options. J. B. Maas and staff.

A weekly seminar that may be taken in addition to Psychology 101 to provide an in-depth exploration of selected areas in the field of psychology. Involves extensive discussion and a term paper related to the seminar topic. Choice of seminar topics and meeting times will be available at the second lecture of Psychology 101.

### [PSYCH 111 Freshman Writing Seminar: Perspectives in Psychology]

Fall and spring. 3 credits. Limited to 17 students. Not offered 1995-96. Hours to be arranged. Staff.

Psychological theories do not develop in a vacuum. The lives of 'great people' in any field are just as chaotic and unpredictable as are our own individual lives. By looking at specific figures in the history of psychology, their backgrounds and cultural settings, we will attempt to develop a deeper understanding of the dynamic social contexts in which our views are formed. In readings and discussion this seminar will focus on social figures and events that have shaped our conceptions of our world(s) and lives. Beginning with early theoretical perspectives (e.g., Freud; Jung), we will work our way into more contemporary perspectives, such as sexuality, prejudice, sub-culture, drug use, etc.]

### PSYCH 112 Freshman Writing Seminar: Psychology and the Arts

Fall. 3 credits. Limited to 17 students. M W F 12:20-1:25. C. Lunney.

In this course, we will consider psychology (personality, cognitive and perceptual) as it relates to the creative arts. We will address the questions of how and why an artist creates by focusing on the development of artistry and the creative process itself. We will also

discuss the aesthetic experience, in terms of both objective characteristics of artworks and subjective characteristics of the audience. Through readings (theoretical, autobiographical and empirical), class discussions and a series of short writing assignments, we will attempt to solve the "puzzle of art." Although our focus will be mainly on the visual arts and music, students will be able to incorporate their interests in other art forms in their final research papers.

**[PSYCH 113 Freshman Writing Seminar: Reproductive Decision Making in the 90s]**

Spring. 3 credits. Limited to 17 students. Not offered 1995-96. Hours to be arranged. Staff.

The art and science of human reproduction is more complex in the 1990s than ever before. Modern technology and changing family and social systems afford nontraditional options for the bearing and rearing of children, and Americans are struggling with practical as well as ethical repercussions. In this seminar we will explore baby-making at the turn of the millennium. Some specific topics will be historical changes in the composition of the family, the decision-making processes involved in becoming a parent, the effects of parenthood on marriage, nontraditional families, and ethical issues in modern technology. We will gain understanding of these topics through class discussions, essays, and research papers.]

**[PSYCH 114 Freshman Writing Seminar: Psychology and the Holocaust]**

Spring. 3 credits. Limited to 17 students. T R 2:55-4:10. C. Silberstein.

This course will seek to gain understanding of some of the phenomena of the Holocaust through the lenses of psychology, as well as using the Holocaust as a window to understand humanity and ourselves. Four major themes will be examined: 1) We will look at survivor syndrome—how victims deal with trauma, and the possible long-term effects of trauma on survivors and their families. 2) We will examine altruism and what motivates some people to risk their own lives to save others. 3) We will examine conformity and what circumstances create a society where people will perform atrocities or stand by while others perform them. 4) Finally, we will examine the issues of medical experimentation and relate it to current experimental ethics: what rationale was used to justify it, how did it go wrong, and do similar excesses take place in American scientific experimentation. The course will consider how we can apply some of the lessons of the Holocaust to form a kinder society, and how we can design (ethical) experiments to further explore these or similar issues.

**[PSYCH 115 Freshman Writing Seminar: What Do Animals Tell us about Ourselves?]**

Fall. 3 credits. Limited to 17 students. T R 1:25-2:40. D. F. Gudermuth.

The course will involve reading (and occasionally viewing films) about various aspects of research conducted with nonhuman animals that seem to relate rather directly to human behavior. We will discuss this relationship in class—is it valid? in what way?—and students will choose specific positions and write essays that clearly outline their arguments and opinions on the covered topics. Examples of planned topics include comparing learned helplessness in animals to

human depression, ape language learning and tool use to that of humans, and various social interactions such as parenting, competition, and altruism.

**[PSYCH 116 Freshman Writing Seminar: Health-Care Decisions: Ethical Issues and Dilemmas]**

Spring. 3 credits. Limited to 17 students. T R 11:40-12:55. A. Charlton.

Modern medicine has progressed at a rapid pace. Today we are able to vaccinate against disease, change our physical appearance, and transplant organs. Along with the many advances in modern medicine, ethical issues regarding health-care have been raised. In this seminar we will examine issues such as who should receive necessary organ transplants when there is a tremendous lack of resources, the rising costs of health-care, and the possibility of a universal health-care system. Other topics will include ethical dilemmas surrounding medical decisions such as alternative medicine, organ donation, and euthanasia. Students will examine these as well as other issues through readings, class discussions, and essays.

**[PSYCH 117 Freshman Writing Seminar: Applying Psychological Principles: Making Psychology Work for You]**

Fall and spring. 3 credits. Limited to 17 students. M W F 1:25-2:15. J. Barrett and D. Simons.

How can psychology help you with romance? How can it improve your ability to persuade others? Can memory research help you study more effectively? This course will initially consider how research meant to be applied to a particular area can be integrated into your daily life. As the term progresses, we will consider attempts to generalize psychological principles from laboratory research to situations more distant from their original claims. Throughout we will be careful to evaluate the validity of our applications. Writing assignments will focus on applying the principles we discuss to specific personal experiences. We may also have the opportunity to conduct brief experiments to demonstrate the principles we will be discussing, and some writing assignments will involve drawing conclusions from these experiments.

**[PSYCH 123 Introduction to Biopsychology]**

Fall. 3 credits. No prerequisites. Can be used to satisfy the psychology major breadth requirement and as an alternative prerequisite for upper-level biopsychology courses. Students who would like to take a discussion/demonstration seminar should also enroll in Psych 125; a one hour per week one-credit section. M W F 10:10. E. A. Regan.

An introduction to psychology from a biological perspective, including both evolutionary and physiological approaches to behavior. Topics include the structure, function, and development of the nervous system, genetic and biochemical bases of behavior, hormones and behavior, biological bases of learning, cognition, communication, and language, and the ecology and evolution of social organization and social development.

**[PSYCH 125 Introduction to Biopsychology Seminars]**

Fall. 1 credit. 2 sections with a maximum of 16 students in each. Prerequisite: concurrent enrollment in Psychology 123. Sec. 01: T 11:40-12:55; Sec. 02: T 2:55-4:10. D. F. Gudermuth.

A weekly seminar that may be taken in addition to Psychology 123 to allow and encourage "hands-on" involvement with some of the course material, including use of interactive computer programs and models to get a clearer picture of basic neuroanatomy, visits to the laboratories of biopsychology faculty, films, reading, writing, and discussion of course material. Involves several small assignments equivalent to a 10-page paper.

**[PSYCH 128 Introduction to Psychology: Personality and Social Behavior]**

Summer only. 3 credits. M-F 10:10-11:15. Staff.

Personality: the behavioral similarities and differences among people and how they develop; Freudian, learning, and humanistic theories of personality; research in personality; and personality assessment through testing. Social behavior: how people behave in interactions with others; attitudes, persuasion, attraction, aggression, and conformity. How personality and social behavior influence each other and cause many interesting social and psychological phenomena.

**[PSYCH 199 Sports Psychology]**

Summer only. 3 credits. Not offered summer 1995. M-F 11:30-12:45. Staff.

Research and theory in sports psychology. Combines clinical psychology, social psychology, exercise physiology, and biochemistry. Aggression, stress, drug abuse, injury and injury rehabilitation, youth sports, and the importance of winning. Fieldwork experiences in exercise physiology and exercise testing, biofeedback, and current intervention strategies.]

**Introductory courses in cognitive psychology.**

Each of the following four courses (205, 209, 214, 215) provides an introduction to a major area of study within cognitive psychology. These courses are independent of one another, and none has any prerequisites. Students may take any one of the courses or any combination of them (including all four). Courses may be taken in any order or simultaneously.

**[PSYCH 205 Perception]**

Spring. 3 credits. Open to first-year students. Graduate students, see Psychology 605. T R 11:40-12:55. J. E. Cutting.

One of four introductory courses in cognitive psychology. Basic perceptual concepts and phenomena are discussed with emphasis on stimulus variables and sensory mechanisms. All sensory modalities are considered. Visual and auditory perception are discussed in detail.

**[PSYCH 209 Developmental Psychology]**

Spring. 4 credits. Graduate students, see Psychology 709. T R 11:40-12:55. F. C. Keil.

One of four introductory courses in cognition and perception. A comprehensive introduction to current thinking and research in developmental psychology that approaches problems primarily from a cognitive perspective. The course focuses on the development of perception, action, cognition, emotion, personality, social understanding, language, and moral reasoning.

**PSYCH 214 Issues in Cognitive Psychology**

Fall. 3 credits. Sophomore standing required. Limited to 125 students. Graduate students, see Psychology 614. M W F 10:10. B. Khurana.

Various approaches to the study of cognition will be discussed. Basic concepts in how humans process different kinds of information such as visual, auditory, and symbolic will be introduced. These concepts will then be used to explore topics such as attention and consciousness, concept formation and representation, memory processes and systems, imagery and cognitive maps, problem solving and reasoning, judgment and choice, language acquisition and comprehension, intelligence and creativity, and social cognition.

**[PSYCH 215 Psycholinguistics]**

Fall. 3 or 4 credits (4-credit option involves term paper). Graduate students, see Psychology 715. Not offered 1995-96. M W F 11:15. Staff.

One of four introductory courses in cognitive psychology. Introduction to the psychological study of language. Covers basic linguistic theory and contemporary research into language comprehension, production, and acquisition.]

**PSYCH 265 Psychology and Law**

Fall. 3 credits. Prerequisite: an introductory psychology course. M W F 1:25. D. A. Dunning.

This course examines the implications of psychological theory and methods for law and the criminal justice system. We concentrate on psychological research on legal topics (e.g., confession, eyewitness testimony, jury decision making, homicide, aggression, the prison system), social issues (e.g., death penalty, affirmative action), as well as on psychologists as participants in the legal system (e.g., assessing insanity and dangerousness and for expert testimony).

**PSYCH 275 Introduction to Personality Psychology**

Fall. 3 credits. Prerequisite: an introductory psychology course. T R 10:10-11:25. D. J. Bem.

An introduction to research and theory in personality psychology, emphasizing contemporary approaches. Topics include the dynamics, structure, and assessment of personality as well as personality development and change. Biological and sociocultural influences on personality are also considered.

**PSYCH 276 Motivation (also Nutritional Science 276)**

Spring. 3 credits. Graduate students, see Psychology 676. T R 10:10-11:25. E. M. Blass.

The course surveys traditional and contemporary approaches to motivational behavior from Aristotle to Freud to Skinner to Lorenz. It also draws upon field studies, laboratory analyses, clinical cases and developmental stages to establish a scientific basis for motivation analysis. Normal and pathological feedings will serve as a target behavior.

**PSYCH 277 Social Construction of Gender (also Women's Studies 277)**

Fall. 3 credits. Limited to 400 students. T R 2:55-4:10. S. L. Bem.

This course addresses the very broad question of how an individual's gender and sexuality are constructed. Although some attention is given to biological perspectives, the course

emphasizes the social-psychological processes by which the culture transforms male and female newborns into "masculine" and "feminine" adults. In addition to being quite interdisciplinary, the course is also oriented to questioning the "naturalness" of not only masculinity and femininity, but exclusive heterosexuality as well. Among some of the specialized topics discussed are psychological androgyny, equalitarian relationships, gender-liberated child-rearing, the male-centeredness of the workworld, female sexuality, sexual harassment, and homophobia.

**PSYCH 280 Introduction to Social Psychology**

Spring. 3 or 4 credits; the optional (or fourth) credit requires a research project. Prerequisite: an introductory psychology course. T R 10:10-11:25. T. D. Gilovich and D. T. Regan.

An introduction to research and theory in social psychology. Topics include processing of social information; social influence, persuasion, and attitude change; social interaction and group phenomena. The application of social psychological knowledge to current events will also be discussed.

**PSYCH 305 Visual Perception**

Fall. 4 credits. Limited to 20 students. Prerequisite: Psychology 205 or permission of instructor. M W F 10:10. J. E. Cutting.

A detailed examination of theories and processes in visual perception. Topics may include the perception of color, form, and motion; perceptual constancies; adaptation; pattern perception; and photography, television, and film.

**[PSYCH 307 Chemosensory Perception]**

Fall. 3 or 4 credits; the optional (or fourth) credit is for an independent laboratory project. Registration for the 4-credit option requires permission of the instructor; students will read, analyze, and discuss difficult original literature in the areas covered. Graduate students, see Psychology 607. Not offered 1995-96 or 1996-97. T R 9:05. B. P. Halpern.

An examination of basic theory, data, and processes for perception of the chemosensory environment. After a very brief (about two weeks) lecture survey of the anatomy and physiology of human taste and olfaction, the remainder of the course uses the Socratic method, in which the instructor asks questions of the students, to cover topics such as chemosensory psychophysics, saliva, chemosensory bases for the tastes of foods, taste-smell interactions, chemosensory function in neonates and in the aged, temporal aspects of tasting, sweetness, effects of pollution of the chemosensory environment, and interactions between body state and chemosensory stimuli. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell et al., *Sensory Science Theory and Applications in Foods*, edited by H. T. Lawless and B. Klein; *Sensory Analysis of Foods*, 2nd edition, edited by J. R. Piggott.]

**PSYCH 309 Development of Perception and Representation**

Fall. 3 credits. Prerequisite: Psychology 205, 209, 214, or 305, or permission of instructor. Graduate students, see Psychology 609. Not offered 1995-96. T R 2:55-4:10. E. S. Spelke.

An introduction to theories and research on the origins and development of knowledge of

the immediately surrounding world. The course focuses on knowledge of the world as an arrangement in space and time, knowledge of the world as a space that can be encountered through multiple sensory modes, knowledge of the world as a place that can be acted upon, and organization of the world into meaningful objects and events.]

**PSYCH 311 Human Learning and Memory**

Fall. 3 credits. Limited to 40 students. Some familiarity with statistical methods and experimental design and with the study of cognition is desirable. Graduate students, see Psychology 611. T R 11:40-12:55. E. S. Spelke.

This course offers an overview of experimental findings and theoretical issues in the study of human learning and memory. Coverage includes topics such as the nature of memory, various memory systems, coding and retrieval processes, practice and habit acquisition, organization for learning and memory, interference and forgetting, models of learning and memory, memory dysfunction and its relation to normal memory.

**PSYCH 316 Auditory Perception**

Fall. 3 or 4 credits; the 4-credit option involves a laboratory project or paper. Prerequisite: Psychology 205, 209, 214, or 215 (other psychology, linguistics, or biology courses could serve as prerequisite with permission of the instructor). Limited to 30 students. Graduate students, see Psychology 716. T R 10:10-11:25. C. L. Krumhansl.

Basic approaches to the perception of auditory information, with special consideration of complex patterns such as speech, music, and environmental sounds.

**PSYCH 322 Hormones and Behavior (also BIONB 322)**

Spring. 3 or 4 credits; the 4-credit option involves a one-hour section once a week in which students will be expected to read original papers in the field and participate in discussion. Limited to juniors and seniors; open to sophomores only by permission. Prerequisites: BIONB 221 or 222 or one year of introductory biology plus a course in psychology. S-U grades optional. Graduate students, see Psychology 722. M W F 1:25-2:15. D. Gudermuth.

Following a review of the neural and endocrine systems, this course connects endocrine physiology to specific behaviors observed in various species, including humans. Although the relationship between sexual physiology and behavior is strongly emphasized, the lectures also describe hormonal contributions to parental behavior, aggression, stress, learning and memory, homeostasis and biological rhythms. Topics for the discussion sections are chosen by the students within the context of hormonal influences on behavior.

**PSYCH 324 Biopsychology Laboratory (also BIONB 324)**

Fall. 4 credits. Limited to 20 juniors and seniors. Prerequisites: Psychology 123 or BIONB 221 or 222, and permission of instructor. T R 1:25-4:25. T. J. DeVoogd. Experiments designed to provide experience in animal behavior (including learning) and its neural and hormonal mechanisms. A variety of techniques, species, and behavior patterns are included.

**PSYCH 325 Psychopathology**

Fall. 4 credits. Prerequisite: 2 courses in psychology. M W F 11:15. K. L. Lockhart. This course examines the nature and symptoms of the major forms of psychopathology. Etiological factors are studied from a variety of different perspectives, e.g., psychological, biological and socio-cultural. Treatment approaches to psychopathology are covered in weekly discussion sections.

**PSYCH 326 Evolution of Human Behavior**

Fall. 4 credits. Prerequisite: Psychology 123, or an introductory biology course, or an introductory anthropology course. Graduate students, see Psychology 626. T R 2:55-4:10. R. E. Johnston.

A broad comparative approach to the behavior of animals and humans with special emphasis on the evolution of human behavior. Topics covered will vary but will include some of the following: human evolution, evolutionary and sociobiological theory, animal communication, nonverbal communication, language, cognitive capacities, social behavior and organization, cooperation and altruism, sexual behavior, mating and marriage systems, aggression, warfare.

**PSYCH 327 Fieldwork in Psychopathology and the Helping Relationship**

Fall, spring. 4 credits. Prerequisites: Psychology 325, HDFS 370 or concurrent registration in 325 or HDFS 370 and permission of instructor. S-U grades only. Students do not enroll in advance for this course. Field placement assignments are made during the first two weeks of the semester. Students who have already taken Psychology 325 or HDFS 370 must contact the instructor during the first week of the semester. Enrollment is limited by the fieldwork placements available. Fee, \$25 each semester. T R 12:20-1:10. K. L. Lockhart and staff.

This is a year-long lecture and discussion course. The year-long commitment is mandatory. Psychology 328 will be for students taking the course a second time. An "R" grade will be assigned in the fall semester, and a S-U grade will only be assigned in the spring semester. An introductory fieldwork course for students currently enrolled in or who have taken Psychology 325 or HDFS 370. Fieldwork placements include the school system, psychiatric institutions, halfway houses, and other mental health oriented facilities. In addition to fieldwork, weekly supervisory/seminar meetings are held to discuss fieldwork issues and assigned readings.

**PSYCH 328 Continuing Fieldwork in Psychopathology and the Helping Relationship**

Fall, spring. 4 credits. Prerequisites: Psychology 325, 327, or HDFS 370 and permission of instructor. S-U grades only. May not be taken more than twice. Students do not enroll in advance for this course. Fee, \$25 each semester. T R 12:20-1:10. K. L. Lockhart and staff.

Designed to allow students who have done fieldwork as part of Psychology 327 to continue their field placements or begin new field placements under supervision for academic credit. An "R" grade will be assigned in the fall semester, and a S-U grade will only be assigned in the spring semester.

**PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328)**

Spring. 3 credits. Prerequisites: one year of biology and either a biopsychology class or BIONB 222. Limited to 60 students. Graduate students, see Psychology 632. M W F 11:15. T. J. DeVoogd. This course will survey the approaches that have been or are currently being used in order to understand the biological bases for learning and memory. Topics will include invertebrate, "simple system" approaches, imprinting, avian song learning, hippocampal and cerebellar function, and human pathology. Many of the readings will be from primary literature.

**PSYCH 342 Human Perception: Applications to Computer Graphics, Art and Visual Display**

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: Psychology 101 or permission of instructor. Psychology 205 strongly recommended. Graduate students, see Psychology 642. T R 11:40-12:55. D. J. Field.

Our present technology allows us to transmit and display information over a variety of media. To make the most of these media, it is important to consider the limitations and abilities of the human observer. The course will consider a number of applied aspects of human perception with an emphasis on the display of visual information. Topics to be covered include: "Three-dimensional" display systems, color theory, spatial and temporal limitations of the visual systems, attempts at subliminal communication, and "visual" effects in film and television.

**PSYCH 347 Psychology of Visual Communications**

Spring. 3 credits. Limited to 12 students. Prerequisites: Psychology 101 and permission of instructor. R 10:10-12:05. J. B. Maas.

An exploration of theories of education, communication, perception, attitude, and behavior change as they relate to the effectiveness of visually based communication systems. Emphasis is on the use of photography and computer graphics to deliver educational messages.

**PSYCH 350 Statistics and Research Design**

Fall. 4 credits. Limited to 110 students. M W F 2:30-3:20. T. D. Gilovich. Acquaints the student with the elements of statistical description (measures of average, variation, correlation, etc.) and more important, develops an understanding of statistical inference. Emphasis is placed on those statistical methods of principal relevance to psychology and related behavioral sciences.

**PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also Nutritional Sciences 361)**

Fall. 3 credits. Prerequisites: an introductory neurobiology and behavior course, and an introductory psychology course, or permission of instructor. S-U grades optional. Juniors and seniors only. M W F 9:05-9:55. B. J. Strupp.

A critical evaluation of factors thought to underlie normal and abnormal behavior and/or cognitive functioning. Psychological, biological, and societal influences will be integrated. Topics include: (1) psychiatric disorders (e.g., depression, schizophrenia, eating disorders); (2) the psychobiology of

learning, memory, and intelligence; (3) nutritional influences on behavior (sugar, food additives, malnutrition, dieting); (4) cognitive dysfunction (e.g., amnesia, Alzheimer's disease); (5) psychoactive drugs (e.g., hallucinogens, stimulants), and (6) developmental exposure to environmental toxins and drugs of abuse.

**[PSYCH 375 Developmental Psychobiology: Motivational Processes (also Nutritional Sciences 375)]**

Spring. 3 credits. Prerequisite: Psychology 276 or Nutritional Sciences 276. Graduate students, see Psychology 675. Not offered 1995-96. T R 10:10-11:25. E. M. Blass.

This course focuses on maturational and experiential influences on motivational processes in animals and humans. Emphasis is placed on the mechanisms underlying mother-infant interactions, and the development of feeding, drinking, and reproduction behaviors.]

**PSYCH 380 Community Mental Health (also Human Service Studies 380)**

Summer only. 3 or 4 credits (4-credit option involves term paper). M-F 10:00-11:15. Staff.

Basic concepts in the field of community mental health. Social models of mental illness, epidemiology, the role of culture and social class in mental illness, public attitudes, and civil liberties.

**PSYCH 396 Introduction to Sensory Systems (also BIONB 396)**

Spring. 3 or 4 credits (4 credits with term paper). Registration for the 4-credit option requires permission of instructor.

Prerequisites: an introductory course in biology or biopsychology, plus a second course in neurobiology or behavior or perception or cognition or biopsychology. Students will be expected to have elementary knowledge of perception, neurophysiology, behavior, and chemistry. No auditors. Offered alternate years. Graduate students, see Psychology 696. Not offered 1996-97. M W F 10:10. B. P. Halpern.

The course will be taught using the Socratic method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with both those characteristics of sensory systems that are common across living organisms and those sensory properties which represent adaptations of animals to particular habitats or environments. Classroom discussion can increase, but not decrease, a student's final grade. There are two preliminary exams and a final exam. The principles and limitations of major methods used to examine sensory systems will be considered. General principles of sensory systems, and auditory, visual, and somesthetic systems are covered. One aspect of each system (e.g., localization of objects in space by sound, color vision, thermoreception) will be selected for special attention. Two or more textbooks and a course packet of reproduced articles will be used. *An Introduction to the Physiology of Hearing. 2nd edition* by J. O. Pickles; *Hearing: Physiological Acoustics, Neural Coding, and Psychoacoustics*, by W. L. Gulick, G. A. Gescheider, and R. D. Frisina; *The Retina: An Approachable Part of the Brain*, by J. E. Dowling; *Handbook of Physiology—The*

*Nervous System. III. Sensory Processes*, edited by J. M. Brookhard and V. B. Mountcastle.

#### **PSYCH 402 Current Research on Psychopathology: Depression**

Spring. 4 credits. Limited to 20 students. Prerequisite: Psychology 325 or HDFS 370 and permission of the instructor. M 1:25-4:25. K. Lockhart.

Current research and theory on the nature and etiology of depression. Approaches from various perspectives (biological, psychological, socio-cultural) are considered. Minimal attention to psychotherapy and symptomatology.

#### **[PSYCH 404 Psychopathology and the Family]**

Spring. 4 credits. Limited to 20 students. Prerequisite: Psychology 325 or HDFS 370 and permission of the instructor. Not offered 1995-96. M 1:25-4:25. K. Lockhart.

This course will explore familial influences on the development of abnormal behavior. It will examine how psychological, biological, and cultural factors in a family might contribute to such disorders as anorexia nervosa, depression, sexual abuse, psychopathy, and psychosomatic illnesses. Emphasis will be placed on early childhood experiences in the family and their impact on the development of later psychopathology. The course will also discuss how the evolution of family structures in more recent times (e.g., the rise in day care and divorce) influences the individual. Family therapy approaches and techniques will also be examined.]

#### **PSYCH 410 Undergraduate Seminar in Psychology**

Fall or spring. 2 credits. Nonmajors may be admitted, but psychology majors are given priority. Hours to be arranged. Staff.

Information on specific sections for each term, including instructor, prerequisites, and time and place, may be obtained from the Department of Psychology office, 211 Uris Hall.

#### **PSYCH 412 Laboratory in Cognition and Perception**

Spring. 4 credits. Limited to 15 students. Prerequisite: statistics and one course in cognition or perception is recommended. Graduate students, see Psychology 612. M W 2:55-4:10. D. J. Field.

A laboratory course is designed to introduce students to experimental methods in perception and cognitive psychology. Students will take part in a number of classic experiments and develop at least one independent project. Computers will be available and used in many of the experiments although computer literacy is not required. Projects will be selected from the areas of visual perception, pattern recognition, memory, and concept learning.

#### **PSYCH 414 Comparative Cognition**

Spring. 3 credits. Prerequisites: Psychology 205, 209, 214, or permission of instructor. Graduate students, see Psychology 714. T R 11:40-12:55. E. S. Spelke.

Studies of animal behavior, human development, and human pathology may shed light on the nature of knowledge and reasoning. This seminar will focus on knowledge and reasoning about space, time, number, physical

objects, and persons. Questions will include: (1) How do cognitive abilities vary across species: Are there ways of reasoning that are distinctly human? (2) Do humans and/or other animals reason in the same way about entities in different domains (e.g., numbers, physical objects, and persons)? (3) How do knowledge and reasoning change throughout human development: Is knowledge enriched, or more radically restructured, as children grow and gain experience?

#### **PSYCH 415 Concepts, Categories, and Word Meanings**

Fall. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see Psychology 615. T 1:25-4:25. F. C. Keil. A consideration of what types of categories are psychologically important, of how they are represented and used through concepts, and of how concept structure and semantic structure are interrelated. Different models of concept structure and categorization processes are evaluated, as are models of conceptual change and concept acquisition. Other topics include: relations between concepts and broader knowledge representation systems such as scripts, mental models, and intuitive theories; relative roles of associative information and beliefs in concept structure; categorization in other species; neuropsychological studies of categorization; comparisons of categorization systems across cultures; and comparisons of concept structures across different types of categories.

#### **[PSYCH 417 The Origins of Thought and Knowledge]**

Fall. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see Psychology 717. Not offered 1995-96. T 1:25-4:25. F. C. Keil.

An in-depth analysis of current theories concerning the growth of thought and knowledge in childhood. Several controversies will be discussed in detail, including: Are mental abilities organized in local domains or modules that have their own patterns of development, or is cognitive development a more general process? Do comparative studies with other species and evolutionary models provide any useful insights into cognitive development in humans? Are there qualitative restructurings of thought and knowledge with development, or is the process more continuous in nature? What restrictions should these developmental considerations place on models of thought and knowledge in adults?

#### **PSYCH 418 Psychology of Music**

Spring. 3 or 4 credits, depending on whether student elects to do an independent project. Prerequisites: junior or senior standing with major in psychology or music and some background in both, or permission of instructor. Graduate students, see Psychology 618. M W 2:55-4:10. C. L. Krumbholz.

Detailed analysis of topics in the psychology of music, including theories of consonance, perception of tonal-harmonic structure, memory for music, and effects of musical training. Emphasis given to experimental methodologies.

#### **[PSYCH 419 Neural Networks Laboratory]**

Spring. 4 credits. Prerequisites: at least one course in biology or biological psychology, one year of calculus, and permission of instructor. Limited to 15 students. Graduate students, see Psychology 619. Not offered 1995-96. T R 2:55-4:10. D. J. Field.

The course will take a hands-on approach to understanding the limitations and successful applications of neural networks to problems in cognitive and biological psychology. A variety of neural network architectures will be discussed and explored using computer simulations. Applications of networks to perceptual recognition and representation will be emphasized. We will consider the class of problems that different networks can solve and consider the accuracy with which they model real nervous systems. Students will complete weekly lab reports and develop one independent project demonstrating the application of a neural network to a problem discussed in the course.]

#### **PSYCH 420 Laboratory in Neuroethology (also BIONB 420-03)**

Spring. 1 credit. Prerequisite: BIONB 424 or Psychology 424 or equivalent. Permission of instructor required. Lab: M 12:20-5:00. C. D. Hopkins.

Designed as a laboratory component for BIONB 424/Psychology 424, this course will illustrate principles of neuroethology: sensory processing, neuroanatomy, and behavioral analysis. Students will participate in six laboratory exercises scheduled throughout the semester. The laboratory will be open from 12:20 until 5:00 p.m. on Mondays and Wednesdays. Labs will be done in groups of two. Students in this course will learn the fundamentals of electrophysiology, neuroanatomy, and behavior through a series of six laboratory exercises using electric fish, *Drosophila*, crayfish and *Limulus*, bats and moths.

#### **[PSYCH 422 Developmental Biopsychology]**

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or BIONB 221). Graduate students, see Psychology 622. Not offered 1995-96. M W F 9:05-9:55. B. L. Finlay.

We will discuss the relationship of the development and evolution of the brain to the development of behavior. Topics include how neurons are generated, find targets, and establish connections; the emergence of reflexive and complex behavior; how experience affects the developing brain; evolutionary perspectives on the development of perception, memory, and communication systems; and abnormal development.]

#### **PSYCH 424 Neuroethology (also BIONB 424)**

Spring. 3 credits. Prerequisites: BIONB 221 and 222. S-U grades optional for graduate students only. T 9:05-11:00, R 9:05-9:55. Classes will be held on T R at 9:05-11:00. Thursday's class will run for one hour. Recitations will be scheduled in class. C. D. Hopkins.

In the 1950's-1970's ethologists attempted to understand the mechanisms of animal behavior through the use of comparative methods, evolutionary analysis, careful observations of animals in their native habitats, and clever experimentation. Now, with the explosion of knowledge and

techniques in the neurosciences, many of the ethologist's mechanisms are being explained in terms of neural systems. This course will review the current status of research in neuroethology, including: mechanisms of acoustic communication in insects and in vertebrates; echolocation in bats and sound localization in owls; electroreception and electrolocation; chemical communication; and visual processing. In addition, it will review studies of the neural systems involved in decision making, in initiating action, and in coordinating fixed acts. Assigned readings will include original articles from the scientific literature. A term paper/poster on neuroethology will be required.

#### [PSYCH 425 Brain and Behavior

Fall. 3 or 4 credits (4-credit option includes a discussion section and requires an additional paper). Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or BIONB 221). Graduate students, see Psychology 625. Not offered 1995-96. M W F 9:05-9:55. B. L. Finlay.

We will study the relation between structure and function in the central nervous system. The importance of evolutionary and mechanistic approaches for understanding the human behavior and cognition will be stressed. The course will focus on issues in cognitive neuroscience: mechanisms of perception, particularly vision, and the neuropsychology of everyday acts involving complex cognitive skills such as recognition of individuals, navigation in the world, language, memory, and social interaction.]

#### [PSYCH 429 Olfaction and Taste: Structure and Function (also BIONB 429)

Fall. 3 or 4 credits (4-credit option requires a term paper or research project. The research project can, but does not need to, study nonhuman vertebrates). Preference given to junior and senior psychology and biology majors and graduate students. Prerequisite: one 300-level course in biopsychology or equivalent. Graduate students, see Psychology 629. Not offered 1995-96 or 1996-97. T R 9:05. B. P. Halpern.

The structural and functional characteristics of olfaction and taste will be explored by reading and discussing current literature in these areas. Structure will be examined at the light levels of electron microscopes as well as at the molecular level. Function will be primarily neurophysiological and biochemical aspects. The emphasis will be on vertebrates, especially air-breathing vertebrates in the case of olfaction, but there will be some coverage of invertebrate forms. A textbook and a course packet of reproduced articles will be used. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell, R. L. Doty, L. M. Bartoshuk, and J. B. Snow; *The Neurobiology of Taste and Smell*, edited by T. E. Finger and W. L. Silver.]

#### PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421)

Fall. 3 or 4 credits; the optional (or fourth) credit involves a term paper. Prerequisites: an introductory course in biology or psychology, plus a second course in perception or neurobiology or cognition or psychology. No auditors. Limited to 25

students. Graduate students, see Psychology 631. T R 10:10-11:25. B. P. Halpern. A literature-based examination of post-maturation changes in the perceptual, structural, and physiological characteristics of somesthetic, chemosensory, visual, and auditory systems. Emphasis will be on human data, with non-human information included when especially relevant. Current developments in human sensory prosthetic devices, and in regeneration of receptor structures, will be examined. Brief written statements (by electronic mail) of questions and problems related to each set of assigned readings will be required at least one day in advance of each class meeting. This course will be taught using the Socratic Method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with the subject matter of the course. Students are expected to come to each class having already done, and thought about, the assigned readings.

#### PSYCH 436 Language Development (also Human Development and Family Studies 436 and Linguistics 436)

Spring. 4 credits. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. Open to undergraduates and graduate students. S-U grades optional. Graduate students will also meet for additional advanced discussion of course content. Graduate students should also enroll under HDFS 700/Linguistics 700 (2 credits). T R 3:10-4:25. B. Lust.

This course is a survey of basic issues, methods, and research in the study of first language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of "universal grammar" and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child.

#### [PSYCH 440 Sleep and Dreaming

Fall. 4 credits. Prerequisites: junior or senior standing and at least Psychology 123 or BIONB 221-222. A second course in biopsychology or neurobiology is recommended. S-U grades optional. Graduate students, see Psychology 640. Not offered 1995-96. T R 11:40-12:55. H. S. Porte.

The first part of this course emphasizes the neurobiology of sleep. Topics include neural mechanisms of behavioral state change; the anatomy and physiology of the states and rhythms of sleep; theories of the evolution and plausible functions of sleep. Students will keep and analyze records of their own sleep patterns. The second part of the course emphasizes psychological experience in sleep. Topics include night terror and other experiences originating in non-REM sleep, and dreams originating in REM sleep. Students will examine the data of dreams—including their own—in light of what they have learned about the neurobiology of dreaming sleep. They will evaluate dream theories from Freud's to Francis Crick's, and will consider whether dreaming is meaningful or meaning-

less, encrypted or transparent, better remembered or better forgotten.]

#### PSYCH 441 Laboratory in Sleep and Dreaming

Spring. 4 credits. Prerequisites: Psychology 440 or comparable preparation, and permission of the instructor during preregistration. Laboratory fee: \$35. W 7:30-10:30 p.m. H. S. Porte.

Emphasizing the neurobiology of sleep state, the course introduces the laboratory study of human sleep and dreaming. Serving as both experimenter and subject, each student will learn the rationale and techniques of electroencephalography and other bioelectric measures of behavioral state. Using computerized data analysis, students will complete weekly laboratory reports and a collaborative term project. Sleep recordings will be done during the day or evening when possible. Occasional overnight recording sessions will follow the regular class meeting.

#### [PSYCH 450 The Lenses of Gender (also Women's Studies 450, Psychology 650, and Women's Studies 650)

Fall. 4 credits. Permission of instructor. Limited to 12 seniors and graduate students. No preregistration; interested students should attend the first class session. Graduate students, see Psychology/Women's Studies 650. Not offered 1995-96. W 2:30-4:30. S. L. Ben.

This seminar analyzes the ideological, institutional, and psychological mechanisms that are responsible for the social reproduction of male power in Western—and especially American—culture. It is very interdisciplinary, covering material from biology, history, anthropology, law, sociology, psychology, psychiatry, philosophy, and feminist theory. Part 1 analyzes three important organizing principles or "cultural lenses" that have come to be embedded in the social institutions and the cultural discourses of Western culture: (1) biological essentialism; (b) androcentrism; and (c) gender polarization (including the stigmatizing of homosexuality). Part 2 analyzes how the individuals living within the context of these lenses are transformed from being male or female newborns to being "masculine" and "feminine" adults—how, in other words, the culture's gender lenses are subtly transferred from the practices of the culture to the psyche of the individual. Part 3 considers possibilities for social and personal change.]

#### PSYCH 470 Undergraduate Research in Psychology

Fall or spring. 1-4 credits. S-U grades optional. Written permission from the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology. Hours to be arranged. Staff.

Practice in planning, conducting, and reporting independent laboratory, field, and/or library research.

#### PSYCH 471 Advanced Undergraduate Research in Psychology

Fall or spring. 1-4 credits. S-U grades optional. Written permission of the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that

staff member. A section list is available from the Department of Psychology.

Hours to be arranged. Staff.

Advanced experience in planning, conducting, and reporting independent laboratory, field, and/or library research. One, and preferably two, semesters of Psychology 470 is required. The research should be more independent and/or involve more demanding technical skills than that carried out in Psychology 470.

#### **PSYCH 472 Multiple Regression**

Spring, weeks 1-7. 2 credits. Prerequisite: one solid semester of introductory statistics. Analysis of variance is helpful but not required. M W F 10:10.

R. B. Darlington.

Uses and pitfalls of multiple regression in causal analysis, path analysis, and prediction. Emphasis on analyzing data collected under uncontrolled conditions. Includes collinearity, indicator variables, sets, adjusted and shrunken R<sup>2</sup>, suppressors, hierarchical analysis, overcontrol, experimental design. Very little hand computation; uses MYSTAT computer program.

#### **PSYCH 473 General Linear Model**

Spring, weeks 8-14. 2 credits. Prerequisite: Psychology 472 or equivalent. M W F 10:10. R. B. Darlington.

Includes multicategorical variables, corrections for multiple tests, diagnostic methods, nonlinear relationships, interaction, main and simple effects, and basic power analysis. Emphasizes MYSTAT and SYSTAT, briefly discusses SAS PROC REG and SAS PROC GLM.

#### **PSYCH 475 Multivariate Analysis of Psychological Data**

Fall. 2 credits. Prerequisite: Psychology 473 or permission of instructor.

R 10:10-12:05. R. B. Darlington.

Students vote on topics to cover, choosing among nonparametric methods, time series, cluster analysis, multidimensional scaling, component analysis, factor analysis, MANOVA, canonical correlation, repeated measures, logistic regression, log-linear models, corrections for unreliability in regression, nesting, power analysis, influence analysis, and other topics. First class sketches all these topics before vote.

#### **[PSYCH 478 Psychometric Theory**

Fall. 2 credits. Prerequisite: Psychology 472 or permission of instructor. Not offered 1995-96. T R 10:10-12:05.

R. B. Darlington.

Statistical methods relevant to the use, construction, and evaluation of psychological tests.]

#### **[PSYCH 479 Multisample Secondary Analysis**

Fall, weeks 11-14. 1 credit. Prerequisite: Psychology 350 or equivalent. Not offered 1995-96. T R 10:10-12:05.

R. B. Darlington.

Statistical methods for analyzing and integrating the results of many independent studies on related topics.]

#### **PSYCH 481 Advanced Social Psychology**

Fall. 4 credits. Limited to 25 students, by application. Senior psychology majors have priority. Graduate students, see Psycholgy 681. T R 10:10-11:25.

D. T. Regan.

Selected topics in social psychology are examined in depth with an emphasis on the relationship between experimental research and the development of theory. Readings will

be mostly primary sources. Among the theoretical approaches to social behavior we may discuss are social comparison theory, cognitive dissonance, attribution processes and social judgment, social exchange theory, dramaturgy and impression management, and biological perspectives.

#### **PSYCH 489 Seminar: Beliefs, Attitudes, and Ideologies**

Spring. 4 credits. Prerequisites: one course in psychology or one course in sociology and permission of instructor during preregistration. W 2:30-4:30.

D. J. Bem.

First, we will examine some fundamental properties of beliefs and attitudes: how they are formed and changed, what psychological functions they serve for the individual, and how they coalesce into belief systems or ideologies. Second, we will examine a number of ideologies in detail: for example, the political ideologies of the American public, gender, sexual orientation, the ideological factors that promote anorexia in a society, the contrasting world-views of "pro-choice" and "pro-life" activists, the ideologies of psychology and science, and more. Participants will also be encouraged (via brief writing assignments and a term paper) to examine one or more of their own ideologies.

#### **PSYCH 491 Research Methods in Psychology**

Spring. 4 credits. Enrollment limited to 25 students. Recommended: permission of instructor, Psychology 350, experience in upper-division psychology courses, or graduate standing. Graduate students, see Psychology 691. T R 10:10-11:25.

D. A. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course will focus on designing and conducting experiments, i.e., how to turn vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. Beyond learning methods of "correct" and rigorous experimentation, we will also discuss what makes a research study actually interesting. The course in addition, will cover test construction, survey methods, and "quasi experiments." Students will concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

#### **[PSYCH 492 Sensory Function (also BIONB 492)**

Spring. 3 or 4 credits. The 4-credit option involves a one-hour section once a week, in which students are expected to participate in discussion. The 4-credit option is not always offered. Prerequisite: a 300-level course in biopsychology, or BIONB 222 or BIOAP 311, or permission of the instructors. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years. Graduate students, see Psychology 692. Not offered 1995-96 or 1996-97. M W F 10:10. B. P. Halpern and H. C. Howland.

This course covers classical topics in sensory function such as vision, hearing, touch and balance, as well as some more modern topics like sensory coding, location of stimulus sources in space, the development of sensory systems, and non-classical topics such as electroreception and internal chemoreceptors. Both human and nonhuman systems are

discussed. In all cases the chemical, physical, and neurophysiological bases of sensory information are treated, and the processing of this information is followed into the central nervous system. At the level of *The Senses*, edited by Barlow and Mollon, and *An Introduction to the Physiology of Hearing*, 2nd edition, by Pickles.]

#### **Advanced Courses and Seminars**

Advanced seminars are primarily for graduate students, but with the permission of the instructor they may be taken by qualified undergraduates. The selection of seminars to be offered each term is determined by the needs of the students.

A supplement describing these advanced seminars is available at the beginning of each semester and can be obtained from the department office (211 Urias Hall). The following courses may be offered either term and carry 4 credits unless otherwise indicated.

#### **PSYCH 510-511 Perception**

#### **PSYCH 512-514 Visual Perception**

#### **PSYCH 513 Learning**

#### **PSYCH 515 Motivation**

#### **PSYCH 518 Topics in Psycholinguistics**

#### **PSYCH 519-520 Cognition**

#### **PSYCH 521 Psychobiology**

#### **PSYCH 522 Topics in Perception and Cognition**

#### **PSYCH 523 Hormones and Behavior**

#### **[PSYCH 524 Sex Differences in Brain and Behavior (also BIONB 626)**

Spring. 2 credits. Limited to 12 seniors and graduate students. Not offered 1995-96. Hours to be arranged.

T. J. DeVoogd.

A survey of the newly discovered animal models for sex differences in the brain. Topics include the role of steroids in brain development, whether hormones can modify the structure of the adult brain, and the consequences of such sex differences in anatomy for behavior.]

#### **PSYCH 525 Mathematical Psychology**

#### **PSYCH 526 Cognitive Neuroscience**

#### **PSYCH 527 Topics in Biopsychology**

#### **PSYCH 535 Animal Behavior**

#### **PSYCH 541 Statistics in Current Psychological Research**

#### **PSYCH 543 Psychological Tests**

#### **PSYCH 544 Topics in Psychopathology and Personality**

#### **PSYCH 551 Distinguished Speakers**

#### **PSYCH 580 Experimental Social Psychology (also Sociology 580)**

#### **PSYCH 600 General Research Seminar**

Fall or spring. No credit.

#### **PSYCH 605 Perception (also Psychology 205)**

Spring. 4 credits. T R 11:40-12:55. J. E. Cutting.

**[PSYCH 607 Chemosensory Perception (also Psychology 307)]**

Fall. 4 credits. Not offered 1995-96 or 1996-97. T R 9:05. B. P. Halpern.]

**[PSYCH 609 Development of Perception (also Psychology 309)]**

Fall. 4 credits. Not offered 1995-96. T R 2:55-4:10. E. S. Spelke.]

**PSYCH 611 Human Learning and Memory (also Psychology 311)**

Fall. 4 credits. T R 11:40-12:55. E. S. Spelke.

**PSYCH 612 Laboratory in Cognition and Perception (also Psychology 412)**

Spring. 4 credits. M W 2:55-4:10. D. J. Field.

**PSYCH 613 Obesity and the Regulation of Body Weight (also Nutritional Sciences 315)**

Spring. 3 credits. Limited to 30 students. Prerequisites: one course in psychology and one course in nutrition. Undergraduate students may register with permission of instructor. S-U grades optional. Offered alternate years. T 1:30-3:30. D. A. Levitsky.

This course is a multidisciplinary discussion of the causes, effects, and treatments of human obesity. Topics include the biopsychology of eating behavior, the genetics of obesity, the role of activity and energy metabolism, psychosocial determinants of obesity, anorexia nervosa, therapy and its effectiveness, and social discrimination.

**PSYCH 614 Issues in Cognitive Psychology (also Psychology 214)**

Fall. 4 credits. M W F 10:10. B. Khurana.

**PSYCH 615 Concepts, Categories, and Word Meaning (also Psychology 415)**

Fall. 4 credits. T 1:25-4:25. F. C. Keil.

**PSYCH 618 Psychology of Music (also Psychology 418)**

Spring. 4 credits. M W 2:55-4:10. C. Krumhansl.

**[PSYCH 619 Neural Networks Laboratory (also Psychology 419)]**

Spring. 4 credits. Not offered 1995-96. T R 2:55-4:10. D. J. Field.]

**[PSYCH 622 Developmental Biopsychology (also Psychology 422)]**

Fall. 4 credits. Not offered 1995-96. M W F 9:05-9:55. B. L. Finlay.]

**[PSYCH 625 Brain and Behavior (also Psychology 425)]**

Fall. 4 credits. Not offered 1995-96. M W F 9:05-9:55. B. L. Finlay.]

**PSYCH 626 Evolution of Human Behavior (also Psychology 326)**

Fall. 4 credits. T R 2:55-4:10. R. E. Johnston.

**[PSYCH 629 Olfaction and Taste: Structure and Function (also Psychology 429 and BIONB 429)]**

Fall. 4 credits. Not offered 1995-96 or 1996-97. T R 9:05. B. P. Halpern.]

**PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also Psychology 431 and BIONB 421)**

Fall. 4 credits. T R 10:10-11:25. B. P. Halpern.

**PSYCH 632 Biopsychology of Learning and Memory (also Psychology 332 and BIONB 328)**

Spring. 4 credits. M W F 11:15. T. J. DeVoogd.

**[PSYCH 640 Sleep and Dreaming (also Psychology 440)]**

Fall. 4 credits. Not offered 1995-96. T R 11:40-12:55. H. S. Porte.]

**PSYCH 642 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also Psychology 342)**

T R 11:40-12:55. D. J. Field.

**[PSYCH 650 The Lenses of Gender (also Psychology 450 and Women's Studies 450 and Women's Studies 650)]**

Fall. 4 credits. Not offered 1995-96. W 2:30-4:30. S. L. Bem.]

**[PSYCH 675 Developmental Psychobiology: Motivational Processes (also Psychology 375)]**

Spring. 4 credits. Not offered 1995-96. T 10:10-11:25. E. M. Blass.]

**PSYCH 676 Motivation (also Psychology 276 and Nutritional Sciences 276)**

Spring. 4 credits. T R 10:10-11:25. E. M. Blass.

**PSYCH 681 Advanced Social Psychology (also Psychology 481)**

Fall. 4 credits. T R 10:10-11:25. D. T. Regan.

**PSYCH 689 Seminar: Beliefs, Attitudes and Ideologies (also Psychology 489)**

Spring. 4 credits. W 2:30-4:30. D. J. Bem.

**PSYCH 691 Research Methods in Psychology (also Psychology 491)****[PSYCH 692 Sensory Function (also Psychology 492 and BIONB 492)]**

Spring. 4 credits. Not offered 1995-96. M W F 10:10. B. P. Halpern and H. C. Howland.]

**PSYCH 696 Introduction to Sensory Systems (also Psychology 396 and BIONB 396)**

Spring. 4 credits. M W F 10:10. B. P. Halpern.

**PSYCH 700 Research in Biopsychology****PSYCH 709 Developmental Psychology (also Psychology 209)**

Spring. 4 credits. T R 11:40-12:55. F. C. Keil.

**PSYCH 710 Research in Human Experimental Psychology****PSYCH 714 Comparative Cognition (also Psychology 414)**

Spring. 4 credits. T R 11:40-12:55. E. S. Spelke.

**[PSYCH 715 Psycholinguistics (also Psychology 215)]**

Fall. 4 credits. M W F 11:15. Not offered 1995-96. Staff.]

**PSYCH 716 Auditory Perception (also Psychology 316)**

Fall. 4 credits. T R 10:10-11:25. C. L. Krumhansl.

**[PSYCH 717 The Origins of Thought and Knowledge (also Psychology 417)]**

Fall. 4 credits. Not offered 1995-96. T 1:25-4:25. F. C. Keil.]

**PSYCH 720 Research in Social Psychology and Personality****PSYCH 722 Hormones and Behavior (also Psychology 322 and BIONB 322)**

Spring. 4 credits. M W F 1:25. D. F. Gudermuth.

**PSYCH 773-774 Proseminar in Cognitive Studies I and II (also Cognitive Studies 773/774, Philosophy 773/774, Linguistics 773/774, and Computer Science 773/774)**

Fall: R. grade. Spring: S-U only. 4 credits.

The Cognitive Studies Proseminar consists of two semesters of meetings with the graduate faculty in the field of Cognitive Studies. The proseminar will consist of a general introduction to the field of Cognitive Studies including an introduction to each of the major disciplines that make up the minor: i.e., computer science, linguistics, philosophy, and psychology. In each of these disciplines, faculty members from the field will introduce the theoretical and methodological issues that underlie the field and its relation to Cognitive Studies; in addition, they will introduce various labs in which active research is being conducted in their field at Cornell.

The proseminar will include suggestions from faculty in each field for further advanced interdisciplinary research that can be pursued at Cornell during a Cognitive Studies minor. It will conclude (end of second term) with individual student presentations in which students initiate a critique of some interdisciplinary research, after consultation with a faculty member of their choice.

Although suitable to entering graduate students, the proseminar is also open to graduate students beyond their first year. Advanced undergraduates with a Cognitive Studies concentration may also be admitted. This is a year-long lecture and discussion course. The year-long commitment is mandatory. An "R" grade will be assigned in the fall semester, and a S-U grade only will be assigned in the spring semester.

**PSYCH 775 Proseminar in Social Psychology I**

Fall. 2 credits. Limited to 10 graduate students in social psychology. Hours to be arranged. D. A. Dunning, T. D. Gilovich and D. T. Regan.

This is the first term of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, emotional experience, etc., will be covered.

**PSYCH 776 Proseminar in Social Psychology II**

Spring. 2 credits. Limited to 10 graduate students in social psychology. Hours to be arranged. D. A. Dunning, T. D. Gilovich, and D. T. Regan.

This is the second half of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social

cognition, but other topics, such as group dynamics, social influence, the social psychology of language, emotional experience, etc., will be covered.

**PSYCH 900 Doctoral Thesis Research in Biopsychology**

**PSYCH 910 Doctoral Thesis Research in Human Experimental Psychology**

**PSYCH 920 Doctoral Thesis Research in Social Psychology and Personality**

**Summer Session Courses**

The following courses are also frequently offered in the summer session, though not necessarily by the same instructor as during the academic year. Not all of these courses will be offered in a particular summer. Information regarding these courses and additional summer session offerings in psychology is available from the department before the end of the fall semester.

**PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry**

**PSYCH 123 Introduction to Biopsychology**

**PSYCH 128 Introduction to Psychology: Personality and Social Behavior**

**PSYCH 199 Sports Psychology**

**PSYCH 280 Introduction to Social Psychology**

**PSYCH 350 Statistics and Research Design**

**PSYCH 380 Community Mental Health (also Human Service Studies 380)**

**RELIGIOUS STUDIES MAJOR**

See "Special Programs and Interdisciplinary Studies."

**ROMANCE STUDIES**

The Department of Romance Studies (Alice Colby-Hall, chair) offers courses in French literature, Italian literature, and Spanish literature. In addition, the department's program includes courses in the French and Spanish languages, French linguistics, semiotics, and in French, Italian, and Hispanic culture. Through its course offerings and opportunities for independent study, the department seeks to encourage study of the interactions of the Romance literatures among themselves, with other literatures, and with other fields of inquiry.

**French**

J. Béreauad (director of undergraduate studies), A. Berger, A. M. Colby-Hall, N. Furman, D. I. Grossvogel, R. Klein, P. Lewis, K. Long, J. Ngate, A. Seznec, S. Tarrow, L. R. Waugh.

**The Major**

The major in French is divided into three options: French area studies, French linguistics, and French literature. For a description of the linguistics option, see Modern Languages and Linguistics, French. The area studies and literature options are described below.

While prospective majors should try to plan their programs as far ahead as possible,

especially if they intend to study abroad, no student will be refused admission merely because of a late start. Students wishing to major in French area studies or French literature should consult the director of undergraduate studies of the Department of Romance Studies, Professor Jacques Béreauad.

**The Literature Option**

The major in French, literature option, is designed to give students proficiency in the oral and written language, to acquaint them with French literature and culture, and to develop skills in literary analysis.

*Admission*

To be admitted to the major, students should have completed French Literature 201, 220, or 221 plus 222 and French Language 213 or its equivalent by the end of their sophomore year.

*For completion of the major, a student must:*

- (1) acquire a sound degree of competence in French language. This competence is demonstrated by the successful completion of French 301-312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- (2) take six courses in French literature or civilization at the 300 level or above. These courses, selected in consultation with the student's major adviser, will include at least two pre-19th-century courses and at least one 400-level course.
- (3) take two connected courses in one of the following related areas: literature, linguistics, comparative literature, history, history of art, music, government or another relevant discipline with a significant French component. Students who are double majors are exempted from this last requirement.

**The French Area Studies Option**

*Admission*

To be admitted to the major, students should have completed French Literature 201, 220, 221 or 224 plus French Language 213 or its equivalent by the end of their sophomore year.

*For completion of the major, a student must:*

- (1) acquire a sound degree of competence in the French language. This competence is demonstrated by the successful completion of French 301-312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- (2) take two courses in Romance Studies (literature or civilization) at the 300 level or above.
- (3) take six courses in no more than three areas of interest such as—but not limited to—Africana Studies, anthropology, comparative literature, French literature, economics, government, history, history of art, linguistics, music, theater arts, women's studies at the 300 level or above. Each area must be represented by at least two courses, and each course

must have a French component. At least one of these six courses should be at the 400 level.

**Administration of French Area Studies**

Students are admitted to the major by the director of undergraduate studies of the Department of Romance Studies, but will be guided by their individual advisers. A copy of each student's program will be given to the director of undergraduate studies for approval and safekeeping.

**Study Abroad in France**

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the departments of Romance Studies and Modern Languages and Linguistics facilitates the transfer of credit. Information about these plans is available from the director of undergraduate studies.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 213 or its equivalent in advanced credit or placement by the Cornell CASE examination. The taking of French 301 and/or 312 is, however, strongly recommended.

Students interested in studying in France are encouraged to consider the special benefits offered by EDUCA, the program in Paris cosponsored by Cornell and by Duke University. EDUCA offers advanced students a challenging course of study and the experience of total immersion in French life and culture in Paris. Participants in this program spend the year or the semester as fully matriculated students at the University of Paris and other institutions of higher learning in Paris, including the Institut d'Etudes Politiques (Sciences Po), selecting courses in many fields from the regular university course offerings. Students begin the academic year with an intensive three-week orientation into French history, society, and daily life. While it is possible to enroll in the EDUCA Program for one semester, admission will be given first to students planning to study abroad for the full academic year.

EDUCA maintains a center in Paris with appropriate support staff. The resident director, chosen annually from the Cornell and Duke faculties, teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a small library and word-processing facilities, is regularly used by students for special tutorials, seminars, and lectures, as well as informal gatherings.

**Study Abroad in Geneva**

French majors or other students with a commitment to international experience may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students with an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex. Cornell students enroll full-time in the

University of Geneva, where they take year-long courses in conjunction with Swiss students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization, and history.

Interested students can participate in internships at international organizations, and qualified participants may be able to work under the direction of officials on research studies that are of mutual interest. Beginning in mid-July, the University of Geneva offers four consecutive three-week language and civilization summer courses which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 213 or its equivalent in advanced credit or placement by the Cornell CASE examination. The taking of French 301 and/or 312 is, however, strongly recommended. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office for further information.

**Honors.** The honors program encourages well-qualified students majoring in French literature or culture to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading, and extensive rewriting to a degree not possible in the case of course papers.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429-430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year, each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

**Fees.** Depending on the course, a small fee may be charged for copies of texts used in course work.

#### Language and Linguistics

Most language courses and French linguistics courses are offered by Modern Languages and Linguistics. Further language courses (conversation and advanced level), French linguistics courses, and all literature courses are listed below.

*Note: Students placed in the 200-level courses have the option of taking language and/or literature courses; see listings under "Literature" for descriptions of the literature courses, any of which may be taken concurrently with French Language 200, 203, 205, or 213 (offered by Modern Languages and Linguistics) or Hotel Administration 266.*

#### FRROM 210 Intermediate French Conversation

Fall or spring. 2 credits. Limited to 15 students. Prerequisite: French 200, 203, 205 or equivalence (Q+) on the Cornell Advanced Standing Examination (CASE). J. Bereaud and staff.

The course is based on audiovisual materials used in class; slides, video strips, and recordings will accompany extensive discussions. A modest amount of reading each week will aim at increasing students' active vocabulary.

#### FRROM 301 Advanced French Composition and Conversation I

Fall or spring. 4 credits. Limited to 15 students. Prerequisite: French 213 or placement by the Cornell Advanced Standing Examination (CASE). Fall: J. Bereaud and staff; spring: S. Tarrow.

Class discussions based on reading of selected contemporary texts: half will be short stories by 20th-century writers, half will be articles on current events taken from French magazines or newspapers. All texts are chosen for thematic or cultural interest and linguistic quality. Special attention will be given to correctness and accuracy in French through grammar review and weekly papers (essays or translations). Two films will be shown to illustrate today's idiomatic language. Course required of French majors. Students who desire to enrich their linguistic and cultural knowledge at this level may take either FRDML 303: French through Current Events or FRDML 305: French through Film before, after, or concurrently with FRROM 301; but no more than two of these three courses may be taken for credit.

#### FRROM 310 Advanced French Conversation

Fall or spring. 2 credits. Limited to 15 students. Priority given to seniors.

Prerequisite: French 213 or Cornell Advanced Standing Examination (CASE) placement of Q++. J. Bereaud and staff.

This course is based on discussion of articles published in the French press. A few audio and video recordings and films will also be used.

#### FRROM 311 Advanced French I

This course has been renumbered as FRROM 301.

#### FRROM 312 Advanced French Composition and Conversation II

Spring. 4 credits. Limited to 15 students. Prerequisite: French 301 or placement by the Cornell Advanced Standing Examination (CASE). J. Bereaud and staff.

Continuation of work done in French 301. The objective of French 301 is to teach students to speak and write correct French; in French 312 students will be expected to have a richer, more idiomatic and hopefully elegant command of the language.

Formal study of grammar will be discontinued, more attention will be devoted to the examination of texts and to oral presentations by students. Weekly papers as in French 301.

#### Literature

##### FRLIT 201 Introduction to French Literature

Fall or spring. 3 credits. Prerequisite: qualification in French (CPT or FPT score of 560, or French 123). J. Bereaud.

French 201, like all other 200-level French literature courses, satisfies the language requirement by giving proficiency in French; but French 201 and 221 are mutually exclusive. Students with a CPT score of 600 or more should take French 221.

French 201 is divided into small sections and is conducted in French. Papers can be written in French or in English.

French 201 is designed for students interested in improving their written and oral skills in French and also their literary proficiency. Texts have been chosen both for their literary merit and their manageable linguistic difficulty. Close scrutiny of the works and active class discussions will sharpen students' critical and analytical abilities. Different genres are covered (poetry, drama, and narrative prose); and the reading list will include authors such as Baudelaire, Beckett, Ionesco, Camus, and Duras.

##### FRLIT 220 French and Francophone Culture

Fall or spring. 3 credits. Prerequisite: CPT score of 600 or French 200, 203 or 205. Conducted in French. Fall: S. Tarrow; spring: J. Ngate.

This course serves as an introduction to French Area Studies. It provides an overview of Francophone culture and society from 1945 to the present. Readings will include a selection of articles dealing with issues of current concern in France; works by French and Maghrebine or African writers; poetry or drama; two films will also be discussed.

##### FRLIT 221 Modern French Literature

Fall, spring, or summer. 3 credits. Prerequisites: a CPT score of 600 or French 200, 203, or 205. Conducted in French. J. Ngate and staff.

This course, divided into small sections, is intended as a first introduction to French literature, the Modern Period. Texts have been chosen both as a function of their centrality to the traditional literary canon and with an eye to its current transformation. The course focuses on different theoretical approaches to reading literature, without neglecting to situate works in their historical, philosophical, and cultural context. The course considers literary genres (poetry, drama, and the novel) as solicitations to read texts differently, at different speeds, with diverse claims on our attention. It is designed to satisfy a general interest in modern French literature as well as to prepare students to pursue a French major in literature. Readings will include works of authors such as Baudelaire, Césaire, Sartre, Proust, Duras.

##### FRLIT 222 Early Modern French Literature #

Fall or spring. 3 credits. Prerequisite: French 201, 220, 221 or permission of the instructor. Required of all literature majors, but not limited to them. Conducted in French. P. Lewis and staff.

Study of the classic literature of seventeenth-century France (Corneille, Racine, Molière, Mme de Lafayette, La Fontaine) and of eighteenth-century Enlightenment literature (Voltaire, Rousseau, Diderot, Beaumarchais). Special attention is paid to the ways in which these various works represent or deal with the shift from an aristocratic cultural code of values to modern bourgeois ideology and aesthetics. The course will also invite reflection on the status and centrality of

female characters in classical and neo-classical French literature; it will attempt to trace the evolution from the classical tragic heroine, to more modern (but no less problematic) representations of women.

**FRLIT 224 The French Experience: An Introduction (also History 220)**

Spring. 3 credits. R. Klein and N. Karwan-Cutting.

An examination of French society, culture, and institutions. What has made French culture so distinctive? Its literature and its revolutions, its gastronomy and fashion, its painting, cathedrals, and cinema. Looking attentively at texts, images, and contexts from selected moments in the eighteenth, nineteenth, and twentieth centuries, we will attempt to unravel some of the defining enigmas of the French experience. Two lectures a week in English and one section (one section conducted in English, one in French). Readings available both in French and in English translation.

**FRLIT 320 French Civilization**

Fall. 4 credits. Prerequisite: French 213 or its equivalent. J. Béreauad.

Detailed, analytical study of contemporary France. A short historical review will prepare the background for the synchronic exploration of the structure, culture, and attitudes of contemporary French society. In the second part of the course, students will select a topic for in-depth personal research leading to the writing of a term paper. Short oral presentations will be encouraged. Audio-visual materials will be used (current magazines and television excerpts). Three or four films will be shown to illustrate some aspects of French life. Class conducted in French; papers can be in French or in English.

*Note: Prerequisite for all 300-Level courses in French literature: French 201, 220, or 221.*

**FRLIT 329 Francophone Caribbean Literature**

Spring. 4 credits. J. Ngate.

A general introduction to the literature through the reading of representative poems, plays, short stories, and novels by writers such as Jacques Roumain, Aimé Césaire, René Deprestre, Maryse Condé, Léon Damas, Myriam Warner-Veyra, and Bertène Juminer. The course will be taught in French and with student participation in discussion of the assigned texts.

**FRLIT 330 Francophone African Literature**

Fall. 4 credits. J. Ngate.

Introduction to the works of representative poets, dramatists, novelists, and short story writers from sub-Saharan Africa and Madagascar. L. S. Senghor, C. Laye, F. Oyono, J.-J. Rabéarivelo, S. Labou Tansi, and the Afro-Caribbean Aimé Césaire will be among the writers whose works will be read. The focus will be on the twentieth century and the nature of these writers' relationships both with the West and with Africa.

**FRLIT 334 The Novel as Masterwork (also French Literature 684)**

Spring. 4 credits. Conducted in French. N. Furman.

This course traces the evolution of the nineteenth-century French novel. Readings include novels by Stendhal, Balzac, Flaubert, and Zola.

**FRLIT 365 Contemporary Fiction (also Comparative Literature 365)**

@ Fall. 4 credits. Lectures in English, discussion section in French. D. Grossvogel.

For description, see COM L 365.

**FRLIT 369 Comic Theater in the Seventeenth Century**

# Spring. 4 credits. P. Lewis.

The principal focus of this course will be the comedies of Corneille and Molière. In addition, there will be an attempt to follow the evolution of a half-century of comic theater (1625 to 1675), with attention to some interesting, if relatively minor, works by Racan, Mairet, Scarron, and Racine. Conducted in French.

**FRLIT 383 Lieux de mémoire: les révolutions du 19e siècle**

Fall. 4 credits. Conducted in French. N. Furman.

The historical traumas of the French revolutions of 1789, 1830, 1848, and 1870 and their traces in French literature. Readings will include works by Hugo, Desbordes-Valmore, Balzac, Flaubert, Maupassant, Vallès, and Zola.

**FRLIT 406 Alchemy and Abjection in Early Modern Europe (also Society for the Humanities 420)**

Spring. 4 credits. K. Long.

For description, see S HUM 420.

**FRLIT 407 The Construction and Critique of the Enlightenment Subject (also Society for the Humanities 407, Comparative Literature 407, and History 407)**

H. Mah.

For description, see S HUM 407.

**FRLIT 414 Ethic, Evil, Sexual Difference (also Society for the Humanities 414)**

Spring. 3 credits. Limited to 17 students.

J. Copjec.

For description, see S HUM 414.

**FRLIT 419-420 Special Topics in French Literature**

419, fall; 420, spring. 2-4 credits each term. Prerequisite: permission of instructor. Staff.

Guided independent study of special topics.

**FRLIT 421 Crimes of the Nation and Cinematic Memories (also Society for the Humanities 422)**

Spring. 3 credits. N. Wood.

For description, see S HUM 422.

**FRLIT 428 Oulipo: forms of potential literature (also French 698)**

Spring. 4 credits. R. Klein.

"Oulipo (Ouvroir de littérature potentielle)" is a relatively small circle of writers and mathematicians that has been conducting radical experiments in literary form since its beginnings in 1960. Its members are largely but not exclusively French and its meetings are held in Paris. Its aim is to identify and analyze older, even ancient experiments in literary form and to elaborate new forms or textual principles based on novel combinatorics or permutations, including computer algorithms. Its founding and continuing members include some of the most prominent contemporary French writers, poets, and novelists, including Raymond Queneau, Jacques Roubaud, Georges Perec, as well as the Italian writer Italo Calvino and the American Harry Mathews. The course

aims principally to examine the theoretical claims of Oulipo, its hostility to surrealism, its voluntarism, its preference for formal constraints, its exemplification of rhetorical and literary procedures (lipograms, palindromes, rhopalic verse, holorhymes, Boolean haikus, etc.) At the same time, close readings of selected texts will be encouraged.

**FRLIT 429-430 Honors Work in French**

429, fall; 430, spring. 8 credits year-long course, R grade fall semester, letter grade spring semester, with permission of the adviser. Open to juniors and seniors. Consult the director of the honors program. J. Ngate and staff.

**FRLIT 447 Medieval Literature**

# Fall. 4 credits. Prerequisite: French 221 or permission of instructor. Conducted in English. A. Colby-Hall.

This course is designed to give students facility in reading Old French and an appreciation of two major genres of medieval French literature: the epic and the theater.

**FRLIT 475 Exoticism and Eroticism: Figures of the Other in the French Enlightenment**

Fall. 4 credits. A. Berger.  
"To study man, it is necessary to learn how to see into the distance; it is necessary to observe differences in order to discover common properties" (Rousseau, *Essai sur l'Origine des Langues*). Imagined or theorized, the exotic experiment helped shape modern and contemporary discourses on the cultural and political community, on universalism and particularism, on diversity and identity. Good savages or bad giants, oriental women or despots, Indians, Zoroastrians, Tahitians, Americans (etc.), through these figures of otherness, thinkers and writers of the Enlightenment grasped at the foreign in the familiar, the same in the different and the desirable in the estranged. For exoticism is always eroticized (thus feminized) as the erotic is orientalized. The other may be less far or further than one thinks. How can one be a Persian (wo)man? (Works studied include Montesquieu, Rousseau, Diderot, and de Saint-Pierre). Conducted in French.

**FRLIT 491 Georges Bataille**

Spring. 4 credits. Conducted in French. N. Furman.

A major figure of contemporary French thought, Georges Bataille (1897-1962) has written influential works on literature, critical theory, political science, sociology, and philosophy. Readings for this course will include a selection of his essays and several of his novels.

**FRLIT 492 Experimentation in Twentieth-Century French Drama**

Fall. 4 credits. Prerequisite: French Literature 221. Conducted in French. D. Grossvogel.

A systematic attempt to analyze the way in which French experimenters changed the traditional forms of theater during this century. These experiments will be examined with reference to a semiotics of the stage and of drama, including typologies of the sign, codes of communication, and performance, dramatic and paradramatic action, etc.

**FRLIT 600 Facing the Other (also Women's Studies 600)**

Fall. 4 credits. N. Furman and A. Berger. For description, see WOMNS 600.

**FRLIT 639-640 Special Topics in French Literature**

639, fall; 640, spring. 4 credits each term.  
Staff.

Guided independent study for graduate students.

**FRLIT 648 Medieval Seminar: Le Roman de la Rose #**

Spring. 4 credits. A. Colby-Hall.

**FRLIT 684 The Novel as Masterwork (also French 334) #**

Spring. 4 credits. Conducted in French.  
N. Furman.

For description, see FRLIT 334.

**FRLIT 695 Theorizing Films (also English 703)**

Fall. 4 credits. T. Murray.

For description, see ENG 703.

**FRLIT 698 Oulipo: Forms of Potential Literature (also French 428)**

Spring. 4 credits. R. Klein.

For description, see FRLIT 428.

**Italian**

B. Ballaro, director of undergraduate studies, fall; M. Migiel, director of undergraduate studies, spring.

**The Major**

Students who wish to major in Italian should choose a faculty member to serve as a major adviser; the general plan and the details of the student's course of study will be worked out in consultation with the adviser. Italian majors are encouraged to take courses in related subjects such as history, art history, music, philosophy, anthropology, classics, linguistics, and other modern languages and literatures. While a major often occupies only the junior and senior years, it is wise for students to seek faculty advice about the major as early as possible.

Students who elect to major in Italian ordinarily should have completed Italian 201 by the end of their sophomore year. Exemptions can be made on the basis of an examination. Students majoring in Italian are expected to become conversant with a fair portion of the masterworks of Italian literature, to acquaint themselves with the outlines of Italian literary history, and to develop some skill in literary analysis. To this end, students will be expected to complete successfully 32 credits of Italian literature courses at the 300 level or higher, with papers to be written in Italian or English. Required courses for the major are Italian 303, 304, and 427. Italian 402, History of the Italian Language, and 403, Linguistic Structure of Italian, may be counted toward the 32 credits required for the major (an introductory linguistics course is a prerequisite of Italian 402 and 403).

Students majoring in Italian will also be expected to acquire competence in the handling of the language. That competence may be demonstrated by passing an oral and written examination to be arranged with the adviser.

Italian majors will also be required to complete successfully two courses in related fields (for example, Italian history, Italian art history, literary theory).

Italian majors may study in Italy, generally during their junior year, under any of those study-abroad plans organized by American universities that allow the transfer of grades

and credit, such as the Cornell program in Rome.

The College of Architecture, Art, and Planning maintains a program open to all qualified students attending Cornell. The program is housed in the sixteenth-century Palazzo Massimo, designed by the architect Baldassare Peruzzi, on the Corso Vittorio Emanuele, in the heart of Rome. Students may enroll for a semester in the fall or spring. Courses regularly taught at the Palazzo Massimo include Italian language (beginning and intermediate); Architecture 300, 401, 402, 500, 502, Design Studio; Architecture 338 and 399, Special Topics in Architectural History; Architecture 458, Special Projects in Design Communications; Architecture 367, Contemporary Italian Culture; Architecture 510, Thesis Introduction; Art 251, 311, 322, and 371; and History of Art 371, Renaissance and Baroque Art in Rome.

To be eligible, students must have completed the first two years of their curriculum requirements and be in good academic standing.

**Literature**

Most language courses and Italian linguistics courses are offered by Modern Languages and Linguistics. Advanced language courses and all literature courses are listed below.

**ITALL 201-202 Introduction to Italian Literature**

Fall, Italian 201; spring, Italian 202. 3 credits. Prerequisite: permission of instructor. Conducted in Italian. Staff. In this course, students will develop their language skills in Italian by reading, discussing, and writing about short works of fiction (twentieth-century short stories in ITALL 201; twentieth-century novels in ITALL 202). ITALL 201 is not a prerequisite to ITALL 202.

**ITALL 389 Modern Italian Novel (also Italian 689)**

Spring. 4 credits. B. Ballaro.  
A study of the modern Italian novel from Manzoni to Moravia. Conducted in English.

**ITALL 419-420 Special Topics in Italian Literature**

419, fall; 420, spring. 2-4 credits each term. Prerequisite: permission of instructor. Staff.

Guided independent study of specific topics.

**ITALL 429-430 Honors in Italian Literature**

429 fall; 430, spring. 8 credits. Year-long course, R for fall semester; letter grade for spring semester. Limited to seniors. Prerequisite: permission of instructor. M. Migiel.

**ITALL 445 Boccaccio (also Italian 645) #**

Spring. 4 credits. M. Migiel.  
A study of the *Decameron* in Italian or in English translation. Conducted in English.

**ITALL 490 Modern Italian Women Writers (also Italian 690)**

Fall. 4 credits. B. Ballaro.  
In this course, we will examine selected novels of twentieth-century Italian women writers. The course will focus on the following questions: what are the possibilities and problems that arise from the attempt to construct a "women's canon" of modern Italian literature? What, if anything, constitutes "scrittura femminile"? How may we compare

Italian women's writings to their Anglo-American and French counterparts? In what ways do the texts in question display (or not display) connections with feminist discourses? What is the relation between the personal and the political, between history and (auto)biography in these texts? How do they represent problems of difference in terms of gender, race/religion (*Lessico famigliare, La storia*), and sexuality (*Lettere a Marina*)? How do they represent problems of violence such as rape or war (*Una donna, Artemisia, La storia*), maternity, family ties? What are the differences between élite, "highbrow" texts like Banti's and Manzini's and "popular" novels like those of de Céspedes and Cialente? How do these texts evolve over time (stylistically, thematically, linguistically, politically)? Conducted in English.

**ITALL 639-640 Special Topics in Italian Literature**

639, fall; 640, spring. 4 credits each term.  
Staff.

**ITALL 645 Boccaccio (also Italian 445) #**

Spring. 4 credits. M. Migiel.  
For description, see ITALL 445.

**ITALL 689 Modern Italian Novel (also Italian 389)**

Spring. 4 credits. B. Ballaro.  
For description, see ITAL 389.

**ITALL 690 Modern Italian Women Writers (also Italian 490)**

Fall. 4 credits. B. Ballaro.  
For description, see ITALL 490.

**Romance Studies****Literature****ROMS 459 Being, God, Mind: Key Terms of Western Thought from Plato to Vico (also Comparative Literature 359) #**

Fall. 4 credits. C. Arroyo.  
For description, see COM L 359.

**[ROMS 497 Heidegger on Language, Art, and Literature (also Comparative Literature 497)]**

4 credits. Not offered 1995-96.]

**Spanish**

M. A. Garcés, director of undergraduate studies, C. Moron-Arroyo, L. Carrillo, D. Castillo, U. J. DeWinter, J. W. Kronik, A. Monegal, J. Piedra, M. Stykos, J. Tittler

**The Major**

The major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in literary and linguistic analysis. Satisfactory completion of the major should enable students to meet language and literature requirements for teaching, to continue with graduate work in Spanish or other appropriate disciplines, or to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake preprofessional training for graduate study in law or medicine. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult the director of

undergraduate studies in Spanish—Professor Garcés—who will admit them to the major and choose an adviser from the Spanish faculty. Spanish majors will then work out a plan of study in consultation with their advisers. Previous training and interests as well as vocational goals will be taken into account when the student's program of courses is determined.

Spanish 201 and 204 (or equivalent) are prerequisite to entering the major in Spanish. All majors will normally include the following core courses in their programs:

- 1) Spanish 315–316–318
- 2) Spanish 311 and 312 (or equivalent)

Spanish majors have great flexibility in devising their programs of study and areas of concentration. Some typical options of the major are:

- 1) Spanish literature, for which the program of study normally includes at least 20 credits of Spanish literature beyond the core courses. Literature majors are strongly urged to include in their programs courses in all the major periods of Hispanic literature.
- 2) A combination of literature and linguistics.
- 3) Either of the above options with certain courses in other disciplines counted toward the major. Whichever option a student chooses, he or she is encouraged to enrich the major program by including a variety of courses from related fields or by combining Spanish with related fields such as history, philosophy, sociology, anthropology, art, music, Classics, English, comparative literature, and other foreign languages and literatures. The interdepartmental programs in Latin American Studies and Hispanic American Studies sponsor relevant courses in a variety of areas.

The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

For the major in Spanish linguistics, see Modern Languages and Linguistics—Spanish.

**Study abroad in Spain.** Cornell and the University of Michigan cosponsor an academic year in Spain program. Students enrolled in this program spend the first three weeks before the fall semester begins in a residential college located on the campus of the University of Madrid, where they take a course in Spanish language and contemporary society and take advantage of special lectures and field trips in Madrid and Castile. This course carries three credits. In early October the program moves to Seville, where students enroll in as many regular classes at the University of Seville as their language competency and general education permit. Their academic work is supplemented by courses designed explicitly for the program by Seville faculty, as well as a seminar regularly offered by the resident director, who is chosen from the faculty of either Cornell or Michigan. The special courses normally include history of art and architecture, Spanish composition and syntax, and modern Spanish history. In Seville students live with selected families or in a few cases in "colegios mayores." Cornell-Michigan also maintains a center in Seville, which is used by students for special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in Spanish prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. Students interested in the study abroad program should consult with the Cornell Abroad office for further information.

**Honors.** Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty to supervise their work and direct the writing of their honors essays (see Spanish 429–430).

**Fees.** Depending on the course, a small fee may be charged for film use or for copies of texts for course work.

#### Language

Most language courses and Spanish linguistic courses are offered by Modern Languages and Linguistics. Advanced language courses and all literature courses are listed below.

*Note: Students placed in the 200-level courses have the option of taking language and/or literature courses; see listing under Spanish 201 for description of the literature course that may be taken concurrently with the 203–204 (offered by Modern Languages and Linguistics).*

#### SPANR 311 Advanced Composition and Conversation

Fall. 4 credits. Prerequisite: Spanish 204 or 212 or equivalent. M. Stykos and staff. Advanced language skills, developed through reading, grammar review, and intensive practice in speaking, writing, and translation. Analysis of present-day Spanish usage in a wide variety of oral and written texts.

#### SPANR 312 Advanced Composition and Conversation

Spring. 4 credits. M. Stykos and staff. Readings and class discussion will focus on the stylistic analysis of modern texts. Increased emphasis, through weekly essays, on students' development of an effective Spanish prose style.

#### Literature

##### SPANL 201 Introduction to Hispanic Literature @

Fall or spring. 3 credits. Prerequisite: qualification in Spanish or permission of instructor. The course is divided into small sections and is conducted mainly in Spanish. (Fulfills both the language proficiency requirement and, followed by a 300-level Spanish literature course, the humanities distribution requirement. The literature course that normally follows Spanish 201 is either 316 or 318.) M. Stykos and staff.

An intermediate reading course designed to improve reading, writing, speaking, and comprehension skills in Spanish through the reading and discussion of contemporary literary works of various genres (narrative prose, drama, poetry) from Spain and Spanish America. Emphasis is placed on the development of fluency in reading and of critical and analytical abilities. The cultural, sociological, and aesthetic implications of texts by authors such as Borges, Cortázar, Fuentes, García Márquez, García Lorca, and Cela are considered.

#### SPANL 210 Introduction to Hispanic American Studies (also LSP 210)

Fall. 3–4 credits. L. Carrillo.

This course offers a survey of topics and issues relevant to the historical, social, cultural and educational development of Hispanic groups in the United States. Topics to be examined may include: Latinos and the environment; culture, language and multiculturalism; gender and society. Readings may include selections from historical travel journals, contemporary literature and relevant social science documents. Guest speakers from Cornell's staff as well as visiting writers and lecturers will broaden the scope of the course.

#### SPANL 242 Introduction to U.S. Latino Literature (also LSP 240 and English Literature 240)

Fall. 3 credits. B. V. Olgún.

For description, see ENGL 240.

#### SPANL 243 Poetry and Politics in the Americas (also English Literature 243 and LSP 243)

Spring. 3 credits. B. V. Olgún.

For description, see ENGL 243.

#### SPANL 244 Chicanos and Film: Representations of La Raza (also English Literature 242 and LSP 242)

Fall. 4 credits. B. V. Olgún.

For description, see ENGL 242.

#### SPANL 315 Readings in Sixteenth- and Seventeenth-Century Hispanic Literature #

Fall or spring. 4 credits. Prerequisite: Spanish 201, four years of high school Spanish, or permission of instructor.

Taught in Spanish. Students are urged to take Spanish Literature 316 or 318 prior to enrollment in this course. M. A. Garcés. Readings and discussion of representative texts of the period from both Spain and her colonies in the New World: Garcilaso de la Vega, Lazarillo de Tormes, San Juan de la Cruz, Cervantes, Lope de Vega, Calderón, and others.

#### SPANL 316 Readings in Modern Spanish Literature

Fall or spring. 4 credits. Prerequisite: Spanish 201 or 4 years of high school Spanish or permission of instructor. Taught in Spanish. Fall: A. Monegal and J. Kronik; spring: M. Stykos.

Readings and discussion of representative texts from Spain from the romantic period to the present. Bécquer, Galdós, Unamuno, García Lorca, Cela, and others.

#### SPANL 317 Readings in Colonial Spanish-American Literature @ #

Fall. 4 credits. J. Piedra.

Early masterpieces of Spanish American literature from the "chronicles of discovery" to the first novels. The paradoxical relationship between the historical and literary forms, as well as the serious and the humorous contents, that characterizes writing from the journals of Columbus to those of the picaros.

#### SPANL 318 Readings in Spanish-American Literature @

Fall or spring. 4 credits. Fall: J. Tittler; spring: J. Kronik and J. Piedra.

Readings and discussion of representative texts of the nineteenth and twentieth centuries from Spanish America: Darío, Borges, Vallejo, Paz, Cortázar, García Márquez, and others.

Note: The prerequisite for the following courses, unless otherwise indicated, is Spanish 315, 316, or 318, or permission of instructor.]

**SPANL 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also Spanish Literature 699, Near Eastern Studies 339, Jewish Studies 339, Comparative Literature 334, and Religious Studies 334) #**

For description, see NES 339.

**SPANL 345 Contemporary Spanish-American Novel @**

Fall. 4 credits. Prerequisite: Spanish 318 or equivalent. J. Tittler.

Reading and discussion of selected works of narrative fiction by today's leading authors: Castellanos, Cortázar, Donoso, Fuentes, García Márquez, Puig, Vargas Llosa, and others. Two abiding concerns will be the way in which history interacts with aesthetic form and the role of the bicultural reader in actualizing the text's potential.

**SPANL 348 Cuban Literature @**

Spring. 4 credits. J. Piedra.

A panoramic view of Cuban literature and culture from its "national origins" in the seventeenth century to the present. One fourth of the course will be devoted to reading texts from before the twentieth century, particularly anti-slavery and travel literature of the nineteenth century. Beside early and middle twentieth-century masterpieces we will read contemporary texts written within and outside of the Cuban Revolution. The course ends with Cuban-American literature written in English, Spanish, and Spanglish.

**SPANL 350 Literature of Conquest (also Spanish Literature 450) # @**

Spring. 4 credits. M. A. Garcés.

This course examines the cultural and psychological impact of the Encounter on the literatures of sixteenth-century Europe. We will study the response of sixteenth-century European humanists, such as Peter Martyr, Francisco López de Gómara, and Michel de Montaigne to the challenges represented by the New World. At the same time, we will identify nuclear points in the formation of an American discourse through a detailed reading of both European and Amerindian texts. Selections include: Christopher Columbus's *Diary* and letters, and works by Hernán Cortés, Bartolomé de las Casas, Alvar Núñez Cabeza de Vaca, Martín Fernández de Enciso, Tito Cusi Yupangui, Inca Garcilaso de la Vega, Felipe Guaman Poma de Ayala, and Juan Rodríguez Freyle, among others.

Particular attention will be paid to the conversion of European, Nahuatl, or Andean world views into an American imagery, one that turns into an increasingly challenging body of discourse in the hands of the native American writers. The course will focus on ideological, rhetorical, and gender questions in sixteenth- and early seventeenth-century texts on America, as well as on the creative transformations between historical and fictional discourses.

**SPANL 363 European Novel (also Comparative Literature 363)**

Spring. 4 credits. C. Arroyo.

For description, see COM L 363.

**SPANL 374 Literature and Culture @**

Spring. 4 credits. U. J. DeWinter. Analysis of Spanish and Latin American fiction as an expression of cultural values, themes, and problems. Novelists, poets, and short story writers include: Azorín, Unamuno, Lorca, Yáñez, Fuentes, Asturias, Carpentier, and others. Related essays on cultural topics.

**SPANL 388 The Novel in Early 20th-Century Spain**

Fall. 4 credits. J. Kronik.

Representative prose fiction works by Unamuno, Baroja, Azorín, and Valle-Inclán will be studied in detail as examples of the Spanish manifestation of the artistic revolution at the beginning of the 20th century. Discussion and papers will include issues such as the revolt against realism, the struggle against traditional genre limitations, the search for new narrative forms, the tensions between art and ideology, etc.

**SPANL 399 Spanish Film**

Fall. 4 credits. Conducted in Spanish.

Screenings to be announced. A. Monegal. Examines the evolution of Spanish cinema since Franco's death in 1975, both from a historical and a cinematic perspective. The focus will be on documentary, fictional, and allegorical reconstructions of the past, and on the images of the new democratic society which illustrate a postmodern aesthetics. Selected films include works by directors who started their careers under the dictatorship (Saura, Erice, Borau), and by members of the younger generation, such as Almodóvar.

**SPANL 419-420 Special Topics in Hispanic Literature**

419, fall; 420, spring. 2-4 credits each term. Prerequisite: permission of instructor.

Guided independent study of specific topics. For undergraduates interested in special problems not covered in courses.

**SPANL 429-430 Honors Work in Hispanic Literature**

429, fall; 430, spring. 8 credits. Year-long course, R grade fall semester, letter grade spring semester. Limited to seniors. Prerequisite: permission of instructor. J. Kronik.

**SPANL 440 Medieval Spanish Literature #**

Fall. 4 credits. Prerequisite: Spanish 315 or equivalent. Taught in Spanish. C. Arroyo.

Reading from *Mio Cid* to *Celestina*. Emphasis on concepts (learned vs. popular, *topos* vs. personalism, pro-anti-feminism, courtly love) in European perspective. Cultural distance and "assimilation" through reading.

**SPANL 450 Literature of Conquest (also Spanish Literature 350) # @**

Spring. 4 credits. M. A. Garcés.

For description, see SPANL 350.

**SPANL 466 Golden Age Spanish Short Fiction #**

Fall. 4 credits. M. A. Garcés.

The sixteenth and seventeenth centuries in Spain are marked by superb artistic productions—both in literature and in the arts—which gave rise to the term "Golden Age." Among these creations stands the novella, a novelty which attained such perfection in the hands of Cervantes that the writer claims, submitting his *Novelas ejemplares* to an adoring public: "It is true that I am the first to

have written novellas in the Castilian language . . . These novels are my own . . . my wit engendered them, my pen gave birth to them, and they are growing up in the arms of the printing press."

Exploring the way in which Cervantes's *Novelas* challenge the reigning ideology of truth and fiction, this course will also study other short fictions by, for example, Lope de Vega, Tirso de Molina, and María de Zayas. Particular attention will be paid to questions of love and gender in these narratives. Above all, we will concentrate on the quest that puts each hero, male or female, on the road to self-discovery.

**SPANL 468 Spanish Poetry of the Golden Age #**

Spring. 4 credits. Taught in Spanish. C. M. Arroyo.

Readings from Garcilaso to Quevedo. Reflection on Petrarchism, Neo-Platonism, *Culto*, Conceptism, classic stereotypes and originality. Poetry and poetic theory; the emergence of the professional writer in Europe.

**SPANL 485 The Nineteenth-Century Spanish Novel #**

Spring. 4 credits. J. Kronik.

A study of prose fiction written in Spain during the last third of the nineteenth century, often referred to as the period of "realism." Major novels by Galdós, Clarín, Valera, and Pardo Bazán will be discussed in the light of their narrative techniques and in the context of their social circumstances. The tensions between the artistic imagination and the representation of reality will be considered.

**SPANL 639-640 Special Topics in Hispanic Literature**

639, fall; 640, spring. 2-4 credits each term.

**SPANL 692 Borderwork (also Comparative Literature 691)**

Spring. 4 credits. D. Castillo.

This course looks at literary works that thematize geographical, cultural, and linguistic borders between a Spanish-speaking and a non-Hispanic culture. Emphasis in the class will be on works written from the Spanish side of the divide: writers like René Marqués, Ana Lydia Vega, José Emilio Pacheco, and Mario Vargas Llosa may be included. We will, however, also look at books written in English, and may include works by writers such as Ruth Behar, Esmeralda Santiago, D. H. Lawrence, or José Antonio Burciaga who reflect upon a border experience from different racial, geographical, social class, and linguistic backgrounds.

**SPANL 693 Freud in Latin America @**

Fall. 4 credits. J. Piedra.

A selection of basic and less basic Freud for readers applied to Spanish American prose. The main theme will be the implications of the Oedipal complex in the nation-formation mechanism, as exemplified by Spanish Americans' problematic relationship to Spanish as a Step-Mother Tongue, as well as to European intellectual paternalism and Uncle Sam's critical nepotism as theoretical Big Brothers. Besides the selective readings from Freud's opus and Freudian-trained Latin American theorists, we will study Spanish-American fiction with an Oedipal theme.

**SPANL 699 Muslims, Christians and Jews in Islamic Spain (also Spanish Literature 339, Comparative Literature 334/639 and Near Eastern Studies 339/639 #**

Spring. 4 credits. R. Brann.  
For description, see NES 339.

## RUMANIAN

See Department of Modern Languages and Linguistics—Romanian.

## RUSSIAN

E. W. Browne, P. Carden (director of undergraduate studies [literature], 235 Goldwin Smith Hall, 255-8350), G. Gibian, N. Pollak, S. Senderovich, G. Shapiro

### The Russian Major

Russian majors study Russian language, literature, and linguistics, emphasizing their specific interests. It is desirable, although not necessary, for prospective majors to complete Russian 121–122, 201–202, and 203–204 as freshmen and sophomores, since these courses are prerequisites to most of the junior and senior courses that count toward the major. Students may be admitted to the major upon satisfactory completion of Russian 122 or the equivalent. Students who elect to major in Russian should consult Professor Carden as soon as possible. For a major in Russian, students will be required to complete (1) Russian 301–302 or 303–304 or the equivalent, and (2) 18 credits from 300- and 400-level literature and linguistics courses, of which 12 credits must be in literature in the original Russian.

Certain courses may, with the permission of the instructor, be taken for one additional hour's credit. Such courses will involve a one-hour section each week with work in the Russian language. These courses count one hour each of credit toward the 12 courses of Russian literature in the original language required for the major.

### Study Abroad

Cornell is an affiliated institution in the Council on International Educational Exchange program for Russian language study at St. Petersburg State University. Cornell students also frequently go on the American Council of Teachers of Russian program in Moscow and other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from Professor Wayles Browne.

**Honors.** Students taking honors in Russian undertake individual reading and research and write an honors essay.

**Fees.** Depending on the course, a small fee may be charged for photocopied texts for course work.

### Freshman writing seminar requirement.

The following courses will satisfy the freshman writing seminar requirement: Russian 103, 104, 105, and 110.

### Russian and Soviet Studies Major

See "Special Programs and Interdisciplinary Studies," which follows the department listings.

### Russian Literature

P. Carden (director of undergraduate studies, 235 Goldwin Smith Hall, 255-8350), G. Gibian, N. Pollak, S. Senderovich, G. Shapiro.

The Department of Russian Literature offers a variety of courses: some with readings in English translation, others in the original Russian, or both. The connection between Russian history, society, and literature is particularly close, so instruction and discussion in class often include a variety of topics, such as culture and intellectual history, as well as literature. Several courses are interdisciplinary, cosponsored with the departments of History, Economics, Government, Comparative Literature, etc. Students interested in majoring in Russian are strongly urged to take Russian 121–122 as soon as possible, preferably in their first year, or by their second at the latest. Russian 203–204, offered by the Department of Modern Languages and Linguistics, and Russian 201–202, offered by the Department of Russian Literature, complete basic language instruction and introduce students to literature. A further sequence of literature courses in Russian follows Russian 202.

For further information about courses and majors, see Modern Languages and Linguistics.

**RUSSL 103 Freshman Writing Seminar: Classics of Russian Thought and Literature**

Fall or spring. 3 credits. Staff.

Russian society has always seen its literature as having a mission important to the development of the nation. In this course we will examine Russian literature as it participates in the debate, whither Russia? We will look in particular at the conflict between the Slavophiles, those who thought Russia had its own unique destiny, and the Westernizers, those who thought Russia should look to the West for a model in its development. We will be reading such Russian authors as Turgenev, Dostoevsky, Herzen, and Solzhenitsyn in English translation. The course will examine the rhetorical means each author uses to make his argument. All reading is in English translation.

**RUSSL 104 Freshman Writing Seminar: Nineteenth-Century Russian Literary Masterpieces**

Fall or spring. 3 credits. Staff.

This course will introduce students to a broad selection of the major works of the Russian literary tradition. Our emphasis will be on what makes each work interesting as writing, what themes have been particularly interesting to Russians, and how we recognize the distinctive voice of each of the writers we are studying. Among the authors read are Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. All reading is in English translation.

**RUSSL 105 Freshman Writing Seminar: Twentieth-Century Russian Literary Masterpieces**

Fall or spring. 3 credits. Staff.

Russian literature in the twentieth century has endured many ups and downs. At times it has produced great masterpieces of modern art. At times it has been forced into the dry mode of "socialist realism," in which it had to voice

the ideas forced upon it by a totalitarian government. Russian authors have been glorified as the voice of the nation, and they have also perished in concentration camps in the far north of Siberia. In this course we will read a representative selection of these authors, including those who took the path of art, those who bent to the "social command," and those who assumed a politically dissident stance. Among the authors read will be Babel, Pasternak, Olesha, and Solzhenitsyn. All reading is in English translation.

**RUSSL 110 Freshman Writing Seminar: Soviet and Russian Women's Literature**

Spring. 3 credits. N. Blinkova.

This course will deal with women prose writers and poets of the Soviet and post-Soviet periods. We will discuss issues of social, historical, and cultural context from which these women's voices emerged. We will also explore some more theoretical issues concerning gender construction and sexual attitudes. Since there has not been much feminist writing in the former Soviet Union, we will also consider whether and how Western European and American feminist agendas are applicable to the Soviet and post-Soviet context. Among the authors read will be Akhmatova, Tsvetaeva, Akhmadulina, Ginzburg, Tolstaia, and Voznesenskaia. Readings in English translation.

**RUSSL 201-202 Readings in Russian Literature #**

201, fall; 202, spring. 3 credits each term. Prerequisites: qualification in Russian; 201 is prerequisite to 202. Open to freshmen.

Fall: N. Pollak; spring: G. Shapiro.

These courses are designed as the initial courses students take after qualification in Russian and are conducted mainly in Russian. Considerable guidance is provided, however, and there is no presumption of fluency. The goals of the courses are to introduce students to Russian literature in the original, to sample differing literary styles, and to accomplish both with minimal recourse to English in class. Several short papers in Russian and English will be assigned. Readings from nineteenth- and twentieth-century masters of prose and verse such as Pushkin, Lermontov, Tiutchev, Tolstoy, Chekhov, Babel, and Zoshchenko.

**[RUSSL 207 Themes from Russian Culture #]**

Spring. 3 credits. G. Shapiro. Not offered 1995–96.

This course is based on lectures, discussions, and audio-visual presentations (slides, tapes, films). It includes within its scope various aspects of Russian culture such as literature, art, music, religion, philosophy, and social thought from its very beginnings through the eighteenth century. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country which plays a major role in the world today. Russian culture will be presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.]

**RUSSL 208 Themes from Russian Culture II**

Spring. 3 credits. G. Shapiro.

This course is based on lectures, discussions, and audiovisual presentations (slides, tapes, films). It includes various aspects of Russian culture such as literature, art, music, religion,

philosophy, and social thought over the last two hundred years. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country that plays a major role in the world today. Russian culture will be presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.

**[RUSSL 331] Introduction to Russian Poetry #**

Fall. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. N. Pollak.

A survey of Russian poetry with primary emphasis on the analysis of individual poems by major poets.

**[RUSSL 332] Russian Drama and Theatre**

Fall. 4 credits. Not offered 1995-96.  
S. Senderovich.

Selected topics. Discussion of a number of the most representative Russian plays of the nineteenth and twentieth centuries in chronological order. Introductions to the historical period, cultural atmosphere, literary trends, and crucial moments in the history of the Russian theater will be especially emphasized. Among the works we will be studying will be Gogol's *Inspector General*, Ostrovsky's *The Storm*, and Chekhov's *The Cherry Orchard*. All readings will be in English translation. Additional assignments in critical literature will be made for graduate students.]

**[RUSSL 333] Twentieth-Century Russian Poetry**

Spring. 4 credits. Not offered 1995-96.  
N. Pollak.

Close readings of lyrics by major twentieth-century poets. All reading is in Russian. Geared towards undergraduates.]

**[RUSSL 334] The Russian Short Story #**

Fall. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. Not offered 1995-96.  
G. Gibian.

A survey of two centuries of Russian story telling. Emphasis on the analysis of individual stories by major writers, on narrative structure, and on related landmarks of Russian literary criticism.]

**[RUSSL 350] Education and the Philosophical Fantasies**

Spring. 4 credits. P. Carden.  
A major philosophical tradition has conceived of education as encompassing the whole of our lives. What we should do or be is seen as the result of every choice we make. The whole of our human contacts is understood as a school in which we form ourselves. This all-encompassing vision of education has been embodied in the works of the great philosopher-fantasists who use the forms of fiction to explore fundamental issues of education. In this course we will examine several key philosophical fantasies, among them Plato's *Republic*, Rousseau's *Emile*, and Tolstoy's *War and Peace*. Our aim will be to understand how the discourse on education became a central part of our Western tradition.

**[RUSSL 367] The Russian Novel (also Comparative Literature 367) #**

Fall. 4 credits. Also open to graduate students. Special discussion section for students who read Russian. G. Gibian. Sentimentalism, Romanticism, Realism, Modernism. Novels and short stories by Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, and others. Readings in English translation.

**[RUSSL 368] Soviet Literature from Revolutionary Times to "Glasnost"**

Spring. 4 credits. Also open to graduate students. There will be a special section for students who read Russian. P. Carden. A survey of Russian literature from the 1920s to the present day focusing on the most important writers and developments. Among the themes to be explored will be Russian Futurism, literature of the Second World War, the "thaw," the rise of the dissident movement and the introduction of "glasnost." Writers include Mayakovsky, Babel, Zamyatin, Platonov, Pasternak, Solzhenitsyn and others.

**[RUSSL 369] Dostoevsky #**

Fall. 4 credits. Not offered 1995-96.]

**[RUSSL 373] Chekhov in the Context of Contemporary European Literature and Art #**

Spring. 4 credits. Not offered 1995-96.  
S. Senderovich.

Reading and discussion of Anton Chekhov's short stories in the context of the European art of the short story and painting of that era. The course is designed for nonspecialists as well as literature majors. All reading is in English translation.]

**[RUSSL 377] Baltic Literature (also German Studies 377)**

Fall. 4 credits. Not offered 1995-96.  
I. Ezergailis.

Estonia, Latvia, and Lithuania have created a rich literary tradition since the beginning of a written indigenous culture in the nineteenth century. We will read texts from each of these literatures, selected for their quality, importance, and the availability of acceptable translations, representing, as much as possible, writers from the pre-Soviet independence period, those writing under Soviet rule, and emigres.]

**[RUSSL 379] The Russian Connection (also Comparative Literature 379) #**

Spring. 4 credits. Not offered 1995-96.  
P. Carden.

Our topic will be the development of a poetics of introspection in European prose in the course of the 19th century, culminating in two major Russian novels: Tolstoy's *War and Peace* and Dostoevsky's *The Idiot*. Among other works we will read: Constant's *Adolphe*, Stendhal's *Charterhouse of Parma*, and several short works relevant to the theme.]

**[RUSSL 384] Dialogue in/as Text (also Comparative Literature 384)**

Spring. 4 credits. Not offered 1995-96.  
P. Carden.

An examination of the principle of dialogue and dialogism as it appears in fictional discourse. Using the theories of Mikhail Bakhtin as a point of departure, we will examine the use of dialogue as a form of discourse beginning with Plato's *Phaedrus*. Dostoevsky's novels *Notes from Underground*, *The Possessed*, and *Brothers Karamazov* will be discussed as dialogic, or polyphonic forms of discourse. Finally, we will discuss selected

works of Gide, Sartre and Camus, who acknowledged their debt to Dostoevsky, to see if they are indeed polyphonic in structure.]

**[RUSSL 385] Reading Nabokov (also Comparative Literature 385 and English 379)**

Fall. 4 credits. Not offered 1995-96.  
G. Shapiro.

This course offers an exciting trip to the intricate world of Nabokovian fiction. After establishing himself in Europe as a distinguished Russian writer, Nabokov, at the outbreak of WWII, came to the United States where he reestablished himself, this time as an American writer of world renown. In our analysis of the Nabokovian artistic universe, we shall focus on his two splendid achievements as a Russian writer, *The Defense* (1930) and *Despair* (1934) (both in their English form), and then examine the two widely read novels that he wrote in Ithaca while teaching literature at Cornell—*Lolita* (1955) and *Pnin* (1957).]

**[RUSSL 389] Contemporary Literature in Central and East Europe (also Comparative Literature 389)**

Fall. 4 credits. Not offered 1995-96.  
G. Gibian.

The course will study developments in literature (and to some extent in other areas of culture) in Hungary, Poland, Slovakia, the Czech Republic, Croatia, and Serbia in the most recent periods. We shall focus on novels and short stories, but some consideration will also be given to drama and poetry. No knowledge of Eastern European languages is required. The reading will be done in English translation.]

**[RUSSL 393] Honors Essay Tutorial**

Fall and spring. 8 credits. Must be taken in two consecutive semesters in senior year. Credit for the first semester will be awarded upon completion of second semester. For information, please see Director of Undergraduate Studies.

**[RUSSL 404] History and Nationality in Russia and Eastern Europe (also S Hum 404) #**

Fall. 3 credits. Not offered 1995-96.  
G. Gibian.

Ethnicity and nationality appear as the main forces behind the recent dramatic changes in Eastern Europe. The seminar addresses these issues in Russia, Czech Republic, and elsewhere, mainly from a literary perspective and also in the context of rising ethnic and national consciousness throughout the world.]

**[RUSSL 409] Russian Stylistics**

Fall. 4 credits. Also open to graduate students. Prerequisite: three years of Russian. Not offered 1995-96.

A few steps beyond normative grammar. Introduction to the subtleties of idiomatic Russian on the levels of morphology, syntax, vocabulary, and phraseology. Introduction to the genres of live colloquial and written language. Development of writing skills through short assignments and their analyses. First notions of literary stylistics and their practical application.]

**[RUSSL 427] Russian Formalism (also Comparative Literature 427)**

Fall. 4 credits. N. Pollak.

This is a course on Russian Formalism, a trend in literary interpretation that flourished in the 1910s and the first part of the 1920s. We will read the writings of such scholars as

Tynianov, Eichenbaum, Shklovsky, and Jakobson, as well as the works they studied. The course provides a historical examination of a school that gave rise to some of the most important movements in twentieth-century Western criticism—and in other disciplines, such as linguistics and anthropology. The course also provides both a look at classics of Russian prose and an approach to literature that has something to offer readers today. No knowledge of Russian is required.

#### **[RUSSL 431] Contemporary Russian Prose**

Spring. 4 credits. Prerequisites: Russian 301–302 or 303–304, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Graduate students may audit the course. Not offered 1995–96. Staff.

This course is designed to acquaint students with the way Russian prose has developed during the past forty years. Although the emphasis will be on comprehension of the text, we will also discuss literary structure, modern literary history, social and political problems, and the ways in which life in the Soviet Union is reflected in its literature.

Authors to be read include Viktor Nekrasov, Yuri Kazakov, Alexander Solzhenitsyn, Varlam Shalamov, Abram Tertz (Andrei Sinyavsky), Vasili Axyonov, and Tatyana Tolstaya. This course is specifically intended for third- and fourth-year Russian majors.]

#### **[RUSSL 432] Pushkin #**

Spring. 4 credits. Prerequisites: Russian 202 or equivalent, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. S. Senderovich.

Reading in the original language and discussion of selected works by Pushkin: lyrics, narrative poems, and *Eugene Onegin*.

#### **[RUSSL 491] Reading Course: Russian Literature in the Original Language**

Fall or spring. 1 credit each term. Prerequisite: permission of instructor. Staff.

This course is to be taken in conjunction with any Russian literature course in English translation. Students will receive one credit for reading and discussing works in Russian in addition to their normal course work.

#### **[RUSSL 492] Supervised Reading in Russian Literature**

Fall or spring. 1–4 credits each term. Prerequisite: permission of instructor. Staff.

#### **[RUSSL 499] The Avant-Garde in Russian Literature and the Arts**

Spring. 4 credits. Open to any student who has completed Russl 202. May be used in satisfaction of the twelve hours of reading in Russian required for the Russian major. Not offered 1995–96.

In this course we will examine closely representative short texts in Russian by such leading figures of the Russian avant-garde as Blok, Belyi, Remizov, Mayakovsky, Khlebnikov, Kruchenykh, and Babel. We will also examine related developments in theater, film, and the visual arts.]

#### **Graduate Seminars**

##### **[RUSSL 603] Graduate Seminar: Neglected Masterpieces of Short Russian Prose**

Spring. 4 credits. Not offered 1995–96. G. Gibian.

Nineteenth- and twentieth-century works chosen according to the needs of the students enrolled. Stress on skills useful in teaching Russian literature.]

##### **[RUSSL 611] Supervised Reading and Research**

Fall or spring. 2–4 credits. Prerequisite: permission of the department. Staff.

##### **[RUSSL 617–618] Russian Stylistics I and II**

Not offered 1995–96.]

##### **[RUSSL 619] Seventeenth-Century Russian Literature**

Fall. 4 credits. Not offered 1995–96. G. Shapiro.

Seventeenth-century Russian literature is often studied together with Medieval literature. Is such an arrangement justified, or does seventeenth-century literature have its own problematic that makes it worth studying separately? In scholarship the seventeenth century is referred to as the Age of Baroque. Did Muscovite Russia experience its own Baroque, and, if so, what are its unique features? These and other important issues will be addressed in the seminar. In the course of the seminar a variety of concepts, genres, and themes characteristic for the epoch will be discussed. We will read the works of such authors as Simeon Polotsky, Silvester Medvedev, Karion Istomin, and the archpriest Avvakum.]

##### **[RUSSL 620] Twentieth-Century Russian Poetry**

Spring. 4 credits. Open to advanced undergraduates with permission of instructor. Not offered 1995–96.

An in-depth study of the writings of selected twentieth-century poets. Authors may include Blok, Mandelstam, Pasternak, Tsvetayeva, and Khlebnikov.]

##### **[RUSSL 621] Old Russian Literature**

Fall. 4 credits. Not offered 1995–96. A survey.]

##### **[RUSSL 622] Eighteenth-Century Literature**

Spring. 4 credits. S. Senderovich. Introduction to the first century of modern Russian literature. Cultural identity of the age: Baroque, Neo-Classicism, Enlightenment, Sentimentalism. Reading of representative texts of the major writers of the century: Trediakovskiy, Lomonosov, Sumarokov, Novikov, Karamzin, etc. Main connections with nineteenth-century literature: roots, evolution, intertextuality.

##### **[RUSSL 624] Russian Romanticism**

Spring. 4 credits. Taught in Russian. Not offered 1995–96. S. Senderovich.

A survey of concepts, themes, genres, and main individual contributions in Russian literature of the Age of Romanticism. The Age of Romanticism encompasses the first four decades of the nineteenth century.

Zhukovsky, Batishkov, Pushkin, Baratynsky, Gogol, and Lermontov are the major representatives of this style and the most important period of Russian literature. The emphasis is on poetry, its historical and theoretical problems. It was, above all, the

golden age of Russian poetry, which prepared and deeply influenced the following age of great Russian prose. Turgenev, Tolstoy, Dostoevsky, and Chekhov are full of allusions to the texts of the golden age and cannot be properly understood without it.]

##### **[RUSSL 625] Russian Realism**

Fall. 4 credits. Also open to advanced undergraduates with permission of instructor. Not offered 1995–96. P. Carden.

A study of the development of psychological realism in Russian prose of the nineteenth century, with some attention to the poetic tradition. In addition to reading representative works, we will pay attention to the historical background of the period. We will approach the works through the critical writings of several important theorists, in particular those of Lydia Ginzburg.]

##### **[RUSSL 627] Russian Formalism (also Comparative Literature 627)**

Spring. 4 credits. N. Pollak. See Russl 427 for course description.

##### **[RUSSL 630] Gogol**

Fall. 4 credits. Taught in Russian. G. Shapiro.

Gogol's artistic career from his "Ukrainian" cycles to *Dead Souls*. We will examine representative works from each of the major divisions of Gogol's early work, in particular from his cycles *Evenings on a Farm near Dikanka* and *Mirgorod*, and will trace the writer's development toward his magnum opus, *Dead Souls*. Although some of the readings will be done in English to enable the class to cover a significant amount of material, the class work will be focused on close analysis of the Russian text.

##### **[RUSSL 650] Russian Intellectual History**

Spring. 4 credits. Not offered 1995–96. S. Senderovich.

Nineteenth- and twentieth-century selected topics. Taught mostly in English.]

##### **[RUSSL 671] Seminar in Nineteenth-Century Russian Literature**

Fall. 4 credits. Not offered 1995–96.]

##### **[RUSSL 672] Seminar in Twentieth-Century Russian Literature**

Fall. 4 credits. Open to advanced undergraduates. Not offered 1995–96.]

##### **[RUSSL 673] The Russian Nabokov**

Fall. 4 credits. Also open to advanced undergraduates. Not offered 1995–96. G. Shapiro.

Vladimir Nabokov wrote much verse, several plays, numerous short stories, and nine novels in Russian before switching to English. He is a major Russian writer of the twentieth century. This seminar will examine his work in the context of modern Russian literature, concentrating in particular on the novels. Knowledge of Russian is highly desirable, but all the works discussed also exist in English translation.]

##### **[RUSSL 675] Russian Literature, 1917–1945**

Fall. 4 credits. Not offered 1995–96. This semester will focus on the achievements of Russian prose between the two World Wars. Among the authors whose works will be closely read and discussed, there are Babel, Olesha, Zoshchenko, Ilf and Petrov, Bulgakov, and Nabokov.]

**[RUSSL 676 Russian Literature, 1945-Present]**  
Spring. 4 credits. Not offered 1995-96.]

**RUSSL 698 Russian Symbolism**

Fall. 4 credits. Also open to qualified undergraduates with permission of instructor. P. Carden.

Around 1886 the trends in French culture represented by Baudelaire and Mallarme crystallized into a new cultural movement, called in some of its aspects the Decadence and in others Symbolism. The new sentiments about the nature of art spread throughout Europe, drawing in England, the Scandinavian countries, Germany, and Russia. The first stirrings of Symbolism were in the ascendant in Russian cultural life and it remained the dominant force until 1910. Our task will be to study the phenomenon of Symbolism as it touched the arts in Russia, including not only literature, but dance, theater, and the visual arts. Because Symbolism was a movement that cut across national boundaries, we will study the seminal works of European art that created the climate in which Russian Symbolism was conceived and came to maturity.

**[RUSSL 699 Russian Modernism]**

Spring. 4 credits. Also open to qualified undergraduates with permission of instructor. Not offered 1995-96.

P. Carden.

We will be investigating the rich and innovative period of the avant-garde in Russia from 1910 to 1925. In addition to examining outstanding works in a variety of forms, we will look at the movements, social context, and ties to the European avant-garde. Among the writers whose works we will examine are Blok, Bely, Mayakovsky, Khlebnikov, Pilnyak and Babel. We will examine theater through the Futurist performance piece, "Victory Over the Sun," through Meyerhold's productions of Mayakovsky's plays and other experimental pieces, and through mass spectacles. We will discuss the film theories of Eisenstein and Dziga Vertov and see several of their films. In the visual arts we will be examining the experiments of Larionov and Goncharova, Malevich, Kandinsky, and Tatlin. We will also look at the photomontage of Rodchenko.)

## RUSSIAN AND EAST EUROPEAN STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

## SANSKRIT

See Department of Modern Languages and Linguistics.

## SERBO-CROATIAN

See Department of Modern Languages and Linguistics.

## SCIENCE AND TECHNOLOGY STUDIES

### (History, Philosophy, Sociology, and Politics of Science and Technology)

S. Jasanoff, chair, R. N. Boyd, S. M. Brown Jr., emeritus, P. R. Dear, M. Dennis, S. Hilgartner, R. Kline, B. V. Lewenstein, W. R. Lynn, R. W. Miller, T. J. Pinch, A. G. Power, M. W. Rossiter, P. J. Taylor, L. P. Williams, emeritus. Adjunct faculty: S. R. Barley, J. J. Brumberg, J. F. MacDonald, W. B. Provine, J. V. Reppy, Z. Warhaft

Science and technology profoundly affect our lives, often in ways we scarcely understand or perceive. The study of their historical formation, their conceptual structure and social organization, and their political and policy implications can yield important insights into the nature of the modern world.

Whether one looks at the history of quantum mechanics, the philosophy of evolution, the sociology of laboratory experiments, or the policy options for environmental protection, one learns about science and society by engaging in the study of both. None of the different dimensions of science and technology makes sense on its own; their integration is increasingly necessary in the worlds of research as well as teaching. The Department of Science and Technology Studies provides a focus for such work at Cornell.

The department administers two majors. The major in Science and Technology Studies aims to further students' understanding of the social and cultural meaning of science and technology and their ability to participate meaningfully in policy debates. Students may focus on the historical, philosophical, sociological, or political aspects of science and technology, within an overall plan aimed at providing a full appreciation of the place of science and technology in society. Students in the sciences or engineering also have the option of taking Science and Technology Studies as a minor or double major. Information may be obtained from the undergraduate records office, 275 Clark Hall, (255-6047).

The Biology and Society major is designed for students who desire strong training in biology and who also wish to acquire a background in the social, political, and ethical dimensions of the biological sciences. The undergraduate curriculum in biology and society is a major in the College of Arts and Sciences and in the College of Human Ecology. It is also offered as an optional curriculum for undergraduates entering the General Studies Program of the New York State College of Agriculture and Life Sciences. A full description of the Biology and Society major may be found in the section on Special Programs and Interdisciplinary Studies. Information and application materials may be obtained from the Biology and Society undergraduate records office, 275 Clark Hall (255-6047).

### The Science and Technology Studies Major

- Prerequisites: Students intending to major in Science and Technology Studies will be required to complete the following courses before declaration of the major: a) two courses in history, philosophy, sociology, or government. (In choosing these courses students should be attentive

to the prerequisites specified for S&TS courses they may wish to take later.) These courses cannot be used to fulfill the core or other course requirements for the major; b) the science requirement of the College of Arts and Sciences; c) mathematics or computer science courses in fulfillment of the Group Four distribution requirement.

- Core Courses: Science and Technology Studies majors will be required to take:
  - either Science and Technology Studies 250 (Technology in Western Society) or Science and Technology Studies 282 (Science in Western Civilization); and
  - either Science and Technology Studies 381 (Philosophy of Science: Knowledge and Objectivity) or Science and Technology 389 (Philosophy of Science: Evidence and Explanation); and
  - either Science and Technology Studies 390 (also Government 308) or Science and Technology Studies 442 (Sociology of Science).
- Additional Science and Technology Studies Courses: Science and Technology Studies majors will be required to complete at least 21 credit hours of additional courses in Science and Technology Studies, subject to the following restrictions:
  - Breadth requirement: At least one course beyond the core courses in each of the three areas of concentration (history, philosophy, and social studies of science and technology);
  - Depth requirement: At least two courses in one area beyond the core courses and intended for advanced undergraduates or graduate students.
- Science Requirement: In addition to the science requirement of the College of Arts and Sciences, Science and Technology Studies majors are required to take an additional two semesters of a natural science or engineering (including computer science). Mathematics sufficient to follow the additional science requirement should be completed before undertaking that requirement. Choice of these courses should be made in consultation with the students' major advisers.

## Course Offerings

History  
Philosophy  
Social Studies of Science  
Independent Study

## History

### S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology

Fall. 3 credits. M. W. Rossiter.  
This course will survey the major themes in the development of agriculture and agribusiness in the United States in the nineteenth and twentieth centuries. These include particular individuals (such as Liberty Hyde Bailey, Luther Burbank, G. W. Carver, Henry A. Wallace, and Norman Borlaug), the rise of government support and institutions (including U.S.D.A. and Cornell), noteworthy

events (the Dust Bowl, World War II, and the environmental movement), and the achievements of the recent Green and "Gene" Revolutions.

**S&TS 250 Technology in Western Society (also Electrical Engineering 250)**

For description, see ENGRG 250.

**S&TS 281 Science in Western Civilization #**

For description, see HIST 281.

**S&TS 282 Science in Western Civilization #**

For description, see HIST 282.

**S&TS 287 Evolution (also History 287)**

For description, see BIO G 207.

**S&TS 292 The Electrical and Electronic Revolutions (also Electrical Engineering 292 and Engineering 292)**

For description, see Engineering 292.

**[S&TS 433 Comparative History of Science]**

Spring. 4 credits. Not offered 1995-96.

M. W. Rossiter.

A survey of the major scientific institutions in foreign nations, including developing countries. The course covers the period 1660 to the present and gives some attention to who in each country becomes a scientist, who rises to the top, and who emigrates. Weekly readings and a research paper.]

**[S&TS 444 Historical Issues of Gender and Science (also Women's Studies 444)]**

Spring. 4 credits. Open to sophomores. Not offered 1995-96. M. W. Rossiter.

One-semester survey of women's role in science and engineering from antiquity to the 1980s, with special emphasis on the United States in the twentieth century. Readings will include biographies and autobiographies of prominent women scientists, educational writings and other primary sources, and recent historical and sociological studies. By the end of the semester, we shall have attained a broad view of the problems that have faced women entering science and those that still remain.]

**S&TS 447 Seminar in the History of Biology (also Biology and Society 447, History 415, and Biological Sciences 467)**

For description see Biology Sci (BIO G) 467.

**[S&TS 465 Scientific Rhetoric in Historical Perspective (also History 465 and meets with Communication 465)]**

For description, see History 465.)

**S&TS 525 Seminar in the History of Technology**

Fall. 4 credits. R. Kline.

Exploration of the history of technology in Europe and the United States from the eighteenth century to the present. Typical topics include the industrial revolution in Britain, the emergence of engineering as a profession, military support of technological change, labor and technology, the "incorporation" of science and engineering, technological utopias, cultural myths of engineers and inventors, social aspects of urbanization in the city and on the farm, post-war consumerism, and gender and technology. The interests of students and recent literature in the field will

be considered in selecting the topics for the seminar.

**S&TS 644 Topics in the History of Women in Science**

Fall. 4 credits. Offered odd fall semesters. M. W. Rossiter.

This is a one-semester graduate seminar on selected topics in the history of women and gender in science and technology, covering mostly the U.S. in the 20th century but broadly defined to include earlier periods and other countries. It seeks to acquaint advanced students with some of the best recent literature on this topic and to identify and explore possible new topics. Weekly readings and a research paper.

**[S&TS 680 Seminar In Historiographical Approaches to Sciences (also History 680)]**

Not offered 1995-96.

For description, see History 680.]

**S&TS 682 Topics in the Scientific Revolution (also History 682)**

For description, see HIST 682.

**[S&TS 687 Seminar in the History of Agricultural Sciences]**

Fall. 4 credits. Permission of instructor required. Not offered 1995-96.

Weekly readings and a research paper.]

**Philosophy**

**S&TS 205 Ethical Issues in Health and Medicine**

For description, see B&SOC 205.

**S&TS 206 Ethics and the Environment**

For description, see B&SOC 206.

**[S&TS 286 Science and Human Nature]**

For description, see PHIL 286.]

**S&TS 381 Philosophy of Science: Knowledge and Objectivity**

For description, see PHIL 381.

**[S&TS 384 Philosophy of Physics]**

For description, see PHIL 384.]

**[S&TS 481 Problems in the Philosophy of Science (also Philosophy 481)]**

Not offered 1995-96.

For description, see PHIL 481.]

**S&TS 661 Reason, Truth, and Science**

For description, see PHIL 661.

**Social Studies of Science**

**[S&TS 114 FWS: Ecology and Social Change (also Biology and Society 114)]**

Spring. 3 credits. Offered alternate years.

Next offered Spring 1997. P. J. Taylor.]

**S&TS 119 FWS: The History and Politics of Scientific Method**

Fall. 3 credits. W. Lynch.

Is there a single "scientific method," discovered in the seventeenth century, which guarantees the progress of science? Or does talk of scientific method serve as a political weapon to brand one's enemies with the charge of irrationality? Early disagreements about the role of experiment and mathematics were often connected with disagreements about politics and religion. An example is the dispute between Thomas Hobbes, who thought politics should look like geometry, and Robert Boyle, who believed that cooperative experimentation was a better model for political life. We will analyze how

seventeenth-century writers discussed scientific method in their own language. We will also see how modern historians and philosophers continue to disagree about those writings and their scientific political functions even today.

**S&TS 120 FWS: Political Protest and Scientific Practice**

Spring. 3 credits. S. Halfon.

Political protest has been increasingly directed toward scientific ideas and practices. In a wide variety of cases involving scientific or technical issues, we have seen citizens challenging the ability of scientists to make the best decisions. Given this trend, how do we understand either scientific expertise or public rationality? Is scientific knowledge flawed or incomplete? Are citizens and activists irrational? Neither of these explanations is wholly satisfying. In this course we will use several case studies to explore how and why citizens challenge the expertise of scientists in particular issues. We will use these studies to raise questions about the nature of science, the purpose of protest, and the outcome of such interactions. The case studies may include, among other, AIDS, Nuclear Power, Bovine Growth Hormone, The Pill, and "The Gay Gene." The emphasis in this course will be on developing skills in critical thought. We will use numerous writing assignments as both a vehicle for discussion and as a way of exploring and developing ideas. We will explore the role of writing as a creative and constructive process that is crucial to developing critical thinking skills.

**S&TS 125 FWS: Science on Stage: Dramatic Representations of Science, Technology and Medicine**

Spring. 3 credits. A. Daemmrich.

This course examines how science and scientists have been portrayed in twentieth-century drama. In looking at representations of science, the class will address distinctions frequently made between "pure" and "applied" research and the impacts of changing structures for funding science, technology, and medicine. We will ask how non-scientists perceive the integration of science and medicine into the cold-war state. Other major themes include the moral and ethical responsibility of scientists for the short-term and long-term products of their research and the educational and critical role of theater in the twentieth century. Initial writing assignments will focus on close readings of individual texts, while papers later in the term will require students to adopt a more comparative framework in looking at two or more of the texts assigned for class discussion.

**S&TS 127 FWS: Habeas Corpus: Presenting the Body**

Fall. 3 credits. M. Paton.

It would seem that anyone owning a body—everyone—should be qualified to write on it and about it. Historically, this has not been the case: as a culture we have granted special privilege to certain groups of people—doctors, scientists, philosophers, even tattoo artists—to describe the human body for us. This course looks at the construction of the body in relation to writing by following two lines of inquiry. First, we will explore various ways that the body has been constructed in historical and contemporary genres of writing to ask questions about how it has been defined by different writers; how these different versions of "the body" have been

made to seem the same across time; why the body is a crucial, interesting topic for so many writers; and what is at stake in creating a written account of the human body. Second, we will ask how this special authority to write about the body is constructed, challenged, and resisted by various authors. Readings include work from the history of science, cultural history, and feminist theory as well as fiction, legal, scientific, and medical texts from the seventeenth century to today.

**S&TS 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also Government 305)**

Spring. 4 credits. M. Dennis.

In addition to class meetings, there is also a required screening session on W 7-10 p.m. in Uris media room b. Films will generally last less than two hours, but some are longer. Viewing the movies is an essential part of the course. This course will explicate the development of atomic weapons from early twentieth-century ruminations about super bombs in science fiction through the Manhattan Project, the postwar development of thermonuclear weapons and civil defense, and more recent plans for strategic defense. Our focus will expand to cover the lives of researchers at such institutions as Los Alamos during and after World War II as well as discussions of national politics. Other topics include the Nazi effort to develop an atomic bomb, the role of technical espionage during and after World War II, and the problems posed by the classification of technical knowledge. We will seek to understand how the bomb became part of American culture through the use of literature and film, as well as readings in primary historical documents and secondary analyses.

**S&TS 352 Science Writing for the Mass Media**

For description, see COMM 352.

**S&TS 360 Ethical Issues in Engineering**

For description, see ENGR 360.

**S&TS 390 Science in the American Polity, 1800-1960 (also Government 308)**

Fall. 4 credits. M. Dennis.

How did America become a leading nation in scientific and technical research? This course charts the development of American science from its origins in gentlemanly societies in the early nineteenth century through the development of large-scale federally funded research or Big Science. Particular attention will be paid to the importance of government patronage in creating new social and intellectual spaces for research; the importance of medicine and the biomedical disciplines for the development of university-based research; the origins and expansion of research in corporations; and the role of war in the political economy of American science.

**S&TS 391 Science in the American Polity, 1960-Now (also Government 309)**

Spring. 4 credits. M. Dennis.

This course reviews the changing political relations between science, technology and the state in America from 1960 to the present. It focuses on the politics of choices involving science and technology in a variety of institutional settings, from Congress to courts and regulatory agencies. The tensions and contradictions between the concepts of science as an autonomous republic and as just

another special interest provide the central theme for the course. Topics addressed will include research funding, technological controversies, scientific advice, citizen participation in science policy, and the use of experts in courts.

**[S&TS 400 Components and Systems: Engineering in a Social Context**

Not offered 1995-96.

For description, see M&AE 400.]

**S&TS 401 Biology and Society: The Social Construction of Life (also Biological Sciences 301)**

For description, see B&SOC 301.

**S&TS 402 Investigative Research on the Social Impact of Science (also Biology and Society 300, Textiles and Apparel 301)**

Spring. 4 credits. Prerequisite: one year of science and permission of the instructor. Offered alternate years. Limited to 12.

P. J. Taylor.

Students choose a current issue in the social impact of biological or physical sciences and work through the steps of investigation from issue definition to spoken presentations and proposals for action. In a workshop setting, students comment on and learn from each other's projects and discuss case studies and articles, with occasional guest speakers and films.

**[S&TS 406 Biotechnology and Law (also Biology and Society 406)**

Fall. 4 credits. Limited to 16 students. Recommended: a course in genetics or rDNA, a course in American government or law, or permission of instructor. Fee for course reading material. Not offered 1995-96. S. Jasanooff.

Biotechnology, with myriad applications in areas such as medicine and agriculture, is developing more rapidly than the social institutions that are capable of controlling it. This course explores the use and potential abuse of biotechnology in areas such as genetic screening and counseling, reproductive technologies, intentional release of genetically engineered organisms, patents, and ownership of human tissue. Particular attention will be given to evolving legal and management strategies for regulating the applications of biotechnology. Readings are from science, medicine, law, and public policy. A research paper is required.]

**[S&TS 407 Law, Science and Public Values (also Government 407 and Biology and Society 407)**

Fall. 4 credits. Not offered 1995-96.

S. Jasanooff.

This course explores the varied interactions between science and the legal process that have developed in recent years as a result of attempts to bring greater public accountability to the use of science and technology. It examines the activities of both legislatures and courts in controlling science and analyzes the values underlying these initiatives. Three major types of science-law interactions form the focus of the course: expert testimony in the courtroom, regulation of hazardous technologies, and legal control of professional standards in science and medicine. Specific topics include the regulation of toxic chemicals and nuclear power, controversies about biotechnology, reproductive technologies and biomedical research, and scientific misconduct.]

**[S&TS 412 The Politics of the Human Body**

Spring. 3 credits. Not offered 1995-96. Staff.

This course discusses the political character of scientific and technological interventions in the human body. We will examine the history of the control of sexuality and reproduction and then focus on the following intersections between politics, body, gender and technology: contraception, AIDS, in vitro fertilization, abortion, embryo research, prenatal screening, gene therapy, and birth technologies. Students will be encouraged to do small fieldwork projects based on interviews and written sources.]

**[S&TS 425 Global and Domestic Dimensions of Science and Technology Policy (also Government 468)**

Fall. 4 credits. Not offered 1995-96. Staff.]

**[S&TS 427 Politics of Environmental Protection in America (also Government 427)**

Fall. 4 credits. Not offered 1995-96. S. Jasanooff.

An introduction to the distinctive feature of environmental protection in America, focusing particularly on the role of law, science, and citizen activism in public policymaking. Readings from law, political science, and policy analysis will examine the changing role of expert agencies, courts, public interest groups, Congress, and the states in environmental politics since the late 1960s. Case studies of specific environmental controversies (nuclear power, siting, pesticides, endangered species) will be used to explore dominant public conceptions of risk and safety, regulatory costs and benefits, and the goals and instruments of environmental policy.]

**[S&TS 431 Introduction to Science and Technology Policy (also Government 401)**

Fall. 4 credits. Not offered 1995-96. Staff.]

**S&TS 442 The Sociology of Science (also City and Regional Planning 442 and Biology and Society 342)**

Spring. 4 credits. T. J. Pinch.

A view of science less as an autonomous activity than as a social institution. We will discuss such issues as controversies in science, analysis of scientific text, gender and the social shaping of scientific knowledge.

**[S&TS 465 Scientific Rhetoric in Historical Perspective (also History 465 and Communication 465)**

Not offered 1995-96.

For description, see HIST 465.]

**[S&TS 466 Public Communication of Science and Technology**

Not offered 1995-96.

For description, see COMM 466.]

**S&TS 467 Innovation: Theory and Policy**

Fall. 4 credits. Open to upper-level undergraduates and interested graduate students. Prerequisite: Economics 102 or permission of the instructor. J. Reppy.

In this course we will study the innovation process (that is, the introduction of new technology into practice) through the critical analysis of selected theories of innovation and supporting empirical evidence. Economic theories will be contrasted to the insights to be found in science and technology studies.

The focus will be on the context of interests and ideology in which the various theories have been framed and their differing implications for technology policy. Authors to be covered include Schumpeter, Solow, Scherer, Nelson and Winters and Bijker and Pinch.

**S&TS 469 Food, Agriculture, and Society (also Biology and Society 469)**

For description, see BIO G 469.

**[S&TS 483 The Military and New Technology]**

Not offered 1995-96.

For description, see GOVT 483.]

**S&TS 490 The Integrity of Scientific Practice**

Fall. 4 credits. S. Hilgartner.

Recent scandals over scientific fraud, debates about financial conflicts of interest, disputes about the use of human and animal subjects, and tensions over ownership of data have raised concern about integrity in science. In addition, changes in the American research system—from the emergence of new university-industry relationships to the growth of electronic communication—pose new questions about who owns and controls research. The course addresses practices that present problems of integrity in research (e.g., fraud, secrecy, commercialization). It also examines how scientific practices affect the structural integrity of science as an institution. Through these complementary concepts of integrity, the course explores the connections between the conduct of science and its cultural authority.

**[S&TS 503 Professional Practice in Engineering]**

Not offered 1995-96.

For description, see CEE 503.]

**S&TS 532 Inside Technology: The Social Construction of Technology**

Spring. 4 credits. T. J. Pinch.

Rather than analyze the social impact of technology upon society, in this course we will investigate how society gets inside technology. In other words, is it possible that the very design of technologies embody assumptions about the nature of society? And, if so, are alternative technologies possible which embody different assumptions about society? Do engineers have implicit theories about society? Is technology gendered? How can we understand the interaction of society and technology? Throughout the course the arguments will be illustrated by detailed examinations of particular technologies, such as the ballistic missile, the bicycle, the electric car, and the refrigerator.

**[S&TS 626 Workshop on Law, Science, and Technology (also Government 626)]**

Spring. 4 credits. Prerequisite: Gov 407/S&TS 407/B&Soc 407 or S&TS 442/CRP 442/B&Soc 342. Not offered 1995-96.

S. Jasanooff.

Legal proceedings provide a powerful mechanism for deconstructing, and to some extent reconstructing, a society's understanding about the nature and social role of expertise, the boundaries of science and technology, and the meaning or validity of scientific "facts." Using a combination of primary legal materials and theoretical studies in science and technology, this course will explore how varying scientific realities are constructed in legal forums and what impact

these constructions have on the social relations of science and technology. The course will also consider the policy implications of conflicting legal and scientific approaches to the discovery and verification of scientific facts.]

**[S&TS 627 Comparative Methods in Policy Analysis (also Government 627)]**

Fall. 4 credits. Not offered 1995-96.

S. Jasanooff.

Comparisons, at levels of analysis ranging from individual biographies to national decisionmaking, have emerged as an important methodological approach in policy analysis. Focusing primarily on historical and social studies of science and technology, this course seeks to enhance the student's ability to carry out effective comparative analyses at a variety of research sites including laboratories, regulatory agencies, and new social movements. Work in structuralist as well as post-structuralist idioms will be examined in order to sharpen and refine notions such as national styles and political culture that have loomed large in the comparative literature on the politics of science and technology. Topical areas will include military research, biotechnology, and environmental controversies.]

**S&TS 631 Qualitative Research Methods for Studying Science**

Spring. 4 credits. T. J. Pinch.

Much has been learned about the nature of science by sociologists and anthropologists donning lab coats and studying scientists in action. In this course we will look at the methods used in this new wave of science studies. We will examine what can be learned by interviewing scientists, from videos and from detailed examinations of scientific texts. Students will gain hands-on experience by conducting a mini-project in which they investigate some aspect of scientific culture.

**S&TS 645 Genetic Engineering: Politics and Society in Comparative Perspective (also Government 634)**

Spring. 4 credits. Instructor permission for upper-level undergraduates.

S. Hilgartner.

Since its development, genetic engineering has been a passionately debated technology, creating high hopes for some and deep anxieties for others. This course will trace the conflicts and power struggles over genetic engineering from its origins to the present. We will use genetic engineering as a case to discuss some crucial issues in the relationships among science, technology, and politics: the political shaping of modern biology; the relationship between eugenics and molecular biology; the regulation of risks; the state and modern biotechnology; university-industry relationships; agriculture medicine; and biotechnology; the rise of bioethics; social movements, Green parties and technology; the socioeconomic impacts of genetic engineering; the Third World and biotechnology; and the politics of the Human Genome Project. We discuss how society deals with high-impact technologies and explore the question of the adequacy of the political-legal framework of contemporary "risk-society."

**S&TS 660 Social Analysis of Ecological Change (also Biology and Society 460 and Rural Sociology 660)**

Fall. 4 credits. Prerequisite: one year of science. Limited to 20 graduate students and seniors with permission of instructor.

Offered alternate years. P. J. Taylor.

Scientific studies of ecological and social processes, together with interpretation of those studies by historians, sociologists, and anthropologists. Topics include ideas of nature, colonial conservation science, systems ecology, the tragedy of the commons, neo-Malthusianism, human ecology, local knowledge, nomadic pastoralism, political ecology, women and eco-development, and global environmental discourse.

**S&TS 662 Science and Social Theory**

Spring. 4 credits. Prerequisite: S&TS 442 or permission of the instructor. Limited to 15 students. P. J. Taylor.

Issues in social theory, or more broadly, social thought, raised by historical and contemporary studies of science and technology. Focal theme for Spring 1996: Agency and Structure—connecting individual action to social structure/dness and the related problem of connecting micro and macro levels of analysis.

**[S&TS 688 International Environmental Policy (also Government 687)]**

Spring. 4 credits. Not offered 1995-96.

S. Jasanooff.

This course examines the emergence of the environment as an important item on the political agendas of nations and the evolution of national and international policy responses to environmental issues. Analytically, the course attempts to define the distinctive characteristics of environmental policy and politics in our time and to identify the factors that promote convergences and divergences among different national approaches to the same environmental problems. The scope of the course is therefore both cross-national and international, embracing developing as well as industrialized countries. Particular attention is given to the role of legal and scientific institutions, processes, and instruments in the resolution of environmental controversies. Among the specific issues to be considered are chemical control, risk communication, export of hazards, stratospheric ozone depletion, and global climate change.]

**S&TS 711 Introductory Seminar in Science and Technology Studies**

Fall. 2 credits. S-U grades only. Incoming S&TS graduate students must take this course.

This introductory course is designed for incoming graduate students and will run as a weekly seminar. It will serve as a forum for discussion of the main perspectives and approaches in S&TS as represented by current departmental faculty. Every week a different S&TS faculty member will introduce a discussion of one of their own pieces of writing. It is expected that all members of the seminar will have read the piece beforehand. One faculty member will be appointed to coordinate the seminar. Other interested faculty and graduate students are encouraged to attend. The seminar will be pass/fail only for two credits. A pass will be awarded to students who satisfactorily attend and participate in the seminar.

**S&TS 751 Ethical Issues and Professional Responsibilities (also Toxicology 751)**

For description, see BIOBM 751.

**Independent Study****S&TS 399 Undergraduate Independent Study**

Fall or spring. 1-4 credits.  
Please apply in 275 Clark Hall.

**S&TS 699 Graduate Independent Study**

Fall or spring. 2-4 credits.  
Please apply in 275 Clark Hall.

**S&TS 700 Special Topics**

Spring. 4 credits.

**Biology and Society Major**

The biology and society major is ideally suited for students who wish to combine training in biology with exposure to perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing foundational training in basic biology, biology and society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The biology and society major is offered to students enrolled in the College of Arts and Sciences and the College of Human Ecology. Undergraduates in the College of Agriculture and Life Sciences can develop an approved sequence of courses from the biology and society curriculum under general studies. The major is coordinated for students in all colleges through the biology and society office. Students can get information, specific course requirements, and application procedures for the major from the office in 275 Clark Hall, 255-6042.

A detailed listing of Biology and Society course offerings can be found in the *Courses of Study* section entitled Special Programs and Interdisciplinary Studies.

**Concentration in Science and Technology Studies**

S. Jasanoff, chair; R. Boyd, Philosophy; P. Dear, History; M. A. Dennis, Science and Technology Studies; R. Kline, Electrical Engineering; B. Lewenstein, Communications; W. R. Lynn, Civil and Environmental Engineering; R. Miller, Philosophy; T. Pinch, Science and Technology Studies; A. G. Power, Ecology and Systematics; M. Rossiter, Science and Technology Studies; P. Taylor, Science and Technology Studies; and L. P. Williams, emeritus, Science and Technology Studies.

The undergraduate concentration in Science and Technology Studies (S&TS) is designed for students who wish to engage in a systematic, interdisciplinary exploration of the role of science and technology in modern societies. The concentration is intended for students with varied academic interests and career goals. It offers majors in the natural sciences and engineering an opportunity to explore the social, political, and ethical implications of their selected fields of specialization. At the same time it offers students majoring in the humanities and social sciences a chance to study the processes, products, and impacts of science and technology from varied disciplinary perspectives. Drawing on course offerings in several departments, programs, and colleges, the S&TS concentration permits students to develop an individualized program of study

closely related to their major field. S&TS courses are organized into three areas: history, philosophy, and social studies of science and technology.

To satisfy the requirements for the S&TS concentration, students must complete with letter grades a minimum of four courses selected from the course offerings listed for the major. At least one course should be chosen from the list of core courses. The remaining three courses should be chosen in consultation with an S&TS faculty adviser and must be drawn from at least two of the three areas.

Interested students may obtain further information about courses by contacting Walter Lynn, faculty adviser, 255-1177 or the S&TS undergraduate office, 275 Clark Hall, 255-6047.

**SOCIOLOGY**

P. Becker, E. Bell, R. L. Breiger, S. Caldwell, S. Han, D. P. Hayes, S. Kanazawa, R. McGinnis, P. Moen, V. Nee, B. C. Rosen, D. Stark, D. Strang, J. M. Stycos, H. A. Walker, R. M. Williams, Jr.

The subject matter of sociology is human social organization and institutions. The Department of Sociology offers courses in social organization that include (among other issues) examination of inequality on the basis of race, ethnicity, income, and occupation; political behavior and public policy; social psychology and group processes; and contemporary social movements for change. Courses that analyze institutions include the family, politics and issues of public policy, the analysis of voluntary organizations, and the study of networks of political and organizational action.

The Department of Sociology offers the opportunity to develop fundamental theoretical insight and advanced research skills appropriate for the study of social behavior and institutions. Graduates of the department take up careers in university, government, and business settings and in law, management, architecture, and other professions seeking men and women who demonstrate a disciplined understanding of society and social issues.

**Sociology Courses for Nonmajors**

Sociology provides students with particularly effective ways to understand the complexities of modern life. For many students, the undergraduate years are a last opportunity to gain the insights these fields have to offer. The Department of Sociology is continuing to design an array of beginning and advanced courses that convey a broad understanding of the methods and insights of sociological analysis—courses that will be of particular interest to undergraduates who may not major in sociology. First- and second-year students should note that the introductory courses (101, 103, 110, 115) provide substantial focus on the sociological analysis of major issues of public life. A wide selection of general education courses is available at the 200 level. Advanced undergraduates who are majors in other fields should also see, in particular, the descriptions of Sociology 303, 340, 354, for which there are no prerequisites other than junior or senior status.

**Related Courses in Other Departments**

Students interested in sociology should consult the course lists of the other social science departments in the College of Arts and Sciences (including Anthropology, Economics, Government, and Psychology) and of these other departments: Organizational Behavior (College of Industrial and Labor Relations), Human Development and Family Studies (College of Human Ecology), and Rural Sociology (College of Agriculture and Life Sciences).

**The Major**

Requirements for general sociology: (1) 101 and any other 100-level or 200-level course (excluding Freshman Writing Seminar) with a 2.5 minimum grade-point average; (2) no later than the junior year, the 301 and 303 methods courses; (3) one course in the department at the 400 level or higher (491 is recommended); and (4) 20 additional credits in sociology, of which 5 may be taken in related departments if approved by the student's adviser.

**Requirements for honors:** Potential honor students are encouraged to begin taking the methods and statistics courses during their sophomore year and to take at least 2 credits of Sociology 491, Independent Study, during their junior year. Honors students take Sociology 495-496 during their senior year. Graduation with honors requires a cumulative average of at least B+ in all sociology courses and the successful completion of an oral defense of the honors thesis. Interested students should consult the director of undergraduate studies no later than the second semester of their junior year.

**Cornell-in-Washington program.** Qualified sociology majors may include a semester in the Cornell-in-Washington program, in which students take courses and undertake a closely supervised internship. For further information, see p. 19.

**Supervised research.** Qualified sociology majors are invited to participate with faculty members in conducting research. Such projects are usually initiated in one of two ways: the student may offer to assist the faculty member in an ongoing project, or the student may request that the faculty member supervise the execution of a project conceived by the student. In either case the student should enroll in Sociology 491. Interested students may direct inquiries to any faculty member.

**Society and Economy Concentration**

Sociology majors or students in other disciplines who wish to prepare for graduate study in any of the social sciences or in a profession (business, management, or law) may elect to acquire a concentration in society and economy (including international dimensions). This program is designed to provide training in economic sociology, formal organizations, and social science methods. The requirements for the concentration in society and economy include courses in economic sociology, formal organizations, and methods. For further information, consult Professor Victor Nee, 330 Uris Hall.

## Introductory Courses

### SOC 101 Introduction to Sociology

Fall and spring. 3 credits. Fall, S. B. Caldwell; spring, V. G. Nee.

This course provides an introduction to theory and research in sociology. It demonstrates how the insights, theories, and methods of sociological analysis can be brought to bear on major issues of social life. A primary goal is to convey a sense of the manner in which sociologists formulate theories and how the collection and analysis of data are used to evaluate those theories. The course will provide "hands-on" experience in analyzing sociological issues. Students undertake guided research exercises that involve using computers to analyze actual data. No prior background is presumed; necessary skills are covered in class and section meetings.

### SOC 103 Introduction to Sociology: Microsociology

Fall. 3 credits. D. P. Hayes.

An introduction to microsociology, focusing on social processes within small groups, including the family. Emphasis is on leadership, conformity, social influence, cooperation and competition, distributive justice, and micro analyses of interaction.

### [SOC 110] Introduction to Economy and Society

3 credits. Not offered 1995-96. V. G. Nee. Modern social thought arose out of attempts to explain the relationship between economic development and the social transformations that gave rise to the contemporary world. Classical theorists from Karl Marx and Max Weber to Karl Polanyi focused their writings on emergent capitalist economies and societies. Contemporary social theorists likewise have sought to understand the interaction between capitalism and the social forces reacting against and emerging from modern economic development. From exchange and rational choice theories to network analysis and institutional theory, a central theme in contemporary social thought has been the relationship between the economy and society, economic action and social structure, rationality and fundamental social processes. This course provides an introduction to social thought and research seeking to understand and explain the relationship between economy and society in the modern era.]

### [SOC 115] Utopia in Theory and Practice

3 credits. Not offered 1995-96. D. Strang. This course examines imaginings of the "ideal society" and efforts to realize them. We discuss the classic literary utopias, from Plato's *Republic* to More's *Utopia* to Bellamy's *Looking Backward*, and also the dystopias of Huxley and Orwell. We also examine social experiments like the nineteenth-century American intentional communities, various socialisms, and the design of contemporary political constitutions. Throughout, the emphasis is on two sociological questions. What leads people to conceive of particular social arrangements as ideal? How can we tell social structures that can work from those that cannot?

### [SOC 204] Race and Ethnic Relations

4 credits. Prerequisite SOC 101, SOC 103, or R SOC 101. Not offered 1995-96.

H. A. Walker.

This course focuses on race and ethnic relations in contemporary perspective. It examines the social and behavioral implica-

tions of attributions of race and ethnicity in small group interaction, the world of work, and the larger society. Topics: inequalities in income and employment, affirmative action, ethnic political mobilization, patterns of marriage and family formation.]

## General Education Courses

### SOC 215 Organizations: An Introduction

Fall. 3 credits. S. Han.

This is an introductory course in the study of organizations. We will start by taking a look at various examples of organizing, including a street gang in a Boston neighborhood, General von Moltke's Prussian army, a government agency, and an industrial corporation. These brief glimpses serve as exercises in looking behind and beyond diverse rhetoric for common patterns in organizational phenomena. We will consider these both from the inside and outside perspectives. The focus of the course is upon research scholarship, not the training of managers. Nonetheless, the analytical skills you will acquire are applicable to work in firms, government agencies, and nonprofit organizations.

### [SOC 222] Social Policy and Organization in Health, Education, and Welfare

Fall. 3 credits. Not offered 1995-96.

D. Strang.

Introduces the development of three central kinds of social policy: those concerned with delivering medical care, schooling the young, and providing resources for the economically vulnerable. The course treats the historical development of large-scale public programs, regulatory systems, or attempts to stimulate provide action; political struggles over social rights and the allocation of resources; and the organizations that are constructed to carry out policy. The focus is on American policy, but with considerable comparative attention to the health, education, and welfare programs of other nations.]

### [SOC 230] Knowledge and Power

3 credits. Offered 1997-98. D. Stark.

Modernity will be studied in this course by examining dual aspects of the rationalization of power 1) as attempts to bring ever-larger spheres of social action under rationalized control, and 2) as the production of rationalized justifications by which power is represented and legitimated. These processes will be examined in three historical settings: Frederick Winslow Taylor's schemes of "scientific management" at the turn of the century in the United States; the Leninist project of "scientific socialism" in Eastern Europe; and the International Monetary Fund's current project of "scientific capitalism" in contemporary post-socialist societies. Our century begins and ends with blueprints for making capitalism by design—but whereas Taylor's project was attempted in the microsphere at the level of the firm, current recipes attempt to shape entire national economies by making capitalism according to a plan.]

### SOC 235 Paradoxes of Cooperation and Collective Action

Fall. 4 credits. S. Kanazawa.

All theories of rational behavior predict that individuals will not voluntarily contribute to collective goods when they can receive the benefit without doing so; individuals will be freeriders unless they are somehow forced to contribute. Yet many examples of successful and seemingly voluntary collective action

abound in natural settings. The same theories of rational behavior also largely overlook issues of self-image, identity, and commitment, yet most of us know how important these things are in our own behavior. How can we reconcile the theory with evidence? We will focus on the paradoxes of cooperation and self-interest, rationality and commitment, self-image and self-enhancement.

### [SOC 245] Social Inequality

4 credits. Offered 1996-97. E. Bell.

Why do some people have a great deal of money and influence while others have barely enough to eat? Some degree of inequality among individuals exists in all modern industrial societies, inequality that is related to class, race, gender, and other social characteristics. This course focuses on the social systems that generate this inequality. We will learn how to analyze and interpret the processes that generate social stratification, drawing on alternative theoretical viewpoints to aid in our understanding. Specific topics include class consciousness, class hierarchies, social mobility, income and poverty. Course structure will be a mixture of lectures and class discussion. Homework includes hands-on data analysis using computers. No prerequisites or experience necessary.)

### SOC 250 Religion and Public Life

Fall. 3 credits. P. Becker.

This course explores how religion provides a basis for moral critique, political mobilization, and social identity in a modern society. The first part introduces basic issues—definitions of religion, the sociological approach to the study of religion, religion and modernity. In the main body of the course, we will read studies of specific religious groups and organizations in the contemporary United States—examining such questions as: "How does religion provide a basis for gender identity and gender norms?" "What do religious groups and discourses contribute to public debate on issues ranging from economic justice to abortion?" "How do religious leaders mobilize citizens for social action in their communities?"

### SOC 265 Hispanic Americans (also HASP 265)

Spring. 3 credits (4-credit option available).

Exploration and analysis of the Hispanic experience in the United States. An examination of sociohistorical background and economic, psychological, and political factors that converge to shape a Hispanic group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Hispanics in urban and rural areas, and the unique problems faced by the diverse Hispanic groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

### [SOC 275] Women at Work (also Women's Studies 275)

3 credits. Not offered 1995-96. E. Bell.

Women have always contributed their labor to production and reproduction. With industrial development and the movement of market production out of the home and into the public sphere, however, women's work was relegated to the private sphere of the family. Recently this has changed as women seek employment outside the home. We will examine women's position and the role women play in the labor force, looking at data

from both developed and developing societies. Specific topics will include sex differences in pay and sex segregation in the labor force, theoretical explanations from rational choice to Marxist feminism, the relationship between women's paid and unpaid labor, and the role of the state and government policy.]

#### **SOC 283 Groups and Relationships (also Psychology 283)**

Spring. 4 credits. S. Kanazawa. We will tackle the mysteries of human behavior and pursue a single question throughout this course: Why do human beings behave the way they do? We will first discuss several celebrated examples of seemingly unusual and bizarre behavior and then try to explain these with the help of selected social psychological theories: behaviorism, attribution theory, exchange theory and game theory. The emphasis will be on the application of the theories to explain empirical examples of human behavior.

#### **[SOC 290 Social Psychology of Interpersonal Relations]**

3 credits. Not offered 1995-96.  
H. A. Walker.

The focus of this course is on the relationship between the individual and the social group. It will examine the way in which the individual shapes "society," and in turn, how society influences individual behavior. Topics include formation of self, influence and conformity, and the emergence of racial and gender differences in status and power.]

### **Methods and Statistics Courses**

#### **SOC 301 Evaluating Statistical Evidence**

Fall. 3 credits. R. L. Breiger.

A first course in statistical evidence in the social sciences, with emphasis on statistical inference and multiple regression models. Theory is supplemented with numerous applications.

#### **SOC 303 Design and Measurement**

Spring. 4 credits. Prerequisite: a course in sociology. D. P. Hayes.

Foundations of sociological analysis; issues arising from using humans as data sources; the quality of our primary data; methods of its collection; research designs in wide use and their limitations; pragmatic considerations in doing research on humans, organizations, communities, and nations.

### **Intermediate Courses**

#### **SOC 315 Business Organization for the 1990s**

Spring. 4 credits. D. Strang.

In the last two decades, American business organizations have undergone a revolution in form and process. Corporate downsizing has changed the face of American management, and altered white-collar career paths. Large bureaucratic organizations are giving way to smaller firms that develop complex relations with each other rather than building from within. Japanese organizational styles and organizational reform strategies like Total Quality Management have become the buzzwords of the 1980s and 1990s. This course discusses the new forms of business organization (and their manifestation in other domains, such as education and healthcare) that mark a crucial shift in the world of work and the way it shapes people's lives.

#### **SOC 340 Health, Behavior, and Health Policy**

Spring. 3 credits. S. B. Caldwell. This course examines the social contexts of physical and mental health, illness and medical care; its purpose is to explore the contributions of social science to health promotion and health policy. Topic areas include: social context of health, disease and illness; social organization of health services; use of health services; effectiveness of health service use; health promotion and disease prevention; and national health care policies.

#### **[SOC 345 Gender Inequality]**

3 credits. Not offered 1995-96. E. Bell. Gender inequality in contemporary perspective; emphasis on social origins of gender categories and implications of gender status for collective and individual behavior. Topics include inequalities in interpersonal relations, the family and work organizations, and implications of gender inequality for family violence, sexual harassment, and rape.]

#### **SOC 350 Comparative Revolutions**

For description, see GOVT 350.

#### **SOC 354 Law and the Social Order**

Spring. 3 credits. R. L. Breiger. In what ways, if any, do laws and legal institutions make a difference to people who have disputes? How did lawyering come to be a modern profession? How do business organizations deal with legal ambiguity in constructing symbols of compliance with laws? How do networks of interpretive communities structure the authority of law? By exploring selected topics such as these, we seek to understand the distinctive contributions of sociology to the study of law and the social order.

#### **SOC 370 Different Walks of Life: Sociology of Careers**

Spring. 4 credits. S. Han. By examining various career paths, we will consider the implications of career as a continuous process or as a sequence of positions. We will explore the differences and similarities among different career paths and lay out the patterns and structures of the career formation from a sociological point of view. We will also discuss the settings in which the career development takes place, giving some comparative attention to the ways of organizing careers in other societies.

#### **SOC 380 Gender, Ideology, and Culture**

Spring. 4 credits. P. Becker. This course will explore representations of women in popular culture, including images, narratives, and religious practices. We will examine the relationship between popular culture and ideology, and look at how women "read" popular culture. The aim of the course is to enable students to think critically and analyze the effects of ideological representations of difference on personal identity construction, status, and power relationships. Readings are drawn mostly from sociology of culture and cultural studies; most texts deal with popular culture and gender in the 19th- and 20th-century United States.

#### **SOC 384 Identity and Conflict**

Spring. 4 credits. E. Bell. Group identities can be strong enough to hold people together or to drive violent conflicts. Yet not all people create and maintain a group identity that is meaningful to them-

selves. This course will explore the creation of group identity through the study of cases of group conflict. The goal is to better understand why group identities are created, how boundaries are defined and maintained, and sources of group conflict. Readings will be primarily case studies of particular group conflicts that cover a range of identity types from different parts of the world: race, ethnicity, religion, and sexuality.

#### **SOC 393 Introduction to Peace Studies**

For description, see GOVT 393.

### **Advanced Courses**

The following courses are intended for advanced undergraduates with substantial preparation as well as for graduate students in sociology and related disciplines. The normal prerequisite for all 400-level courses is one introductory course plus 301 (or an equivalent statistics course). Students who are not sure whether their background is sufficient for a particular course should consult the professor in charge.

#### **[SOC 426 Social Policy (also SOC 526)]**

4 credits. Not offered 1995-96.  
S. B. Caldwell. The dramatic growth of the policy research sector as an institutional and intellectual force signals a changing relationship of social science to social policy in the United States. With an eye on that relationship, this course examines the development of social policy in selected areas, among them welfare, poverty, housing, crime, and health. The policy research sector itself—people, values, and institutions—is also surveyed.]

#### **[SOC 434 The Sociology of Reproduction (also Women's Studies 435)]**

4 credits. Not offered 1995-96. E. Bell. Women's biological potential to bear children and their childbearing experiences are socially constructed. The social context of women's reproductive capacity is one area in which women themselves are socially defined, and therefore within this realm exists the potential to control women through the control of reproduction and childbirth. We will examine the social construction and control of reproduction using both empirical findings and theoretical arguments. Specific topics include: historical trends in fertility; the medicalization and medical control of conception and childbirth; biological versus social definitions of women as mothers; the role of state policy; and theoretical explanations of reproduction and gender stratification.]

#### **SOC 438 Immigration and Ethnic Identity**

Spring. 4 credits. V. G. Nee. Immigration has been a central process in the peopling of American society. The early immigration to the United States involved primarily the migration and settlement of European national groups. Since 1965, the mix of immigration has shifted to include increasing diversity of ethnic groups, especially from Latin America and Asia. As American society moves into an era of increasing ethnic diversity, the issue of ethnic boundaries and identity become increasingly complex and problematic. This course seeks to examine the causes of international migration, the dynamics of immigrant incorporation into American society, and the making of new ethnic groups and identities.

**[SOC 444] Contemporary Research In Social Stratification**

Fall. 4 credits. Not offered 1995-96.  
R. L. Breiger.

Stratification and mobility as paired concepts, requiring mutual articulation. The interplay of structure (occupational groups, labor markets, organizational demographics, social classes) and process (tracking, career trajectories, socioeconomic attainment). Recently formulated log-linear models of mobility and structure provide a central focus of the course.]

**SOC 491 Independent Study**

Fall or spring. 1-4 credits. For undergraduates who wish to obtain research experience or to do extensive reading on a special topic. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure agreement of a faculty member to serve as supervisor for the project throughout the term. Graduate students should enroll in 891-892.

**SOC 495 Honors Research**

Fall or spring. 4 credits. Limited to sociology majors in their senior year. Prerequisite: permission of instructor.

**SOC 496 Honors Thesis: Senior Year**

Fall or spring. 4 credits. Prerequisite: Sociology 495.

**SOC 497 Social Relations Seminar (also Anthropology 495)**

Spring. 4 credits. Limited to seniors majoring in social relations.

**Graduate Core Courses**

These courses are primarily for graduate students in sociology but may be taken by other graduate students with permission of the instructor. Graduate students in sociology will normally take each of the five courses listed below, but with the concurrence of their special committees other arrangements may be made.

**SOC 501 Basic Problems in Sociology I**

Fall. 4 credits. V. G. Nee.

Analysis of theory shaping current sociological research. Examination of several central problems in sociological inquiry provides an occasion for understanding tensions and continuities between classical and contemporary approaches, for indicating the prospects for unifying microsociological and macrosociological orientations, and for developing a critical appreciation of efforts to integrate theory and research.

**SOC 502 Basic Problems in Sociology II**

Spring. 4 credits. R. L. Breiger.

Continuation of Sociology 501. Emphasis is on the logical analysis of theoretical perspectives, theories, and theoretical research programs shaping current sociological research. The course includes an introduction to basic concepts used in the logical analysis of theories and examines their application to specific theories and theoretical research programs. Strategies include functionalism, social exchange, and interactionism.

**SOC 505 Research Methods I: Logic of Social Inference**

Fall. 4 credits. Prerequisite: a first course in statistics and probability. S. B. Caldwell. This course is an introduction to techniques of social inference. We will cover research methods, sources of evidence, model design, and questions of empirical validity.

**SOC 506 Research Methods in Sociology II**

Spring. 4 credits. Prerequisite: Sociology 420 or 505 or equivalent. Offered Spring 1997.

A survey of methods for analyzing sociological data, including measurement error models, confirmatory factor analysis, panel models, and general structural equation methods. Readings from the sociological research literature will illustrate various methods. Periodic assignments on micro and mainframe computers will integrate theory, method, and data.]

**SOC 507 Research Methods in Sociology III**

Fall. 4 credits. Prerequisite: Sociology 506. D. Strang.

Models and methods for the analysis of social dynamics. The course presents discrete-time methods for the analysis of time series and longitudinal data.

**Graduate Seminars**

These seminars are primarily for graduate students but may be taken by qualified advanced undergraduates who have permission of the instructor. Which seminars are to be offered any term is determined in part by the interests of the students, but it is unlikely that any seminar will be offered more frequently than every other year. The list below indicates seminars that are likely to be offered in 1991-92, but others may be added and some may be deleted. Students should check with the department before each term.

**SOC 508 Qualitative Methods**

Spring. 4 credits. P. Becker.

This introductory graduate course will cover a range of qualitative methods, from fieldwork to cultural/interpretive methods. The course is designed to give students an introduction to a range of methods and techniques. Students will be required to engage in an ongoing research project on which they will report periodically throughout the course of the semester, in class discussions and in short papers that concentrate on solving concrete research problems.

**SOC 510 Comparative Societal Analysis**

Fall. 4 credits. Offered 1996-97.  
D. Stark.

This course examines contending analytic strategies for comparing institutions (and institutional configurations) across societies and social systems. How, for example, does the institutional analysis of the socialist economy contribute to our understanding of the specificities of modern capitalism? Special emphasis will be given to comparing transitions from state socialism (in Eastern Europe and elsewhere) with transitions from authoritarianism in Latin America and Southern Europe.]

**[SOC 513] Social Networks and Social Structure**

4 credits. Not offered 1995-96.  
R. L. Breiger.

A critical survey of theories and techniques of structural analysis in sociology, centering on the usefulness of social network analysis in providing integration of studies at different levels of generality. Applications in the areas of the sociology of organizations, community studies, social stratification, and dependence relations among nations. Emphasis on the mutual relevance of theories and operational research procedures.]

**[SOC 524] Rational Choice Theory**

4 credits. Not offered 1995-96.  
S. Kanazawa.

Rational choice perspective has gained popularity in all social sciences. The main focus in this course will be sociological rational choice, although we will discuss the work of economists, political scientists, psychologists, and others where relevant. We will first discuss the foundations of rational choice as a macro-sociological perspective, and emphasize the deductive derivation of various rational choice theories from this perspective. We will discuss the pioneering work of Coleman Hechter and Willer as well as the more recent work by Heckathorn, Macy, Jasso, and others. We may have some guest speakers to talk about their current research.]

**[SOC 526] Social Policy (also SOC 426)**

4 credits. Not offered 1995-96.]

**SOC 530 Social Organization of Economic Action**

Fall. 4 credits. S. Han.

The issue of organizational boundary has been a central concern for both organizational sociology and economic sociology. The seminar approaches the issue, although it covers many other relevant literatures, mainly by playing two lines of argument against each other: transaction cost economics and transfer pricing problem. Meta-analytic techniques are also introduced, which are to be used for the final team project reviewing the empirical research on vertical integration.

**SOC 565 Experimental Method in Social Sciences**

Spring. 4 credits. S. Kanazawa.

We will discuss laboratory experiments, not as a mere psychological research method to study human behavior, but as a means of testing scientific theories of micro (individuals), meso (groups and organizations), and macro (societal phenomena). The emphasis will be on the philosophical foundations and justifications for laboratory experiments (including the issues of internal and external validity, and artificiality and realism) rather than the detailed how-to instructions or statistical techniques of data analysis. We will read actual experimental studies, representing various designs, and discuss some ethical and other concerns in conducting laboratory experiments with human subjects.

**[SOC 583] Transitions to Market Economies in Eastern Europe (also Management NRE 583)**

4 credits. Offered 1996-97. D. Stark.

This course examines the problems and prospects of transitions to markets in Eastern Europe. It introduces concepts for understanding the state socialist economy that is being transformed and analyzes important political developments since 1988. Topics

include privatization, joint ventures, new capital markets, entrepreneurship, and labor relations in these changing economies.]

#### **SOC 591 Special Seminars in Sociology**

Fall and spring. 2-4 credits.

These graduate seminars will be offered irregularly. Topics, credit, and instructors will vary from semester to semester. Students should look at the sociology department bulletin board at the beginning of each semester for possible offerings.

#### **SOC 606-607 Sociology Colloquium**

Fall and spring. No credit. Required of all sociology graduate students.

A series of talks representative of current research interests in sociology, given by distinguished visitors and faculty members.

#### **SOC 608 Proseminar in Sociology**

Fall. One credit. Enrollment restricted to first-semester sociology graduate students. Discussions on the current state of sociology and on the research interests of the members of the field, given by members of the field.

#### **SOC 660 Social Movements**

For description, see GOVT 660.

#### **SOC 683 Social Interaction (also Psychology 683)**

Spring. 4 credits. D. P. Hayes. Seminar: topic to be announced.

#### **SOC 891-892 Graduate Research**

891, fall; 892, spring. Up to 4 credits each term, to be arranged. Prerequisite: graduate status and permission of a faculty member willing to supervise the project.

#### **SOC 895-896 Thesis Research**

895, fall; 896, spring. Up to 6 credits each term, to be arranged. Prerequisite: permission of thesis director.

#### **Related Courses**

HDFS 655 Age and the Life Course P. Moen.

#### **SPANISH LANGUAGE**

See Department of Modern Languages and Linguistics.

#### **SPANISH LITERATURE**

See Department of Romance Studies.

#### **SWAHILI**

See Africana Studies and Research Center.

#### **SWEDISH**

See Department of Modern Languages and Linguistics.

#### **TAGALOG**

See Department of Modern Languages and Linguistics.

#### **TAMIL**

See Department of Modern Languages and Linguistics.

#### **THAI**

See Department of Modern Languages and Linguistics.

#### **THEATRE ARTS**

##### **Theatre, Film, and Dance**

D. Bathrick, chairman; R. Archer, S. Brookhouse, J. Chu, J. Devenyi, M. Dewey, D. Feldshuh, A. Fogelsanger, D. Fredericksen, J. E. Gainor, K. Goetz, K. Grant, D. Hall, C. Hatcher, E. Intemann, J. Johnson, J. Kovar, B. Levitt, P. Lillard, J. Morgenroth, C. Orr Brookhouse, M. Rivchin, J. Self, B. Suber, A. Van Dyke and R. Wilson

Through its courses and production laboratories, the department provides students with a wide range of opportunities in theatre, dance, and film. It offers a theatre arts major with concentration in theatre or film and a major in dance. These majors educate students in accordance with the general liberal arts ethic of the college. The programs in dance and film and the advanced undergraduate theatre program give some measure of professional preparation in those arts as well. The department encourages academic and studio participation by students from all disciplines and also provides the Cornell community with an opportunity to take part in its productions on an extracurricular basis.

#### **Theatre Arts Major**

##### **Theatre Concentration**

The theatre concentration offers studies in the history of theatre, dramatic theory and criticism, playwriting, acting, directing, design/technology, and stage management.

##### **Course requirements for theatre concentration:**

	<b>Credits</b>
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- 1) **THETR 240 and THETR 241** (two-semester introduction to theatre) 8
- THETR 250** Introduction to Theatre Design and Technology 4
- THETR 280** Introduction to Acting 3
- 2) Four laboratory courses distributed as follows: **Credits**

<b>THETR 151</b> Production Lab I <b>THETR 153, THETR 253, or THETR 353</b> Stage Management Lab I, II, or III <b>THETR 155</b> Rehearsal and Performance or <b>THETR 151</b> in a different area <b>THETR 251 or THETR 351</b> Production Lab II or III	1-3 1-3 1-3 1-4
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- 3) Four courses in the area of **Theatre Studies** (see Theatre Studies section of theatre courses) chosen in the following manner:
  - one course must be at 300 level
  - one course must be at 400 level

two additional courses at the 300 or above level

one of the four courses must be pre-twentieth century.

- 4) Three courses (at least 9 credits) in other Theatre Arts courses chosen in consultation with the faculty advisor. Course taken to qualify for admission to the Advanced Undergraduate Theatre Program (described below) may also be used to fulfill this requirement.
- 5) Courses in which a student receives a grade below "C" cannot be used to fulfill the requirements for a Theatre Arts major.

#### **The Advanced Undergraduate Theatre Program**

The department offers advanced study in acting, directing, playwriting, design/technology, and stage management to students who qualify on the basis of outstanding achievement in course work. Criteria for admission to the AUTP is by the completion of the appropriate "track" of courses or equivalent experience and invitation of the faculty. Approval process will include a portfolio review and/or interview. The program provides students with intensive study in theatre as well as the opportunity to collaborate with professional faculty and guest artists. Department productions will be chosen to offer a unique experience to the individual student selected for the program. (For specific requirements please see listing of courses at end of department listings.)

#### **Film**

The study of film began in this department in the 1930s and continues to be based here. In the interim years, however, it has also spread into a significant number of other departments in the college: Africana studies, anthropology, Asian studies, comparative literature, English, German studies, history, psychology, and romance studies. This proliferation of courses has been accompanied by a comparable proliferation of perspectives and faculty concerns, e.g., the relationship of national cinemas to national literatures and specific cultures, film's relationships to myth and ideology, the use of film as historical evidence, film's efficacy as a rhetorical medium, and film's contribution to perennial issues in aesthetics, the history of the arts, and studies in cognition.

This richness of courses and perspectives is matched by the ways in which students may make film the focus of their undergraduate studies. The four ways currently being used are as follows: 1) concentrating on film within a Theatre Arts major; 2) constructing an individually tailored Independent Major in film (including the possibility of placing film in tandem with another medium or discipline); 3) focusing on film as a College Scholar; and 4) concentrating in Visual Studies. Students interested in option 4 should consult Marilyn Rivchin (Theatre Arts) and/or Robert Ascher (Anthropology). Students interested in options 2 or 3 should consult Don Fredericksen (Theatre Arts) and Lynne Abel (director, College Scholar and Independent Major programs). Students interested in the first option should first consult Alison Van Dyke (director, Undergraduate Studies, Theatre Arts) and then one of the department's film faculty.

**Film Concentration Requirements**

The department's film concentration requires a total of 50 credits in film and related courses. Students should note that a number of film courses—including two required "core" courses: Theatre Arts 375 and 376—are offered in alternating years. This means that *students cannot fulfill the requirements for the major in less than two years*, and that they should plan accordingly, in consultation with their major adviser. Within the "core" required courses, Theatre Arts 274, Introduction to Film Analysis, should be taken during the sophomore year.

Majors wishing to utilize the production courses in a substantial manner must plan carefully and work within certain limits. These courses are: Theatre Arts 277, 377, 383, 413, 477, 493 and 653. Enrollment in each of these courses is limited by the nature of the work and by facilities. Enrollment in Theatre Arts 477 and 493 depends upon the quality of previous work in Theatre Arts 277, 377, 383 and/or 413; enrollment is not guaranteed. Majors *without* a strong interest in production can complete the production requirement with one course: Theatre Arts 277. Majors *with* a strong interest in production should begin instead with Theatre Arts 377, after they have taken Theatre Arts 274 in their sophomore year. The total credits in production courses cannot exceed twenty hours; this limit is strictly enforced.

## 1. A core of four film courses:

<b>THETR 274</b> Introduction to Film Analysis	4
<b>THETR 375</b> History and Theory of Commercial Narrative Film (offered alternate years)	4
<b>THETR 376</b> History and Theory of Documentary and Experimental Film (offered alternate years)	4
<b>THETR 277</b> Video Production I (offered alternate years, and summers)	3
OR	
<b>THETR 377</b> Fundamentals of 16mm Filmmaking	4
2. One of the following theatre courses:	
<b>THETR 250</b> Fundamentals of Theatre Design/Technology	4
<b>THETR 280</b> Introduction to Acting	3
<b>THETR 398</b> Directing I (prerequisite THETR 280)	3
3. Four courses (15–16 credits) in film offered by Theatre Arts as below, or by other departments (with consent of adviser):	
<b>THETR 290</b> Filming Other Cultures	3
<b>THETR 313</b> Japanese and Asian Film	4
<b>THETR 378</b> Soviet Film of 20s and French Film of 60s (offered alternate years)	4
<b>THETR 379</b> Documentary Film from 1945 to present (offered alternate years)	4
<b>THETR 383</b> Screenwriting	4
<b>THETR 395</b> Video: Art, Theory, Politics	4
<b>THETR 396</b> German Film (offered occasionally)	4
<b>SPANL 399</b> Spanish Film (requires fluency in Spanish)	4

**THETR 413** Film and Performance

4

**AS&RC 435** African Cinema

4

**THETR 475** Seminar in the Cinema I (offered alternate years)

4

**THETR 476** Seminar in the Cinema II (offered alternate years)

4

**THETR 477** Intermediate Film and Video Projects

4

**THETR 493** Advanced Film and Video Projects

4

**THETR 653** Myth onto Film

4

- 4) 15 credits of related coursework inside or outside of Theatre Arts (as approved by adviser). The courses chosen to fulfill this requirement should reinforce the student's particular interest in film, and will not necessarily be film courses per se. For example, a student interested in the psychology of film, or in ethnographic film, or in film vis-a-vis intellectual or social history, will be encouraged to choose "related course work" accordingly.
- 5) With a grade of less than C, a course cannot be used toward the concentration.
- 6) Course work in production cannot exceed twenty credit hours.

**Film Study Abroad**

The College of Arts and Sciences, through this department and in consort with a number of other colleges and universities, offers up to a full year of study at the Inter-University Center for Film and Critical Studies in Paris, France. The center's program is theoretical, critical, and historical. It is most useful to students pursuing a major in film studies and serves as an intensive supplement to their Cornell film courses. Fluency in French is required, and Theatre Arts 274 and 375 are prerequisites. Inquiries should be addressed to Professor Fredericksen, Cornell's liaison with the center.

**The Dance Program**

The dance program offers courses in dance technique, improvisation, composition, performance, anatomical analysis of movement, and the history, theory, and criticism of dance. Technique courses include modern dance at four levels and ballet at three levels. Other dance forms, such as tap, historical dances, Japanese Noh, Indian, Javanese, and African dance are offered on a rotating basis. Courses in jazz and ballroom dance, taken through the Physical Education program, supplement these offerings. Technique classes develop strength, flexibility, coordination, and the ability to perceive and reproduce phrases of dance movement with clarity of rhythm, body design, and expression. The more advanced courses require the ability to perform complex phrases in various styles. Students may earn up to eight academic credits (one each semester) in technique classes. Students may also satisfy the physical education requirement by taking dance technique classes in the dance program. The schedule for all dance technique classes is available in the main office of the Center for Theatre Arts. Registration for technique classes takes place in Teagle Hall. Students taking technique for academic credit must also register through their own colleges.

The faculty offer rehearsal and performance workshops in which they choreograph and rehearse original dances, performed in public

concert. Admission to rehearsals and performance classes is by audition. Students may receive one academic credit (S-U grades only) when performing in student-faculty concerts by registering for THETR 155.

**The Dance Major**

To be admitted to the major, students must have completed two technique courses in modern dance or ballet at level II or above, Theatre Arts 233 or 305 (Explorations in Movement and Performance) and Theatre Arts 210 (Beginning Dance Composition and Music Resources). It is also recommended that Theatre Arts 201 (Dance Improvisation), Theatre Arts 250 (Fundamentals of Theatre Design and Technology) and Music 105 (Introduction to Music Theory) be taken before the junior year. The following requirements are expected of the major.

**Prerequisites for the Major:**

**THETR 210** Beginning Dance Composition and Music Resources

**THETR 233 or 305** Explorations in Movement and Performance

Two technique courses in modern dance or ballet at level II or above

**Requirements for the Major: Credits**

<b>Music 105</b> Introduction to Music Theory (or substitute at the appropriate level)	3
ONE course in historical dance, tap, jazz, a non-western form, folk dance, or ballroom dance	0-3
TWO semesters each of ballet and modern dance (in addition to the prerequisite)	4
<b>THETR 155</b> Rehearsal and Performance	1
<b>THETR 201</b> Dance Improvisation	3
<b>THETR 250</b> Fundamentals of Design and Technology	4
<b>THETR 310-311</b> Intermediate Dance Composition	8
<b>THETR 312</b> Physical Analysis of Movement	3
<b>THETR 314-315</b> Western Dance History	8
<b>THETR 410</b> Advanced Dance Composition	4
<b>THETR 418</b> Seminar in History of Dance (or other 400-level academic dance course)	4
<b>THETR 491</b> Senior Project	4
Total	46-49

Students will be expected to perform in at least two concerts and to present at least two of their own dances, in addition to the senior project.

**Department Courses:**

See individual sections for: Freshman Writing Seminars; General Survey Courses; Theatre Studies; Acting; Directing; Playwriting; Design; Technology; Stage Management; Independent Study, Internships and Honors; Film; Dance.

**FRESHMAN WRITING SEMINARS****THETR 110 Topics in the Cinema**

Fall and spring. 3 credits. V. Begley. Topic for 1995-96: From the *Big Sleep* to *Blade Runner*: An Introduction to Film Noir. This course is an introduction to the seamy world of the hardboiled detective, the cynical anti-hero, and the amoral femme fatale. We will trace the history of pessimism and existential despair in Hollywood from the '40s to the present day and explore the limits of the genre film noir. Readings will include the novels of Raymond Chandler and James M. Cain. Films will include Hawks' *The Big Sleep*, Curtiz' *Mildred Pierce*, Wilder's *Double Indemnity*, Dmytryk's *Murder My Sweet*, Polanski's *Chinatown*, and Scott's *Blade Runner*. Screenings will be Wednesdays 5-7 p.m.

**THETR 120 The Wild Ones: Rebellious Youth on Stage**

Fall and spring. 3 credits. R. Bechtel. Throughout history, in many of the world's most controversial dramatic texts, playwrights have thrust young heroes and antiheroes center stage. The scenes of rebellion and rebirth enacted in the theatre have often reflected similar upheavals in the society and culture of the time. This course will approach such plays and films as *Natural Born Killers*, *Oleanna*, *Spring Awakening*, and *Hamlet* as fractious cultural critiques, narratives of both rebellious youth and rebellious dramatists. Some of the contemporary cultural issues the course will explore through the plays are political correctness, violence in the media, and multiculturalism. Writing assignments will include play analyses, film reviews, and a short dramatic scene.

**THETR 130 Schwarzenegger and Shakespeare**

Fall and spring. 3 credits. L. Shafer. The performances of Arnold Schwarzenegger's almost un-real body and the "body" of work we know as Shakespeare create an exciting intersection of British Renaissance and American mass cultures. In this course we will explore theories of representation and cultural politics through investigations of action films, body-building culture, the theatre and film industries, as well as through more formal questions of theatrical and literary form as they are played out in Shakespeare's plays and the history of their reception in both theatrical and academic circles. Can we separate these men and their work from their roles as characters in popular and academic cultures, or do the distinctions between playwright, character, actor, text, and performance collapse in the (easily recognizable) face of these two super-bodies? Close readings of various Shakespeare plays and Schwarzenegger films will raise vital social and cultural questions while offering us access to a greater scholarly understanding of dramatic forms.

**THETR 150 Disney's America**

Fall and spring. 3 credits. M. Leon. This course will explore the history and practices of America's best-loved, least-avoidable cultural giant: Disney. Through films and readings (sorry, no field trips), we will navigate the complex discipline of cultural studies by examining the "Disney Version" of classic literature, the structure and meanings of its theme parks, the multiple interpretations of Disney's corporate history, and the impact of their worldwide ventures. We will also

take a look at the current controversies surrounding their proposed historical theme park, "Disney's America."

**GENERAL SURVEY COURSES****THETR 230 Creating Theatre**

Spring. 3 credits. Not offered 1995-96. Next offered 1996-97. K. Goetz and faculty.

An introduction to the collaborative art of theatrical production. Students will examine the creation of theatre onstage and backstage through lectures, demonstrations, discussions with various faculty and staff at the Center for Theatre Arts, and by attending department productions. Exposure to the various elements of theatre production will help students gain a new critical perspective of the performing arts. Some writing is required.]

**THETR 301 Mind and Memory: Explorations of Creativity in the Arts and Sciences (also English 301)**

Spring. 4 credits. Limited to 40 students. For description, see English 301.

**THETR 417 Digital Culture (also Society for the Humanities 417)**

Spring. 3 credits. Limited to 17 students. D. Rodowick.

For description, see Society for the Humanities 417.

**THETR 430 Introduction to Theatre Management**

Spring. 4 credits. Limited to 15 students. Not offered 1995-96. Next offered 1996-97. J. E. Gainor.

This class is designed to introduce students to the profession of theatre management. The class will be a project-oriented study of components of the field, such as marketing, fundraising, contracts, organizational structures, personnel management, accounting, and box office. The class will use the work of the Center for Theatre Arts as a case study, and faculty and staff of the Department of Theatre Arts will lead sessions on the various topic areas.]

**THEATRE STUDIES COURSES****THETR 223 The Comic Theater (also Comparative Literature 223 and Classics 223) #**

Spring and summer. 3 credits. J. Rusten. For description, see Classics 223.

**THETR 240 Introduction to Western Theatre I #**

Fall. 4 credits. K. Tancheva.

A survey of the major developments in the theatre—playwriting, acting, staging, architecture, and dramaturgy—in classical Greece and Rome, medieval and Renaissance Europe. Representative plays will be read and discussed in their theatrical context.

**THETR 241 Introduction to Western Theatre II #**

Spring. 4 credits. K. Tancheva.

A survey of the major developments in the theatre—playwriting, acting, staging, architecture, and dramaturgy—since 1642. Among the areas considered will be French Neoclassicism, the English Restoration, the eighteenth and nineteenth centuries in England, France, and Germany and the modern international stage. Representative plays will be read and discussed in their theatrical context.

**[THETR 331 The Classical Theatre (also Comparative Literature 331) #**

4 credits. Prerequisite: THETR 240 or permission of instructor. Not offered 1995-96. Next offered 1997-98. Staff.

This course will look at the major developments in Classical Greek and Roman theatre as well as possible assessments in the light of contemporary theory. Topics may include one or more of the following: the relation of the dramatic festivals to questions of democracy, the links between the *Poetics* and subsequent criticism, and more recent critical approaches to the dramatic texts.]

**[THETR 332 Medieval and Renaissance Theatre (also Comparative Literature 332) #**

4 credits. Prerequisites: THETR 240 or permission of instructor. Not offered 1995-96. Next offered 1997-98. Staff.

Besides the discussion of representative plays from these periods, this class may focus on questions such as the staging of medieval drama, the relation between the church and the community, and the ways in which historians and critics have interpreted the Renaissance, especially in light of Shakespeare's work. Representations of class, race, and gender on stage as well as in the audience will also be examined.]

**THETR 333 European Drama from the Neo-Classical to the Bourgeois (also Comparative Literature 333) #**

Spring. 4 credits. Prerequisite: THETR 240 or 241. J. Devenyi.

The course will examine the explosion of dramatic forms and theories in pre- and post-revolutionary Europe. The class will also discuss the ways in which changes in theatre architecture and dramatic structure participate in the dynamics of change in European society that operates between the early seventeenth and the mid-nineteenth centuries.

**THETR 335 The Modern and Contemporary Theatre (also Comparative Literature 337)**

Spring. 4 credits. Prerequisites: THETR 240 or permission of instructor. J. E. Gainor.

A study of the drama and its cultural contexts from the late nineteenth century to the present. This course will raise questions about modern as well as postmodern theories of performance and the role of theatre in society. It may also examine western style theatre in non-western settings.

**[THETR 336 American Drama and Theatre (also English 336) #**

4 credits. Limited to 25 students.

Prerequisite: permission of instructor. Not offered 1995-96. Next offered 1996-97. J. E. Gainor.

A survey of twentieth-century American theatre and representative American plays.]

**[THETR 337 Contemporary American Theatre (also English 337) #**

4 credits. Limited to 20 students. Not offered 1995-96. Next offered 1996-97. J. E. Gainor.

A survey of American drama and theatre post-1960. Particular emphasis will be placed on plays by women and dramatists of color to explore questions of identity and theatrical responses to contemporary American culture.]

**THETR 338 Introduction to Performance Studies (also Society for the Humanities 410)**

Fall. 4 credits. D. Wilcox.

An introductory survey of the development of the discipline. Performance Studies embraces a range of theatrical and para-theatrical activity explored through a range of methodologies, including anthropology, history, and cultural studies.

**THETR 372 English Drama to 1700 (also English 372) #**

Fall. 4 credits. S. McMillin.

See English 372 for description.]

**THETR 373 English Drama from 1700 to the Present (also English 373)**

Spring. 4 credits. Not offered 1995-96.

Next offered spring 1997.

See English 373 for description.]

**THETR 431 Theory of the Theatre and Drama (also Comparative Literature 433) #**

4 credits. Prerequisite: some theatre history and dramatic literature work at the 300 level or permission of instructor. Not offered 1995-96. Next offered 1996-97.

A survey of dramatic theory and theories of theatrical representation from Aristotle to the present.]

**THETR 433 Dramaturgy: Play and Period (also Comparative Literature 443)**

4 credits. Not offered 1995-96. Next offered 1997-98.

Inventing the Modern Drama. European theatre between 1870 and 1900.]

**THETR 435 Special Topics: Theories of Contemporary Performance (also Comparative Literature 436)**

Spring. 4 credits. Limited to 15 students. Prerequisite: permission of instructor.

J. Devenyi.

A survey of the dramatic literature and the current performance traditions of contemporary France.

**THETR 436 The Female Dramatic Tradition (also Women's Studies 433)**

Spring. 4 credits. J. E. Gainor.

Is there a "female dramaturgy"? What is the female tradition in the theatre? The course will explore these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.

**THETR 437 Seminar in Dramatic Criticism (also Theatre Arts 636)**

4 credits. Prerequisite: open to qualified junior and senior departmental majors with permission of the instructor. Not offered 1995-96. Next offered 1997-98. Staff.]

**THETR 438 East and West German Drama**

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. D. Bathrick.

This course will cover the major historical and textual developments in German theatre from the end of World War II to the present. Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Durrenmatt, Weiss, Hochhuth, Muller, Braun, Kroetz, Handke, and others) will be treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

**THETR 440 Visual Perception in the Art of the Theatre (also Theatre 440 and Society for the Humanities 423)**

Spring. 4 credits. Prerequisite: permission of the instructor. D. Wilcox.

Using a broad range of material including semiotics, philosophy, cognitive psychology, art criticism, and phenomenology this course is designed to examine the process of *seeing* theatre as it relates to language, images, memory and perception.

**THETR 470 The Japanese Noh Theater and Modern Dramatists (also Asian Studies 470 and Comparative Literature 470) @**

Fall. 4 credits. Alternates with THETR 471. K. Brazell.

For description, see Asian Studies 470.

**THETR 471 Japanese Theatre (also Asian Studies 471) @ #**

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. K. Brazell.

For description, see Asian Studies 471.]

**THETR 600 Proseminar in Theatre Studies**

Spring. 4 credits. Limited to Theatre Arts graduate students.

An introduction to the theory and methods involved in the study of the theatre as cultural and aesthetic practice.

**THETR 630 Special Topics (also Comparative Literature 632)**

4 credits. Not offered 1995-96. Next offered 1997-98. Staff.]

**THETR 633 Seminar in Theatre History (also Comparative Literature 634)**

4 credits. Not offered 1995-96. Next offered 1996-97. Staff.]

**THETR 636 Seminar in Dramatic Criticism (also Theatre Arts 437)**

4 credits. Prerequisite: Permission of instructor. Not offered 1995-96. Next offered 1996-97. Staff.]

**THETR 637 Seminar in Dramatic Theory (also Comparative Literature 638)**

4 credits. Prerequisite: Permission of instructor. Not offered 1995-96. Next offered 1996-97. Staff.]

**THETR 640 Visual Perception in the Art of the Theatre (also Theatre 440 and Society for the Humanities 423)**

Spring. 4 credits. Prerequisite: permission of the instructor. D. Wilcox.

For description, see THETR 440.

**THETR 648 East and West German Drama: Post-1945 (also German Studies 438)**

Fall. 3 credits. Not offered 1995-96. Next offered 1997-98. D. Bathrick.

This course will cover the major historical and textual developments in German theatre from the end of World War II to the present. Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Durrenmatt, Weiss, Hochhuth, Muller, Braun, Kroetz, Handke, and others) will be treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

**THETR 660 Visual Ideology (also Comparative Literature 660 and German Studies 660)**

Spring. 4 credits. G. Waite.

For description, see German Studies 660.

**THETR 678 Post-Structuralist Dramatic Theory (also Comparative Literature 678)**

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. J. Devenyi.

This course will investigate trends in dramatic theory since structuralism and discuss their application to dramatic texts and performance from various periods.]

**THETR 679 Bertolt Brecht in Context (also German Studies 679 and Comparative Literature 679)**

Spring. 4 credits. Requirements: seminar paper that will form the basis for an oral presentation for class discussion. Not offered 1995-96. Next offered 1996-97. D. Bathrick.

Brecht's theory and dramatic praxis will be examined in the light of a two-fold contexts: (1) the relation of selected plays and writings to the historical contingencies of the Weimar and exile periods in which they emerged; (2) in later periods: an analysis of the reception and various readings (postmodern, feminism, post-structuralism) of these same works by later writers and critical publics in Germany and the United States as a way of understanding the changing nature of aesthetic values in the postwar period. Special attention will be given to the importance of Marxism for Brecht's art, as well as to the author's role as a representative of the cultural avant-garde.]

**THETR 692 The Politics of Criticism (also Comparative Literature 692 and German Studies 692)**

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. D. Bathrick.

See German Studies for description.]

**ACTING****THETR 155 Rehearsal and Performance**

Fall or spring. 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned roles after tryouts at the department's scheduled auditions.

Students should add this course only after they have been assigned roles. S-U grades only.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

**THETR 205 Rehearsal Workshop**

Fall or spring. 2 credits. Limited to 30 students. Prerequisites: participation in a particular department production; and by permission. D. Feldshuh.

This course will enable students participating in a particular production to gain expertise and/or knowledge to contribute to that production. The focus of the class will depend on the needs of a particular production (history, choreography, textwork, dramaturgy, etc). The class allows students in a production to focus intensely on a particular aspect of that production in a non-pressurized learning environment.

**THETR 280 Introduction to Acting**

Fall or spring. 3 credits. Each section is limited to 16 students. Registration only through roster in the department office, Center for Theatre Arts. A. VanDyke and staff.

An introduction to the actor's technique and performance skills, exploring the elements necessary to begin training as an actor, i.e., observation, concentration, and imagination. Focus will be on physical and vocal exercises, improvisation, and text and character. There is required play reading, play attendance, and some scene study.

**THETR 281 Acting I**

Fall or spring. 3 credits. Each section limited to 14 students. Prerequisites: THETR 280 and audition. Registration only through roster in department office, the Center for Theatre Arts. 281 is restricted to sophmores and above. A. VanDyke and staff.

Practical exploration of the actor's craft through improvisation and exercises in physical and psychological action. Scene study utilizing the plays of Williams, Inge, and Miller.

**[THETR 283 Voice and Speech for Performance]**

Spring. 2 credits. Limited to 12 students. Primarily for department majors. Prerequisites: THETR 282. Not offered 1995-96. Next offered 1997-98. A. VanDyke.

Registration only through department roster in the main office of the Center for Theatre Arts. Development of the speaking voice with additional emphasis on dramatic interpretation.]

**[THETR 284 Speech and Dialects for Performance]**

Spring. 3 credits. Limited to 12 students. Primarily for department majors or advance undergraduate training program candidates. Prerequisites: THETR 280, 281, and permission of instructor.

Registration only through department roster in the main office of the Center for Theatre Arts. Not offered 1995-96. Next offered 1996-97. A. VanDyke.

Development of speech and dialects in dramatic text.]

**THETR 285 Creativity and the Actor**

Summer. 3 credits. Limited to 16 students. D. Feldshuh.

Using mime, physical and vocal exercises, karate, Gestalt therapy, theatre games, and Zen meditation, this course will attempt to make the student more aware of how he/she participates in and can influence the creative process of acting and to assist the student toward a greater capacity for stage presence. The course will deal with hindrances to the creative response (stage fright, self-consciousness, mannerisms, physical and vocal tension, emotional blocks), introduce the concepts of energy, stillness, and release, and explore the relationship between emotion, mind and body structure. It will attempt to give the individual tools with which the student may continue to expand his/her capacity for spontaneous, flexible, and believable acting.

**THETR 287 Summer Acting Workshop**

Summer. 3 credits. Limited to 16 students in a section. Staff.

An introduction to the processes of acting. Practice in training techniques, rehearsal procedures, and methodology.

**THETR 380 Acting II**

Fall. 3 credits. Prerequisite: THETR 281 and audition. Limited to 12 students. R. Wilson.

A continuation of Acting I. Special consideration will be given to a physical approach to characterization utilizing the plays of Chekhov and Ibsen.

**THETR 381 Acting III: Advanced Scene Study**

Spring. 3 credits. Prerequisite: THETR 280, 281, 380, and audition. Limited to 10 students. K. Grant.

This course focuses on advanced problems in language and period style (movement, bows, curtsies, and period dances). Monologues and scenes will be drawn from these playwrights: Shakespeare and Moliere.

**THETR 385 Musical Theatre**

Spring. 3 credits. Prerequisites: THETR 281 and permission of instructor. Limited to 10 students. K. Grant.

Preparation, performance and critique of scenes from the repertoire of post-1960 musical theatre pieces. The course will also explore basic musical theatre dance styles, e.g., tap and jazz.

**THETR 386 Movement for the Actor**

Fall. 3 credits. Prerequisites: THETR 281 and permission of instructor. Limited to 10 students. Not offered 1995-96. Next offered 1996-97. R. Wilson.

Physical skills for the actor will be developed through work with LeCoq-based Neutral Mask technique, Commedia Dell'Arte Half-mask technique, and basic unarmed stage combat technique.]

**THETR 400 Modern Performance Problems**

Fall. 4 credits. Prerequisites: THETR 240, 280, 281 and permission of instructor. Limited to 14 students. Not offered 1995-96. Next offered 1997-98.

J. E. Gainor and R. Wilson.

This class is a combination of play analysis and performance focused on the special problems of gender issues in modern dramatic material. Playwrights to be studied are Caryl Churchill, Sam Shepard, and Marsha Norman. The class will not only deal with some of the plays by these authors, but also critical writing based on their work. Requirements will include the performance of monologues and scenes and the writing of three papers.]

**DIRECTING****THETR 155 Rehearsal and Performance**

Fall or spring. 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned assistant director positions after obtaining director's approval.

Students should add this course only after they have been given approval. S-U grades only.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

**THETR 398 Fundamentals of Directing I**

Fall. 3 credits. Limited to 10 students. Prerequisite: THETR 280 and permission of instructor. D. Feldshuh.

Focused, practical exercises to teach the student fundamental staging techniques that bring a written text to theatrical life. A core objective of the course is to increase the student's awareness of why and how certain stage events communicate effectively to an audience. Each student will direct a number of exercises as well as a short scene.

**THETR 498 Fundamentals of Directing II**

Spring. 4 credits. Enrollment strictly limited. Prerequisite: THETR 280 and 398, and permission of instructor. Recommended: THETR 250 and 281. D. Feldshuh.

This course builds on the staging techniques learned in Fundamentals of Directing I. In this course each student will direct a series of projects and public presentations focusing on specific directorial challenges. The student will develop an increased ability to articulate and defend directorial choices and learn to work with actors on a diverse range of material. Directors will cast from a company of actors to be auditioned early in the semester. Each actor in the company will earn one or two credits as part of Theatre Arts 155.02.

**THETR 499 Seminar In Directing**

Fall or spring. 1-4 credits. Prerequisites: THETR 240, 250, 280, 398, 498, and permission of instructor. D. Feldshuh.

This seminar will give the student the opportunity to direct a full evening of theatre. It may also involve an internship with a prominent director on campus and a final paper focusing on a specific aspect of directing.

**PLAYWRITING****THETR 348 Playwriting**

Fall. 4 credits. Limited to 12 students. Prerequisite: permission of instructor. R. Wilson.

A laboratory for the discussion of student plays. Following exercises in dramatic structure and technique, students will be expected to complete a one-act play.

**THETR 349 Advanced Playwriting**

Fall. 4 credits. Prerequisite: THETR 348 and permission of instructor. Not offered 1995-96. Next offered 1996-97. R. Wilson.

A continuation of Theatre Arts 348, emphasizing advanced techniques and culminating in the composition of a full-length play.]

**THETR 497 Seminar In Playwriting**

Fall. 1-4 credits. Prerequisite: THETR 348 and 349 and permission of instructor. R. Wilson.

**DESIGN, TECHNOLOGY, AND STAGE MANAGEMENT****Design****THETR 250 Fundamentals of Theatre Design and Technology**

Fall and spring. 4 credits. Not open to first term freshman. Limited to 12 students. Registration only through department roster in CTA 225. A minimum of one credit of Production Lab (THETR 151 or 251) is strongly recommended concurrently. K. Goetz, R. Archer, J. Johnson, C. Hatcher, and C. Orr Brookhouse.

An introduction to design and technology in the theatre. Lectures, discussion, and project

work introduce the principles of designing scenery, costumes, lighting and sound, and the technical process of realizing designs on stage. Students are required to purchase materials, which the instructors will specify (approximate cost, \$35).

**THETR 343 Costume History: From Fig Leaf to Vanity**

Fall. 3 credits. Limited to 20 students. C. Orr Brookhouse.

Costume History will offer an overview of the history of clothing from the first signs of clothing to the early 20th century. It will investigate personal, social, religious, political, and regional reasons for why and how clothing evolved.

**THETR 362 Lighting Design Studio I: Lighting in the Performing Arts**

Fall and summer. 4 credits. Students are required to purchase lighting software and materials which the instructor will specify (approximate cost \$175.00). Prerequisite: THETR 252 and 340 or permission of instructor. Limited to 6 students. E. Intemann.

An exploration of the process of seeing, basic theories of color, and the psychological and physical characteristics of light. Through discussion, design projects based on current Cornell productions, a series of projects in the light lab, and an actual dance-lighting design as a final project, this course considers the role of light as a flexible, expressive art medium, its visual elements and dramatic impact, and the intuitive nature of a successful approach to stage lighting.

**THETR 364 Scenic Design Studio**

Fall. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). Limited to 10 students. Prerequisite: THETR 250 and 340 or permission of instructor. K. Goetz.

An exploration of the process of designing scenery for the live theatre. Emphasis on the analysis of the dramatic text, research, and the use of imagery to support dramatic intent of the playwright. Class projects will engage students in using a variety of mediums to explore how architecture, the arrangement of space, and elements of interior design are used dramatically. Class activities and projects are designed to encourage the development of student's innate expressive abilities. Experience in theatre production and graphic skills is helpful but not essential. May be repeated for credit.

**THETR 366 Costume Design Studio**

Spring. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). Prerequisite: Permission of instructor. Limited to 10 students. J. Johnson.

Design of costumes for the theatre, concentrating on script and character analysis, period research, design elements, figure drawing and rendering skills, and understanding production style. May be repeated for credit.

**THETR 368 Sound Design Studio**

Spring. 4 credits. Limited enrollment to 6 students. Prerequisite: THETR 250 or 252 or permission of instructor. Students are required to purchase supplies (approximate cost \$30.00). C. Hatcher.

The use of sound as a medium of design for the theatre; research and creation of sound score, recording and engineering techniques,

live effects and projects in live and studio sound production.

**THETR 462 Lighting Design Studio II: Lighting in the Environment**

Spring. 4 credits. Prerequisite: THETR 362 or permission of instructor. Limited to 6 students. E. Intemann.

This course concentrates on the individual development of the lighting designer as a versatile artist. Discussion and guest artist lectures are combined with individual tutorial sessions and various environmental lighting design competition entries tailored to each student. This structure provides students with an opportunity to originate an independent contemporary style of lighting design.

**Technology**

**THETR 252 Technical Production Studio I**

Fall. 3 credits. Limited to 6 students. C. Hatcher.

Stage Lighting and Sound Technology: The practical aspects of lighting and sound technology including equipment setup, engineering, electrics, organization, recording techniques, and production paperwork will be explored through projects, lectures, and class discussions. In addition to twice-weekly class meetings the course requires a laboratory commitment of fifty hours for the semester.

**[THETR 254 Theatrical Make-up Studio]**

Fall. 3 credits. Students are required to purchase make-up kits which the instructor will provide (approximate cost \$40.00). Prerequisite: permission of instructor. Limited to 12 students. Not offered 1995-96. Next offered 1996-97. J. Johnson.

Basic techniques of make-up for the stage including corrective, old age, and fantasy; use of prosthetics, wigs, hair and hairpieces.]

**THETR 340 Theatrical Drafting and Technical Drawing Studio**

Fall. 3 credits. Limited to 6 students. Prerequisite: THETR 250 or permission of instructor. S. Brookhouse.

Implementation of the fundamentals of drafting and technical drawing. Introduction of the concept of an individual style in the approach to drafting for the theatre. A series of projects to familiarize students with the convention and process of visualization and drafting.

**THETR 352 Themed Entertainment: The Technical Perspective**

Fall. 3 credits. Limited to 12 students. R. Archer.

A broad-based inquiry into the integration of art and science in today's theme parks and interactive entertainment attractions. Papers, projects, and discussions will deal with planning and development aspects of large-scale entertainment projects including architecture, engineering, construction, and attraction installation. Focus will be on the specialized entertainment technologies that make these attractions work: audio and lighting design, ride and show control systems, and special effects.

**THETR 354 Stagecraft Studio**

Fall. 3 credits. A minimum of one credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Prerequisite: THETR 250 or permission of instructor. R. Archer.

An exploration of the techniques and practice of theatre operation, scenic construction, stage mechanics, rigging, painting, and model building.

**THETR 356 Costume Construction Studio**

Spring. 3 credits. A minimum of one credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Prerequisite: THETR 250 or permission of instructor. Lab fee of \$25 to be paid in class. C. Orr Brookhouse.

A project/lecture/discussion class in costume research, patterning, cutting, construction, and fitting.

**Stage Management**

**THETR 153 Stage Management Production Laboratory I**

Fall and spring. 1-2 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.

Practical experience in theatrical production as Assistant Stage Manager for a Dance Theatre Concert or as a Stage Manager for readings or S.L.T.C. under the supervision of the faculty Production Manager. THETR 370 complements this course.

**THETR 253 Stage Management Laboratory II**

Fall and spring. 1-4 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.

Practical experience in theatrical production as Assistant Stage Manager for a season production under the supervision of the faculty Production Manager. THETR 370 complements this course.

**THETR 353 Stage Management Laboratory III**

Fall and spring. 1-4 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of the instructor. P. Lillard.

Practical experience in theatrical production as Stage Manager for a Dance Theatre Concert, for an AUTP production or as Production Stage Manager for the Black Box lab season under the supervision of the faculty Production Manager. THETR 370 complements this course.

**[THETR 370 Stage Management Studio]**

Fall. 2 credits. Prerequisite: THETR 250 or 280. Not offered 1995-96. Next offered 1996-97. P. Lillard.

Introduction to the concepts and techniques of stage management as they relate to specific areas of production. Development of relevant communication skills and an understanding of the production process as experienced by a working stage manager or assistant stage manager. THETR 153, 253, and 353 complement this course.]

**THETR 453 Stage Management Laboratory IV**

Fall and spring. 1-5 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard.

Practical experience in theatrical production as Stage Manager for a season production under the supervision of the faculty Production Manager.

**Production Laboratories****THETR 151 Production Laboratory I**

Fall and spring. 1-3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the Proscenium Theatre. P. Lillard, S. Brookhouse, N. Cross, C. Hatcher, C. Orr Brookhouse. Students register for sections by areas of interest: 01 Scenery, 02 Costumes, 03 Properties, 04 Lighting, 05 Sound, 06 Stage crew. No prerequisites or experience required. This course provides practical experiences in theatrical production, as a member of the production crew.

**THETR 251 Production Laboratory II**

Fall and spring. 1-3 credits. Prerequisite: THETR 151 or permission of instructor. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the CTA Proscenium theatre. P. Lillard, S. Brookhouse, N. Cross, C. Hatcher, C. Orr Brookhouse.

Practical experience in theatrical production, in a position of major responsibility on the production staff. Students register for sections by areas of interest: 01 Scenery, 02 Costumes, 03 Properties, 04 Lighting, 05 Sound.

**THETR 351 Production Laboratory III**

Fall and spring. 1-3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the CTA Proscenium Theatre. Prerequisite: THETR 251 or permission of instructor. P. Lillard, C. Hatcher, J. Johnson, C. Orr Brookhouse.

This course provides practical experience in theatrical production, in a position of major responsibility on the production staff or as assistant to a faculty or guest designer.

**THETR 451 Production Laboratory IV**

Fall and spring. 1-4 credits. May be repeated for credit. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard, K. Goetz, C. Hatcher, J. Johnson, C. Orr Brookhouse.

Practical experience in theatrical production, in the position of designer or in another position of major responsibility on the production staff.

**INDEPENDENT STUDY, INTERNSHIPS AND HONORS****THETR 300 Independent Study**

Summer, fall, or spring. 1-4 credits. Independent Study in the Theatre allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and

agree to provide continuing supervision of the work. Students must prepare a proposal for independent study.

**THETR 485 Undergraduate Internship**

Fall, spring, or summer. 1-6 credits. To be eligible to enroll and receive credit for an internship, Theatre Arts students must either be majors or be admitted to the Advanced Undergraduate Theatre Program (AUTP). Students are responsible for arranging their own internships in consultation with the AUTP faculty in their area of choice prior to preregistration of the semester in which the internship is planned to take place. To receive credit for this course, it must be an unpaid internship; if it is a paid internship, it is possible to receive independent study (see TA 300) credit for it.

**THETR 495 Honors Research Tutorial**

Fall or spring. 2-8 credits. Limited to Theatre Arts seniors only. This course is the first of a two-semester sequence (the second is THETR 496). Up to eight credit hours and one grade will be given upon completion of second semester. The Theatre Arts honors program is for majors who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. To be a part of the honors program the student must maintain an average of 3.5 in departmental courses and an average of 3.0 in all courses. Students should consult with their advisers in their junior year if deciding to do honors. Admissions to honors is at the discretion of the departmental committee.

**THETR 496 Honors Thesis Project**

Fall or spring. 2-8 credits. Limited to Theatre seniors only. This course is the second of a two-semester sequence (the first is THETR 495). Up to eight credit hours and one grade will be given upon completion of second semester. See THETR 495 for further information.

**FILM****THETR 274 Introduction to Film Analysis: Meaning and Value**

Fall. 4 credits. Limited to thirty-five students. D. Fredericksen. An intensive consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and personal film modes. Prospective film majors should enroll in their sophomore year.

**THETR 277 Video Production I**

Spring, alternate years and occasionally in summer. 3 credits. Limited to 12 students. Permission of instructor. Open to sophomores, juniors, and seniors. Not offered 1995-96. Next offered spring 1997. M. Rivchin.

A hands-on video production course using Super-VHS cameras and editing equipment. Students will learn camera, lighting, sound recording, and editing techniques through a series of exercises. Directing for both single-camera and multiple-camera shoots will be practiced. Strategies and ideas for documentary, dramatic and experimental work, music videos, etc., will be discussed before students plan, write, shoot, and edit one short, individual project and one project of their

choice. A \$100 equipment maintenance fee per student will be collected in class. Students will spend approximately \$50-100 for S-VHS and regular VHS videotapes, which they will own.]

**THETR 290 Filming Other Cultures (also Anthropology 290) @**

Spring. 3 credits. Limited to 20 students, with preference given to those who have taken either Anthropology 102 or Theatre Arts 274. R. Archer. For description, see Anthropology 290.

**THETR 313 Japanese and Asian Film (also Comparative Literature 313) @**

B. DeBarry.

For description, see ASIAN 313.

**[THETR 375 History and Theory of the Commercial Narrative Film]**

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Offered alternate years. Not offered 1995-96.

Next offered fall 1996. D. Fredericksen. Consideration of the broad patterns of narration in the history of the commercial narrative film, viewed as an artistic medium and as a system requiring the massive consumption of artifacts. Emphases placed upon the early articulation of a cinematic means of narration, realism as an artistic style, the nature and functions of popular film, and the modes of modernist and post-modernist "art cinema" narration. Major figures discussed include Griffith, Eisenstein, Murnau, Von Stroheim, Dreyer, Chaplin, Renoir, Ford, Hitchcock, Welles, Antonioni, Fellini, Bergman, Bunuel, Resnais, Godard, Jansco and Herzog. Students majoring in film should have previously taken Theatre Arts 274.]

**THETR 376 History and Theory of Documentary and Experimental Film**

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: THETR 274 is strongly recommended, but not required. D. Fredericksen.

First, the history and theory of documentary film up to the end of World War II. Major figures covered include Vertov, Flaherty, Ivens, Grierson, Lorentz, Riefenstahl, Capra, Hurwitz, and Jennings. Second, within the history and theory of the experimental and personal film forms, emphases are: the avant-garde film of the twenties in Germany, France, U.S.S.R., and the U.S., the movement toward documentary practice in the thirties, and American experimental and personal film from the forties to the present. Major figures covered in this latter period include Deren, Brakhage, Baillie, Belson, the Whitneys, Hill, Snow, Pitt, L. Jordan, H. Smith, G. Nelson and Mekas.

**THETR 377 Fundamentals of 16mm Filmmaking**

Fall and spring. 4 credits. Limited to 12 students. Intended for juniors and seniors (who may need to sign up a year or more in advance). Prerequisite: THETR 274 (or higher-level film studies course) and permission of instructor. Fee for maintenance costs, \$100 (paid in class). The average cost to each student for materials and processing is \$400. M. Rivchin.

A hands-on course in the basics of 16mm filmmaking techniques, requiring no prior production experience, emphasizing the creative development of filmic ideas through critical discussion. Each student will complete a number of short film projects to explore

narrative, experimental, documentary, animation, and abstract genres. A final sound film project (8–12 minutes) will be screened publicly.

**[THETR 378 Soviet Film of the 1920s and French Film of the 1960s]**

Spring. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: THETR 375 is strongly recommended, but not required. Offered alternate years. Not offered 1995–96. Next offered spring 1997. D. Fredericksen.

An intensive treatment of two distinct periods of innovation in film theory and history. Emphasis on the vital relationship between theory and practice in these two periods. Major figures include Eisenstein, Pudovkin, Vertov, Dovzhenko, Rous, Godard, Truffaut, Resnais, Rohmer, Tati, Rouch and Bresson.]

**THETR 379 Documentary Film from 1945 to present**

Spring. 4 credits. Prerequisite: THETR 376 or permission of the instructor. Fee for screening expenses, \$10 (this fee is paid in class). D. Fredericksen.

Emphasizes on the contemporary documentary film as a sociopolitical force, as an ethnographic tool within and without a filmmaker's own culture, and as an artistic form with a distinct history and set of theoretical questions. Major figures, structures, and movements covered include Jennings, Rouquier, Leacock, Malle, Rouch, Solanas, national film boards, Challenge for Change, direct cinema, cinema verite, revolutionary documentary of the Third World and feminist documentary. The scope is international.

**THETR 383 Screenwriting**

Spring. 3 credits. Prerequisites: THETR 274 and 377, and permission of instructor. Limited to 12 students. R. Wilson.

Exercises in various genres of screenwriting will be explored: the commercial narrative, documentary, experimental, and abstract. This class will culminate in the writing of a finished script for a ten to fifteen-minute film. Note: This class is an intensive writing experience that will demand a great deal of outside work.

**THETR 395 Video: Art, Theory, Politics (also English 395)**

Fall. 4 credits. T. Murray.

For description, see English 395.

**THETR 396 German Film (also Comparative Literature 396 and German Studies 396)**

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final. D. Bathrick.

The goal of the course is to explore the form and context of German film in relation to the cultural and sociopolitical context of which it is a part. Accordingly, the material discussed will be divided into three major periods: Weimar film, 1918–1933; Nazi film, 1933–45; postwar film, 1945–present. Readings and lectures will be devoted to formal and cultural developments in the history of German film as well as interpretive analysis of selected individual films. In both lectures and discussions, particular emphasis will be placed on helping students develop an appropriate method of viewing and analyzing films.

**THETR 413 Film and Performance**

Spring. 4 credits. Prerequisite: At least one production course in 16mm film or video, and/or at least one 300-level course in acting or directing. Permission of the instructors. Limited to 12 students. \$50 maintenance fee to be collected in class. M. Rivchin and R. Wilson.

Special Topic for 1996: Acting and Directing for the Camera. This course is a collaborative production workshop designed to bring acting, directing, and filmmaking students together to work on several short projects. Students will work first on script/scene analysis and questions of staging actors and blocking for the camera. Using primarily video cameras and video editing, they will practice alternative strategies for directing and examine the particular techniques of acting for the camera. Final group projects will be original scripts produced in video and presented in a public screening at the end of the semester.

**THETR 422 Crimes of the Nation and Cinematic Memories (also Society for the Humanities 422)**

Spring. 3 credits. Limited to 17 students. N. Wood.

For description, see Society for the Humanities 422.

**THETR 475 Seminar in the Cinema I (also College Scholar Seminar)**

Spring. 4 credits. Limited to 20 students. D. Fredericksen.

Topic for 1996: Jung, film, and the process of self-knowledge. "Know thyself": this has been called our culture's most enduring psychological need, and it has been frequently offered as the *raison d'être* for liberal studies. C. G. Jung's answer to how one might "know oneself" is based on his claim that "image is psyche"; his informing metaphor is depth. The seminar will trace the elaborations of this position in Jung, James Hillman, Russell Lockhart, Murray Stein, and Sylvia Perera. It will also test the critical capacities of this position with respect to film images given us by Bergman, Fellini, Stan Brakhage, Gunvor Nelson, Suzan Pitt, Larry Jordan, Bruce Baillie, and others. The manner in which Jung's claim might provide an archetypal and imaginal alternative to current approaches to liberal studies will be asked throughout the seminar; the nature of education will thereby become a central theme of the semester's work.

**[THETR 476 Seminar in the Cinema II]**

Spring. 4 credits. Prerequisite: THETR 274 or 375 or comparable experience in film analysis. Limited to twenty students. Offered alternate years. Next offered spring 1997.

The spring 1997 topic will be announced in the 1996–97 catalog.]

**THETR 477 Intermediate Film and Video Projects**

Fall. 4 credits. Limited to 8 students. Prerequisites: THETR 377 or 277 as minimum; preference given to those who have taken THETR 383 or 413, and permission of instructor. Fee: \$100 cinema maintenance fee to be collected in class. Film projects costs: \$500–1000; video \$50–150. M. Rivchin.

This is a second-level 16mm filmmaking and video course designed to increase the student's knowledge and practice of: cinematography, lighting sync-sound filming

and editing techniques; familiarity with negative films, and working with labs and sound houses; S-VHS video camera and editing methods, digital effects and mixing through a series of individual and group exercises. Each student will direct, shoot, and edit one, originally scripted, sync-sound scene, but will not produce a fully scripted film (see THETR 493).

**THETR 493 Advanced Film and Video Projects**

Spring. 4 credits. Limited to 6 students. Prerequisite: THETR 377, 383, and 477; recommended 398 (Directing 1). M. Rivchin.

This is a third-level film production course for those students who have already written and proposed a scripted dramatic narrative, a documentary treatment, or a storyboarded experimental or animated film project. (Sync-sound film proposals must be kept to a minimum of ten minutes.) The class will form two production crews, rotating as directors, cinematographers, and sound recordists for each others' projects. Students may also opt for shooting in film, transferring to and editing on videotape, or working entirely on videotape. Students will edit the films they write and direct, and will be individually responsible for all film flatbed editing, sound track mixing, A&B rolling options, and lab work; or for video editing and mixing. A public screening for finished projects will be held at the end of the semester.

**THETR 653 Myth onto Film**

Fall. 4 credits. R. Ascher. For description, see ANTHR 653.

**[THETR 699 German Film Theory (also German Studies 699 and Comparative Literature 699)]**

Spring. 4 credits. Not offered 1995–96. Next offered 1997–98. D. Bathrick.

This course will examine critically the writings of major German film theories from the Weimar period to the present. Works by Bela Balazs, Rudolf Arnheim, Siegfried Kracauer, Walter Benjamin, Theodor Adorno, Max Horkheimer, Alexander Kluge, H. J. Syberberg, Gertrud Koch, Thomas Elsaesser, and others will be read and discussed in light of the following considerations: What are the cultural and political contexts out of which these ideas emerge and how are these theories addressing these contexts? How do these theories relate to the work coming out of other national traditions at the same time or to current debates in feminist, formalist, postmodern, or poststructuralist film theory. There will be film showings.]

**DANCE**

**THETR 123 Ballet I (also Physical Education 423)**

Fall and spring. 0 or 1 credit. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Theatre Arts and Physical Education registration at Teagle Hall only. B. Suber.

The fundamentals of classical ballet technique. Material covered includes all of the exercises at the barre, and elementary work in the areas of port de bras, adage and petite and grande allegro. The acceleration of the class is determined by the ability of the majority of the class.

**THETR 124 Modern Dance I (also Physical Education 424)**

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall. Sec 01: J. Self, Sec 02: J. Chu; spring: Sec 01: J. Self, Sec 02: J. Kovar.

The fundamentals of modern dance technique. Elementary dance movement phrases, with attention to rhythm, placement, and vitality of performance.

**THETR 125 Tap Dance I (also Physical Education 425)**

Fall. 0 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Staff.

Understanding of rhythm, coordination, sound emphasis, through basic tap steps.

**THETR 155 Rehearsal and Performance**

Fall and/or spring. 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned roles after tryouts at the dance program's auditions. Students should add this course only after they have been assigned roles. S-U grades only.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

**[THETR 200 Introduction to Dance]**

Fall. 3 credits. Attendance at dance concerts is required. Not offered 1995-96. Next offered 1997-98.]

**THETR 201 Dance Improvisation**

Fall. 3 credits. Limited to 12 students. Concurrent enrollment in a dance technique class at the appropriate level is required. Registration only through department roster in the main office of the Center for Theatre Arts. Attendance at dance concerts is required. J. Self.

When the body knows when, where, and how to move without prior direction, we call that improvisation. This course offers the possibility of "training" one's movement instincts to respond with lightness, humor, grace, and spontaneity. Solo and group forms are covered. Includes some dance history.

**[THETR 209 Introduction to African Dance (also AS&RC 209) @]**

Fall. 3 credits. Not offered 1995-96. Next offered 1996-97.

An introduction to ancient African dance forms, origins, socio-economic and political significance; the state of the dances, changes and continuing relevance in contemporary times. This course will look at the evolution and significance of contemporary dance forms.]

**THETR 210 Beginning Dance Composition and Music Resources**

Spring. 3 credits. Concurrent enrollment in a dance technique class at the appropriate level is required. Registration only through the department roster in the main office of the Center for Theatre Arts. Attendance at dance concerts is required. B. Suber.

Weekly assignments are designed to introduce students to basic elements of dance traditionally and currently used in the choreographic process. Problems are defined and explored through class improvisation as a way to encourage fresh, individual solutions. Students compose and present a series of short studies that are discussed and reworked before being performed at informal studio showings. The music resource faculty will introduce the class to contemporary music for modern dance and orient the class regarding problems and possibilities with sound collaborations. Students are required to attend campus dance activities for class discussion.

**THETR 211 Dance Movement Workshop**

Summer. 3 credits. Limited to 15 students. For students with varied levels of training, including those with no experience.

J. Kovar.

Students explore new ways of moving and creating dances and prepare short studies each week based on material covered in class. Modern dance technique, improvisation, and composition are covered. Students observe and discuss the main concerns of contemporary performance from the artist's/performer's perspective. Viewings of films, videotapes, and live performances.

**[THETR 225 Tap Dance II (also Physical Education 425)]**

Fall. 0 credit. Theatre Arts and Physical Education registration at Teagle Hall. Satisfies PE requirement if taken as PE. Prerequisite: permission of instructor. Attendance at dance concerts required. Not offered 1995-96. Next offered 1996-97. Staff.

Applying tap steps to a more intricate expression of technique, while developing musicality and improvisational skills.]

**THETR 231 Ballet II (also Physical Education 431)**

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Prerequisite: permission of instructor. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber.

An intermediate ballet class that is a continuation of Ballet I with intermediate work in the areas of port de bras, adage and petite and grande allegro. There is an emphasis on placement through muscular harmony.

**THETR 232 Modern Dance II (also Physical Education 432)**

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Prerequisite: Modern Dance I or permission of instructor. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall: J. Kovar, Spring: J. Chu.

A continuation of Modern Dance I, for students with at least a year of dance training. Practice of longer dance phrases, with attention to clarity of design, rhythm, and expression.

**THETR 233 Explorations in Movement and Performance A (also Physical Education 440)**

Fall. 0 or 1 credit. Limited to 16 students. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.

This course is a physically demanding exploration into a wide range of movement

realms. Specific subjects covered are genderized movement, erotic power, spiritual power, music and movement, and ritual and performance. Techniques include extensive use of breath, animal movement, improvisation, and group games. This course requires an eagerness to investigate the nature of performance and explore unfamiliar territory in movement.

**[THETR 304 Ballet III (also Physical Education 444)]**

Fall and spring. 0 or 1 credit. May be repeated for credit. Prerequisite: permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Not offered 1995-96. Next offered 1996-97. B. Suber.

Study and practice of classical ballet at an advanced level. Work is done on strengthening the body through harmonic muscular control combining Russian, Danish and American techniques.]

**THETR 305 Explorations in Movement and Performance B (also Physical Education 440)**

Spring. 0 or 1 credit. Explorations A, dance improvisation or permission. May be repeated for credit. Limited to 16 students. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance to dance concerts is required. J. Self.

This course continues the investigations of Explorations A with special emphasis on performance and ritual. The class will create performance opportunities throughout the semester.

**THETR 306 Modern Dance III (also Physical Education 436)**

Fall and spring. 0 or 1 credit. May be repeated for credit. Prerequisite: Modern Dance II or permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. Fall: J. Morgenroth; Spring: Sec. 01, J. Self; Sec. 02, J. Morgenroth.

Advanced work with rhythm, placement, and phrasing for students who are prepared to refine technical skills of dancing. Students will be physically and mentally challenged by lengthy, complex phrases and will be expected to bring the instructor's material to life.

**THETR 307 Asian Dance and Dance Drama (also Asian Studies 307) @**

**Sec 01. Indian Dance.** Fall. 0, 1 or 3 credits. May be repeated for credit. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance to dance concerts is required. D. Bor.

This course is designed to give the student a practical working knowledge of Indian classical dance, specifically in the indigenous style of Orissa known as Odissi, the fundamentals of which can be applied to other forms of Indian or Eastern dance. The high systematized technique is used to open and strengthen the body through specific exercises and movements and to develop grace and dexterity that can benefit all forms of dance. Emphasis will also be placed on rhythmic expression.

**Sec 02. Japanese Noh Theatre.** Not offered 1995-96.

**Sec 03. Indonesian Dance Theatre.** Spring. 0 or 3 credits. May be repeated for credit. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance to dance concerts is required. M. Hatch.

Readings, lectures, and practice sessions. On Fridays there will be lectures, demonstrations, and discussions. Videotapes and films will be shown. The Monday and Wednesday classes will consist of learning basic movement vocabulary and dances. No previous experience in dance is necessary.

**THETR 308 Modern Dance IV (also Physical Education 438)**

Fall and spring. 0 or 1 credit. May be repeated for credit. Prerequisite: Modern Dance III or permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Chu.

A continuation of, and supplement to, Theatre Arts 306/Physical Education 436.

**THETR 310 Intermediate Dance Composition and Music Resources**

Fall and spring. 3-4 credits. Prerequisite: THETR 210. Attendance at dance concerts is required. J. Chu and A. Fogelsanger. The scheduled weekly meetings will be devoted to expanding the music vocabulary and skills of students through a survey of contemporary music for modern dance, discussion of the needs of musicians and choreographers in collaborations, and rhythmic studies. Students working on intermediate choreographic studies and projects to be presented in various performance situations. Work in progress will be critiqued by faculty and peers. Design problems in costuming and lighting will be approached, and students with particular interests in collaboration will have a forum in which to develop their ideas.

**THETR 311 Intermediate Projects in Dance Composition**

Fall and spring. 3-4 credits. Prerequisite: THETR 310. Attendance at dance concerts is required. J. Morgenroth. A continuation of THETR 310.

**THETR 312 Physical Analysis of Movement**

Fall. 3 credits. J. Morgenroth. This course is an examination of human movement with particular attention to dance movement. Readings in texts on human anatomy, physiology, and kinesiology and in Sweigard's *Human Movement Potential*. Guest lectures by experts in anatomy and health areas. Practical and laboratory work. Demonstration of dissection.

**THETR 314 Western Dance History I: Classical Ballet History as a Reflection of Western Ideology #**

Fall. 4 credits. Attendance at dance concerts is required. B. Suber. A critical survey of the history of classical ballet defining elements of classicism and determining why ballet is defined as classical. Consulting ballet texts as well as other less traditional sources and videotapes, the class will explore how ballet has perpetuated or confronted social issues of race, class, gender, sexuality, the body, and abuse. Included in this survey are the origins of classical ballet in

the Renaissance court spectacles, the French Romantic and Russian Imperial periods, the revolution of the ballet stage fomented by Diaghilev's Ballets Russes at the turn of the century, and the "cross-over" post-modern choreographers Twyla Tharp and Mark Morris.

**THETR 315 Western Dance History II: History of Modern Dance**

Spring. 4 credits. Attendance at dance concerts is required. J. Chu.

This class will study the course of modern dance in the twentieth-century United States. We will examine each generation of dancers, starting with Isadora Duncan and ending with performers emerging today. Issues of gender, cultural identity, elitism, and democracy will be discussed.

**THETR 317 Asian Dance II**

Spring. 0 or 1 credit. Prerequisite: THETR 307 or previous training in Odissi Classical Dance. Theatre Arts and Physical Education Registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. D. Bor.

This course is a continuation of THETR 307, Odissi Classical Dance. Emphasis will be mainly on choreography as well as continuing to refine and perfect the basic movements learned in the preliminary course. We will meet twice weekly for movement classes, and an extra class will be arranged to learn the art of makeup.

**THETR 410 Advanced Dance Composition I**

Fall and spring. 3-4 credits. Prerequisite: THETR 310 and 311. Attendance at dance concerts is required. Fall: J. Chu and A. Fogelsanger; Spring: J. Morgenroth and A. Fogelsanger.

Students work on advanced choreographic problems, to be presented in performance. Work in progress will be critiqued by faculty on a regular basis.

**THETR 411 Advanced Dance Composition II**

Fall and spring. 3-4 credits. Attendance at dance concerts is required. Fall: J. Chu and A. Fogelsanger; Spring: J. Morgenroth and A. Fogelsanger.

A continuation of THETR 410.

**[THETR 418 Seminar in History of Dance]**

Fall. 4 credits. Prerequisite: General knowledge of dance history recommended. Attendance at dance performances required. Not offered 1995-96. Next offered 1996-97.]

**THETR 490 Senior Paper in Dance**

Spring. 4 credits. Prerequisite: THETR 418, senior standing. Attendance at dance concerts is required.

Under faculty direction, the student will write a senior paper in dance history, criticism, or theory.

**THETR 491 Senior Project in Dance**

Fall or spring. 4 credits. Prerequisite: THETR 410 or permission. This course is limited to senior dance majors only.

Students who take this course will create a project in choreography and performance, dance film or video, dance pedagogy, or other appropriate area agreed upon with a member of the dance faculty. Senior projects that are to be performed, must be presented within one of the three regularly scheduled department concerts.

**Tracks toward admission into the advanced undergraduate theatre program**

**Design, Technology, and Stage Management**

Required for individuals interested in a Design, Technology, or Stage Management track:

**THETR 250** Fundamentals of Theatre Design and Technology

**THETR 151 and 251** Production Lab I and II (at least one credit of each)

Required for Scenic Design emphasis:

**THETR 340** Theatrical Drafting and Technical Drawing Studio

**THETR 351** Production Lab III (as Design Assistant)

**THETR 354** Stagecraft Studio

**THETR 364** Scene Design Studio

Upon admission to the program: THETR 451 Production Lab IV (at least 1 credit)

Required for Costume Design emphasis:

**THETR 254** Theatrical Make-up Studio

**THETR 351** Production Lab III (as Design Assistant)

**THETR 356** Costume Construction Studio

**THETR 366** Costume Design Studio I

Upon admission to the program: THETR 451 Production Lab IV (at least 1 credit)

Required for Lighting Design emphasis:

**THETR 252** Technical Production Studio I

**THETR 263** Computer-Aided Design for the Theatre

**THETR 351** Production Lab III (as Student Electrician)

**THETR 351** Production Lab III (as Design Assistant)

**THETR 362** Lighting Design Studio I

Upon admission to the program: THETR 451 Production Lab IV (at least 1 credit)

Required for Sound Design emphasis:

**THETR 252** Technical Production Studio I

**THETR 351** Production Lab III (as Student Sound Technician)

**THETR 351** Production Lab III (as Design Assistant)

**THETR 368** Sound Design Studio

Upon admission to the program: THETR 451 Production Lab IV (at least 1 credit)

Required for Technical Direction emphasis:

**THETR 252** Technical Production Studio I

**THETR 256** Technical Production Studio II

**THETR 340** Theatrical Drafting and Technical Drawing Studio

**THETR 351** Production Lab III (as Assistant Technical Director)

**THETR 354** Stagecraft Studio

Upon admission to the program: THETR 451 Production Lab IV (at least 1 credit)

Required for Stage Management emphasis:

**THETR 253** or **THETR 353** Stage Management Lab II or III

**THETR 280** Introduction to Acting

**THETR 370** Stage Management Studio

**THETR 398** Fundamentals of Directing I

Upon admission to the program: THETR 451 Stage Management Lab IV (at least 1 credit)

**Acting**

Required for ALL individuals interested in an acting track:

**THETR 151 and THETR 251** Production Lab I and II (at least 2 combined credits)

**THETR 240/241** Introduction to Western Theatre (1 Semester ONLY)

**THETR 250** Fundamentals of Design and Technology

**THETR 280** Introduction to Acting

Required for Acting emphasis:

**THETR 281** Acting I

**THETR 282** Introduction to Voice and Speech for Performance

or

**THETR 284** Speech and Dialects for Performance

**THETR 380** Acting II

Be accepted into THETR 381 Acting III

#### Directing

Required for ALL individuals interested in a directing track:

**THETR 151** and **THETR 251** Production Lab I and II (at least 2 combined credits)

**THETR 240/THETR 241** Introduction to Western Theatre (1 Semester ONLY)

**THETR 250** Fundamentals of Design and Technology

**THETR 280** Introduction to Acting

**THETR 398** Directing I

**THETR 498** Directing II

#### Playwriting

Required for ALL individuals interested in a playwriting track:

**THETR 240/THETR 241** Introduction to Western Theatre (1 Semester ONLY)

**THETR 250** Fundamentals of Design and Technology

**THETR 280** Introduction to Acting

Required for Playwriting emphasis:

**THETR 348** Playwriting

**THETR 349** Advanced Playwriting

Students in the advanced undergraduate theatre program may also elect to take THETR 485 (Undergraduate Internship) in addition to or in place of one production assignment.

#### TURKISH

See Department of Near Eastern Studies.

#### UKRAINIAN

See Department of Modern Languages and Linguistics.

#### URDU

See Department of Modern Languages and Linguistics, under "Hindi."

#### VIETNAMESE

See Department of Modern Languages and Linguistics.

#### WOMEN'S STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

#### WRITING PROGRAM

See John S. Knight Writing Program in the section, "Special Programs and Interdisciplinary Studies."

#### YIDDISH

See Department of Near Eastern Studies.

#### YORUBA

See Department of Modern Languages and Linguistics.

#### SPECIAL PROGRAMS AND INTERDISCIPLINARY STUDIES

##### Africana Studies and Research Center

L. Edmondson, director (255-5218); A. Adams, N. Assié-Lumumba, B. Blacksher, V. Carstens, W. Cross (on leave, fall 1994-spring 1996), S. Greene, R. Harris, S. Hassan, P. Kaurouma, A. Mazrui, M. Muhammad, A. Nanji, D. Ohadike, J. Turner. Offices: 310 Triphammer Road, 255-4625 or 255-4626.

The Africana Studies and Research Center is concerned with the examination of the history, culture, intellectual development, and social organization of Black people and cultures in the Americas, Africa, and the Caribbean. Its program is structured from an interdisciplinary and comparative perspective and presents a variety of subjects in focal areas of history, literature, social sciences, and African languages including Mandinka, Swahili, and Yoruba.

The center offers a unique and specialized program of study that leads to an undergraduate degree through the College of Arts and Sciences and a graduate degree, the Master of Professional Studies (African and African-American), through the university's Graduate School.

A student may major in Africana studies; however, another attractive alternative is the center's joint major program. This program enables the student to complete a major in any of the other disciplines represented in the college while at the same time fulfilling requirements for a major in Africana Studies. This requires only a few more credits than is usually the case when one completes a single major course of study. Courses offered by the center are open to both majors and nonmajors and may be used to meet a number of college distribution requirements, including historical/temporal breadth (#) and geographical breadth (@) requirements, such as freshman writing seminars, language (Mandinka, Swahili, Yoruba), expressive arts, humanities, social sciences, and history.

The center also brings distinguished visitors to the campus, sponsors a colloquium series, and houses its own library.

##### The Africana Major

The undergraduate major offers interdisciplinary study of the fundamental dimensions of the African-American and African experiences. Because of the comprehensive nature of the

program, it is to the students' advantage to declare themselves Africana majors as early as possible. The following are prerequisites for admission to the major.

Students should submit:

- 1) a statement of why they want to be an Africana studies major;
- 2) a tentative outline of the area of study they are considering (African or African-American) for the undergraduate concentration; and
- 3) a full transcript of courses taken and grades received.

The center's undergraduate faculty representative will review the applications and notify students within two weeks of the status of their request.

After acceptance as a major in the Africana Center, a student must maintain a C+ cumulative average in the center's courses while completing the major program. The Africana major must complete 36 credits in courses offered by the center, to include the following four core courses: AS&RC 205, 231, 290, and 422. Beyond the core courses, the student must take 8 credits of center courses numbered 200 or above and 15 credits numbered 300 or above. The program of an undergraduate major may have a specifically Afro-American focus or a specifically African focus.

##### Joint Majors

The center encourages joint majors in the College of Arts and Sciences and in other colleges. Joint majors are individualized programs that must be worked out between the departments concerned. The center's undergraduate faculty representative, Professor Adams, will assist students in the design and coordination of joint major programs. However, in any joint major program, the center will require at least 16 credits be taken in Africana studies courses, including AS&RC 290.

##### Double Majors

In the case of double majors (as distinct from joint majors) students undertake to carry the full load of stipulated requirements for a major in each of the two departments they have selected.

##### Certificate in African Studies

In conjunction with the Institute for African Development, the Africana Studies and Research Center administers an undergraduate Certificate in African Studies program. The certificate is offered as a minor concentration available to students in all of the undergraduate colleges at Cornell. Many of the courses in the program might be used to fulfill other course distribution requirements. By pursuing this certificate, students acquire an interdisciplinary understanding of Africa. After developing a foundation of knowledge on the culture, society, and development of Africa in the core course "Africa: The Continent and Its People," students pursue 15 credit hours in a humanities or development studies track or a combination of the two, including an additional core course, either "African Civilizations and Cultures" or "Contemporary African Development Issues." The requirements for the certificate are a minimum of 18 credit hours, including the core courses. Students interested in the certificate program

must contact Professor Adams (the center's undergraduate faculty representative) who will register them in the program and assign them a faculty adviser from their own college. The faculty adviser will be responsible for determining completion of the certificate requirements.

**Honors.** The honors program offers students the opportunity to complete a library research thesis, a field project in conjunction with a report on the field experience, or a project or experiment designed by the student. The requirements for admission to the honors program for all students—regular majors, joint majors, and double majors—are a B+ cumulative average in all courses and a B+ cumulative average in the center's courses. Each student accepted into the honors program will have an honors faculty committee consisting of the student's adviser and one additional faculty member, which is responsible for final evaluation of the student's work. The honors committee must approve the thesis or project before May 1 of the student's junior year. The completed thesis or project should be filed with the student's faculty committee by May 10 of the senior year.

### Distribution Requirement

Two Africana Studies and Research Center courses from the appropriate group may be used in fulfillment of the following distribution requirements:

Social sciences: AS&RC 171, 172, 190, 191, 208, 231, 280, 290, 301, 302, 344, 345, 346, 351, 352, 400, 410, 420, 451, 460, 481, 484, 485, 495, 550, 551, 571.

History: AS&RC 203, 204, 205, 283, 344, 350, 360, 361, 370, 380, 381, 405, 460, 471, 475, 482, 483, 490, 510.

Humanities: AS&RC 202, 211, 219, 422, 425, 431, 432, 450, 455, 525.

Expressive arts: AS&RC 209, 285, 303, 425, 430.

Freshman writing seminars: AS&RC 100.

### Language Requirement

Courses in Mandinka, Swahili, and Yoruba may be used to satisfy the College of Arts and Sciences language requirement. Successful completion of the Mandinka or Yoruba series AS&RC/DMLL 121, 122, 123 provides qualification, and study through 203 in either language provides proficiency. In Swahili, successful completion of AS&RC 131, 132, 133, and 134 provides qualification, and the addition of 204 provides proficiency. AS&RC majors are not required to take an African language, but the center recommends the study of one to complete the language requirement.

### Courses

#### AS&RC 121 Sec 01 Elementary Yoruba

V. Carstens and staff.

For description, see YORUB 121.

#### AS&RC 121 Sec 02 Elementary Mandinka

Not offered 1995–96; next offered fall 1996. V. Carstens and staff.

For description, see MANDI 121.]

#### AS&RC 122 Sec 01 Elementary Yoruba (also YORUB 122)

Spring. 4 credits. Prerequisite: AS&RC 121, Sec. 01. V. Carstens and staff.

Foundation provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

#### [AS&RC 122 Sec 02 Elementary Mandinka

Not offered 1995–96; next offered spring 1997.

For description, see MANDI 122.]

#### AS&RC 123 Sec 01 Continuing Yoruba

Fall. V. Carstens and staff.

For description, see YORUB 123.

#### [AS&RC 123 Sec 02 Continuing Mandinka

Not offered 1995–96; next offered fall 1996.

For description, see MANDI 123.]

#### AS&RC 131 Swahili

Fall. 4 credits. A. Nanji.

Beginner's Swahili. Part 1—Grammar. Requires no knowledge of language.

#### AS&RC 132 Swahili

Spring. 4 credits. Prerequisite: Swahili 131. A. Nanji.

Continued study of the basic grammatical formation of the language and the introduction of reading material ranging from songs to short stories. A great many drills help develop the student's comprehension. Swahili tapes are highly used.

#### AS&RC 133 Swahili

Fall. 4 credits. Prerequisites: Swahili 131 and 132. A. Nanji.

Advanced study in reading and composition.

#### AS&RC 134 Swahili

Spring. 4 credits. Prerequisite: Swahili 133. A. Nanji.

In this course of the sequence more emphasis is placed on the development of reading ability and the acquisition of writing skills. Students are expected to read and comprehend selected Swahili stories and write compositions on chosen topics. Ample consideration is given to oral practice in the classroom.

#### AS&RC 171 Black Families and the Socialization of Black Children

Fall. 3 credits. P. Kauroma.

Survey of key psychological dimensions of the Black experience, covering such issues as (1) Myths and Realities of Black family and culture; (2) socialization of Black children; (3) Impact of class and gender; (4) Racism and the Black family.

#### AS&RC 172 The Education of Black Americans: Historical and Contemporary Issues

Spring. 3 credits. P. Kauroma.

This is a course will be devoted to the history of Black education along with contemporary issues in Black education, such as the struggle for Black Studies, the development of independent Black schools, and problems of public schools in Black communities.

#### AS&RC 191 Africa: The Continent and Its People @

Fall. 3 credits. L. Edmondson.

An introductory interdisciplinary course focusing on Africa's geographical, ecological, and demographic characteristics; indigenous institutions and values; the triple cultural

heritage of Africanity, Islam, and Western civilization; main historical developments and transitions; contemporary political, economic, social, and cultural change. Africa's ties with the United States (from trans-Atlantic slavery to the present), its impact on the emerging world order, and its contribution to world civilization will also be explored.

#### AS&RC 202 Swahili Literature @

Fall. 4 credits. Prerequisite: Swahili 134. A. Nanji.

Students gain mastery over spoken Swahili and are introduced to the predominant Swahili literary forms.

#### AS&RC 203 Sec 01 Intermediate Yoruba (also YORUB 203) @

Spring. 3 credits. Prerequisite: AS&RC 123, Sec. 01. V. Carstens and staff.

Intermediate conversation, grammar and composition.

#### [AS&RC 203 Sec 02 Intermediate Mandinka (also MANDI 203) @

Spring. 3 credits. Prerequisite: AS&RC 123, Sec. 01. Not offered 1995–96; next offered spring 1997.

Intermediate conversation, grammar and composition.]

#### [AS&RC 204 History and Politics of Racism and Segregation

Fall. 4 credits. Not offered 1995–96; next offered fall 1996. S. Greene.

The course will deal with historical and/or contemporary patterns of racism and segregation using South Africa and the United States as case studies. The study will be undertaken within a theoretical framework that broadly defines racism and segregation and their implication.]

#### AS&RC 205 African Civilizations and Culture # @

Spring. 3 credits. D. Ohadike.

May be used for history requirement. This course is concerned with the development of African civilizations and cultures from the earliest times to the present day, together with their contributions to world history. The aim is to promote the understanding of Africa and the appreciation of its cultural forms through the study of the continent's social, political, and economic structures. The approach is multidisciplinary. The course deals with the civilizations of North Africa, the Nile Basin, Ethiopia, (examples: Carthage, Egypt, Kush, and Meroe); and the kingdoms and empires of Sub-Saharan Africa (examples: Ancient Ghana, Mali, Songhai, Oyo, Benin, Kongo, and Nwene Mutapa); African kinship systems; religions; healing systems, music, dance, political philosophy, and mechanisms of social control. The course also looks at the impact of Islam and Christianity on the development of African cultures.

#### [AS&RC 211 West Indian Literature from Abroad @

Spring. 3 credits. Not offered 1995–96;

future semester offering TBA. A. Adams. "Writing home": writing by West Indians who have emigrated to North America, Europe, or Africa, but whose cultural, social, psychological, spiritual center of gravity remains the Caribbean (or its transplanted manifestation in the new domicile). Whether experienced as "exile," as with Lamming, "loneliness," as with Selvon, or as a search for the diasporic connection with the continent of ancestry, as with Conde, the West Indian literary artist abroad is, in some form, "writing home.")

**[AS&RC 220 Women of Africa and of the Diaspora in Liberation Movements (also Women's Studies 220) @**  
3 credits. Not offered 1995-96; future semester offering TBA.  
N. Assie-Lumumba.

This course deals with women of Africa and of the African diaspora in liberation movements. The themes will include anti-slavery struggles in the Americas and the Caribbean, anti-colonization and decolonization movements, and anti-apartheid struggles in Africa. These movements, the women who participated in them, and especially the women who led them will be discussed within the broader historical, socio-economic, political, and cultural contexts. The women leaders to be studied include: Sojourner Truth, Harriet Tubman, Ida B. Wells-Barnett, and Angela Davis, Nzinga, Dona Beatrice, Yaa Asantewa, Nehanda, Nanny, Albertina Sisulu, and Winnie Mandela.]

**AS&RC 231 African American Social and Political Thought**

Spring. 3 credits. J. Turner.  
This is an introductory course that will review and analyze the major theoretical and ideological formulations developed and espoused by African-Americans in the struggle for liberation. This semester we will focus specifically on the political philosophy and historical significance of Malcolm X, and the work and movement of Marcus Garvey, as the prime movers of nationalism and pan-Africanism among Black people in this century. Such themes as slave resistance, nationalism, Pan-Africanism, emigration, anti-imperialism, socialism and internal colonialism, and the political and social views of Black women will be discussed. Black political thought will be viewed in its development as responses to concrete conditions of oppression and expression.

**AS&RC 271 Introduction to African Development (also CRP and Government 271) @**

For description, see CRP 271.

**AS&RC 280 Racism in American Society**  
Fall. 3 credits. D. Barr and J. Turner.  
This course will be a topical treatment of the history and theory of racism in the United States. The course will begin with an examination of basic concepts and theories of racism. From there we will examine the history of racial groups in America, African-Americans, Native Americans, Asian Americans, and the Hispanic groups. Particular attention will be paid to the political economy of racism and the sociological and the psychological aspects of race relations in America, with specific reference to the differences and intersections of race, class, gender, and ethnicity.

**AS&RC 285 Black Theater and Dramatic Literature**

Fall. 3 credits. TBA.  
This course is an introduction to the history and literature of African American Drama at times incorporating drama from other parts of the African diaspora. It also provides an opportunity for students to cultivate an interest in individual and group presentation of Black dramatic materials. Students who successfully complete this course will be granted preference for the limited enrollment in AS&RC 425 (Advanced Seminar in Black Theatre and Dramatic Literature), which produces a public performance in the spring.

**AS&RC 290 The Sociology of the African-American Experience**

Fall. 3 credits. J. Turner.  
This is an introductory course to the field of Africana Studies. It assumes a historical/sociological approach to the examination of the African-American experience. The course surveys the African beginnings of human kind and the classical role of Black people in world civilization and the making of early culture. The course treats issues in the humanities, social sciences, and history. This course is required for all undergraduate students majoring at the Africana Center.

**[AS&RC 301 Psychological Aspects of the Black Experience**

Spring. 4 credits. Not offered 1995-96; future semester offering TBA.  
This advanced undergraduate course highlights different aspects of the black experience. In recent years, it has centered on oppression and the psychology of Black social movements; however in the future the course theme may change from time to time.]

**[AS&RC 303 Blacks in Communication Media**

Spring. 3 credits. Not offered 1995-96.  
Instructor: TBA.

The focus is on the general theory of communications, the function of media in an industrialized society, and the social, racial, and class values implied in the communication process. There is a term paper, and the screening of significant American and Third World films.]

**AS&RC 304 African American Art**

Spring. 3 credits. S. Hassan.  
This course investigates the different forms of African American visual artistic traditions in relation to their historical origins and sociocultural context from the early days of slavery to the present time. The course will start with an overview of African art and the experiences of the Middle Passage and slavery in relation to African American traditions in the decorative arts including: pottery, architecture, ironwork, quiltmaking, basketry. This is followed by a fine art survey starting with the eighteenth and nineteenth centuries, continuing through the early twentieth-century Harlem Renaissance up to the present. Certain issues related to African American arts and creativity such as "improvisation," "Black Aesthetic," and "Pan Africanism" will also be explored. Slides, films, film strips will be used extensively to illustrate topics discussed. Visits to museums and relevant current exhibitions may be arranged.

**AS&RC 310 Art in African Culture and Society @**

Fall. 3 credits. S. Hassan.  
This course is a survey of the visual art and material cultural traditions of sub-Saharan Africa. It aims at investigating the different forms of visual artistic traditions in relation to their historical and sociocultural context. The symbolism and complexity of traditional African art will be explored through the analysis of myth, ritual, and cosmology. In-depth analysis of particular African societies will be used to examine the relationship of the arts to indigenous concepts of time, space, color, form, and sociopolitical order. New and contemporary art forms associated with major socioeconomic changes and processes of assimilation and acculturation will also be explored. These include tourist art, popular art, and elite art.

**[AS&RC 311 Government and Politics in Africa @**

Fall. 3 credits. Not offered 1995-96.  
A. Mazrui.

Power and political participation in Africa. The colonial background and its political consequences. The pre-colonial continuities in the post-colonial politics. Ethnicity and allegiance in the African polity. The monarchical tendency in African political culture. From the warrior tradition to the military coup in the post-colonial era. From the elder tradition to presidential gerontocracy. From the sage tradition to intellectual meritocracy. Class versus ethnicity in African politics. The one-party versus the multiparty state. Socio-cultural versus socio-economic ideologies. The gender question in African politics. The soldier and the state. The African political experience in a global context.]

**[AS&RC 361 Introduction to African American History (from African Background to the Twentieth Century) #**

3 credits. Not offered 1995-96; future semester offering TBA.

Surveys the transition of Africans to America through the process of enslavement and their transformation into African Americans. Explores the transition from slavery to freedom through the process of emancipation and the transformation of African Americans from chattel slaves into rural peasants. Its purpose is to understand the internal dynamics of the Black experience from African origins to the age of segregation.]

**AS&RC 370 African American History: The Twentieth Century**

Spring. 3 credits. R. Harris.  
Examines the transition of African Americans from countryside to city through the process of migration and urbanization and their transformation into industrial laborers. Probes the transition from segregation to civil rights through the process of protest and the transformation of African Americans from second-class into first-class citizens. The purpose is to understand historical antecedents for the current socioeconomic, political, and cultural status of African Americans.

**AS&RC 380 African History: Earliest Times to 1800 # @**

Fall. 3 credits. S. Greene.  
This course covers the history of Africa from the origins of humankind, through the emergence of small-scale societies and state systems, such as Egypt, Meroe, Mali, Bunyoro, the Swahili city-states and the Luba-Lunda complex, that had regional and international significance. Emphasis is placed on understanding the way in which historic ecological conditions, political developments, and religious change affected gender, class, and ethnic relations within these societies and their relations with other societies. The course also examines Africa's interaction with Islamic and European cultures up to 1800.

**AS&RC 381 African History, 1800-Present @**

Spring. 3 credits. D. Ohadike.  
This is a survey of African history in the nineteenth and twentieth centuries. Important topics include the European scramble and partition of Africa, resistance to European colonial conquest, African societies in the colonial period, independence and liberation movements, the rise of military regimes, gender relations and food security, the IMF and the debt Crisis.

**[AS&RC 410 African American Politics**

Spring. 4 credits. Not offered 1995-96; next offered spring 1997. J. Turner.  
The central thesis of African American politics has been its movements for political change and democratic access and human rights. This development since the seventeenth century is a complex political legacy. This course will conduct a close study of African American political practice and theoretical analysis of the American political system. Implications of the political systems for prospects and limitations to participation by Black people will be analyzed. Critical historical stages in the process of Black politics will be examined. The development of electoral offices in federal and statewide politics, and the significant urban political power bases giving rise to African American mayoralty politics in critical industrial centers, as well as rural hamlets will center the course. Presidential politics—the Jesse Jackson campaigns—and new political formations including Black Republicans/conservatives will constitute the emphasis on contemporary events. The course will review the development of the literature in African American politics.]

**AS&RC 420 Public Policy and the African American Urban Community**

4 credits. J. Turner.  
The socioeconomic conditions of the African American urban community will be the central focus of the course. Community development models will be explored in relationship to the social needs of the African American population. The changing configuration of internal organization of the African American community nationally will be examined.

**AS&RC 422 African Literature @**

Spring. 4 credits. A. Adams.  
May be used for Humanities Requirement. With such great focus, both inside and outside Africa, on issues of Africa's "development," what place does "literature" take? Is African literature influencing or influenced by the mundane realities of daily living faced by African people? Or does African literature concern itself with philosophical ideas and ideals that transcend those realities to embrace the general human condition? Or, does it do both? The texts that we will be reading this course will be approached in terms of these issues of "African development" and "the universal human experience."

**AS&RC 425 Advanced Seminar in Black Theater and Dramatic Literature**

Spring. 4 credits. Enrollment limited.  
This course will be devoted to the study, rehearsal, production, and public performance of a play or plays drawn from the annals of Black American dramatic literature. Students will participate in all the various phases and categories of theatrical production, from acting to production crews to theater group management. A field trip to a Black Theater attraction in New York City will also be arranged if possible. Students who have successfully completed AS&RC 285 (Black Theater and Dramatic Literature) will be granted preference for the limited enrollment in this course.

**[AS&RC 431 History of Afro-American Literature**

4 credits. Not offered 1995-96.]

**[AS&RC 432 Modern Afro-American Literature**

4 credits. Not offered 1995-96.  
A study of fiction by Black writers, focusing on the political and sociological component that influenced the development and growth of Black writing in relationship to literary themes and attitudes current in specific periods and movements from post-World War I to the present.]

**AS&RC 435 African Cinema (also Society for the Humanities 435) @**

Spring. 4 credits. S. Hassan.  
This course offers an overview of African cinema and filmmaking. It surveys historically the evolution of African cinema from its early days to the present. Through screening of selected African films, different trends within African cinema will be explored, such as "Return to the Sources" and the rediscovery of the pre-colonial past; the "Social Realist" narrative and critique of post-independence Africa; reconstructing the story of colonialism from the perspective of the colonized; and the entertainment genre. Techniques, style, and aesthetics of African cinema will also be discussed. The course offers a unique opportunity of looking at African culture and society, and at issues of social change, gender, class, tradition, and modernization through African eyes.

**AS&RC 451 Politics and Social Change in the Caribbean @**

Spring. 4 credits. L. Edmondson.  
A study of the historical, geostrategic, political, economic, and social (including racial and cultural) forces bearing on the domestic and international experiences of Caribbean societies. Special attention will be given to conflicting definitions and perceptions of the Caribbean; contending theories of Caribbean social structure and models of development; the continuing salience of struggles for change and transformation; prospects of regional integration; and Caribbean challenges to the global system, especially with regard to the region's relations with the United States and the region's position in the Third World in the context of the North-South cleavage.

**AS&RC 455 Modern Caribbean Literature @**

Fall. 4 credits. A. Adams.  
This course will examine the prose literature of the Caribbean islands. Through the reading of several novels and short stories from the various languages and cultural strains that comprise the Caribbean societies, students will study the points of commonality and the diversity within this body of literature. The recurrence of certain historical, social, and cultural issues that have formed the multi-ethnic Caribbean peoples will be analyzed in their varying manifestations across the linguistic and other boundaries to uncover the underlying shared experience.

**AS&RC 459 Educational Innovations in Africa and the African Diaspora (also Social Sciences 459 and Women's Studies 459) @**

Fall. 4 credits. N. Assie-Lumumba.  
This course deals with theories and concepts of planned change for social development and their application to educational innovations geared to promoting equal opportunity based on gender, race, and class in Africa and the African diaspora. The first part of the course will be concerned with the stage of innovations from their inception to their implementation, resistance, diffusion and impact on

different social categories. The second part of the course will deal with concrete cases of educational innovations such as the creation of educational institutions and change in curriculum development and medium of instruction. Historical and contemporary cases of educational innovations will be presented and analyzed. The case studies include the development of African Studies as a discipline, the creation and expansion of historically black institutions such as Lincoln University in Pennsylvania, Tuskegee Institute in Alabama, Spelman College in Georgia, and the Westside Preparatory School of Chicago. The African cases to be studied include education for self-reliance in Tanzania, African languages as a medium of instruction in Nigeria and Mali, and television as a medium of instruction in Cote d'Ivoire. Gender will be a main focus in the analysis of the agents and beneficiaries of the innovations.

**AS&RC 475 Black Leaders and Movements in African-American History**

Fall. 4 credits. R. Harris.  
Analyzes the personalities, ideas, and activities central to the struggle for African-American liberation from the eighteenth-century to the present. Examines theories of leadership and the structure of protest movements with the goal of understanding current leadership needs and trends among African-Americans.

**AS&RC 478 Family and Society in Africa (also Women's Studies 478) @**

Fall. 4 credits. N. Assie-Lumumba.  
The family as a social institution is structured according to socio-economic, historical, political, and cultural specificities. The topics to be discussed include the concepts of nuclear and extended family, the place and role of different age-groups and generations in the family, marriage and related issues, such as dowry, divorce, parenthood, childrearing, gender roles, class differences, "family planning." The course also deals with the impact of westernization, urbanization, and modern economy on the structure of the family in Africa. Finally, the course addresses the legacy of African family values in the African diaspora. Examples will be drawn from urban and rural communities.

**AS&RC 479 Women & Gender Issues in Africa (also Women's Studies 479) @**

Spring. 3 credits. N. Assie-Lumumba.  
There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view women have a favorable social position in Africa: indigenous ideologies consider women to be the foundation of society, economically active and independent, possessing an identity independent of men. In this seminar we will discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics to be covered are: women in non-westernized/precolonial societies, the impact of colonial policies on the status and position of women, gender and access to schooling, women's participation in the economy and politics, the attitudes of African women toward feminism, and the 1985 NGO and the United Nations Nairobi Conferences on women.

**AS&RC 483 Themes in African History @ #**

TBA. 4 credits.

Designed to expose students to particular aspects of African history and historiography using, when necessary, work done in auxiliary disciplines. The course explores through case studies the precolonial interactions in ideas, peoples, and cultures; societal factors influencing the acceptance or rejection of new cultural forms; the extent to which the acceptance of new cultural forms affected relations of power, prestige, and gender, institutionally and materially.

**AS&RC 498-499 Independent Study**

Hours to be arranged. 498-fall; 499-spring. Africana Center faculty.

For students working on special topics, with selected reading, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty.

**[AS&RC 501 Global Africa: Comparative Black Experience @**

Spring. 4 credits. Not offered 1995-96; next offered spring 1997. A. Mazrui.

This seminar will address two diasporas in the Black experience. The *diaspora of enslavement* concerns slaves and descendants of slaves in both the Western and Eastern Diaspora. The *diaspora of colonization* concerns demographic dispersal as a result of colonialism. African-Americans are in their majority part of the Diaspora of Enslavement. Recent Algerian immigrants into France are part of the Diaspora of Colonization. Jamaicans and Trinidadians in Britain are part of a *double diaspora*—products of both enslavement and colonialism. The course will address these areas of Black comparison: Comparative Slavery—A Triple Heritage; Race and Race Mixture in Four Traditions; Comparative Emancipation from Slavery; Comparative Liberation from Colonialism; Comparative Struggle for Civil Rights; The Gender Question in Global Africa; Comparative Quest for Global Equality.]

**AS&RC 502 Education and Development in Africa @**

Spring. 4 credits. N. Assie-Lumumba. In the 1950s and 1960s, the human capital theory that emphasizes the importance of formal education for achievement of full productive potential of individuals and countries enjoyed a renewed popularity. African countries promoted educational expansion with the expectation that it would lead to socio-economic development. The initial euphoria, however was followed by skepticism and then disillusion. Education began to be perceived even as a hindrance to development. This course examines the relationship between formal education and individual and national development. In this seminar, different paradigms of development including modernization and dependency theories and Third World Forum are presented with an emphasis on the perceived and actual roles of education in individual and national development.

**AS&RC 503 African Aesthetics @**

Fall. 4 credits. S. Hassan.

The goal of this course is to investigate in depth the principles of aesthetics and philosophy of African visual arts. The course will offer a critical survey of the different writings and the growing body of research on this relatively new area of inquiry. The objectives of the course are to review how

African aesthetics has been studied to date, to provide a critical analysis of the different approaches to the subject and related issues, and to suggest future directions of research. In-depth analysis of particular African societies will be used to examine the relationship of arts and aesthetics to indigenous concept of time, space, color, form, and sociopolitical order. In addition, issues related to African aesthetics and arts such as style, gender, class, and social change will also be explored.

**AS&RC 510 Historiography and Sources: The Development of African-American History**

Spring. 4 credits. Prerequisite: upperclass or graduate standing or permission of instructor. R. Harris.

Studies the way Black historians in particular have explained the African-American past. Examines the development of writing on African-American history from the earliest writers to the present. Seeks to determine the principles for interpreting African-American history. Acquaints participants with the methodologies and sources central to understanding the African-American experience.

**[AS&RC 530 Womanist Writing in Africa and the Caribbean @**

Fall. 4 credits. Not offered 1995-96; future semester offering TBA. A. Adams.

Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers will complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad will be examined in texts by such writers as Sistren, Conde, Dangarembga, Aidoo, Warner-Vieyra, Ba, Emecheta, Kincaid, W. Mandela. (Francophone works may be read in the original by individuals who so desire.)]

**[AS&RC 571 Graduate Seminar in Black Psychology**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96; future semester offering TBA.

This is an upper-level undergraduate and graduate seminar devoted to psychological issues in the Afro-American experience. This seminar will examine the theoretical and empirical literature of Black family-kinship systems and Black self-concept.]

**AS&RC 598-599 Independent Study**

598-fall; 599-spring. Variable credit. For all graduate students.

**AS&RC 698-699 Thesis**

698, fall; 699, spring. Limited to Africana Studies and Research Center graduate students.

**Agriculture, Food, and Society Concentration**

A. G. Power, coordinator; G. Altschuler, M. M. Devine, emeritus; M. J. Esman, J. Fessenden MacDonald, C. C. Geisler, A. Gillespie, B. Ginsberg, D. J. Greenwood, S. L. Kaplan, D. R. Lee, T. J. Lowi, T. A. Lyson, P. L. Marcus, P. McMichael, V. Nee, D. I. Owen, D. Pimentel, N. T. Uphoff, D. Usner. Office: 275 Clark Hall, 255-6042.

Agriculture, Food, and Society is an interdisciplinary concentration that is designed to introduce students to the study of agricultural and food issues from diverse perspectives within the liberal arts. The Agriculture, Food,

and Society concentration seeks to make available to students a coherent program of study in which the role of agriculture in modern or prehistorical-historical and developed or developing societies can be understood in biological, social, scientific, and humanistic perspective. The concentration draws upon courses in several colleges—in particular, the Colleges of Arts and Sciences, Agriculture and Life Sciences, and Human Ecology.

The concentration is administered by a committee, the members of which are drawn from the faculty associated with the concentration. The members of this committee include faculty from each of the major colleges from which courses in the concentration are drawn. The work of the committee is supported administratively through the Biology and Society Major. The office of the Biology and Society Major (275 Clark Hall) also provides a central location for students to receive information about relevant course offerings, upcoming seminars and presentations, faculty interests, and so on.

**Basic Requirements**

The requirements for the Agriculture, Food, and Society concentration are designed to ensure a broad background in the biological, socioeconomic, and humanistic dimensions of agricultural and food issues. These requirements include foundation courses in biology; the Senior Seminar BioS/B&Soc/S&TS 469, Agriculture, Food, and Society; plus a minimum of five electives totaling 15 credits drawn from the courses offerings.

Students enrolling in the Agriculture, Food, and Society concentration should take the following foundation courses in biology to prepare themselves for course work in agricultural science: a two-semester introductory biology sequence selected from Biological Sciences 109/110, 105/106, or 101-104. (Advanced placement in biology with a score of 4 or 5, or Biological Sciences 107/108, offered during the eight-week Cornell summer session, also satisfies the biological sciences requirement). These courses may be used to meet group 1 (physical or biological sciences) distribution sequence requirements in the College of Arts and Sciences.

It is recommended (but not required) that students in the Agriculture, Food, and Society concentration elect one or more freshman writing seminars with agriculturally related content to meet basic college requirements for graduation. The electives for the concentration, from which a minimum of five courses and 15 credits must be taken, are organized into three groups: agricultural and nutritional science, humanities, and social science/history. Students must select one agricultural and nutritional science course, one humanities course, and three social science or history courses. A maximum of six of the 15 credits may be earned in 100-level courses.

In addition, students are required to take the senior seminar, B&Soc/BioSci/S&TS 469, Food, Agriculture and Society. Adjustments to these and other requirement of the concentration may be made with the approval of the student's Agriculture, Food, and Society faculty adviser.

## American Indian Program

Jane Mt. Pleasant, Director  
(300 Caldwell Hall, 255-6587)

The American Indian Program (AIP) is a multidisciplinary, intercollege program consisting of academic, research, extension, publications and student support components.

**Academic component.** The AIP includes a range of courses that enhance students' understanding of the unique heritage of North American Indians and of their relationship to other peoples in the United States and Canada. Students are challenged by such topics as the sovereign rights of Indian nations and the contemporary relevance of Indian attitudes toward the environment. The program's instructional core consists of courses focusing on American Indian life from pre-contact times to the present and from the perspectives of native people as much as is possible. Core courses are supplemented by a variety of offerings in several different departments.

**Concentration.** The AIP offers a concentration in American Indian Studies to undergraduate students in conjunction with their majors defined elsewhere in the university. The concentration will be earned upon completion of five courses—Rural Sociology 100 (Introduction to American Indian Studies) and Rural Sociology 175 (Issues in Contemporary American Indian Societies) plus three other courses selected from the AIP course listing below—for a total of at least 15 credits.

Students choosing a concentration in American Indian Studies should consult with the AIP's Director of Undergraduate Studies: D. H. Usner, Department of History, 322 McGraw, 255-6753.

**Student support.** The student support staff assist Native American students in completing an enriched Cornell education by coordinating academic tutoring, financial aid, personal counseling, and other student services. Akwe:kon, the American Indian Program residence house, is one option available for students interested in a living environment that promotes intercultural exchange.

**Research.** Research priorities include Indian education, social and economic development, agriculture, environmental issues, literature and the arts, and cultural preservation. This research, which has serious implications in Indian communities, will be of interest to non-Indian and Indian graduate students.

**Outreach.** The AIP's Outreach unit seeks to develop solutions to problems identified by Indian communities. In this way the AIP can facilitate the application of institutional expertise and resources to community needs.

**Publications and public relations.** AIP publishes its own multidisciplinary journal, *Native Americas*, and sponsors conferences, guest lectures, and forums on important local, national, and international Indian issues. AIP also contributes articles and information to the national Indian press.

## COURSE OFFERINGS

Course offerings vary from year to year. For full descriptions and schedules of courses, consult the individual departmental listings and the American Indian Program. The

following courses are offered, or have been offered in the past.

- ANTHR 230 Cultures of Native North America @ #
- ANTHR 354 The Peopling of America @ #
- ANTHR 665 Native American Contributions to Anthropological Thought
- ARCH 398/CRP 495 American Indian Landscape, Architecture, and Planning
- CRP 360/666 Pre-industrial Cities and Towns of North America #
- CRP 363/547 American Indians, Planners, and Public Policy
- ENGL 260 Introduction to American Indian Literature
- ENGL 269 Topics in American Indian Literature
- ENGL 278 Native American Indian Poetry
- ENGL 663 Trickster in American Indian Literature and Culture
- ENGL 668 Culture Studies: Native American Literature
- ENGL 669 Critical Approaches to American Indian Autobiography
- ENGL 687 American Indian Literature: Issues of Transition, Collaboration, and Alternate Discourse
- HIST 209 Political History of American Indians in the United States #
- HIST 276 American Indian History, 1500–1850 #
- HIST 277 American Indian History since 1850
- HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #
- HIST 429 American Indians in the Eastern United States #
- HIST 624 Graduate Seminar in American Indian History
- NR 309 Land and Culture: Systems of Native American Resource Management
- R SOC 100 Introduction to American Indian Studies
- R SOC 175 Issues in Contemporary American Indian Societies
- R SOC 318 Ethnohistory of the Iroquois #
- R SOC 440 Social Impact of Rapid Resource Development
- R SOC 442 American Indian Philosophies: Selected Topics

### Independent Study

Independent study courses can be arranged with American Indian Studies faculty in their respective departments.

### American Studies

J. Porte, chair and director of undergraduate studies; G. Altschuler, S. Blumin, L. Brown, J. Brumberg, M. Kammen, I. Kramnick, T. Lowi, B. Maxwell, D. McCall, R. L. Moore, R. Polenberg, S. Samuels, M. E. Sanders, J. Silbey, S. Wong, Emeritus: F. Somkin, S. C. Strout

## The Major

The major in American Studies, appropriate for a wide variety of future professions, is basically a program of coordinated study in the history, literature, and politics of the United States. The prerequisites are two courses from the following: American Studies 101, American Studies 102, English 275, English 268, Government 111. Students who contemplate becoming American Studies majors are encouraged to speak with the chair as early as possible to arrange for a major adviser.

In consultation with their advisers, American Studies majors elect, in addition to the prerequisites, 36 credits (or nine courses) of work in American history, American literature, and American government. Their work must include courses in all of the three large periods into which the nation's development can be divided (defined for the purposes of the program as colonial, nineteenth century, and twentieth century). To gain both breadth and depth, they select as an area of concentration either a single period (or the connections between two of the periods) and take 1) at least 16 credits in one period and at least 8 credits in each of the other two, or 2) at least 12 credits in each of the two periods whose connections constitute the focus of the study and at least 8 credits in the third. Each student must take one of the adviser-approved seminars at the 400 or 600 level. When the subject matter is appropriate, such a seminar may count toward the satisfaction of the period requirements. Students divide their work among history, literature, and politics in whatever proportion serves their interests, so long as their advisers consider their programs to be well-balanced. No more than 18 credits may be in any one department.

Beyond the basic core requirements for the major, 8 credits of work in the history or literature or both of another culture are required; students are also encouraged to take at least 4 credits in American thought, society, or culture studies from the perspective of another discipline such as anthropology, economics, history of art, or sociology. (This last 4-credit supplement may be satisfied outside the college.)

Courses in American history that will satisfy the 36-credit requirement are offered by the Department of History; those in American literature are offered by the Department of English, the Department of Theatre Arts, and the Africana Studies and Research Center; those in American government are offered in the Department of Government. Occasionally a course that fits an individual student's program may be offered elsewhere. Substitution will depend on the adviser's approval. Advisers determine what courses count for the interdisciplinary seminar.

**Honors.** Candidates for honors must maintain an average of B+ in courses pertinent to the major. To be eligible for a degree with honors in American Studies, a student must in the senior year write an honors essay for American Studies 493, Honors Essay Tutorial, and take an oral examination in the declared area of special interest.

**Cornell-in-Washington Program.** American Studies majors may apply to the Cornell-in-Washington program to take courses and participate in a closely supervised externship during a fall or spring semester. For further

information, see Interdisciplinary Centers, Programs, and Studies or inquire at 131 Sage Hall, 255-4090.

**[AM ST 101] Introduction to American History (also History 101)**

Fall. 3 credits. Not offered 1995-96.]

**[AM ST 102] Introduction to American History (also History 102)**

Spring. 3 credits. Not offered 1995-96.]

**AM ST 201 Popular Culture in the United States 1900-1945**

Fall. 4 credits. M W F 11:15-12:05.  
G. Altschuler.

American Studies 201 will deal with American popular culture in the period between 1900 and the end of World War II. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines and music, we will try to better understand the ways in which popular culture shapes and/or reflects American values. The course will also depict popular culture as "contested terrain," the place where social classes, racial and ethnic groups, women and men, the powerful and the less powerful, seek to "control" images and themes. Topics for 201 include: the Western; Cultural Heroes and the Cult of Individualism in the 1920s; The Hays Code and the Black Sox Scandal; Mae West and the "New Women"; Advertising in an Age of Consumption; Gangsters and G-Men; Jackie Robinson and the American Dilemma.

**AM ST 202 Popular Culture in the United States 1945 to Present**

Spring. 4 credits. TBA. G. Altschuler. American Studies 202 will treat the period from 1945 to the present. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines and music, we will try to better understand the ways in which popular culture shapes and/or reflects American values. The course will also depict popular culture as "contested terrain," the place where social classes, racial and ethnic groups, women and men, the powerful and the less powerful, seek to "control" images and themes. Topics for 202 include: The "Honeymooners" and 1950's Television; soap operas; "Gross-out" movies; Elvis, The Beatles, and Guns 'n Roses; Gothic Romances; People Magazine and USA Today.

**[AM ST 258] Historical Development of Women as Professionals, 1800 to the Present (also Human Development and Family Studies 258, History 238, and Women Studies 238)**

3 credits. Not offered 1995-96.]

**AM ST 262 Asian American Literature (also English 262 and Asian American Studies 262)**

Fall. 3 credits. 10:10-11:25. S. Wong

**AM ST 275 The American Literary Tradition (also English 275)**

For description, see ENGL 275.

**[AM ST 276] Literature in Cold War Culture, 1945-1960 (also English 276)**

3 credits. Not offered 1995-96.]

**AM ST 291 American 1920s: Literature and Culture (also English 291)**

Spring. 3 credits. TBA. B. Maxwell.

**AM ST 302 Social Movements in American Politics (also Government 302)**

Fall. 4 credits. T R 10:10-11:25.  
E. Sanders.

**AM ST 304 American Culture in Historical Perspective (also History 304)**

Fall. 4 credits. M W F 1:25-2:15.  
M. Kammen.

**[AM ST 311] Structure of American Political History (also History 311) #**

4 credits. Not offered 1995-96.]

**[AM ST 312] Structure of American Political History (also History 312)**

4 credits. Not offered 1995-96.]

**AM ST 316 The American Presidency (also Government 316)**

Spring. 4 credits. TBA. E. Sanders.

**[AM ST 330] The Age of Jackson, 1815-1850 (also History 330) #**

4 credits. Not offered 1995-96.]

**[AM ST 331] American Civil War and Reconstruction, 1850-1877 (also History 331) #**

4 credits. Not offered 1995-96.]

**[AM ST 332] The Urbanization of American Society: 1860 to 1860 (also History 332) #**

4 credits. Not offered 1995-96.]

**[AM ST 333] The Urbanization of American Society: 1860 to 2000 (also History 333) #**

4 credits. Not offered 1995-96.]

**[AM ST 336] The American Ethos of Entrepreneurialism: Capitalism and Society in Developing America, 1607-1877 (also History 336) #**

4 credits. Not offered 1995-96.]

**AM ST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840-2000 (also History 337)**

Spring. 4 credits. TBA. S. Blumin.

**AM ST 345 Intellectual/Cultural Life of Nineteenth-Century Americans (also History 345 and Religious Studies 345) #**

Fall. 4 credits. M W F 12:20-1:10.

R. L. Moore.

**AM ST 346 Modernization of the American Mind (also History 346)**

Spring. 4 credits. TBA. R. L. Moore.

**[AM ST 359] American Families in Historical Perspective (also Human Development and Family Studies 359, Women Studies 357, and History 359)**

3 credits. Not offered 1995-96.]

**AM ST 361 Early American Literature (also English 361) #**

Spring. 4 credits. TBA. S. Samuels.

**[AM ST 362] The American Renaissance (also English 362) #**

4 credits. Not offered 1995-96.]

**[AM ST 365] American Literature Since 1945 (also English 365) #**

4 credits. Not offered 1995-96.]

**AM ST 366 The Nineteenth-Century American Novel (also English 366)**

Fall. 4 credits. T R 10:10-11:25.  
S. Samuels.

**[AM ST 367] The Modern American Novel (also English 367) #**

4 credits. Not offered 1995-96.]

**AM ST 374 19th Century American Women Writers (also English 374 and Women's Studies 374)**

Fall. 4 credits. T R 8:40-9:55. L. Brown.

**AM ST 376 American Political Thought from Madison to Malcolm X (also Government 366)**

Spring. 4 credits. TBA. I. Kramnick.

**AM ST 398 Independent Research**

Fall and spring. 1-4 credits. By permission only. J. Porte.

**AM ST 399 Readings in American Studies**

Fall and spring. 1-4 credits. By permission only. J. Porte.

**[AM ST 411] Seminar: American Political History (also History 411) #**

4 credits. Not offered 1995-96.]

**AM ST 417 History of Female Adolescence (also Human Development and Family Studies 417, Women Studies 438 and History 458)**

Spring. 3 credits. TBA. J. Brumberg.

**[AM ST 419] Seminar in American Social History (also History 419) #**

4 credits. Not offered 1995-96.]

**AM ST 442 Religion and Politics in American History from J. Winthrop to R. Reed (also History 442 and Religious Studies 442)**

Fall. 4 credits. T 2:30-4:25. R. L. Moore.

**[AM ST 465] Proseminar in American Studies (also English 465) #**

4 credits. Not offered 1995-96.]

**AM ST 470 Studies in the Novel (also English 470)**

Fall. 4 credits. T R 2:55-4:10. D. McCall.

**[AM ST 479] Jewish-American Writing (also English 479 and Jewish Studies 478) #**

4 credits. Not offered 1995-96.]

**[AM ST 485] American Modernist Writing (also English 485) #**

4 credits. Not offered 1995-96.]

**AM ST 493-494 Honors Essay Tutorial**

493, Fall; 494, Spring. Up to 4 credits each semester. See J. Porte for appropriate advisers.

**AM ST 500 Research Seminar in American Studies (also History 500)**

For description, see HIST 500.

**AM ST 521 Seminar in American Cultural Studies (also History 521)**

Fall. 4 credits. T 2:30-4:25. M. Kammen.

**AM ST 665 American Political Thought (also Government 665)**

Spring. 4 credits. TBA. I. Kramnick.

**Center for Applied Mathematics**

The Center for Applied Mathematics administers a broadly based interdepartmental graduate program that provides opportunities for study and research over a wide range of

the mathematical sciences. This program is based on a solid foundation in analysis, algebra, and methods of applied mathematics. The remainder of the graduate student's program is designed by the student and his or her Special Committee. For detailed information on opportunities for graduate study in applied mathematics, students should contact the director of the Center for Applied Mathematics, 657 Engineering and Theory Center.

There is no special undergraduate degree program in applied mathematics. Undergraduate students interested in an application-oriented program in mathematics may select an appropriate program in the Department of Mathematics, the Department of Computer Science, or some department of the College of Engineering.

A listing of selected graduate courses in applied mathematics can be found in the description of the center in "Interdisciplinary Centers, Programs, and Studies."

### **Asian American Studies Program**

The Asian American Studies Program is a university-wide academic program housed administratively within the College of Arts and Sciences. Its aim is to promote teaching, research, and educational activities related to Asian Americans and to serve as a resource to the campus and regional communities. The program's undergraduate courses, offered within the program and cross-listed with departments in various colleges, meet distribution requirements and count toward a concentration in Asian American Studies. The program does not offer a graduate course of study, but students can undertake graduate work in Asian American Studies within selected disciplines of the university.

### **Undergraduate Concentration**

The program's undergraduate concentration affords students an opportunity to develop a multidisciplinary approach to the study of Asians in America. The course of study stresses developments within the United States, but also underscores the transnational and comparative contexts of Asian America and the field's connections with African American, American Indian, Latino, and Women's Studies. Students must work with a faculty adviser from among the program's affiliated faculty and must complete at least fifteen (15) units of credits as follows: (a) AAS 110 and two (2) additional courses in Asian American Studies; (b) one (1) course in Africana, American Indian, Hispanic American, or Women's Studies\*; and (c) one (1) course in East Asian, South Asian, or Southeast Asian Studies.\* (\*These courses must be approved by the student's faculty adviser, and they should address issues of race, gender, or the histories and cultures of Asian peoples.) Students must file an application for the concentration with the Asian American Studies Program.

### **Resource Center**

The program's Asian American Studies Resource Center provides meeting space for the more than twenty-five undergraduate student organizations of the Cornell Asian Pacific Student Union and the graduate student Asian Pacific American Graduate Association. It also holds a modest print collection of books, periodicals, and newspa-

pers; a current news clip file; a comprehensive data base of publications on Asian Americans since 1977; and a sizable collection of videotapes on the Asian American experience.

### **Research**

The program encourages faculty and student research on Asian Americans by sponsoring guest lectures, conferences, film festivals, readings, and exhibits. It also funds research projects and student travel to conferences and research sites. The Asian American Studies Workshop is the program's principal research initiative, engaging Cornell's faculty and students with invited faculty from other universities in a year-long intensive study of selected themes.

### **Affiliated Faculty**

Gary Y. Okihiro, director; T. Chaloemtirana (Southeast Asia Program), P. Chi (Consumer Economics and Housing), B. de Bary (Asian Studies), J. V. Koschmann (History), L. C. Lee (Human Development and Family Studies), D. R. McCann (Asian Studies), H. Mullen (English), V. Munasinghe (Anthropology), V. Nee (Sociology), G. Okihiro, (History), R. E. Ripple (Education), N. Sakai (Asian Studies), P. S. Sangren (Anthropology), K. W. Taylor (Asian Studies), S. Wong (English)

### **Courses**

#### **AAS 110 Introduction to Asian American Studies**

Spring. 3 credits.

Interdisciplinary, cross-cultural introduction to Asian American Studies focusing on contemporary issues. Major themes include: identity and stereotypes, gender, family, community, education, migration and labor, and anti-Asianism. Coverage will be given to both Hawaii and the U.S. mainland, and to Asian Indians, Chinese, Filipinos, Hawaiians, Japanese, Koreans, and Southeast Asians.

#### **AAS 213 Asian American History**

For description, see HIST 213.

#### **AAS 262 Asian American History**

For description, see ENGL 262.

#### **AAS 303 Asians in the Americas: A Comparative Perspective (also Anthropology 303)**

Fall. 4 credits.

The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won repute as a people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians"? On what basis can we label Asians an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course will examine the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies will focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.

#### **[AAS 350 The Art and Politics of Defining the Self In Media Images (also Theatre Arts 350)]**

Spring. 3 credits. Not offered 1995-96.

The focus of this course is an exploration of the way films deal with the representation of people of color within the American experience. Through the analysis of selected films and class discussions we will explore filmic representations of history, culture, class, gender, and identity.]

#### **AAS 412 Undergraduate Seminar in Asian American History (also History 412)**

Spring. 4 credits.

A reading and research seminar that will cover various topics in Asian American history. The topic will be the idea of the "yellow peril" in European and American thought.

#### **[AAS 435 Asian American Images in Film]**

3 credits. Prerequisite: AAS 110 or permission of instructor. Not offered 1995-96.

Examination of images of Asians in American film and television productions within their historical and socio-cultural contexts. Use of film and media theory to assess the impact of those images on both Asian and non-Asian American viewers. Students will be challenged to create, in video or on paper, images that avoid stereotypes and depict more realistically the Asian American experience.]

#### **AAS 465 Identity and Personality (also HDFS 465)**

Spring. 3 credits.

The seminar will review psychological theory and research dealing with Asian Americans. Topics such as family and kinship patterns, personality and identity issues, academic performance and achievement, immigration and adjustment, etc., will be examined within the context of the various Asian ethnic cultures and American society.

#### **[AAS 478 Self and Nation in Asian-American Literature (also English 478)]**

Not offered 1995-96.

A study of the ways in which Asian American writers have constructed discourses of self and nation. Topics will include nationalism, feminism, identity politics, and theories of minority discourse. In our reading of selected works of prose, poetry and drama by Chinese American, Filipino American, Japanese American and Korean American writers, we will be asking questions about the relation of these works to the moment of their production and reception, and the manner in which these textual representations engage with shifting cultural and political struggles. Writers under discussion may include: Carlos Bulosan, Theresa Hak Kyung Cha, Frank Chin, Jessica Hagedorn, David Henry Hwang, Maxine Hong Kingston, Joy Kogawa, David Mura.]

#### **AAS 495 Independent Study**

Fall or spring. 1-4 credits.

Topic and credit hours to be mutually arranged between faculty and student. Independent Study Forms must be approved by Asian American Studies Program Office.

### **Biology and Society Major**

S. Jasanooff, chair; S. Hilgartner, director of undergraduate studies, colleges of Arts and Sciences and Agriculture and Life Sciences; S. K. Obendorf, advising coordinator, College

of Human Ecology; D. Bates, B. Bedford, C. Bisogni, R. Boyd, U. Bronfenbrenner, emeritus, R. Canfield, S. Ceci, B. Chabot, C. C. Chu, T. Dawson, P. Dear, C. Eberhard, G. W. Evans, G. W. Feigenson, J. Ford, J. Fortune, C. Geisler, K. Grazier, C. Greene, D. Gurak, J. Haas, A. Hedge, S. Hilgartner, R. Howarth, H. C. Howland, K. A. R. Kennedy, B. Knuth, A. Lemley, D. Levitsky, B. Lewenstein, B. A. Lewis, J. Fessenden MacDonald, A. Marshall, J. Mueller, N. Noy, L. Palmer, A. Parrot, D. Pimentel, T. Pinch, A. G. Power, W. Provine, S. Robertson, M. Rossiter, P. Schwartz, J. Shanahan, M. Small, N. Sturgeon, J. M. Stylos, P. Taylor, V. Utermohlen

The biology and society major is ideally suited for students who wish to combine training in biology with exposure to perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing foundational training in basic biology, biology and society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The biology and society major is offered to students enrolled in the College of Arts and Sciences and the College of Human Ecology. Undergraduates in the College of Agriculture and Life Sciences can develop an approved sequence of courses from the biology and society curriculum under general studies. The major is coordinated for students in all colleges through the biology and society office. Students can get information, specific course requirements, and application procedures for the major from the undergraduate records office in 275 Clark Hall, 255-6047.

Because the major is multidisciplinary, students must attain a basic understanding of the several disciplines it comprises. The curriculum includes courses in ethics; mathematics; statistics; history, philosophy, and social studies of science and biology; and basic biology (e.g., genetics and development; biochemistry and molecular-cell biology; ecology; evolutionary biology) as well as integrative courses offered through Biology and Society. In addition, majors are required to take a core course and must develop a theme: a coherent and meaningful grouping of courses representative of their special interest in biology and society. Students should develop the theme and select the courses in consultation with a member of the Biology and Society faculty. Courses must be above the 100 level, at least 3 credits, and taken for a letter grade if used to fulfill a major requirement.

There are student advisers and faculty available (according to posted office hours or by appointment) in the Biology and Society offices, 275 Clark Hall or 278 Clark Hall, to answer questions and to provide assistance.

### Admission to the Major

All students should have completed a year of college-level biology and submit an application during their sophomore year. Juniors are considered on a case-by-case basis. Upper-division applicants should realize the difficulties of completing the major requirements in fewer than two years. The application includes (1) a one-page statement explaining the student's intellectual interests in

the biology and society major and why the major is consistent with the student's academic goals and interests; (2) the theme the student wishes to pursue in the major; (3) a tentative plan of courses fulfilling biology and society requirements, including courses taken and those the student plans to take; and (4) a transcript of work taken at Cornell University and elsewhere if applicable, current as of the date of application.

Acceptance into the major requires completion of the course sequence in introductory biology. Sophomores in the process of completing this prerequisite may be admitted to the major on a *provisional* basis. It is the student's responsibility to assure that final acceptance is granted on satisfactory completion of the introductory biology sequence. Although only introductory biological science is a prerequisite for acceptance, students will find it useful to have completed some of the other requirements (listed below) by the end of their sophomore year, preferably in the first semester. Human Ecology students should also consult the current Human Ecology Guide and meet with the college advising coordinator, Kay Obendorf, 202 Martha Van Rensselaer Hall, 255-3151.

### Major Requirements

#### 1) Basic courses

- A. Biological sciences 101-104 or 105-106 or 107-108 (prerequisite for admission to Biology and Society)

- B. College calculus (one course):\* Math 106, 111, 112 or any higher level calculus

Recommended but not required:  
General chemistry (one year sequence) (prerequisite to biochemistry and other chemistry courses): Chemistry 103-104, 207-208, or 215-216

#### 2) Foundation Courses (should be completed by end of junior year)

- A. Ethics: One course; B&SOC 205 (also S&TS 205) or B&SOC 206 (also S&TS 206)

- B. Social sciences/humanities foundation: Two courses; one from any two of the following subject areas: History of Science; Philosophy of Science; Sociology of Science; Politics of Science; and Science Communication\*\*

- C. Biology foundation (Breadth requirement): Three courses; one from three of the following subject areas: Ecology (BIO ES 261); Evolutionary Biology (BIO ES 278); Biochemistry, Molecular and Cell Biology (BIO BM 231 or 330 or 331 or 333); Microbiology (BIO MI 290); Genetics and Development (BIO GD 281 or 282 or Plant Breeding 225); Neurobiology and Behavior (BIO NB 221 or 222); Botany (BIO PL 241); and Anatomy and Physiology (BIO AP 311 or NS 341 but NOT BIO AP 212)

- D. Biology foundation (Depth requirement): One biology course for which one of the above (2.C.) is a prerequisite

- E. Statistics: One course selected from BTRY 200, ILR 210, BTRY 215, AG EC 310, EDUC 353, Soc 301, Psych 350, Math 372, Econ 319, OR&IE 370, BTRY 601, CRP 320

- 3) **Core Course: (one course).** Should be completed by end of junior year.

B&Soc 301 Biology and Society: The Social Construction of Life (also S&TS 401); or Phil 286: Science and Human Nature (also S&TS 286)

- 4) **Theme** (five courses that correspond to the theme selected by the student). These courses must be above the 100-level, at least 3 credit hours and taken for a letter grade

- A. Natural Science Issues/Biology Elective (two courses). Select from the list of B&SOC approved Natural Science Issues courses or choose course(s) with *significant biological content* from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HDFS, NS, NTRES, PL BR, PL PA, PSYCH, VTMED.

- B. Humanities/social sciences electives\*\* (Two courses. Courses from the list of Senior Seminars may be used as theme electives if not used to meet another requirement).

- C. **Senior Seminar** (One course taken senior year). Courses change yearly.

- \* Students may petition to take a second statistics course (an advanced course, in sequence with the statistics course taken in the foundation) in place of the calculus requirement.

- \*\* Among the courses taken to meet the social sciences and humanities requirements (2.A, 2.B, 3, and 4.C), a minimum of two social science courses and two humanities courses must be chosen. History of biology/history of science and philosophy of science courses may be counted toward the humanities requirement for the major.

### Themes in the Major

Biology and society students must elect a particular specialization within the major and select their courses accordingly. There are currently six recommended themes in the biology and society major: biology, behavior, and society; biology and human population; biology and public policy; environment and society; food, agriculture, and society; and health and society. Students may also develop their own themes (which in recent years have included topics such as biotechnology and society, and agriculture, environment, and society) in consultation with their faculty adviser. Students are expected to select courses taken to meet the foundation, core, and theme requirements so as to build a coherent theme. Sample curricula for the recommended themes and for several student-developed themes are available in the Biology and Society office.

### Independent Study

Projects under the direction of a biology and society faculty member are encouraged as part of the program of study in the student's theme area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1-4 credits in Biology and Society 375 (Independent Study) with

written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Biology and Society majors from the colleges of Arts and Sciences and Agriculture and Life Sciences may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology and Society office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.

#### Honors Program

The honors program is available to Biology and Society majors from the colleges of Arts and Sciences and Agriculture and Life Sciences and is designed to challenge the academically-talented undergraduate student. Students who enroll in the honors program are given the opportunity to do independent study and to develop the ability to evaluate research dealing with issues in biology and society. Students participating in the program should find the experience intellectually stimulating and rewarding.

**Selection of Students:** During the first three weeks of the fall semester, senior Biology and Society majors are considered for entry into the honors program by the Honors Program Committee. Applications for the honors program are available at the Biology and Society office, 275 Clark Hall. To qualify for the honors program, students must explain how the honors work will fit into their overall program, must have an overall Cornell cumulative grade-point average of at least 3.00, and must have at least a 3.30 cumulative grade-point average in all courses used to meet the major requirements. Students in the College of Agriculture and Life Sciences must also meet the requirements of that college and be selected by one of the existing college honors committees.

If, after admission to the honors program, a student fails to maintain a high scholastic average, or if for any other reason(s) he or she is considered unsuited for honors work, the student reverts to candidacy for the regular bachelor's degree. The student who does not continue in the honors program receives credit for any work passed in the program but is not eligible for a degree with honors.

**Project Requirements:** The satisfactory completion of a special project and the writing and oral defense of an honors thesis are required. The project must include substantial research, and the completed work should be of wider scope and higher quality than the work normally required for an advanced course.

Initiative for formulation of ideas, developing the proposal, carrying out the study, and preparation of a suitable thesis lies with the student. Honors projects will be under the direction of two advisers. Candidates must first find a Biology and Society faculty member willing to serve as the adviser and, together with the adviser, find a second adviser among the faculty at large. The purpose of the second adviser is to guarantee expertise in the subject matter covered by the thesis. Students in the College of Agriculture and Life Sciences must select this adviser from the area in which their thesis will be reviewed.

Students must enroll in Biology and Society 499 for one or both terms of their senior year after consultation with the biology and society thesis adviser. They take from 3 to 5 credits per term with up to a maximum of 8 credits in Biology and Society 499. Students are encouraged to enroll for both terms to give them time to develop a project properly for the thesis. If registering for a two-semester honors project, students must register for the total credits desired for the whole project each term (e.g., 8 credits for the fall term and 8 credits for the spring term). Students should note, however, that Biology and Society 499, because it is a special honors course, is to be taken in addition to those courses that meet the regular major requirements. Honors projects cannot be used to fulfill the senior seminar requirement.

**Honors Thesis:** Students and their advisers should meet regularly during the period of research and writing for the honors thesis. The responsibility for scheduling these meetings, and for carrying out the research agreed on, rests with the student. Advisers are expected to make themselves available for discussion at the scheduled times and to offer advice on the plan of research, as well as provide critical and constructive comments on the written work as it is completed. They are not expected, however, to have to pursue students either to arrange meetings or to ensure that the research and writing are being done on schedule.

There is no prescribed length for a thesis, as different topics may require longer or shorter treatment, but normally it should be no longer than seventy double-spaced, typed pages. The thesis must be completed in a form satisfactory for purposes of evaluation and submitted to the two thesis advisers and one member of the Biology and Society faculty appointed by the Biology and Society chair by April 15. The candidate must meet with the three reviewers to formally defend the thesis by April 29.

**Evaluation and Recommendation:** Two copies of the completed and defended thesis (suitably bound in a plastic or hard-backed cover), together with the advisers' recommendations, must be submitted to the Honors Program Committee by May 10.

Following the formal defense of the thesis, the thesis advisers will each submit to the Honors Program Committee a recommendation that includes (1) an evaluation of the honors work and the thesis, (2) an evaluation of the student's academic record in the biology and society major, and (3) a recommendation for or against awarding honors. (For College of Arts and Sciences students, a recommendation for the level of honors must be included.)

Copies of the thesis and recommendations will be circulated to the Honors Program Committee. As the committee may have little knowledge of the subject area of the thesis, letters of recommendation should be carefully prepared to help the committee ensure consistency in the honors program. Unless there is serious disagreement, the recommendation of the advisers should stand. If there is disagreement, the Honors Program Committee will make the decision after consultation with the interested parties.

#### I. Freshman Writing Seminars

**B&SOC 104 Ecosystems and Ego Systems**  
Spring. 3 credits.

**B&SOC 114 Ecology and Social Change**  
For description, see S&TS 114.

#### II. Foundation Courses

**A. Ethics** (select one)

**B&SOC 205 Ethical Issues in Health and Medicine (also Science and Technology Studies 205)**

Spring. 4 credits. Limited to 100 students. Open to sophomores, juniors, and seniors. Prerequisites: none. S. Hilgartner.

In today's rapidly changing world of health and medicine, complex ethical issues arise in many contexts—from the private, interpersonal interactions between doctor and patient to the broad, mass-mediated controversies that make medicine into headline news. This course examines ethical problems and policy issues that arise in contemporary medicine, health care, and biomedical research. Tools for ethical analysis are applied to a variety of cases and fundamental questions in bioethics. Perspectives from social science, history, and law also inform the course. We will explore ethical questions that arise in a number of substantive contexts, including the doctor-patient relationship, medical decision making near the end of life, human experimentation, genetics and reproductive technology, public health, and the allocation of scarce resources.

**B&SOC 206 Ethics and the Environment (also Science and Technology Studies 206)**

Fall. 4 credits. Limited to 50 students. Open to all undergraduates; permission of instructor required for freshmen. S. Hilgartner.

We address how ethical analysis helps shape our responses to environmental problems. Case studies will help guide our assessments. You will be challenged to develop ethical solutions or approaches on your own and in groups. Major aims include: articulating the relationships between knowledge and values; exploring the ethical implications of different conceptions of "nature"; and distinguishing between ethics and economics, ecology, ideology, politics, and prudence or wisdom. A background in basic ecology OR environmental issues OR ethics is helpful.

**B. Social Sciences/Humanities Foundation** (2 courses, 1 from any 2 areas)

##### 1. History of Science

**[B&SOC 322 Medicine and Civilization (also German Studies 322)]** #

Fall. 3 credits. Not offered 1995-96.  
For description, see GERST 322.]

**HIST 282 Science in Western Civilization (also Science and Technology Studies 282)** #

Spring. 4 credits. P. Dear.

**[HIST 465 Scientific Rhetoric in Historical Perspective (also S&TS 465 and co-meeting with COMM 465)]**

Spring. 4 credits. Not offered 1995-96.]

**BIOG 207 Evolution (also Science and Technology Studies 287 and History 287)**

Fall. 3 credits. (May not be taken for credit after BIOES 378, Evolutionary Biology.) W. Provine.

**S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology**

Fall. 4 credits. M. Rossiter.

**S&TS 390 Science in the American Polity: 1800-1960 (also GOVT 308)**

Fall. 4 credits. M. Dennis.

**[S&TS 433 Comparative History of Science]**

Spring. 4 credits. Not offered 1995-96.]

**[S&TS 444 Historical Issues of Gender and Science (also Women's Studies 444)]**

Spring. 4 credits. Not offered 1995-96.]

**2. Philosophy of Science****[PHIL 286 Science and Human Nature (also Science and Technology Studies 286)]**

Spring. 4 credits. May be used to meet the philosophy of science requirement if not used to meet the core course requirement. Not offered 1995-96.]

**PHIL 381 Philosophy of Science: Knowledge and Objectivity (also Science and Technology Studies 381)**

Fall. 4 credits. Limited to 30 students. R. Boyd.

**3. Sociology of Science****B&SOC 301 Biology and Society: The Social Construction of Life (also Science and Technology Studies 401)**

Fall. 4 credits. Prerequisite: one year of introductory biology. Limited to 75 students. May be used to meet the sociology of science requirement if not used to meet the core course requirement. P. J. Taylor.

**B&SOC 342 Sociology of Science (also City and Regional Planning 442)**

For description, see S&amp;TS 442.

**HSS 246 Major Determinants of Human Behavior**

Fall. 3 credits.

**R SOC 208 Technology and Society**

Fall. 3 credits.

**[SOC 434 The Sociology of Reproduction (also WOMNS 435)]**

Spring. 4 credits. Not offered 1995-96.]

**4. Politics of Science****[B&SOC 406 Biotechnology and Law (also Science and Technology Studies 406)]**

Fall. 4 credits. Limited to 16 students. Recommended: a course in genetics or rDNA, a course in American government or law, or permission of instructor. Fee for course reading materials. Not offered 1995-96. S. Jasanoff.

Biotechnology, with its myriad applications in areas such as medicine and agriculture, is developing more rapidly than the social institutions that are capable of controlling it. This course explores the use and potential abuse of biotechnology in areas such as genetic screening and counseling, reproductive technologies, intentional release of genetically engineered organisms, patents, and ownership of human tissue. Particular attention will be given to evolving legal and management strategies for regulating the applications of biotechnology. Readings are

from science, medicine, law, and public policy. A research paper is required.]

**[B&SOC 407 Law, Science, and Public Values (also Government 407 and Science and Technology Studies 407)]**

Fall. 4 credits. Not offered 1995-96. S. Jasanoff.

This course explores the varied interactions between science and the legal process that have developed in recent years as a result of attempts to bring greater public accountability to the use of science and technology. It examines the activities of both legislatures and courts in controlling science and analyzes the values underlying these initiatives. Three major types of science-law interactions form the focus of the course: expert testimony in the courtroom, regulation of hazardous technologies, and legal control of professional standards in science and medicine. Specific topics include the regulation of toxic chemicals and nuclear power, controversies about biotechnology, reproductive technologies and biomedical research, and scientific misconduct.]

**S&TS 391 Science in the American Polity: 1960-Now (also GOVT 309)**

Spring. 4 credits. M. Dennis.

**[S&TS 425 Global and Domestic Dimensions of Science and Technology Studies Policy (also Government 468)]**

Fall. 4 credits. Not offered 1995-96.]

**[S&TS 427 Politics of Environmental Protection in America (also GOVT 427)]**

Fall. 4 credits. Not offered 1995-96.]

**[S&TS 431 Introduction to Science and Technology Policy (also Government 401)]**

Fall. 4 credits. Not offered 1995-96.]

**5. Science Communication****B&SOC 300 Investigative Research on the Social Impact of Science (also Textiles and Apparel 301 and Science and Technology Studies 402)**

Spring. 4 credits. Prerequisite: one year of science and permission of the instructor. Offered alternate years. Limited to 12. P. J. Taylor.

Students choose a current issue in the social impact of biological or physical sciences and work through the steps of investigation from issue definition to spoken presentations and proposals for action. In a workshop setting, students comment on and learn from other's projects and discuss case studies and articles, with occasional guest speakers and films.

**COMM 352 Science Writing for the Mass Media (also Science and Technology Studies 352)**

Fall. 3 credits. Not open to freshmen. Limited to 25 students. Prerequisite: one college writing course. B. Lewenstein.

**COMM 360 Scientific Writing for Public Information**

Fall or spring. 3 credits. Limited to 25 nonfreshman or graduate students per section. Prerequisite: any college-level writing course.

**[COMM 466 Public Communication of Science and Technology (also S&TS 466)]**

Spring. 3 credits. Not offered 1995-96. B. Lewenstein.]

**[HIST 465 Scientific Rhetoric in Historical Perspective (also S&TS 465 and co-meeting with COMM 465)]**

Spring. 4 credits. Not offered 1995-96. P. Dear and B. Lewenstein.]

**C. Biology foundation** (Breadth Requirement): Three courses: one from three of the following subject areas:

**1. Biochemistry, Molecular and Cell Biology****BIOBM 231 General Biochemistry**

Fall. 3 credits.

**BIOBM 330 Principles of Biochemistry, Individual Instruction**

Fall or spring. 4 credits.

**BIOBM 331 Principles of Biochemistry, Lectures**

Fall. 4 credits. (2 credits if taken after Biological Sciences 231.)

**NS 262 The Cell and the External World**

Spring. 3 credits.

**2. Ecology****BIOES 261 Ecology and the Environment**

Fall. 4 credits.

**3. Genetics and Development****BIOGD 281 Genetics**

Fall, spring, or summer. 5 credits.

**BIOGD 282 Human Genetics**

Spring. 3 credits. (2 credits if taken after Biological Sciences 281)

**PL BR 225 Plant Genetics**

Spring. 4 credits. Offered alternate years.

**4. Evolutionary Biology****BIOES 278 Evolutionary Biology**

Spring. 4 credits.

**5. Microbiology****BIOMI 290 General Microbiology Lectures**

Fall, spring, or summer. 3 credits.

Prerequisites: BIOMI 101-102 and 103-104 and CHEM 104 or 208, or equivalent. Recommended: concurrent registration in BIOMI 291.

**6. Neurobiology and Behavior****BIONB 221 Neurobiology and Behavior I: Introduction to Behavior**

Fall. 3 or 4 credits (4 credits with discussion and written projects). Not open to freshmen.

**BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology**

Spring. 3 or 4 credits. (4 credits with discussion and written projects). Not open to freshmen. Limited to 20 students.

**7. Botany****BIOPL 241 Introductory Botany**

Fall. 3 credits. Prerequisite: one year of introductory biology or permission of instructor.

**8. Physiology and Anatomy****BIOAP 311 Introductory Animal Physiology, Lectures (also Veterinary Medicine 346)**

Fall. 3 credits. Prerequisite: one year of college biology, chemistry, and mathematics. Recommended: previous or concurrent course in physics.

**NS 341 Human Anatomy and Physiology**

Spring. 4 credits.

**D. Biology foundation** (depth requirement): One course for which one of the above breadth requirement courses (2C) is a prerequisite.

**E. Statistics (select one)****ARME 310 Introductory Statistics**

Fall and spring. 4 credits.

**CRP 320 Introduction to Statistical Reasoning for Urban and Regional Analysis**

Fall. 3 credits.

**ECON 319 Introduction to Statistics and Probability**

Fall or summer. 4 credits. Prerequisites: Economics 101–102 and Mathematics 111–112.

**EDUC 353 Introduction to Educational Statistics**

Spring. 3 credits. Prerequisite: Education 352 (1 credit) or concurrent registration.

**ILR 210 Statistics: Statistical Reasoning**

Fall and spring. 4 credits.

**[MATH 372 Elementary Statistics**

Fall. 4 credits. Not offered 1995–96.]

**[OR&IE 370**

Fall. 4 credits. Not offered 1995–96.]

**PSYCH 350 Statistics and Research Design**

Fall. 4 credits.

**SOC 301 Evaluating Statistical Evidence**

Fall. 4 credits.

**BTRY 200 Statistics and the World We Live In**

Fall. 3 credits.

**BTRY 215 Introduction to Statistical Methods**

Fall. 3 credits.

**BTRY 601 Statistical Methods I**

Fall. 4 credits.

**III. Core Courses****B&SOC 301 Biology and Society: The Social Construction of Life (also Biological Sciences 301 and Science and Technology Studies 401)**

Fall. 4 credits. Prerequisite: one year of introductory biology or permission of instructor. Limited to 75 students.

P. J. Taylor.

Critical thinking about the diverse influences shaping the life sciences. Topics include evolution and natural selection, heredity and genetic determinism, biotechnology and reproductive interventions, ecology and environmental change. We interpret episodes, past and present, in biology in light of scientists' historical location, economic and political interests, use of language, and ideas about causality and responsibility. Readings,

class activities, and written assignments are designed so that students develop interpretive skills and explore their own intellectual and practical responses to controversies in biology and society.

**[PHIL 286 Science and Human Nature (also Science and Technology Studies 286)**

Spring. 4 credits. Not offered 1995–96. For description, see PHIL 286.]

**IV. Themes****A. Natural Science Issues/Biology**

**Elective** (two courses). Select from the list of B&SOC approved Natural Science Issues courses or choose course(s) with significant biological content from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HDFS, NS, NTRES, PL BR, PL PA, PSYCH, VTMED).

**[B&SOC 201 Biotechnology: The 'New' Biology (also Biological Sciences General, BIO G 201)**

Spring. 3 credits. Prerequisite: one year of introductory biology or equivalent. This course is for students not majoring in biological sciences. Not for students who have taken or are currently enrolled in BIOGD 281, BIOBM 330, or 331. Letter grades only. Not offered 1995–96.

Designed for nonmajors, a general introduction to the application and issues of modern molecular biology in medicine and agriculture. Information on recombinant DNA technology, monoclonal antibodies, plant cell culture techniques, and embryo manipulation methods is presented. Topics include medical diagnostics and treatments; environment, agriculture, and food; and economic, social-policy, regulatory, ethical, and legal issues that surround biotechnology. The course is taught in three modules and the topics vary from year to year. Topics for 1995 are human gene mapping and genetic screening; crop plant biotechnology, and immunodiagnostics and therapy (AIDS and cancer.) Recommended for those students who want to understand some new research discoveries, their applications, and social, legal, ethical, and policy issues stemming from them.]

**[B&SOC 214 Biological Basis of Sex Differences (also Women's Studies 214)**

Not offered 1995–96.

For description, see BIOAP 214.]

**B&SOC 232 Recombinant DNA Technology and Its Applications**

For description, see BIOBM 232.

**B&SOC 347 Human Growth and Development: Biological and Social Psychological Considerations (also Human Development and Family Studies 347 and Nutritional Sciences 347)**

Spring. 3 credits. Prerequisites: Biological Sciences 101 or 109 or equivalent, and Human Development and Family Studies 115 or Psychology 101. Offered alternate years.

A review of major patterns of physical growth from the fetal period through adolescence, with consideration of biological and socio-environmental determinants of growth as well as physical and psychological consequences of variations in growth patterns. An examination of normal patterns of growth is followed by an analysis of major sources of variations in growth (normal and atypical).

**ASTRO 202 Our Home in the Solar System**

Spring. 3 credits.

**BIOPL 246 Plants and Civilization**

Spring. 3 credits.

**BIOES 275 Human Biology and Evolution (also Anthropology 275 and Nutritional Sciences 275)**

Fall. 3 credits. Offered alternate years.

**NTRES 201 Environmental Conservation**

Spring. 3 credits.

**NS 222 Maternal and Child Nutrition**

Spring. 3 credits.

**NS 361 Biology of Normal and Abnormal Behavior (also Psychology 361)**

Fall. 3 credits.

**NS 650 Public Health Nutrition**

Spring. 3 credits.

**HDFS 370 Abnormal Development and Psychopathology**

Spring. 3 credits.

**Examples of biology electives****AN SCI 300 Animal Reproduction and Development**

Spring. 3 credits.

**HDFS 466 Neurobiology of Personality and Psychopathology**

Fall. 3 credits.

**NS 331 Physiological and Biochemical Bases of Human Nutrition**

Spring. 3 credits.

**B. Humanities/Social Science elective (two courses)**

Courses listed earlier as social science/humanities foundation courses (2.B.) are particularly appropriate as social science/humanities electives. However, a single course cannot be used to meet both requirements. Additional courses that are recommended as social science or humanities electives are:

**Examples of social science electives****ARME 464 Economics of Agricultural Development**

Spring. 3 credits.

**ANTHRO 211 Nature and Culture @**

Spring. 3 credits.

**[BIOES 673 Human Evolution: Concepts, History, and Theory (also Anthropology 673)**

Fall. 3 credits. Offered alternate years. Not offered 1995–96.]

**CRP 480 Environmental Politics**

Spring. 4 credits.

**CRP 451/551 Environmental Law**

Fall. 4 credits.

**[HDFS 241 History of Childhood in the United States**

Spring. 3 credits. Not offered 1995–96.]

**[HDFS 258 The Historical Development of Women as Professionals, 1800 to the Present (also Women's Studies 238 and History 238)**

Fall. 3 credits. Limited to 120 students. Not offered 1995–96.]

**HSS 315 Human Sexuality**

Spring. 3 credits.

**[HSS 325 Health Care Services and the Consumer]**

Fall. 3 credits. Offered alternate years. Not offered 1995-96.]

**HSS 330 Ecology and Epidemiology of Health**

Spring. 3 credits.

**HSS 491 Contemporary Issues in Women's Health**

Fall. 3 credits.

**HSS 634 Health Care Organization—Providers and Reimbursement**

Fall. 3 credits.

**HSS 688 Long-Term Care and the Aged: Alternative Health and Social Services Delivery Systems**

Spring. 3 credits.

**NTRES 300 International Environmental Issues**

Fall. 4 credits.

**NS 245 Social Science Perspectives on Human Nutrition**

Fall. 3 credits.

**NS 457 National and International Food Economics (also Economics 374)**

Spring. 3 credits.

**PSYCH 326 Evolution of Human Behavior**

Fall. 4 credits. Offered alternate years.

**R SOC 201 Population Dynamics (also Sociology 205)**

Spring. 3 credits.

**R SOC 205 Rural Sociology and International Development**

Spring. 3 credits.

**R SOC 324 Environment and Society**

Fall. 3 credits.

**R SOC 490 Society and Survival**

Fall. 3 credits.

**Examples of humanities electives****[GERST 347 Reading Freud: Race, Gender, and Psychoanalysis (also Psychology 389, English 347 and Comp. Lit. 347)]**

Spring. 3 credits. Offered alternate years. Optional: 1-credit clinical discussion section. Not offered 1995-1996.]

**NTRES 407 Religion, Ethics, and the Environment**

Spring. 4 credits.

**PHIL 241 Ethics (by petition for breadth requirement)**

Spring. 4 credits.

**[PHIL 368 Global Climate and Global Justice (also Government 468)]**

Fall. 4 credits. Not offered 1995-96.]

**[PHIL 681 Classification, Reality, and Knowledge: Realism, Social Construction, and Objectivity (also Science & Technology Studies 681)]**

Spring. 4 credits. Not offered 1995-96.]

**[S&TS 626 Workshop on Law, Science, and Technology (also GOVT 626)]**

Spring. 4 credits. Enrollment limited. Permission of the instructor required. Not offered 1995-96.]

**C. Senior Seminars****B&SOC 447 The History of Biology (also History 415 and Science and Technology Studies 447 and BIO G 467)**

Fall. 4 credits. Limited to 18 students. A Common Learning course.

**[B&SOC 404 Human Fertility In Developing Nations (also Rural Sociology 408)]**

Spring. 3 credits. Prerequisite: a population course or permission of instructor. Offered alternate years. Not offered 1995-96.

A review of the major literature dealing with the social causation of variation in human fertility. Emphasis will be on international comparisons and on the methodology of field research.]

**[B&SOC 406 Biotechnology and Law (also Science and Technology Studies 406)]**

Fall. 4 credits. Limited to 16 students. Recommended: a course in genetics or DNA, a course in American government or law, or permission of instructor. Fee for course reading materials. Not offered 1995-96. S. Jasenoff.]

**B&SOC 414 Population Policies (also Rural Sociology 418)**

Spring. 3 credits. Prerequisite: a population course or permission of instructor. Offered alternate years. The ways in which societies try to affect demographic trends. Special focus is on government policies and programs to influence fertility.

**[B&SOC 451 AIDS and Society]**

Fall. 3 credits. Limited to students who have been approved by course coordinators. A Common Learning course. Not offered 1995-96.

Discussions of the effect of HIV infection and AIDS on society will consist of seminars on the biology of the virus, medical treatment, transmission and prevention, and personal, social, and political impact of HIV/AIDS. Students will have the opportunity to initiate and carry out AIDS education projects on campus.]

**B&SOC 460 Social Analysis of Ecological Change (also Rural Sociology 660 and Science and Technology Studies 660)**

Fall. 4 credits. Prerequisite: one year of science. Limited to 20 graduate students and seniors with permission of instructor. Offered alternate years. P. J. Taylor.

Scientific studies of ecological and social processes, together with interpretation of those studies by historians, sociologists, and anthropologists. Topics include ideas of nature, colonial conservation science, systems ecology, the tragedy of the commons, neo-Malthusianism, human ecology, local knowledge, nomadic pastoralism, political ecology, women and eco-development, and global environmental discourse.

**B&SOC 461 Environmental Policy (also Agriculture and Life Sciences 661)**

For description, see BIOES 661.

**B&SOC 469 Food, Agriculture, and Society (also Science and Technology Studies 469)**

For description, see BIO G 469.

**[HDFS 610 Processes in Human Development]**

Spring. 3 credits. Limited to 20 students. Open to graduate students and juniors and seniors in HDFS and related fields with recommendation from a faculty member and instructor's permission. Prerequisite: a minimum of one course in statistics. Not offered 1995-96.]

**HSS 613 Seminar on Mental Health and Related Services**

Fall. 3 credits.

**HSS 625 Health Care Services: Ethical and Legal Perspectives**

Fall. 3-4 credits. If using this course as a senior seminar, B&Soc majors must take it for 4 credits by writing a major paper. Permission of instructor required for registration. Enrollment limited to 10 undergraduates—preference given to HSS students.

**HSS 631 Managed Health Delivery Systems: Primary-Ambulatory Care**

Spring. 3 credits.

**PHIL 661 Theory of Knowledge (also Science and Technology 661)**

Spring. 4 credits.

**[S&TS 412 Politics of the Human Body]**

Spring. 4 credits. Not offered 1995-96.]

**[S&TS 427 The Politics of Environmental Protection in America (also Government 427)]**

Fall. 4 credits. Not offered 1995-96.]

**[S&TS 626 Workshop on Law, Science and Technology (also Government 626)]**

Spring. 4 credits. Not offered 1995-96.]

**S&TS 645 Genetic Engineering: Politics and Society in Comparative Perspective (also Government 634)**

Spring. 4 credits.

**[S&TS 688 International Environmental Policy (also Government 687)]**

Spring. 4 credits. Not offered 1995-96.]

**V. Other Courses****B&SOC 375 Independent Study**

Fall or spring. 1-4 credits. Prerequisite: must have written permission of faculty supervisor and Biology and Society major. Projects under the direction of a Biology and Society faculty member are encouraged as part of the program of study within the student's concentration area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1-4 credits in Biology and Society 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Students may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology and Society office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.

**B&SOC 400 Undergraduate Seminar**

Fall or spring. Variable credit. May be repeated for credit.

From time to time different seminars on topics of interest to undergraduates are offered. Topics and instructors are listed in the biology

and society supplement issued at the beginning of each semester.

#### **B&SOC 499 Honors Project**

Fall or spring; two-semester projects are acceptable. 3-5 credits each term with a maximum of 8 credits for the entire project. Open only to biology and society students in their senior year.

Students enrolled in Biology and Society 499 will receive a letter grade at the end of their final term, whether or not they complete a thesis and whether or not they are recommended for honors. Students enrolled for the whole year in 499 may receive either a letter grade for both terms or a grade of "R" for the first term with a letter grade for both terms submitted at the end of the second term. When a student is enrolled for two terms, the student and the thesis adviser must reach a clear agreement at the outset as to which grade will be assigned for the first term and on the basis of what sort of work. Minimally an honors thesis outline and bibliography should be completed during the first term. Applications and information are available in the Biology and Society office, 275 Clark Hall.

#### **Cognitive Studies Program**

F. Keil (psychology), B. Lust (human development and family studies, modern languages and linguistics), codirectors. B. Bloom, C. Cardie, R. Constable, B. Donald, T. Henzinger, D. Huttenlocher, R. Rubinfeld, G. Salton, D. Subramanian, R. Zabih (computer science); J. Dunn, J. Novak, R. Ripple, D. Schrader (education); R. Canfield, S. Ceci, B. Koslowski, B. Lust, M. Potts, S. Robertson, G. Suci (human development and family studies); J. Russo, A. Isen (Johnson Graduate School of Management); J. Bowers, A. Cohn, M. Diesing, J. Gair, W. Harbert, S. Hertz, A. Jongman, J. Lantolf, S. McConnell-Ginet, C. Rosen, M. Suñer, L. Waugh, J. Whitman, D. Zec (modern languages and linguistics); A. Nerode, R. Shore (mathematics); T. Seeley, (neurobiology and behavior); R. Boyd, C. Ginet, H. Hodes, S. Shoemaker (philosophy); J. Cutting, R. Darlington, D. Field, B. Finlay, B. Halpern, F. Keil, B. Khurana, C. Krumhansl, J. Sereno, E. Spelke (psychology)

Cognitive studies is comprised of a number of disciplines that are linked by a major concern with fundamental capacities of the mind, such as perception, memory, reasoning, language, and the organization of motor action. In the College of Arts and Sciences these disciplines are represented in the departments of Computer Science, Linguistics, Mathematics, Philosophy, and Psychology. Elsewhere in the university they are represented in the Department of Human Development and Family Studies (College of Human Ecology), the Section of Neurobiology and Behavior (Division of Biological Sciences), and the Department of Education (College of Agriculture and Life Sciences).

The issues addressed in cognitive studies arise at several levels. At the broadest level are problems of characterizing such basic notions as "mind," "knowledge," "information," and "meaning." At a more specific level are questions regarding the abstract operating principles of individual components of the mind, such as those underlying visual perception, language ability, and understanding of concepts. These principles concern the organization and behavior of the components

and also how they develop and change. At the most specific level are questions about the properties of the elementary computational structures and processes that constitute these components.

Important insights into issues of these kinds have been achieved in recent years as a result of the various cognitive studies disciplines converging in their theoretical and methodological approaches. It is this convergence, in fact, that warrants grouping the disciplines together under the single term "cognitive studies." Even greater progress can be expected in the future as a consequence of increasing cooperation among the disciplines.

#### **Undergraduate Concentration**

The committee for undergraduate concentration in cognitive studies consists of: Claire Cardie, computer science, 5-9206, 4124 Upson Hall, cardie@cs.cornell.edu; James Gair, linguistics, 5-5110, 407 Morrill Hall, jwg2@cornell.edu; Carl Ginet, philosophy, 5-6818, 224 Goldwin Smith, cag2@cornell.edu; David Field, psychology, 5-6393, 250 Uris Hall, djf3@cornell.edu. Initial inquiries concerning the undergraduate concentration should be made with the Cognitive Studies coordinator, Sue Wurster, 255-6431, who will provide application materials and set up a meeting with a relevant member of the committee. If, after meeting with the committee member, a concentration seems appropriate, the applicant will be assigned an adviser selected from all faculty members who are in the field of Cognitive Studies.

The undergraduate concentration in cognitive studies provides a framework for the design of structured, individualized programs of study in this growing interdisciplinary field. Such programs of study are intended to serve as complements to intensive course work in a single discipline as represented by an individual department. It is considered crucial that students gain a strong background in an individual department, independent of their work in the concentration. This background provides both a foundation and a focus for the concentration work.

In light of the importance of a strong background in an individual department, it is required that a student seeking admission to the concentration have completed or plan to complete any three courses in one department from among the list of courses below. (Such a student will typically be a major in the department, but being a major is not necessary. The Section of Neurobiology and Behavior counts as a department here.) To enter the concentration formally, the student should apply at the Cognitive Studies office, 273A Uris Hall. The student will then be referred to a member of the concentration committee, who will assign the student a concentration adviser who has expertise in the student's main areas of interest and is outside of the student's major department.

The concentration requires that the student take several courses (usually a minimum of three) from departments other than the one from which the student takes the three courses needed for admission to the concentration. The student must gain approval for this selection of courses from the concentration adviser. The courses will generally be chosen from among the list below, but other courses are permissible in individual cases.

The courses selected should form a coherent cluster that makes sense to both the adviser and the student; an unstructured selection of three courses from the approved set might well be inadequate.

In addition, the concentration encourages each student to be involved in at least one independent research study that bears on research issues in cognitive studies, if possible. It is recommended that students report on their research activities in an annual undergraduate forum sponsored by the program. The Undergraduate Committee is committed to helping students find an appropriate research placement when needed.

Students who successfully complete these requirements will have their concentration in Cognitive Studies officially represented on their diploma. Students in good standing in the concentration will be eligible to compete for a limited number of summer research fellowships and travel awards to relevant conferences in the cognitive sciences. In addition, students who have completed all requirements for the concentration will be eligible for enrollment in the graduate proseminar in Cognitive Studies (Cognitive Studies 773-774).

In addition to assisting in and approving the student's selection of courses, the concentration adviser serves as a general source of information about the field of cognitive studies, relevant resources around the university, and job and graduate school opportunities. For further information, consult the Cognitive Studies office, 273A Uris Hall or the undergraduate concentration committee listed above.

#### **Graduate Minor**

For information, consult the program office (273A Uris Hall, 255-6431, cogst@cornell.edu or the graduate field representative, Barbara Lust 255-0829, bcl4@cornell.edu).

#### **Courses**

##### **Cognitive Studies**

##### **COGST 470 Undergraduate Research in Cognitive Studies**

Fall or spring. 1-4 credits. S-U grades optional. Prerequisite: permission of major adviser; written permission of Cognitive Studies faculty member who will supervise the research and assign the grade. Hours to be arranged. Cognitive Studies faculty.

Experience in planning, conducting, and reporting independent laboratory, field, and/or library research in an interdisciplinary area relevant to cognitive studies.

##### **Computer Science**

##### **COM S 211 Computers and Programming**

Fall or spring. 3 credits.

##### **COM S 212 Structure and Interpretation of Computer Programs**

Fall or spring. 4 credits.

##### **COM S 280 Discrete Structures**

Fall or spring. 4 credits.

##### **COM S 381 (or 481) Introduction to Theory of Computing**

Fall. 3 or 4 credits.

**COM S 410 Data Structures**  
Fall or spring. 4 credits.

**COM S 411 Programming Languages and Logics**  
Fall 1996 and 1998. 4 credits.

**COM S 462 Robotics and Machine Vision**  
Spring 1997. 3 credits.

**COM S 463 Robotics and Machine Vision Lab**  
Spring 1997. 2 credits.

**COM S 472 Foundations of Artificial Intelligence**  
Fall. 3 credits.

**COM S 473 Practicum in Artificial Intelligence**  
Fall. 2 credits.

**COM S 482 Introduction to Analysis of Algorithms**  
Spring. 4 credits.

**COM S 486 Applied Logic (also Mathematics 486)**  
Fall or spring. 4 credits.

**Education (College of Agriculture and Life Sciences)**

**[EDUC 210 Psychology of Learning and Memory]**  
Fall. 3 credits. Not offered 1995-96.]

**EDUC 312 Learning to Learn**  
Spring. 3 credits.

**Human Development and Family Studies (College of Human Ecology)**

**HDFS 331 Learning in Children**  
Fall. 3 credits.

**HDFS 333 Cognitive Processes in Development**  
Spring. 3 credits.

**[HDFS 334 The Growth of the Mind]**  
Spring. 4 credits. Not offered 1995-96.]

**[HDFS 432 Cognitive Development and Education]**  
Spring. 3 credits. Not offered 1995-96.]

**HDFS 436 Language Development (also Psychology 436 and Linguistics 436)**  
Spring. 4 credits.

**HDFS 438 Thinking and Reasoning**  
Spring. 3 credits.

**HDFS 439 Cognitive Development: Infancy through Adolescence**  
Fall. 3 credits.

**HDFS 472 Typical and Atypical Intellectual Development**  
Spring. 3 credits.

**Modern Languages and Linguistics**

**LING 101 Theory and Practice of Linguistics**

Fall, spring or summer. 4 credits.

**LING 201 Introduction to Phonetics and Phonology**  
Spring. 4 credits.

**LING 203 Introduction to Syntax and Semantics**  
Fall. 4 credits.

**[LING 264 Language, Mind, and Brain]**  
Fall. 4 credits. Not offered 1995-96.]

**LING 301-302 Phonology I, II**  
Fall and spring. 4 credits each term.

**LING 303-304 Syntax I, II**  
Fall and spring. 4 credits each term.

**LING 309-310 Morphology I, II**  
Fall and spring. 4 credits each term.

**[LING 319-320] Phonetics I, II**  
Fall. 4 credits each term. Not offered 1995-96.]

**LING 325 Pragmatics**  
Fall. 4 credits.

**[LING 334 Non-Linear Syntax]**  
Fall. 4 credits. Not offered 1995-96.]

**[LING 350 Representing Language: Knowledge Taught and Untaught (also COGST 350)]**  
Spring. 4 credits. Not offered 1995-96.]

**[LING 370 Language and Cognition (also Psychology 370)]**  
Spring. 4 credits. Not offered 1995-96.]

**LING 400 Semiotics and Language (also Comparative Literature 410)**  
Spring. 4 credits.

**LING 401 Language Typology**  
Fall. 4 credits.

**LING 421-422 Semantics I, II**  
Fall and spring. 4 credits each term.

**LING 436 Language Development (also Psychology 436 and HDFS 436)**  
Spring. 4 credits.

**[LING 450 Mathematical Methods for Linguistics]**  
Fall. 4 credits. Not offered 1995-96.]

#### Mathematics

**MATH 481 Mathematical Logic (also Philosophy 431)**  
Spring. 4 credits.

**[MATH 483 Intensional Logics and Alternatives to Classical Logics (also Philosophy 436)]**  
Spring. 4 credits. Not offered 1995-96.]

**MATH 486 Applied Logic (also Computer Science 486)**  
Spring. 4 credits.

**[MATH 487 Applied Logic II]**  
Spring. 4 credits. Not offered 1995-96.]

**Neurobiology and Behavior (Division of Biological Sciences)**

**BIONB 221 Neurobiology and Behavior I: Introduction to Behavior**  
Fall. 3 or 4 credits.

**BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology**  
Spring. 3 or 4 credits.

**BIONB 326 The Visual System**  
Spring. 4 credits.

**BIONB 328 Biopsychology of Learning and Memory (also Psychology 332)**  
Spring. 3 credits.

**BIONB 396 Introduction to Sensory Systems (also Psychology 396)**  
Spring. 3 or 4 credits.

**BIONB 424 Neuroethology**  
Spring. 3 credits.

**[BIONB 492 Sensory Function (also Psychology 492)]**  
Spring. 3 or 4 credits. Not offered 1995-96.]

**[BIONB 496 Bioacoustic Signals in Animals and Man]**  
Spring. 3 credits. Not offered 1995-96.]

#### Philosophy

**PHIL 231 Introduction to Formal Logic**  
Fall and spring. 4 credits.

**[PHIL 261 Knowledge and Reality]**  
Spring. 4 credits. Not offered 1995-96.]

**[PHIL 262 Philosophy of Mind]**  
4 credits. Not offered 1995-96.]

**[PHIL 286 Science and Human Nature (also Science and Technology Studies 286)]**  
4 credits. Not offered 1995-96.]

**PHIL 318 Twentieth-Century Philosophy**  
Spring. 4 credits.

**PHIL 331 Formal Logic**  
Spring. 4 credits.

**PHIL 332 Philosophy of Language**  
Fall. 4 credits.

**PHIL 361 Metaphysics and Epistemology**  
Fall. 4 credits.

**PHIL 381 Philosophy of Science: Knowledge and Objectivity (also Science and Technology Studies 381)**  
Fall. 4 credits.

**[PHIL 382 Philosophy and Psychology]**  
4 credits. Not offered 1995-96.]

**[PHIL 389 Philosophy of Science: Evidence and Explanation]**  
4 credits. Not offered 1995-96.]

**[PHIL 431 Deductive Logic (also Mathematics 481)]**  
4 credits. Not offered 1995-96.]

**[PHIL 433 Philosophy of Logic]**  
4 credits. Not offered 1995-96.]

**[PHIL 436 Intensional Logic (also Mathematics 483)]**  
4 credits. Not offered 1995-96.]

**[PHIL 437 Problems in the Philosophy of Language]**  
Spring. 4 credits. Not offered 1995-96.]

**[PHIL 461 Metaphysics]**  
Spring. 4 credits. Not offered 1995-96.]

#### Psychology

**PSYCH 205 Perception**  
Spring. 3 credits.

**PSYCH 209 Development**  
Spring. 4 credits.

**PSYCH 214 Issues in Cognitive Psychology**  
Fall. 3 credits.

**[PSYCH 215 Psycholinguistics]**  
Fall. 3 or 4 credits. Not offered 1995-96.]

**PSYCH 305 Visual Perception**  
Fall. 4 credits.

**[PSYCH 309 Development of Perception and Representation]**  
Fall. 3 credits. Not offered 1995-96.]

**PSYCH 311 Human Learning and Memory**  
Fall. 3 credits.

**PSYCH 316 Auditory Perception**  
Fall. 3 or 4 credits.

**PSYCH 332 Biopsychology of Learning and Memory (BIONB 328)**  
Spring. 3 credits.

**PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display**  
Fall. 3 credits.

**PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also Nutritional Sciences 361)**

Fall. 3 credits.

**PSYCH 396 Introduction to Sensory Systems (also BIONB 396)**

Spring. 3 or 4 credits. Not offered 1996-97.

**PSYCH 412 Laboratory in Cognition and Perception**

Spring. 4 credits.

**PSYCH 414 Comparative Cognition**

Spring. 3 credits.

**PSYCH 415 Concepts, Categories, and Word Meanings**

Fall. 4 credits.

**[PSYCH 417 The Origins of Thought and Knowledge]**

Fall. 4 credits. Not offered 1995-96.]

**PSYCH 418 Psychology of Music**

Spring. 3 or 4 credits.

**[PSYCH 425 Brain and Behavior]**

Fall. 3 or 4 credits. Not offered 1995-96.]

**PSYCH 436 Language Development (also Linguistics 436 and HDFS 436)**

Spring. 4 credits.

**[PSYCH 492 Sensory Function (also BIONB 492)]**

Spring. 3 or 4 credits. Not offered 1995-96 or 1996-97.]

#### Graduate Courses and Seminars

The following courses and seminars are generally for graduate students only. However, some may be appropriate for advanced undergraduates. The director of the concentration must approve an undergraduate's use of any of these for satisfying the concentration requirements.

**COGST 773-774 Proseminar in Cognitive Studies I and II (also Com S 773/774; Ling 773/774; Phil 773/774; Psych 773/774)**

Fall: R grade; spring: S-U only. 4 credits. T 1:25-2:40. Staff.

The Cognitive Studies Proseminar consists of two semesters of meetings with the graduate faculty in the field of Cognitive Studies. The proseminar will consist of a general introduction to the field of Cognitive Studies including an introduction to each of the major disciplines that comprise the minor: i.e., computer science, linguistics, philosophy, and psychology. In each of these disciplines, faculty from the field will introduce the theoretical and methodological issues that underlie the field and its relation to Cognitive Studies; in addition, they will introduce various labs in which active research is being conducted in their field at Cornell.

The proseminar will include suggestions from faculty in each field for further advanced interdisciplinary research that can be pursued at Cornell during a Cognitive Studies minor. It will conclude (end of second term) with individual student presentations in which students initiate a critique of some interdisciplinary research, after consultation with a faculty member of their choice.

Although suitable to entering graduate students, the proseminar is also open to graduate students beyond their first year. Advanced undergraduates with a Cognitive Studies concentration may also be admitted. This is a year-long lecture and discussion course. The year-long commitment is mandatory. An "R" grade will be assigned in the fall semester, and an S-U grade will only be assigned in the spring semester.

**COGST 600/700 Graduate Seminars**

**HDFS 600/700 Graduate Seminars**

**LING 600/700 Graduate Seminars**

**LING 637 Experimental Research for Language Sciences**

Fall. 4 credits. A. Jongman, J. Lantolf.

**MATH 581 Logic**

**MATH 655 Mathematical Foundations of Computer Modeling and Simulation**

**MATH 684 Recursion Theory**

**MATH 688 Automated Theorem Proving**

**PHIL 700 Graduate Seminars**

**PSYCH 500-700 Graduate Seminars**

#### College Scholar Program

Dean Lynne Abel, director, 55 Goldwin Smith Hall, 255-3386.

The College Scholar program is described in the introductory section of Arts and Sciences.

**COLLS 397 Independent Study**

Fall or spring. 1-4 credits. Prerequisite: permission of program office.

**COLLS 499 Honors Research**

Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

#### East Asia Program

140 Uris Hall

J. V. Koschman, director; E. M. Gunn, associate director, R. Barker, T. Bestor, K. W. Brazell, R. Bullock, P. Chi, T. Christensen, S. G. Cochran, J. Cody, B. de Bary, C. d'Orban, P. J. Katzenstein, J. M. Law, L. C. Lee, T. P. Lyons, D. R. McCann, J. R. McRae, T. L. Mei, V. Nee, C. A. Peterson, J. R. Piggott, V. Pucik, N. Sakai, P. S. Sangren, T. Shiraishi, V. B. Shue, R. J. Smith, R. J. Sukle, H. Wan, J. K. Wheatley, J. Whitman, M. W. Young

East Asian studies at Cornell is led by thirty-four faculty members from five colleges, who participate in a program of research and teaching on the civilizations and cultures of East Asia. Courses are offered through various departments in most of the humanities and social science disciplines, as well as in the fields of business, city and regional planning,

international and comparative labor relations and rural sociology. Language courses in Mandarin, Cantonese, Korean, and Japanese are offered, in addition to the Full-year Asian Language Concentration (FALCON) in Japanese and Mandarin. Undergraduates major in the Department of Asian Studies and concentrate on the language and culture of one East Asian country, while graduate students may work toward an M.A. in East Asian studies, a dual M.B.A./M.A. degree, or an M.A./Ph.D. degree in a discipline such as agricultural economics, anthropology, city and regional planning, government, history, history of art, linguistics, literature, rural sociology, or sociology. A variety of fellowships, travel grants, awards, and assistantships are available for graduate students concentrating on East Asia.

The formal program of study is enriched by a variety of extracurricular activities, including a Japanese and Chinese language house, film series, career workshops, art exhibits, and numerous lectures, symposia and performances related to East Asia. The Wason Collection in Olin Library is a comprehensive collection of books on East Asia in Western languages, Japanese, Chinese, and Korean. The Mary Rockwell Galleries of the Herbert F. Johnson Museum of Art have an excellent collection of East Asian art.

#### Freshman Writing Seminars

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, see the John S. Knight Writing Program section, and consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in late October for the spring term.

#### Human Biology Program

J. Haas (nutritional sciences), director, 211 Savage Hall, 255-8001, B. Finlay (psychology), J. Fortune (physiology/women's studies), E. Frongillo (nutritional sciences), R. Johnston (psychology), K.A.R. Kennedy (ecology and systematics/anthropology), D. Levitsky (nutritional sciences), D. McClean (ecology and systematics), P. W. Nathanielsz (physiology), D. L. Pelletier (nutritional sciences), W. Provine (ecology and systematics/history), R. Robertson (physiology), S. Robertson (human development and family studies), R. Savin-Williams (human development and family studies), M. Small (anthropology)

Human biology integrates the methods and theories of many disciplines, such as biological anthropology, nutrition, neurobiology, physiology, psychology, demography, ecology, genetics, and paleontology, into a comprehensive study of biological diversity in *Homo sapiens*. A central focus of this interdisciplinary approach to the study of the human organism is an understanding of evolutionary processes that explain our biological variation through space and time. The program of study seeks to educate future biological scientists to address the concerns of a society that is becoming more demanding of the scientific community to place its specialized biological knowledge in a broad context. The human biology curriculum is of particular relevance to undergraduate students in premedical and predentistry programs, biological anthropology, nutrition, human development, ecology and systematics, psychology, physiology, genetics, and the health-related sciences. It serves to bring

together students with a common interest in humankind as defined from these diverse fields and to provide a forum for student-faculty interaction on various topics relating to human evolution and biological diversity. Human biology is not a major but a curriculum of study that provides majors in various departments with a program for selecting elective courses that deal with the biology of the human species. Students in their junior year may develop a program of study in human biology while majoring in a number of different departmental fields.

### Basic Requirements

The requirements for a program of study in human biology are designed to ensure sufficient background in physical sciences and mathematics to enable the student to pursue a wide range of interests in the fields of modern biological sciences, anthropology, and fields related to the evolution and physical diversity of the human species. Adjustments may be made in these requirements, depending upon the student's academic background and affiliation with colleges and schools within the university.

The basic requirements are one year of introductory biology (Biological Sciences 101-103 plus 102-104 or 105-106 or Biological Sciences 107-108 offered during the eight-week Cornell Summer Session); one year of general chemistry (Chemistry 103-104 or 207-208 or 215-216); one year of college mathematics (Mathematics 111-112 or 105-106 or 111-105); one course in genetics (Biological Sciences 281 or 282); one course in biochemistry (Biological Sciences 231, 330 or 331). It is recommended that students planning graduate study in biological anthropology, psychology, and related fields in the medical and nutritional sciences take a course in statistics. Students should consult their faculty adviser in human biology for help in selecting appropriate courses.

Elective courses should be taken that will enable the student to acquire breadth in the subject matter of human biology outside of their departmental major. Therefore only 6 of the 15 human biology elective credits may also fulfill requirements for the major. Courses should be selected that also provide sufficient exposure to the integration of basic anatomical and physiological sciences with the behavior of individuals and groups within the context of evolutionary theory and ecology. The courses listed below are representative of the offerings in human biology and are included to assist the student in organizing a curriculum of study. They are organized into three groups that reflect the three levels of integration noted above: (1) human anatomy and physiology, (2) human behavior, and (3) human evolution and ecology. Students should choose at least one course from each of these areas of integration. It is anticipated that the student will include in a program of study at least one of the laboratory courses offered. It is expected that a student will take a minimum of 15 credits from among these courses.

There is no foreign language requirement for human biology beyond what is dictated by specific departments and colleges. The requirements for the human biology curriculum are set alongside requirements of the undergraduate majors as these are defined by different departments. Students with

independent majors may design their own programs of study under the guidelines provided by their college. Although a student may indicate an interest in human biology in the freshman year and be able to obtain early guidance from a faculty adviser representing the curriculum of study, it is more usual for students to establish their course programs in the first semester of the junior year. The student may request one of the faculty advisers in his or her department who is listed as faculty in human biology to be their principal adviser, or he or she may have an adviser in the department of the major and seek the advice of a human biology faculty adviser in matters pertaining to satisfaction of the requirements. In certain cases a faculty adviser may represent both the major and the curriculum of study in human biology.

### Courses

#### **Human Anatomy and Physiology**

**BIO AP 214 The Biological Basis of Sex Differences (also Women's Studies 214)**  
Fall. 3 credits.

**BIO ES 274 Functional and Comparative Morphology of Vertebrates**  
Spring. 4 credits.

**BIO AP 311 Introductory Animal Physiology, Lectures (also Veterinary Medicine 346)**  
Fall. 3 credits.

**BIO AP 319 Animal Physiology Experimentation (also Veterinary Medicine 378)**  
Fall. 3 credits.

**BIO AP 458 Mammalian Physiology**  
Spring. 3 credits.

**BIO ES 474 Laboratory and Field Methods in Human Biology (also Anthropology 474)**  
Spring. 5 credits.

**NS 115 Nutrition and Health: Concepts and Controversies**  
Fall. 3 credits.

**NS 222 Maternal and Child Nutrition**  
Spring. 3 credits.

**NS 331 Physiological and Biochemical Bases of Human Nutrition**  
Spring. 3 credits.

**NS 341 Human Anatomy and Physiology**  
Spring. 4 credits.

**NS 361 Biology of Normal and Abnormal Behavior (also Psychology 361)**  
Fall. 3 credits.

**NS 441 Nutrition and Disease**  
Fall. 4 credits.

**PSYCH 322 Hormones and Behavior (also Biological Sciences 322)**  
Spring. 3 or 4 credits.

**PSYCH 425 Brain and Behavior**  
Fall. 3 or 4 credits.

**VET MI 331 Medical Parasitology**

Fall. 2 credits.

#### **Human Behavior**

**ANTHR 390 Primate Behavior and Ecology**  
Spring. 4 credits.

**ANTHR 490 Primates and Evolution**  
Spring. 4 credits.

**BIO S 301 Biology and Society I: The Social Construction of Life (also Biology and Society 301)**  
Fall. 4 credits.

**BIO NB 427 Animal Social Behavior**  
Fall. 4 credits.

**HDFS 344 Infant Behavior and Development**  
Fall. 3 credits.

**HDFS 645 Seminar in Infancy: Newborn Behavioral Organization**  
Spring. 3 credits.

**HSS 315 Human Sexuality: A Biosocial Perspective**  
Spring. 3 credits.

**NS 245 Social Science Perspectives of Human Nutrition**  
Fall. 3 credits.

**NS 347 Human Growth and Development: Biological and Behavioral Interactions (also Human Development and Family Studies 347 and Biology and Society 347)**  
Spring. 3 credits.

**PSYCH 326 Evolution of Human Behavior**  
Fall. 4 credits.

**PSYCH 425 Brain and Behavior**  
Fall. 3 or 4 credits.

**R SOC 408 Human Fertility in Developing Nations (also B Soc 404)**  
Spring. 3 credits.

**R SOC 438 Social Demography**  
Fall. 3 credits.

#### **Human Evolution and Ecology**

**ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Human Kind**  
Fall. 3 credits.

**ANTHR 203 Early People: The Archaeological and Fossil Record (also Archaeology 203)**  
Spring. 3 credits.

**ANTHR 390 Primate Behavior and Ecology**  
Spring. 4 credits.

**ANTHR 391 The Evolution of the Human Life Cycle**  
Spring. 3 credits.

**ANTHR 490 Primates and Evolution**  
Spring. 4 credits.

**BIO G 207 Evolution**  
Fall or summer. 3 credits.

**BIO ES 261 Ecology and the Environment**  
Fall. 4 credits.

**BIO ES 272 Functional Ecology: How Animals Work**  
Spring. 4 credits.

**BIO ES 275 Human Biology and Evolution (also Anthropology 275 and Nutritional Sciences 275)**  
Fall. 3 credits.

**BIO ES 371 Human Paleontology (also Anthropology 371)**  
Fall. 4 credits.

**BIO ES 378 Evolutionary Biology**

Spring. 4 credits.

**BIO ES 461 Population and Evolutionary Ecology**

Spring. 4 credits.

**BIO ES 464 Microevolution and Macroevolution**

Spring. 4 credits.

**BIO ES 470 Ecological Genetics (also Entomology 470)**

Spring. 4 credits.

**BIO ES 471 Mammalogy**

Fall. 4 credits.

**BIO GD 481 Population Genetics**

Fall. 4 credits.

**BIO GD 482 Human Genetics and Society**

Fall. 3 credits.

**BIO GD 484 Molecular Evolution**

Spring. 3 credits.

**BIO ES 673 Human Evolution: Concepts, History and Theory (also Anthropology 673)**

Fall. 3 credits.

**B&SOC 447 History of Biology—Evolution (also History 447)**

Fall. 4 credits.

**HSS 330 Ecology and Epidemiology of Health**

Spring. 3 credits.

**NS 306 Nutritional Problems of Developing Nations**

Fall. 3 credits.

**PSYCH 326 Evolution of Human Behavior**

Fall. 4 credits.

**R SOC 201 Population Dynamics**

Spring. 3 credits.

**VET MI 331 Medical Parasitology**

Fall. 2 credits.

**VET CS 664 Introduction to Epidemiology**

Fall. 3 credits.

**Independent Major Program**

Dean Lynne Abel, director, 55 Goldwin Smith Hall, 255-3386.

The Independent Major Program is described in the introductory section of Arts and Sciences.

**IM 351 Independent Study**

Fall or spring. 1–4 credits. Prerequisite: permission of the program office.

**IM 499 Honors Research**

Fall or spring. 1–8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

**Intensive English Program**

E. J. Beukenkamp, director

This full-time, noncredit, nondegree program is designed to meet the requirements of foreign students who need to acquire proficiency in English to pursue university-level studies in the United States, as well as for visitors, personnel in business, hospitality

industry, legal work, medicine, and others seeking competence in the language.

The intensive nature of the program leads to a command of the language in all its aspects—listening, speaking, reading, and writing—in the shortest possible time.

Integrated courses are offered both fall and spring semesters at three levels: beginning (Test of English as a Foreign Language [TOEFL] score below 370), intermediate (TOEFL score below 450), and advanced.

Students who have gained full admission to, or who already are registered in, degree-granting programs at Cornell should consult the section, Modern Languages and Linguistics, for information regarding courses in English as a second language (series ENGL).

The Intensive English Program is administered by the Department of Modern Languages and Linguistics, Cornell University, Morrill Hall, Ithaca, New York 14853-4701, U.S.A.

Application materials and information are available directly from the program by calling 607/255-4863, or by faxing 607/255-7491. Internet e-mail is ejb7@cornell.edu.

**International Relations Concentration**

Barbara Lantz, assistant dean for International Programs, administrative coordinator

Cornell University offers a unique setting for undergraduates with an interest in international relations. Cornell's several undergraduate colleges and many departments include course offerings that provide a strong grounding in the field as well as an opportunity to study more than sixty languages.

The purpose of the Concentration in International Relations is to provide a structure for undergraduate students with interest in international law, economics, agriculture, foreign trade, international banking, government service, international organizations, cross-cultural affairs, or education. Students can major in one of the existing departments, such as history, government, anthropology, or economics, or design an independent major. Integral to the curriculum in international relations is both a focus on global issues and processes and an understanding of their impact on particular countries or geographic regions.

**Course requirements for students entering Cornell in fall 1994 and after:**

These requirements are designed to expose students to a broad range of perspectives in international relations while allowing them to tailor their course selections to specific interests. Courses throughout the university are grouped into four subject areas:

- 1) International Economics and Development;
- 2) World Politics and Foreign Policy;
- 3) Transnational Processes and Policies; and
- 4) Cultural Studies. Within these four subject areas, courses are also identified as "core" or "elective." Students must complete seven courses selected from the four groups according to one of two strategies. Option A emphasizes the politics and economics of international relations. Option B puts greater stress on culture. In choosing either option, students should ensure that they acquire familiarity with more than one geographic region or country.

**Option A:**

- One core course from Groups 1, 2, and 4
- One elective from Groups 1, 2, 3, and 4

**Option B:**

- One core course from Groups 1, 2, and 4
- One elective from either Group 1 or Group 2
- One elective from Group 3, and two additional electives from Group 3 or Group 4

Students should take note that many of the core courses have prerequisites. **The list of electives here is representative but not complete.** Many other courses throughout the university can qualify as electives for the IR Concentration.**Group 1: International Economics and Development**

Core: Econ 363 International Economics (prereq. Econ 101–102)

Econ 361 International Trade Theory (prereq. 101–102, 313)

Econ 371 Economic Development (prereq. 101–102, 313)

Electives: Econ 367 Comparative Economic System: East &amp; West

Econ 369 The Economy of China

Econ 370 Socialist Economies in Transition

Econ 375 Economic Problems of India

ILRIC 333 Western Europe, US, and Japan in a Changing World Economy

ILRIC 339 The Political Economy of Mexico

**Group 2: World Politics and Foreign Policy**

Core: Govt 181 Introduction to International Relations

Hist 314 History of American Foreign Policy, 1912–present

Electives: Govt 391 Chinese Foreign Policy

Govt 393 Intro to Peace Studies

Govt 400 US Political Economy in Global Perspective

Govt 433 Politics of Economic Liberation in the Developing World

Hist 218 The Russian Military Effort and Foreign Policy

Hist 313 US Foreign Relations, 1750–1912

Hist 414 Motivations of American Foreign Policy

**Group 3: Transnational Processes and Policies**

[NO CORE]

- Electives: Phil 294 Global Thinking  
 Govt 393 Intro to Peace Studies  
 B&Soc 460 Social Analysis of Ecological Change (seniors & grads)  
 B&Soc 461 Environmental Policy (seniors & grads)  
 R Soc 430 Migration and Population Redistribution  
 R Soc 438 Social Demography  
 INTAG 300 Perspectives in International Agriculture and Rural Development

**Group 4: Cultural Studies**

- Core: Anthr 200 Cultural Diversity and Contemporary Issues  
 Anthr 321 Sex and Gender in Cross-Cultural Perspective  
 Anthr 380 State, Nation and Everyday Life  
 Anthr 460 Culture and International Order  
 Electives: Anthr 344 Male/Female in Chinese Cult/Soc  
 Anthr 345 Japanese Society  
 Anthr 352 The Anthropologies of Spain  
 Com L 455 Caribbean Literature  
 Asian 355 Japanese Religions  
 Asian 363 Contemporary Mass Culture in Japan and the US  
 Asian 373 20th C Chinese Literature  
 Asian 385 Cultural History of Vietnam  
 Asian 483 Internat'lism, Nat'lism, & Japanese Discursive Space  
 NES 234 Arabs & Jews: Cultures in Confluence and Conflict  
 AS&RC 311 Govt & Politics in Africa  
 AS&RC 478 Family and Society in Africa  
 English 451 Violence, Nation, Myth  
 Frlit 330 Francophone African Literature  
 Govt 325 Eastern Europe  
 Govt 332 Modern European Politics  
 Govt 344 Govt & Politics of SE Asia  
 Govt 346 Modern Japanese Politics  
 Govt 347 Govt & Politics of China

- Govt 358 Modern History of Near East  
 Hist 343 Gandhi and Nonviolence  
 Hist 354 20th C European Intellectual History  
 Hist 382 Empire and Imperiled States: South Asia  
 Hist 384 Europe in the 20th Century, 1945-1968  
 Hist 449 Race & Class in Latin America  
 Hist 491 History of South Asia  
 Hist 493 Problems in Modern Chinese History

**Language Requirement**

IR Concentrators entering Cornell in fall 1994 and after are expected to complete additional language study beyond the College of Arts and Sciences degree requirement. This study can be accomplished in one of two ways:

- 1) Two years of one foreign language (proficiency plus one course)
- 2) Two languages at proficiency

**Requirements for students entering Cornell prior to fall 1994:**

- 1) Two courses in government:
  - a) Government 181 or 281: Introduction to International Relations (spring).
  - b) One appropriate 300-level government course, either in international relations or in the foreign policy of a particular country.
- 2) Two courses in economics:
  - a) One from the following offerings: Economics 361: International Trade Theory and Policy (fall); Economics 362: International Monetary Theory and Policy (spring); Economics 363: International Economics (fall); Economics 371: Economic Development (fall).
  - b) One from the following offerings: Economics 366: The Economies of Central Europe and the Former USSR (spring); Economics 367: Comparative Economic Systems (spring); Economics 370: Socialist Economies in Transition (fall); Economics 374: National and International Food Economics (spring). (\*Students can take Economics 361 and 362 to fulfill the economics requirement.)
- 3) Two courses in history:
  - a) History 314: History of American Foreign Policy, 1912 to the Present (spring).
  - b) Any history course dealing with a modern nation or region other than the United States.

Typical choices among the sequences listed above would be to study European history and government and Economics 361, 362, or 367, or Third World history and government and Economics 371 and other listed economics courses. Under certain conditions, it may be possible to substitute other courses for those listed above. In addition, students are strongly encouraged to acquire full proficiency in a modern foreign language.

**Study Abroad**

IR Concentrators are strongly encouraged to study abroad to bring a practical dimension to their expertise in international issues. Those who choose this option will find the requirements for the concentration highly compatible with study abroad.

*All courses used to fulfill the concentration requirements must be taken for a letter grade.* Transcripts will reflect successful completion of the requirements for the concentration. In addition, students will receive a special certificate signed by the faculty coordinator of the international relations concentration. Students interested in pursuing the concentration should discuss it with their faculty adviser. To enroll and for further information, contact Barbara Lantz, Assistant Dean for International Programs, 55 Goldwin Smith Hall, tel. 255-5004, e-mail to BL13@cornell.edu.

**Center for International Studies**

See Interdisciplinary Centers, Programs, and Studies.

**Program of Jewish Studies**

D. I. Owen, director (Ancient Near Eastern and Biblical History and Archaeology), H. Abramson (Jewish History), R. Brann (Judeo-Arabic Studies), P. Hyams (Medieval Jewish History), L. Kant (Early Judaism and Christianity), R. Lesses (History of Judaism), J. Porte (American-Jewish Writers), D. S. Powers (Arabic and Islamic Studies), G. Rendsburg (Biblical and Semitic Studies), N. Scharf (Hebrew language), D. Schwarz (Anglo-Jewish Literature), S. Shoer (Hebrew and Yiddish Languages), Y. Szekely (Judaica Bibliography), I. Tucker (Mellon Fellow, Modern Hebrew Literature)

The Program of Jewish Studies was founded as an extension of the Department of Semitic Languages and Literatures (now the Department of Near Eastern Studies) in 1973 and attained status as an intercollegiate program in 1976.

The program has grown out of the conviction that Judaic civilization merits its own comprehensive and thorough treatment and that proper understanding of any culture is inconceivable without adequate knowledge of the language, literature, and history of the people that created it. Accordingly, the offerings in the areas of Hebrew language and literature have been considerably expanded, and courses in ancient, medieval, and modern Jewish history have been added to the program.

It is a broadly based, interdisciplinary program, bringing together faculty from the various Cornell colleges.

The Program of Jewish Studies supports teaching and research in the overall area of Judaic Studies. It is a secular, academic program, the interests of which are diverse and cross-cultural. The program recognizes its special relationship to teaching and research in classical Judaica and Hebraica which are pursued by the members of the Department of Near Eastern Studies.

It presently enables students to obtain basic instruction and specialization in the fields of Semitic languages; the Hebrew Bible; medieval and modern Hebrew literature; ancient, medieval, and modern Jewish history;

and Holocaust studies. In some of these fields students may take courses both on graduate and undergraduate levels. Faculty throughout the university provide breadth to the program by offering courses in related areas of study.

### Courses Offered

#### **JWST 105-106 Elementary Modern Hebrew I and II (also NES 101-102)**

105 fall; 106 spring. 6 credits. S. Shoer. For description, see NES 101-102.

#### **JWST 201-202 Intermediate Modern Hebrew I and II (also NES 201-202)**

201 fall; 202 spring. 4 credits. N. Scharf. For description, see NES 201-202.

#### **JWST 223 Introduction to the Bible (also RELST 223 and NES 223)**

Fall. 3 credits. G. Rendsburg. For description, see NES 223.

#### **JWST 234 Arabs and Jews in Confluence and Conflict (also NES 234, RELST 234, and COM L 234) @ #**

Fall. 3 credits. R. Brann. For description, see NES 234.

#### **JWST 242 Jewish Literature and Thought in the Rabbinic Period (also NES 242, RELST 242, and CLASS 243) @ #**

Spring. 3 credits. L. Kant.

In this course, we will explore the literature and thought of Judaism in the rabbinic period. Topics to be covered include biblical interpretation, wisdom, law, mysticism, festival celebration, prayers and liturgy, as well as magic. We will be paying close attention to all genres of rabbinic literature: targum, midrash, mishnah/talmud, and merkabah (chariot) mysticism. By way of comparison, as well as to help us understand who the rabbis were and what they were trying to do, we will also highlight a variety of Graeco-Jewish literature: Philo, Egyptian poets, Sybiline Oracles, Greek Bible (Septuagint), Jewish-Christian texts, inscriptions, etc.

#### **JWST 245 Introduction to Modern Jewish History (also NES 249) #**

Spring. 3 credits. R. Lesses. For description, see NES 249.

#### **JWST 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also CLASS 249, NES 247, RELST 247, and ARKEO 247) @ #**

Fall. 3 credits. L. Kant.

In this course, we will examine material evidence of Judaism from the fourth century B.C.E. to the fifth century C.E. Equal attention will be given to Palestine and the Diaspora. We will look at various kinds of structures, including tombs and cemeteries, prayer buildings and synagogues, houses, fortresses, palaces, and the Jerusalem Temple. All types of objects will come under consideration, such as paintings, mosaics, sarcophagi, jewelry and gemstones, coins, inscriptions, and papyri. In general, we will attempt to understand this material both in terms of its Near Eastern heritage and the powerful influence of the Graeco-Roman environment. Attention will also be paid to relations to early Christian art and archaeology.

#### **JWST 248 Introduction to Classical Jewish History (also RELST 248 and NES 248) @ #**

Fall. 3 credits. R. Lesses. For description, see NES 248.

#### **JWST 251 The Holocaust: The Destruction of European Jewry**

Fall. 3 credits. Enrollment limited to 100 students. H. Abramson.

This course will survey the social and political evolution and implementation of the Nazi program to destroy European Jewry. The emphasis will be placed on an historical overview of the political and physical machinery of the destruction process and its impact on both the practitioners and victims. Topics relevant to the post-Holocaust era, including revisionism and the hunt for prosecution of war criminals, will also be introduced. The role of the perpetrators, victims, and bystanders will be highlighted.

#### **JWST 294 Modern History of the Near East: Changing Politics, Society, and Ideas (also GOVT 358 and NES 294) @**

Fall. 4 credits. Fulfills the college distribution requirement in history or the social sciences. E. Zisser.

For description, see NES 294.

#### **JWST 301-302 Advanced Modern Hebrew I and II (also NES 301-302) @**

301 fall; 302 spring. 4 credits. N. Scharf. For description, see NES 301-302.

#### **JWST 339 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also NES 339, COMP LIT 334, RELST 334, SPAN LIT 339) @ #**

Spring. 4 credits. Enrollment limited to 20 students. R. Brann.

For description, see NES 339.

#### **JWST 342 Jewish Mysticism (also RELST 344 and NES 344) #**

Spring. 4 credits. Enrollment limited to 25 students. R. Lesses.

For description, see NES 344.

#### **JWST 345 Letter, Novel, Dictionary: The Making of National Language (also NES 345) #**

Fall. 4 credits. Enrollment limited to 25 students. I. Tucker.

For description, see NES 345.

#### **JWST 347 Gender and Judaism (RELST 343 and NES 345)**

Fall. 4 credits. Enrollment limited to 25 students. R. Lesses.

For description, see NES 345.

#### **JWST 350 The Jews of the Territory of the Soviet Union from 1881 to the Present**

Spring. 4 credits. H. Abramson.

This course will survey the transformation of the Jewish minority in the territory of the former Soviet Union from late Czarist times through the fall of Communism in Eastern Europe. The social and economic makeup of pre-revolutionary Jews will be studied as a prelude to the sweeping changes brought about by the Bolshevik Revolution of 1917. Topics to be discussed include the pogroms of 1919, Soviet-Jewish culture, the purges, Zionist and religious dissidence, and the Holocaust. Emphasis will be placed on the understanding of the Jewish experience in the context of other nationalities (Russians, Ukrainians, Poles, etc.). The course will conclude with a brief survey of the post-Soviet Jewish situation in the various successor states.

#### **JWST 420 Readings in Biblical Hebrew Prose (also NES 420 and RELST 420) @ #**

Fall. 4 credits. G. Rendsburg. For description, see NES 420.

#### **JWST 421 Readings in Biblical Hebrew Poetry (also NES 421 and RELST 423) @ #**

Spring. 4 credits. G. Rendsburg. For description, see NES 421.

#### **JWST 440 The Form of the Jews (also NES 440) #**

Spring. 4 credits. Enrollment limited to 25 students. I. Tucker.

For description, see NES 440.

#### **JWST 491-492 Independent Study-Undergraduate**

Fall and spring. Variable credit. Staff.

#### **JWST 499 Independent Study-Honors**

Fall and spring. Variable credit. Staff.

#### **JWST 610 Paul Celan and the Shoah (also German Studies 640)**

Spring. 4 credits. Open to qualified undergraduates with permission of instructor. L. M. Olschner.

For description, see German Studies 640.

#### **JWST 620 Readings in Medieval Hebrew Poetry and Prose (also NES 620)**

Fall and spring. 4 credits. R. Brann. For description, see NES 620.

### Courses Not offered 1995-96.

#### **JWST 197-198 Introduction to Near Eastern Civilization (also NES 197-198 and RELST 197-198) @ #**

#### **JWST 220 Aramaic (also Near Eastern Studies 238)**

#### **JWST 227 Introduction to the Prophets (also NES 227 and RELST 227) @ #**

#### **JWST 228/628 Genesis (also Near Eastern Studies 228 and 628 and Religious Studies 228) @ #**

#### **JWST 243 Classics of Hebrew Literature, a Survey: The Hebrew Literary Tradition (also Comparative Literature 231 and NES 231)**

#### **JWST 244 Introduction to Ancient Judaism (also NES 244 and RELST 244) @ #**

#### **JWST 250 Response to the Holocaust**

#### **JWST 251 The Holocaust: The Destruction of European Jewry, 1933-1945**

#### **JWST 261 Ancient Seafaring (also ARKEO 275 and NES 261) @ #**

#### **JWST 263 Introduction to Biblical History and Archaeology (also Archeology 263, Near Eastern Studies 263 and Religious Studies 264) @ #**

#### **JWST 264 Agriculture and Society in the Ancient Near East (also Near Eastern Studies 264) @ #**

#### **JWST 274 Jewish Civilization in Eastern Europe 1814-1939 (also RUSSL 274)**

#### **JWST 283 The Lyrics of Love and Death: Medieval Hebrew Poetry in Translation (also Comparative Literature 333 and NES 233) @ #**

#### **JWST 293 Judaism, Christianity and Islam in Comparative Perspective (also NES 293)**

#### **JWST 322 Undergraduate Seminar in Biblical Literature: Prophecy in Ancient Israel (also Near Eastern Studies 322)**

JWST 340 Topics in Religion: Religious Symbols in Near Eastern Late Antiquity (also NES 320 and RELST 340) #

JWST 344 The History of Early Christianity (also NES 324 and RELST 325) #

JWST 348 Varieties of Judaism in the Graeco-Roman World (also Near Eastern Studies 348 and Religious Studies 348) @ #

JWST 361 Interconnections in the Eastern Mediterranean World in Antiquity (also Near Eastern Studies 361) @ #

JWST 362 The History and Archaeology of Ancient Syria (also ARKEO 362/662 and NES 362/662) @ #

JWST 366 The History and Archaeology of the Ancient Near East (also Archaeology 310 and Near Eastern Studies 366) @ #

JWST 400 Seminar in Advanced Hebrew (also NES 400) @

JWST 402 Seminar in Hebrew Literature and Poetics (also Near Eastern Studies 402)

JWST 428 Medieval Hebrew Biblical Exegesis (also NES 428, NES 624, and RELST 428)

JWST 450 Undergraduate Seminar in Recent American History (also HIST 440)

JWST 478 Jewish-American Writing (also English 479)

JWST 482 Readings in Judeo-Arabic: Medieval Judeo-Arabic and Hebrew Poetics (also Near Eastern Studies 432) @ #

JWST 627 The Song of Songs (also Near Eastern Studies 627 and Religious Studies 627)

### **John S. Knight Writing Program**

The director of the John S. Knight Writing Program is Jonathan Monroe, associate professor in the Department of Comparative Literature and George Elliott Reed Professor of Writing and Rhetoric. Katherine Gottschalk, senior lecturer in the Department of English, is the Walter C. Teagle Director of Freshman Writing Seminars. The program's offices are in 159 Goldwin Smith Hall, 255-4061.

M. Gilliland (Writing Workshop), L. Greene (Writing Workshop), K. Hjortshoj (Writing Workshop), B. LeGendre (Writing Workshop), J. Martin (Writing Workshop), G. Matassarin (Writing Workshop), J. Pierpont (Writing Workshop).

The John S. Knight Writing Program helps to coordinate the teaching of writing for undergraduates in six of the university's schools and colleges (the School of Industrial and Labor Relations and the colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Arts and Sciences; Engineering; and Human Ecology). The program administers writing seminars for freshmen and upperclass students, tutorial writing classes, and seminars in the teaching of writing. More than thirty academic departments and programs participate in the program.

### **Advanced Writing Seminars**

For upperclass students, the program collaborates with the Department of English in offering English 288-89, "Expository Writing." This course helps students write with more confidence and skill in all disciplines, while provoking inquiry into particular areas of study, forms or uses of writing, or topics intimately related to the written medium. Students may choose among a variety of sections focusing on such themes as "Writing

about the Social World," "Writing in the Humanities," "Issues and Audiences," "Understanding the News," and "The Languages of Science."

### **Freshman Writing Seminars**

For freshmen the program offers the freshman writing seminars—more than 125 different courses in the humanities, social sciences, expressive arts, and sciences. Freshman writing seminars help students write good English expository prose—prose that, at its best, is characterized by clarity, coherence, intellectual force, and stylistic control. These seminars teach writing within a field while offering freshmen the opportunity to participate in a small seminar. Although they differ widely in content, all seminars adhere to the following requirements:

- 1) At least six—and at most, about fourteen—formal written assignments on new topics. Assignments should form a logical sequence.
- 2) At least two assignments asking for a seriously rewritten (not merely edited) essay. Assignments for guidelines 1 and 2 should total a minimum of thirty pages.
- 3) Ample, regular classroom time spent on work directly related to writing.
- 4) Reading assignments in the course subject small enough—maximum 75 pages per week—to permit regular, concentrated work on writing.
- 5) At least two individual conferences.

Offerings change from semester to semester. Each term's freshman writing seminars are described in a brochure available from college registrars.

To ensure that students will enjoy the benefits of small writing classes, freshman writing seminars are limited to no more than seventeen students. Instead of pre-enrolling in their writing courses, students request placement in one of five writing seminars by filling out ballots available from their college registrars. Over ninety percent receive one of their top three choices. In the fall, students may change their writing seminars at the Freshman Writing Seminar Exchange; and in the spring, students may change their writing seminars at the University Course Exchange. Changes can also be made at special Freshman Writing Seminar add/drop sessions held during the first two weeks of each semester.

The colleges and the school served by the program accept freshman writing seminars in fulfillment of their individual graduation requirements in categories referred to variously as "freshman writing," "oral and written expression," and the like. The program does not decide whether students may graduate; it makes courses available. Individual colleges and schools administer their own graduation requirements.

Currently, most undergraduate students are required to take two freshman writing seminars. Architecture students, however, need only one. Hotel students fulfill their requirement through Hotel Administration 165, which should be taken with Hotel Administration 265 during the first two semesters at Cornell. Agriculture and Life Sciences students can take freshman writing seminars or choose from among a variety of other courses to fulfill their requirement.

All students who score "4" or "5" on the Princeton Advanced Placement Examination in English receive three credits. Such credits are awarded automatically; no application to the John S. Knight Writing Program or the Department of English is necessary. How these credits may be applied to freshman writing or other distribution requirements depends on the student's college and score. All students who score "5," except Architecture and Fine Arts students, may apply their three credits towards the writing requirements of their college. Of students who score "4," only Agriculture and Life Sciences students and Industrial and Labor Relations students may apply their three credits toward the writing requirements of their college. Students should always consult their college registrars to be certain that they understand their writing requirements.

Students who have already taken a freshman writing seminar, or who score "4" or "5" on the Princeton AP exam, or "700" or better on the English Composition or CEEB tests, may enroll, space permitting, in the following upper-level freshman writing seminars: English 270, 271, and 272.

Although there are no exemptions from college writing requirements, some students may fulfill all or part of their college's writing requirement through transfer credits or writing-course substitutions.

For work done at other institutions to be accepted as equivalent to freshman writing seminars, students should demonstrate that they have done a reasonably equivalent amount of writing in a formal course. (It is not sufficient to write, for example, one thirty-page term paper.) Students in the College of Engineering and the College of Arts and Sciences must file an "application for transfer evaluation" to request writing credit for such courses; students in other colleges should consult their college registrars.

In unusual circumstances, upper-level students may petition to use a Cornell writing course other than a freshman writing seminar to satisfy part of their writing requirement. The John S. Knight Writing Program must approve all such petitions in advance.

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in late October for the spring term.

### **Teaching Writing**

Each summer and fall, the program offers instruction in the teaching of writing to new staff members in the freshman writing seminars and other interested instructors.

Teaching Writing I, offered in the summer, is primarily a course for graduate students; the same course is offered in the fall as Teaching Writing II. The program also sponsors a summer apprenticeship program for a limited number of graduate students, and a summer seminar for faculty members interested in the teaching of writing.

### **Writing Workshop**

The John S. Knight Writing Program offers Workshops in English Composition for freshmen (or transfer students needing writing credit) through the Writing Workshop. These tutorials in English composition are designed

for students who have had little training in composition or who have serious difficulty with writing assignments.

Writing 137 and 138 are graded S-U only, and students receiving a grade of S are normally granted credit toward their college writing requirements. Students who think this course might be appropriate, including non-native speakers of English scoring less than 600 on the Test of English as a Foreign Language (TOEFL), should attend the assessment sessions offered by the Writing Workshop during orientation week each fall. The workshop also offers a walk-in service (see below) to help students with problems in essay writing. The director is Joe Martin, senior lecturer in the Writing Workshop. The workshop offices are in 174 Rockefeller Hall, 255-6349.

### The Walk-In Service

Through the Walk-In Service, the Writing Workshop offers tutoring assistance in writing to any student who needs help with a writing project. The Walk-In Service has tutors available during the academic year in 174 Rockefeller and north- and west-campus residential areas. The director is Mary Gilliland. For information contact the Writing Workshop, 174 Rockefeller Hall, 255-6349.

### WRIT 137-138 Workshops in English Composition

137, fall; 138, spring. 3 credits each term. Each section limited to 12 students. S-U grades only.

An intensive writing experience, this course is designed for those whose composition skills need extra attention. In class discussion, students respond to each other's work and analyze brief additional readings. The average weekly syllabus includes small classes, a tutorial with the instructor, and a paper plus revision. Each section of this course is individually shaped to respond to the needs of students in that particular class.

### Latin American Studies

Lourdes Benería, Robert Blake, David Block, Debra Castillo, Carlos Castillo-Chavez, Maria Cook, David Cruz de Jesus, Tom Davis, Eleanor Dozier, Gary Fields, William Goldsmith, Jero Haas, Jean-Pierre Habicht, John Henderson, Thomas Holloway, Zulma Iguina, Billie Jean Isbell, Steven Jackson, Teresa Jordan, John Kronik, Steven Kyle, David R. Lee, Antonio Monegal, Luis Morató, Craig Morris, Jura Oliveira, José Piedra, Thomas Polerman, Alison Power, Mary Roldan, Jeannine Routier-Pucci, Diva Sanjur, Roberto Sierra, Joseph M. Stycos, J. Margarita Suner, David H. Thurston, Jonathan Tittler, Armand VanWambeke, Hector Vélez, Lawrence Williams, Frank Young

The Latin American Studies Program encourages and coordinates faculty and student interests in Latin America. A variety of special lectures, films, and seminars supplement the regular course offerings. Undergraduate students may arrange an independent major in Latin American studies, and graduate students may pursue a minor in Latin American studies while majoring in the graduate field of their choice. The College of Arts and Sciences offers Latin American studies courses in anthropology, economics, government, history, and sociology. In addition, there is a varied language, literature, and linguistics curriculum in Spanish, Portuguese, and

Quechua. The student may also pursue Latin American studies in the College of Agriculture and Life Sciences; the College of Architecture, Art, and Planning; the College of Human Ecology; and the School of Industrial and Labor Relations.

For further information and a current course listing, students should contact the program office at 255-3345 or 190 Uris Hall.

### Law and Society

P. R. Hyams, director, 307 McGraw Hall, 255-2076, prh3@cornell.edu, C. Carmichael (comparative literature), D. A. Dunning (psychology), G. Hay (economics), P. Hyams (history), S. Jasanoff (science and technology studies), M. Katzenstein (government), R. Miller (philosophy), M. B. Norton (history), R. Polenberg (history), D. Powers (Near Eastern studies), J. Rabkin (government), L. Scheinman (government)

The Law and Society Program offers an interdisciplinary concentration for undergraduates who are interested in the law from the perspectives of the social sciences and the humanities: anthropology, comparative literature, economics, government, history, philosophy, psychology, science and technology studies, and sociology. In addition, undergraduates in the College of Arts and Sciences can major in law and society through the Independent Major Program. Students who wish to graduate with a concentration in law and society should consult the director of the program or one of the advisers listed above to plan a coherent program of study. Such a program should ordinarily include at least four courses from the following list. Particular attention is drawn to GOVT 313 and PSYCH 265, which past students have often taken. Other courses may be substituted with the approval of the adviser. Inquiries can be directed to: Mary Newhart, Administrative Assistant, 119 Stimson Hall, 255-8515, mjn3@cornell.edu.

### AS&RC 280 Racism in American Society

ANTHR 385 Sex, Morality, and the Law (also WOMNS 385) @

B&SOC 406 Biotechnology, Society, and Law (also S&TS 406)

B&SOC 407 Law, Science, and Public Values (also GOVT 407 and S&TS 407)

COM L 326 Christianity and Judaism (also RELS 326) #

COM L 328 Literature of the Old Testament (also RELS 328) @ #

ECON 304 Economics and the Law

ECON 335 Public Finance and Resource Allocation

ECON 336 Public Finance: Resource Allocation and Fiscal Policy

ECON 354 Economics of Regulation

GOVT 111 The Government of the United States

GOVT 260 Social and Political Theory (also PHIL 242)

GOVT 294 Global Thinking (also PHIL 294)

GOVT 313 The Nature, Functions, and Limits of Law

GOVT 324 Legal Reasoning and Legal Adaptation: A Comparison of American and Talmudic Law

GOVT 327 Civil Liberties in the United States

GOVT 328 Constitutional Politics: The United States Supreme Court

GOVT 364 The Selfish Individual and the Modern World

GOVT 389 International Law

GOVT 407 Law, Science, and Public Values (also B&SOC 407 and S&TS 407)

GOVT 412 Voting and Political Participation

GOVT 428-429 Government and Public Policy: An Introduction to Analysis and Criticism

GOVT 462 Modern Political Philosophy (also PHIL 346)

GOVT 466 Feminism and Gender Discrimination

GOVT 469 Limiting War: The Morality of Modern State Violence (also PHIL 369)

GOVT 489 International Law and Regime Development

HIST 210 Supreme Court and Civil Liberties

HIST 319 American Constitutional Development

HIST 336 The American Ethos of Entrepreneurialism: Capitalism and Society in Developing America

HIST 368 Marriage and Sexuality in Medieval Europe (also WOMNS 368) #

HIST 436 Conflict Resolution in Medieval Europe

HIST 437-657 Sexuality, Society, and the State in the Near East (also NES 456-657 and WOMNS 455-655) @ #

NES 357 Islamic Law and Society

NES 456-657 Sexuality, Society and the State in the Near East (also HIST 437-657 and WOMNS 455-655) @ #

PHIL 242 Social and Political Theory (by petition for breadth requirement) (also GOVT 260)

PHIL 294 Global Thinking (also GOVT 294)

PHIL 319 Philosophy of Marx #

PHIL 342 Law, Society, and Morality (also Law 666)

PHIL 343 Political Obligation and Civil Disobedience (also Law 676)

PHIL 346 Modern Political Philosophy (also GOVT 462)

PHIL 369 Limiting War: The Morality of Modern State Violence (also GOVT 469)

PHIL 444 Contemporary Legal Thought (also Law 710)

**PHIL 446 Topics in Social and Political Philosophy****PSYCH 265 Psychology and Law****S&TS 406 Biotechnology, Society, and Law (also B&SOC 406)****S&TS 407 Law, Science, and Public Values (also GOVT 407 and B&SOC 407)****SOC 310 Sociology of War and Peace****WOMNS 368 Marriage and Sexuality in Medieval Europe (also HIST 368)****WOMNS 455/655 Sexuality, Society, and the State in the Near East (also NES 456/657 and HIST 437/657)****WOMNS 466 Feminism and Gender Discrimination (also GOVT 466)****AGEC 320 Business Law I****CRP 451-551 Environmental Law****CRP 480 Environmental Politics****CRP 656 Land Resources Protection Law****CE&H 365 Economics of Consumer Law****ILRCB 607 Values in Law, Economics, and Industrial Relations****NTRES 401 Environmental and Natural Resources Policies****RELS 326 Christianity and Judaism (also COM L 324)****RELS 328 Literature of the Old Testament (also COM L 328)****Medieval Studies**

Danuta Shanzer, director; B. B. Adams, F. M. Ahl, C. M. Arroyo, R. Brann, K. W. Brazell, E. W. Browne, R. G. Calkins, A. M. Colby-Hall, R. T. Farrell, A. S. Galloway, A. B. Groos, W. E. Harbert, T. D. Hill, P. R. Hyams, J. H. Jasenoff, J. J. John, C. V. Kaske, W. J. Kennedy, S. MacDonald, M. Migiel, J. M. Najemy, C. A. Peterson, J. R. Piggott, D. S. Powers, D. M. Randel, S. Senderovich, W. Wetherbee

Undergraduates interested in Medieval Studies have an opportunity to take courses in the following areas of instruction: medieval Hebrew, Arabic, and Latin; Old English, Middle English, and Old Irish; Old Provençal and medieval French; medieval Spanish and Italian; Old Saxon, Old High German, Middle High German, Gothic, and Old Norse; Old Russian and Old Church Slavonic; comparative literature; medieval archaeology, art, and architecture; medieval history; Latin paleography; medieval philosophy; musicology; comparative Slavic linguistics, comparative Romance linguistics, and comparative Germanic linguistics.

Undergraduates who want to undertake an independent major or a concentration in Medieval Studies should consult the director of the program, 259 Goldwin Smith Hall.

Information for prospective graduate students is contained in the catalog of the Graduate School and in a brochure on Medieval Studies, which can be obtained from the director.

**Graduate Seminars**

Courses in various aspects of medieval studies are offered each year in numerous cooperating departments, including Classics, Comparative Literature, English, History, History of Art, Modern Languages and Linguistics, German Studies, Romance Studies, Russian Literature, Music, Asian Studies, Near Eastern Studies, and Philosophy, and by the Society for the Humanities. An up-to-date listing of courses and their descriptions is available at the Medieval Studies office.

**Modern European Studies Concentration**

Susan Tarrow, coordinator

Students from any college may choose an undergraduate concentration in Modern European Studies to complement any major in any college. The purpose of the concentration is to provide a coherent structure for students with an interest in interdisciplinary study in the field of European studies.

The concentration has three tracks: European politics, economics and society; modern European history; and European culture. The requirements for the concentration are:

- 1) Competence in at least one modern European language, Romance, Germanic or Slavic (i.e., completion of a 300-level course or equivalent with a grade of at least B-, or demonstration of an advanced level of competence in an oral proficiency interview test where available).
- 2) Completion of at least one course in each of the three areas listed below:

**a) European Politics, Society and Economics**

Anthr 350	Anthropology of Europe
Econ 367	Comparative Economic Systems: Soviet Union and Europe
Econ 370	Socialist Economies in Transition
Govt 325	Eastern European Politics
Govt 332	Western European Politics
Govt 338	European Political Development
Govt 342	The New Europe
Govt 350	Comparative Revolutions
Soc 366	Transitions from State Socialism

**b) Modern European History**

Hist 242	Europe since 1789 *
Hist 353	Nineteenth-Century European Intellectual History *
Hist 354	Twentieth-Century European Intellectual History
Hist 362	European Cultural History 1815-1870 *
Hist 363	European Cultural History 1870-1945
Hist 383	Europe 1900-1945
Hist 384	Europe 1945-68
Hist 385	Europe 1968-1990

**c) Humanities**

Any general course dealing with modern Europe (19th and 20th centuries) in one of the following departments: Comparative Literature, English, German Studies, History of Art, Music, Philosophy, Romance Studies, Theatre Arts. Examples of such courses include:

ArtH 260	Introduction to Art History: The Modern Era
ArtH 361	Nineteenth-Century European Art *
COML 202	Great Books
COML 364	The European Novel
Music 108	Bach to Debussy *
Music 274	Opera *
Music 383	Music of the Nineteenth Century *
Phil 212	Modern Philosophy *
Thetr 241	Introduction to Western Theatre II *

Under certain conditions, it may be possible to substitute other courses for those listed above.

- 3) Three additional courses in any of the three areas.

- a) Courses in European and comparative politics, anthropology, sociology, women's studies, and related courses in the School of Hotel Administration, the College of Agriculture and Life Sciences, and the School of Industrial and Labor Relations.
- b) Courses in modern European history (post-1789).
- c) Courses in (post-1789) English and European literatures, comparative literature, semiotics, fine arts, architecture, music, philosophy, film and theatre arts, and women's studies. All concentrators are encouraged to participate in the Language House Program, and to spend a semester or more in a program of study in Europe. Courses taken abroad may be applied to the concentration if they are approved for Cornell credit.

Undergraduates in the College of Arts and Sciences can major in European Studies through the Independent Major or College Scholar programs.

For a list of relevant courses and seminars, departmental advisers, and any further information, contact Susan Tarrow, coordinator of the Modern European Studies Concentration, at the Institute for European Studies, 120 Uris Hall (telephone 255-7592).

## Religious Studies

J. R. McRae, director; R. Brann, acting director; C. M. Arroyo, R. A. Baer Jr., K-e. Barzman, J. P. Bishop, R. Brann, R. G. Calkins, C. M. Carmichael, K. Clinton, J. Fajans, J. W. Gair, D. Gold, S. Greene, J. S. Henderson, T. D. Hill, D. Holmberg, P. R. Hyams, J. J. John, L. H. Kant, C. V. Kaske, S. T. Katz, A. T. Kirsch, N. Kretzmann, J. M. Law, D. Mankin, K. S. March, J. R. McRae, C. Minkowski, R. L. Moore, P. Morewedge, D. I. Owen, L. Peirce, J. R. Piggott, D. S. Powers, D. M. Randel, G. Rendsburg, J. S. Rusten, P. S. Sangren, S. Saraydar, D. R. Shanzer, J. T. Siegel, T. A. Sokol, M. Washington, A. Wood

The program in Religious Studies is designed to meet the needs of three classes of students: those seeking interesting courses on religious topics as free electives or to fulfill distribution requirements; those desiring a more systematic exposure to the study of religion as a major component of their liberal arts experience; and those planning to pursue advanced academic work in religious studies or allied disciplines or subdisciplines (e.g., history of religions, anthropology, religion and literature, religion and psychology, ethics, or theology, as well as certain geographical area studies). To all these students the program offers an opportunity to acquire a fuller understanding and appreciation of one of the most fundamental aspects of human thought and behavior.

### The Major in Religious Studies

To graduate as a major in Religious Studies a student must (1) complete with letter grades the program's two core courses, Religious Studies 101 (Understanding the Religions of the World) and Religious Studies 449 (History and Methods of the Academic Study of Religion); and (2) complete with letter grades eight additional courses approved for the major, at least four of them at the 300 level or above. The following specifications of this second requirement are designed to promote breadth (2a) and depth (2b) of study.

(2a) At least four of a major's eight additional courses are to be selected to ensure some familiarity with two or more different religions, religious traditions, or religious phenomena. These courses may be at the introductory or advanced levels. For example, "Introduction to Asian Religions" (Asian Studies 250) might lead a student to take "The Religious Traditions of India" (Asian Studies 351), and then to combine these with the two "Medieval Culture" courses (History 365 and 366). Or a student might take four unrelated courses such as "Introduction to the Bible" (Near Eastern Studies/Jewish Studies 223), "Religion and Reason" (Philosophy 263), "Myth, Ritual, and Symbol" (Anthropology 320), and "Islamic History: 1258–1914" (Near Eastern Studies 258) to gain a sense of the range of intellectual activity associated with the academic study of religious traditions and religious practices.

(2b) At least two of these eight additional courses are to be selected to ensure depth of coverage in one religion or one group of closely related religions, religious traditions, or religious phenomena. In the first illustrative case described above, the student might combine "The Religious Traditions of India" with "Indian Meditation Texts" (Asian Studies

460) or "Classical Indian Philosophical Systems" (Asian Studies/Classics 395) to acquire a measure of specialist strength in the religions of India. Alternatively, that student might combine "Introduction to Asian Religions" with one or more courses dealing with Buddhism, such as "Chinese Buddhism" (Asian Studies 358) or "Japanese Buddhism" (Asian Studies 359), to develop an appropriate depth along a different dimension.

No more than one of the courses chosen to meet requirement 2a may be used to satisfy requirement 2b.

To engage in the kind of focused study envisioned under 2b, a student will be expected to attain proficiency in a language other than English to gain access to relevant sources, primary or secondary. For example, a knowledge of Greek or Latin might be required for the study of Christianity (as well as Greek or Roman religions); of Hebrew or Aramaic for Judaism; of Arabic for Islam; of Sanskrit or Hindi for Hinduism; of Pali or Chinese or Japanese for Buddhism. Religious phenomena like shamanism or totemism, though less firmly rooted in literary traditions, have generated substantial bodies of important scholarship in French and German, and an undergraduate major concentrating in this area of Religious Studies should be equipped to make independent use of such material. Courses used to satisfy this foreign-language proficiency requirement may not be applied to the course requirements described under 2a and 2b.

Most courses approved for the major are offered by cooperating departments within the College of Arts and Sciences; a comprehensive up-to-date list of these courses is maintained at the office of the Religious Studies Program, 330 Rockefeller Hall.

Given the multidisciplinary character of the program in Religious Studies, it is especially important for a prospective major to select a faculty adviser early on. A current list of advisers is available from the program director. Once an adviser has been selected, a student is expected to prepare a brief statement outlining his or her intended course of major study (including study of an appropriate foreign language) and to file it with the program director for review by the faculty committee responsible for overseeing the program.

### The Major with Honors in Religious Studies

To be eligible for honors in Religious Studies, a student must maintain a GPA of 3.0 overall and 3.3 in courses other than language courses used to satisfy requirements for the major. In addition, he or she must enroll in Religious Studies 490 or 491 (Directed Study) and Religious Studies 495 (Honors Thesis), usually in the fall and spring of the senior year, respectively. Each course carries four credits but only the first may be counted as one of the eight additional courses required for the major. Religious Studies 490, 491, and 495 are supervised by cooperating faculty members assigned to individual honors students or small groups of honors students to help them complete substantial independent projects. These projects will be evaluated by the Religious Studies Honors Committee, which is responsible for awarding honors and determining the degree of honors awarded.

## Courses Approved for the Major Sponsored by Religious Studies

### RELST 101 Understanding the Religions of the World @#

Spring. 3 credits. D. Gold.

A team-taught introduction to the contemporary study of religion and the religious traditions of the world. Topics covered include personal piety, mysticism, myth, development of religious institutions, and growth of scriptural canon. Required for majors in Religious Studies.

### RELST 130 The Search for the Historical Jesus (also NES 130) @#

Summer. 3 credits. S. Saraydar.

Who was Jesus? What did he really say and do? In this course we are concerned with the ways in which scholars approach these questions and the often startling answers they obtain. We examine the social, political, economic and religious environments in which Jesus operated to provide a context for critical readings of the Gospels of Mark, Matthew, Luke, John and Thomas and other early Christian texts. We then reconstruct the essential features of the original Jesus movement, which we compare and contrast with Cynic philosophy, the Greco-Roman gender system, the beliefs and practices of the early Church, and the social patterns and religious philosophies of small-scale societies.

### [RELST 202 The Greek New Testament

Spring. 3 credits. L. Kant.]

### RELST 223 Introduction to the Bible

Fall. 3 credits. G. Rensburg.

### RELST 234 Arabs and Jews: Cult in Confluence

Fall. 3 credits. R. Brann.

### RELST 247 Introduction to Jewish Art and Archaeology

Fall. 3 credits. L. Kant.

### RELST 248 Introduction to Classical Jewish History

Fall. 3 credits. R. Lesses.

### RELST 250 Introduction to Asian Religions

Fall. 3 credits. J. M. Law.

### [RELST 252 Introduction to Islam Religion, Politics, and Society

Spring. 3 credits. Staff.]

### RELST 257 Islamic History 600–1258

Fall. 3 credits. D. Powers.

### [RELST 260 Knowledge and the Sacred in Small-Scale Societies @

Summer. 3 credits. Not offered 1995–96; next offered 1997. S. Saraydar.]

### RELST 263 The Earlier Middle Ages

Fall. 4 credits. J. J. John.

### RELST 322 Magic, Myth, Science and Religion

Fall. 4 credits. T. Kirsch.

### RELST 327 Missions of Paul and His Successor

Fall. 4 credits. L. Kant.

### RELST 328 Literature of the Old Testament

Fall. 4 credits. C. Carmichael.

### RELST 337 The Medieval Illuminated Book

Fall. 4 credits. R. G. Calkins.

**RELST 343 Gender and Judaism**

Fall. 4 credits. R. Lesses.

**[RELST 344 Jewish Mysticism**Spring. 4 credits. Not offered 1995-96.  
R. Lesses.]**RELST 345 Intellect/Cultural Life 19  
Century**

Fall. 4 credits. R. L. Moore.

**RELST 349 Tantric Traditions**

Fall. 4 credits. D. Gold.

**RELST 355 Japanese Religions**

Fall. 4 credits. J. M. Law.

**RELST 420 Read in Biblical Hebrew  
Prose**

Fall. 4 credits. G. Rendsburg.

**[RELST 421 Religious Reflections on the  
Human Body**Spring. 4 credits. Not offered 1995-96.  
J. M. Law.]**[RELST 422 Old Testament Seminar**Fall. 4 credits. Not offered 1995-96.  
C. Carmichael.]**[RELST 428 Medieval Hebrew Biblical  
Exege**Fall. 4 credits. Not offered 1995-96.  
R. Brann.]**RELST 429 Readings in the New  
Testament**

Fall. 4 credits. J. Bishop.

**RELST 442 Religion and Politics in  
American History**

Fall. 4 credits. R. L. Moore.

**[RELST 449 History and Methods of the  
Academic Study of Religion**

Fall. 4 credits. Prerequisite: completion of or concurrent enrollment in a course (other than a language course) approved for the major in Religious Studies. Permission of instructor required. Not offered 1995-96.

Designed to provide a working familiarity with major methodological issues in the academic study of religion. The first half explores nineteenth-century *Religionswissenschaft* as a nonsectarian, academic approach to religious phenomena and texts. The second half surveys approaches currently in use, with illustrative readings associated with anthropology, hermeneutics, history, history of religions, literary studies, phenomenology, philosophy, sociology, and theology. Required for majors in Religious Studies.]

**[RELST 451 Seminar in Islamic History**

Spring. 4 credits. Enrollment limited to 25 students. D. Powers.]

**RELST 490-491 Directed Study**

490, fall; 491, spring. 2-4 credits each term. Staff.

**RELST 495 Honors Essay**

Fall or spring. 4 credits. Staff.

**RELST 531 Problems in Medieval Art and  
Architecture**

Fall. 4 credits. R. Calkins.

**Courses Approved for the Major  
Sponsored by Other Units**

The following courses offered by cooperating departments are all approved for the major in Religious Studies. For descriptions see the appropriate department listings. It is possible to register for some of these courses under a

Religious Studies designation; for details see the acting program director, Professor Ross Brann, Department of Near Eastern Studies, 383 Rockefeller Hall.

**[ANTHR 320 Myth, Ritual, and Symbol**

Spring. 3 or 4 credits. To receive 4 credits, a student must take a section (to be arranged). Not offered 1995-96. J. Fajans.]

**ANTHR 322 Magic, Myth, Science, and  
Religion**

Fall. 4 credits. A. T. Kirsch.

**[ANTHR 428 Spirit Possession,  
Shamanism, Curing, and  
Witchcraft**

Spring. 4 credits. Not offered 1995-96. D. H. Holmberg.]

**[ANTHR 443 Religion and Ritual in  
Chinese Society**

Fall. 4 credits. Not offered 1995-96. P. S. Sangren.]

**[ART H 230 Monuments of Medieval  
Art**

Spring. 3 credits. Not offered 1995-96. R. G. Calkins.]

**[ART H 332 Architecture in the Middle  
Ages**

Fall. 4 credits. Not offered 1995-96. R. G. Calkins.]

**[ART H 335 Gothic Art and  
Architecture**

Spring. 4 credits. Not offered 1995-96. R. G. Calkins.]

**[ART H 336 Prelude to the Italian  
Renaissance**

Fall. 4 credits. Not offered 1995-96. R. G. Calkins.]

**ART H 337 The Medieval Illuminated  
Book**

Fall. 4 credits. R. G. Calkins.

**ART H 531 Problems in Medieval Art and  
Architecture**

Fall. 4 credits.

Topic for 1995-96: The Archaeology of the Book. R. G. Calkins.

**ASIAN 250 Introduction to Asian  
Religions**

Fall. 3 credits. J. M. Law.

**ASIAN 347 Tantric Traditions**

Fall. 4 credits. D. Gold.

**[ASIAN 351 The Religious Traditions of  
India**

Spring. 4 credits. Not offered 1995-96. D. Gold.]

**[ASIAN 354 Indian Buddhism**

Spring. 4 credits. Not offered 1995-96. C. Minkowski.]

**ASIAN 355 Japanese Religions**

Fall. 4 credits. J. M. Law.

**[ASIAN 357 Chinese Religions**

Fall. 4 credits. Not offered 1995-96. J. R. McRae.]

**[ASIAN 358 Chinese Buddhism**

Fall. 4 credits. Not offered 1995-96. J. R. McRae.]

**[ASIAN 359 Japanese Buddhism**

Spring. 4 credits. Not offered 1995-96.]

**[ASIAN 395 Classical Indian  
Philosophical Systems**@ #  
Fall. 4 credits. Not offered 1995-96. C. Minkowski.]**[ASIAN 421 Religious Reflections on the  
Human Body**@ #  
Spring. 4 credits. Not offered 1995-96. J. M. Law.]**[ASIAN 440 Meditation Schools of East  
Asian Buddhism**@ #  
Spring. 4 credits. Not offered 1995-96. J. R. McRae.]**[ASIAN 460 Indian Meditation Texts**@ #  
Spring. 4 credits. Not offered 1995-96. D. Gold.]**[CLASS 202 The Greek New  
Testament**#  
Spring. 3 credits. Not offered 1995-96.]**[CLASS 237 Greek Religion and Mystery  
Cults**#  
Spring. 3 credits. Not offered 1995-96. K. Clinton.]**[CLASS 333 Greek and Roman Mystery  
Cults and Early Christianity**#  
Spring. 4 credits. Not offered 1995-96; next offered 1997-98. K. Clinton.]**[CLASS 357 Greek Sanctuaries and  
Pausanias**#  
Fall. 3 credits. Not offered 1995-96; next offered 1996-97. K. Clinton and J. Coleman.]**[CLASS 433 Greek Mystery Cults**#  
Spring. 4 credits. Prerequisite: one term of 300-level Greek or permission of instructor. K. Clinton.]**[CLASS 468 Augustine's Confessions**#  
Fall. 4 credits. Not offered 1995-96. D. R. Shanzer.]**[COM L 324 Law and Religion in the  
Bible**#  
Fall. 4 credits. Not offered 1995-96. C. M. Carmichael.]**[COM L 326 Christianity and Judaism**#  
Spring. 4 credits. Not offered 1995-96. C. M. Carmichael.]**COM L 328 Literature of the Old  
Testament**@ #  
Fall. 4 credits. C. M. Carmichael.**[COM L 358 Literature and Religion: The  
Nature of the Mystic Text**#  
Fall. 4 credits. Not offered 1995-96. C. M. Arroyo.]**COM L 421 Old Testament Seminar**@ #  
Fall. 4 credits. Limited to 20 students. C. M. Carmichael.**[COM L 426 New Testament Seminar**#  
Spring. 4 credits. Limited to 20 students. Not offered 1995-96. C. M. Carmichael.]**COM L 429 Readings in the New  
Testament**#  
Fall. 4 credits. Limited to 20 students. J. P. Bishop.**HIST 263 The Earlier Middle Ages**#  
Fall. 4 credits. J. J. John.**HIST 345 Intellectual and Cultural Life of  
Nineteenth-Century Americans**#  
Fall. 4 credits. R. L. Moore.

**[HIST 365 Medieval Culture, 400-1150 #**  
 Spring. 4 credits. Prerequisite: History 263 or instructor's permission. Not offered 1995-96. J. J. John.]

**[HIST 461/671 Seminar in Islamic History**  
 Spring. 4 credits. Enrollment limited to 25 students. Not offered 1995-96.  
 D. Powers.]

**[HIST 366 Medieval Culture, 1100-1300 #**  
 Spring. 4 credits. Prerequisite: History 264 or instructor's permission. Not offered 1995-96. J. J. John.]

**[NTRES 407 Religion, Ethics, and the Environment**  
 Spring. 4 credits. Not offered 1995-96.  
 R. A. Baer, Jr.]

**NTRES 411 Seminar in Environmental Ethics**  
 Fall. 3 credits. Open to graduate students, juniors and seniors. R. A. Baer, Jr.  
 Topic for 1995-96: Animal Welfare/Rights.

**[NES 152 Introduction to Islam: Religion, Society and Politics #**  
 Spring. 3 credits. Not offered 1995-96.  
 D. Powers.]

**[NES 197 Introduction to Near Eastern Civilization @ #**  
 Fall. 3 credits. Not offered 1995-96.  
 R. Brann.]

**NES 198 Introduction to Near Eastern Civilization @ #**  
 Spring. 3 credits. R. Brann.

**[NES 220 The Greek New Testament**  
 Spring. 3 credits. Not offered 1995-96.  
 L. Kant.]

**NES 223 Introduction to the Bible @ #**  
 Fall. 3 credits. G. Rendsburg.

**[NES 227 Introduction to the Prophets @ #**  
 Spring. 3 credits. Not offered 1995-96.  
 G. Rendsburg.]

**[NES 228 Genesis @ #**  
 Spring. 3 credits. Not offered 1995-96.  
 G. Rendsburg.]

**[NES 246 Seminar in Jewish Mysticism #**  
 Spring. 3 credits. Not offered 1995-96.  
 S. T. Katz.]

**NES 247 Introduction to Jewish Art and Archeology @ #**  
 Fall. 3 credits. L. H. Kant.

**NES 248 Introduction to Classical Jewish History @ #**  
 Fall. 3 credits. Limited to 50 students.  
 Staff.

**[NES 251 Introduction to Islam: Religion, Politics and Society #**  
 Spring. 3 credits. Not offered 1995-96.  
 Staff.]

**NES 257 Islamic History: 600-1258 @ #**  
 Fall. 3 credits. D. Powers.

**[NES 258 Islamic History: 1258-1914 @ #**  
 Spring. 3 credits. Not offered 1995-96.  
 L. Pierce.]

**[NES 263 Introduction to Biblical History and Archaeology @ #**  
 Spring. 3 credits. Not offered 1995-96.  
 D. I. Owen.]

**[NES 281 Gender and Society in the Muslim Middle East @ #**  
 Spring. 3 credits. Not offered 1995-96.  
 L. Pierce.]

**[NES 324 History of Early Christianity: Jesus to Augustine #**  
 Fall. 4 credits. Not offered 1995-96.  
 L. H. Kant.]

**[NES 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society @ #**  
 Spring. 3 credits. Not offered 1995-96.  
 R. Brann.]

**[NES 340 Judaism and Christianity: A Historical and Theological Encounter #**  
 Spring. 4 credits. Limited to 20 students.  
 Not offered 1995-96. S. T. Katz.]

**[NES 344 Jewish Mysticism**  
 Spring. 4 credits. Not offered 1995-96.  
 R. Lesses.]

**NES 345 Gender and Judaism**  
 Fall. 4 credits. R. Lesses.

**[NES 351 Introduction to Islamic Law @ #**  
 Spring. 4 credits. Limited to 20 students.  
 Not offered 1995-96. D. Powers.]

**[NES 393 Religion and Politics in the Middle East @ #**  
 Fall. 4 credits. Limited to 25 students.  
 Not offered 1995-96. M. Litvak.]

**[NES 418/618 Seminar in Islamic History: Muhammed and the Rise of Islam @ #**  
 Fall. 4 credits. Limited to 20 students.  
 Not offered 1995-96. D. Powers.]

**NES 420 Readings in Biblical Hebrew Prose @ #**  
 Fall. 4 credits. G. Rendsburg.

**[NES 421 Readings in Biblical Hebrew Poetry @ #**  
 Spring. 4 credits. Not offered 1995-96.  
 G. Rendsburg.]

**[NES 428 Medieval Hebrew: Biblical Exegesis @ #**  
 Fall. 4 credits. Not offered 1995-96.  
 R. Brann.]

**NES 451 Seminar in Islamic History**  
 Spring. 4 credits. Enrollment limited to 25 students. D. Powers.

**[NES 627 The Song of Songs**  
 Fall. 4 credits. Graduate level or permission of instructor. Not offered 1995-96.]

**PALI 131-132 Introduction to Pali: The Word of the Buddha**  
 131 fall; 132 spring. 3 credits each term.

**PHIL 213 Existentialism**  
 Fall. 4 credits. A. Wood.

**[PHIL 214 Philosophical Issues in Christian Thought #**  
 Spring. 4 credits. Not offered 1995-96.  
 N. Kretzmann.]

**[PHIL 263 Religion and Reason**  
 Spring. 4 credits. Not offered 1995-96.  
 S. MacDonald.]

## Russian and East European Studies Major

Janet Mitchell, G. J. Staller (Economics); S. Beck (Field and International Studies Program); I. Ezergailis, D. Bathrick (German Studies); V. Bunce, M. Rush, S. Tarrow (Government); W. M. Pintner (History); B. B. Walker (History); U. Bronfenbrenner (emeritus, Human Development and Family Studies); P. Carden, G. Gibian, N. Pollak, S. Senderovich, G. Shapiro (Russian Literature); W. Browne, R. L. Leed, S. Paperno (Slavic linguistics); D. Stark (Sociology); J. Devenyi (Theatre Arts).

The major in Russian and East European studies has the following requirements:

- 1) Proficiency in Russian or an East European language with one additional advanced (300-level) language or literature course, OR qualification in an East European language and qualification in another language useful for research in the area.\*

\*These requirements, in the case of some languages, may require study abroad or coursework completed at another institution.

- 2) At least one course relating to Russia or Eastern Europe, at the 200 level or above, in four of the following five departments: Government, Economics, History, Russian Literature and Sociology. Appropriate courses offered in other departments may be substituted for one of the above courses with the consent of the major adviser.
- 3) At least three additional courses at the 300 level or above, all from one of the following three departments: Government, History (within the History Department courses may be at the 250 level or above), or Russian Literature. One of the three courses must be at the 400 level or above. The three courses must be approved by the major adviser in the department of concentration.

To apply for the major, students are directed to the Institute for European Studies (Slavic and East European Studies Program), 120 Urias Hall. Students should designate an adviser in the department where his or her work will be concentrated. Students are encouraged to study abroad and should discuss their plans with their advisers. For questions concerning the major or the Honors Program, students should consult with their major adviser or inquire at the Institute for European Studies.

## Honors Program in Russian and East European Studies

- I. Students entering the Russian and East European Studies Major Honors Program must have a cumulative average of at least 3.0, no grade below a B in courses connected with the major, and a cumulative average inside the major of at least 3.5. Students will form a special honors committee consisting of their major adviser and two other faculty members not necessarily from the Russian and East European area.
- II. Honors candidates must complete an honors thesis project during the senior year. The topic should be developed and approved in consultation with their major adviser. Part of the research should

- include sources in Russian or an Eastern European language.
- III. Students may earn a total of eight credits for the courses in the honors program and should register for the appropriate number in the department of their major adviser.
- IV. Ordinarily, in the first term of the senior year, students who meet the prerequisites will do independent research and reading in a particular area under supervision of their major adviser.
- V. In the second term of the senior year students will complete the honors project by a date set by the Slavic and East European Studies Program. Students should keep their committee members informed as their work progresses. Students will meet together with their whole honors committee to discuss the draft of the thesis or project and make recommendations for revision. When the project is completed, the committee will decide whether the project deserves honors, and, if so, after reviewing their academic record, will recommend students for a Bachelor of Arts *cum laude*, *magna cum laude*, or *summa cum laude*. The committee will also assign a grade for the honors research course.

#### Courses

**[COM L 337 Modern and Contemporary Theatre (also Theatre Arts 335)]** Spring. 4 credits. Not offered 1995-96.]

**COM L 367 The Russian Novel (also Russian Literature 367) #** Fall. 4 credits.

**[COM L 381 Marxist Cultural Theory (also German Literature 381 and Government 372)]** 4 credits. Not offered 1995-96.]

**COM L 385 Reading Nabokov (also Russian Literature 385 and English 379)** Fall. 4 credits. Limited to 25.

**[COM L 389 Modern Literature in Poland, Czechoslovakia, Hungary, and Yugoslavia (also Russian Literature 389)]** Fall. 4 credits. Not offered 1995-96.]

**COM L 425 The Jew's Body (also Comparative Literature 625, German Studies 422/622 and Jewish Studies 422/622)**

Spring. 4 credits. Readings will be primarily in English, though knowledge of another language (such as Hebrew and Yiddish or languages of the European Diaspora, such as German, Italian, French, Russian, Polish, etc.) could be helpful in certain contexts.

**[COM L 690 Marxism and Contemporary Theory]** 4 credits. Not offered 1995-96.]

**CZECH 131-132 Elementary Czech** 131, fall; 132, spring. 3 credits.

**CZECH 133-134 Continuing Czech** 133, fall; 134, spring. 3 credits.

**[ECON 329 Eastern Europe Today: Economics, Government, Culture (also Government 326 and Russian Literature 329)]** Fall. 4 credits. Not offered 1995-96.]

**ECON 366 The Economies of Central Europe and of the Former Soviet Union: from Central Planning to Markets**

Fall or spring. 4 credits.

**ECON 367 Comparative Economic Systems: East and West**

Fall or spring. 4 credits.

**ECON 370 Socialist Economies in Transition**

Fall or spring.

**ECON 381 Economics of Participation and Workers' Management**

Fall or spring. 4 credits.

**ECON 382 The Practice and Implementation of Self-Management**

Fall or spring. 4 credits.

**ECON 681 Economics of Participation and Self-Management**

Fall or spring. 4 credits.

**ECON 682 Seminar on Economics of Participation and Labor-Managed Systems**

Fall or spring. 4 credits.

**[GERST 376 Contemporary Soviet Latvian Literature]**

Fall. 4 credits. Taught in Latvian. Not offered 1995-96.]

**[GERST 377 Baltic Literature]**

Fall. 4 credits. Not offered 1995-96.]

**[GERST 381 Marxist Cultural Theory (also Comparative Literature 381 and Government 372)]**

4 credits. Not offered 1995-96.]

**[GOVT 100.8 Power and Politics: The New Eastern Europe]**

4 credits. Not offered 1995-96.]

**GOVT 231 Introduction to Comparative Government and Politics**

Spring. 4 credits.

**[GOVT 325 Government and Politics of Eastern Europe]**

4 credits. Not offered 1995-96.]

**[GOVT 326 Eastern Europe Today: Economics, Government, Culture]**

4 credits. Not offered 1995-96.]

**[GOVT 330 The Soviet Union: Politics, Economics, and Culture]**

Not offered 1995-96.]

**[GOVT 333 Government and Politics of the Former Soviet Union]**

4 credits. Not offered 1995-96.]

**[GOVT 337 Marxism, Communism and Revolution]**

4 credits. Not offered 1995-96.]

**GOVT 342 The New Europe**

Spring. 4 credits.

**GOVT 350 Comparative Revolutions**

Spring. 4 credits.

**[GOVT 359 Soviet Foreign Policy]**

4 credits. Not offered 1995-96.]

**[GOVT 376 Rethinking Marx]**

4 credits. Not offered 1995-96.]

**[GOVT 397 The United States and Russia]**

4 credits. Not offered 1995-96.]

**[GOVT 399 International Relations in the Former Soviet Union]**

Fall. 4 credits. Not offered 1995-96.]

**[GOVT 446 Comparative Communism]**

4 credits. Not offered 1995-96.]

**[GOVT 481 Foreign Policy of the U.S.S.R.]**

4 credits. Not offered 1995-96.]

**[GOVT 486 International Security: Soviet Security Policy]**

4 credits. Not offered 1995-96.]

**[GOVT 491 Superpower Security and Third World Conflicts]**

4 credits. Not offered 1995-96.]

**[GOVT 637 Peasantry, State, and Revolutionary Socialism]**

4 credits. Not offered 1995-96.]

**[GOVT 639 Politics of the Soviet Union]**

Fall. 4 credits. Not offered 1995-96.]

**[GOVT 642 The Future of European Security]**

4 credits. Not offered 1995-96.]

**[GOVT 646 Issues in State Socialism]**

Not offered 1995-96.]

**[GOVT 657 Comparative Democratization]**

4 credits. Not offered 1995-96.]

**GOVT 660 Social Movements, Collective Action, and Reform**

Fall. 4 credits.

**[GOVT 669 Modern Social Theory I]**

4 credits. Not offered 1995-96.]

**GOVT 670 Modern Social Theory II**

Spring. 4 credits.

**HIST 218 The Russian Military Effort and Foreign Policy #**

Fall. 3 credits.

**[HIST 242 Europe Since 1789 #]**

4 credits. Not offered 1995-96.]

**[HIST 252 Russian History to 1800 #]**

Fall. 4 credits.

**[HIST 253 Russian History Since 1800 #]**

Spring. 4 credits.

**HIST 290 Twentieth-Century Russia and the Soviet Union**

Spring. 4 credits.

**[HIST 352 The End of the Austro-Hungarian Monarchy, 1848-1919]**

4 credits. Not offered 1995-96.]

**HIST 383 Europe 1900-1945**

Fall. 4 credits.

**[HIST 384 Europe, 1945-1968]**

Fall. 4 credits. Not offered 1995-96.]

**HIST 385 Europe in the 20th Century: 1968-1990**

Spring. 4 credits.

**[HIST 415 The United States and Russia, 1780-1914 #]**

4 credits. Not offered 1995-96.]

**[HIST 464 Russian Social History #]**

Spring. 4 credits. Not offered 1995-96.]

**[HIST 485 The Historical Origin of the Post-Soviet Successor States]**

Spring. 4 credits. Not offered 1995-96.]

**HIST 490 Social and Cultural History of the Russian Intelligentsia**  
Spring. 4 credits.

**HIST 677 Seminar in Russian History**  
Fall. 4 credits.

**HIST 678 Seminar in European Political History**  
Spring. 4 credits.

**[HUNGR 131-132 Elementary Hungarian**  
3 credits. Not offered 1995-96.]

**[ILRIC 331 Comparative Industrial Relations Systems: Non-Western Countries**  
3 credits. Not offered 1995-96.]

**[ILRCB 606 Theories of Industrial Relations Systems**  
3 credits. Not offered 1995-96.]

**NBA 583 Market Transitions in Eastern Europe**  
Fall. 3 credits.

**POLSH 131-132 Elementary Polish**  
131, fall; 132, spring. 3 credits each term.

**[POLSH 133-134 Continuing Polish**  
133, fall; 134, spring. 3 credits each term.  
Not offered 1995-96.]

**[ROMAN 131-132 Elementary Romanian**  
131, fall; 134, spring. 3 credits. Not offered 1995-96.]

**[ROMAN 133-134 Continuing Romanian**  
133, fall; 134, spring. 3 credits. Not offered 1995-96.]

**RUSSA 103-104 Conversation Practice**  
103, fall; 104, spring. 2 credits each term.

**RUSSL 103 Freshman Writing Seminar: Classics of Russian Thought and Literature**  
Fall or spring. 3 credits.

**RUSSL 104 Freshman Writing Seminar: Nineteenth-Century Russian Literary Masterpieces**  
Fall or spring. 3 credits.

**RUSSL 105 Freshman Writing Seminar: Twentieth-Century Russian Literary Masterpieces**  
Fall or spring. 3 credits.

**[RUSSL 108 Freshman Writing Seminar**  
Fall or spring. 3 credits. Not offered 1995-96.]

**RUSSL 109 Russian Science Fiction**  
Spring. 3 credits.

**RUSSA 121-122 Elementary Russian**  
121, fall or summer; 122, spring or summer. 4 credits each term.

**RUSSA 123 Continuing Russian**  
Fall. 4 credits.

**RUSSL 201-202 Readings in Russian Literature #**  
201, fall; 202, spring. G. Shapiro. 3 credits each term.

**RUSSA 203-204 Intermediate Composition and Conversation**  
203, fall, spring, or summer; 204, spring. 3 credits each term.

**RUSSA 205-206 Reading Russian Press**  
205, fall; 206, spring. 2 credits each term.

**RUSSA 207-208 Russian Phonetics for Beginners**  
207, fall; 208, spring. 2 credits.

**RUSSL 207 Themes from Russian Culture I #**  
Spring. 3 credits.

**[RUSSL 208 Themes from Russian Culture II]**  
Spring. 3 credits. Not offered 1995-96.]

**[RUSSA 301-302 Advanced Russian Grammar and Reading]**

**RUSSA 303-304 Advanced Composition and Conversation**  
303, fall; 304, spring. 4 credits each term.

**RUSSA 305-306 Directed Individual Study**  
305, fall; 306, spring. 2 credits each term.

**RUSSA 309-310 Advanced Reading**  
309, fall; 310, spring. 4 credits.

**[RUSSL 311 Introduction to Russian Poetry #]**  
Fall. 4 credits. Not offered 1995-96.]

**[RUSSL 332 Russian Drama and Theatre (also Theatre Arts 332)]**  
Fall. 4 credits. Not offered 1995-96.]

**[RUSSL 333 Twentieth-Century Poetry**  
Spring. 4 credits. Not offered 1995-96.]

**RUSSL 334 The Russian Short Story #**  
Fall. 4 credits.

**[RUSSL 335 Gogol #]**  
Spring. 4 credits. Not offered 1995-96.]

**[RUSSL 350 Education and the Western Literary Tradition (also Comparative Literature 350 and College Scholar 350) #]**  
Spring. 4 credits. Not offered 1995-96.]

**RUSSL 367 The Russian Novel #**  
Fall. 4 credits.

**RUSSL 368 Soviet Literature from Revolutionary Times to "Glasnost"**  
Spring. 4 credits.

**[RUSSL 369 Dostoevsky #]**  
4 credits. Not offered 1995-96.]

**[RUSSL 371 Literature of the Third Wave**  
Spring. 4 credits. Not offered 1995-96.]

**[RUSSL 373 Chekhov in the Context of Contemporary European Literature and Art (also CompL 395) #]**  
Fall. 4 credits. Not offered 1995-96.]

**[RUSSL 375 Literature of the Soviet Period 1917-1945**  
Fall. 4 credits. Not offered 1995-96.]

**[RUSSL 376 Literature of the Soviet Period 1945-1985**  
Spring. 4 credits. Not offered 1995-96.]

**[RUSSL 379 The Russian Connection #**  
4 credits. Not offered 1995-96.]

**[RUSSL 380 Soviet Dissident Literature**  
Fall. 4 credits. Not offered 1995-96.]

**RUSSL 385 Reading Nabokov (also CompL 385 and English 379)**  
Spring. 4 credits.

**[RUSSL 388 Ideas and Form in Novels of Social Inquiry (also Comparative Literature 388)]**  
4 credits. Not offered 1995-96.]

**[RUSSL 389 Contemporary Literature in Central and East Europe (also Comparative Literature 389)]**  
Fall. 4 credits. Not offered 1995-96.]

**[RUSSL 390 The Power of Nationalism: Expressions of National Feelings in Politics, Literature, History, and the Arts (also Comparative Literature 390)]**  
Fall. 4 credits. Not offered 1995-96.]

**RUSSL 393 Honors Essay Tutorial**  
Fall and spring. 8 credits.

Must be taken in two consecutive semesters in the senior year. Credit for the first semester will be awarded upon completion of the second semester. For information, please see the Director of Undergraduate Studies.

**[RUSSL 400 Reading the Great Tradition #]**  
Fall. 4 credits. Not offered 1995-96.]

**[RUSSA 401-402 History of the Russian Language**  
401, fall; 402, spring. 4 credits each term.  
Not offered 1995-96.]

**RUSSA 403-404 Linguistic Structure of Russian**  
403, fall; [404, spring]. 4 credits. 404 Not offered 1995-96.

**[RUSSA 407-408 Russian Phonetics**  
407, fall; 408, spring. Not offered 1995-96.]

**RUSSA 409 Teaching Russian as a Foreign Language**  
Fall or spring. 1 credit.

**[RUSSL 409 Russian Stylistics**  
Fall. 4 credits. Not offered 1995-96.]

**RUSSA 413-414 Advanced Conversation and Stylistics**  
413, fall; 414, spring. 2 credits each term.

**[RUSSL 415 Postsymbolist Russian Poetry**  
4 credits. Not offered 1995-96.]

**RUSSL 431 Contemporary Russian Prose**  
Spring. 4 credits.

**[RUSSL 432 Pushkin #]**  
Spring. 4 credits. Not offered 1995-96.]

**RUSSL 491 Reading Course: Russian Literature in the Original Language**  
Fall or spring. 1 credit.

**RUSSL 492 Supervised Reading in Russian Literature**  
Fall or spring. 1-4 credits each term.

**[RUSSL 498 Russian Symbolism**  
4 credits. Not offered 1995-96.]

**[RUSSL 499 Research Modernism**  
4 credits. Not offered 1995-96.]

**[RUSSL 600 Proseminar: Research Methodology in Russian Literature**  
Fall. 4 credits. Not offered 1995-96.]

**[RUSSA 601 Old Church Slavonic**  
Fall. 4 credits. Not offered 1995-96.]

**[RUSSA 602 Old Russian Texts**  
Spring. 4 credits. Not offered 1995-96.]

**[RUSSL 603 Graduate Seminar: Neglected Masterpieces of Short Russian Prose**  
Spring. 4 credits. Not offered 1995-96.]

**[RUSSL 611 Supervised Reading and Research]**  
Fall or spring. 2-4 credits.

**[RUSSL 617 Russian Stylistics I]**  
Not offered 1995-96.]

**[RUSSL 618 Russian Stylistics II]**  
Not offered 1995-96.]

**[RUSSL 619 Seventeenth-Century Russian Literature]**  
Fall. 4 credits. Not offered 1995-96.]

**[RUSSL 620 Twentieth-Century Russian Poetry]**  
Spring. 4 credits. Not offered 1995-96.]

**[RUSSL 621 Old Russian Literature]**  
Spring. 4 credits. Not offered 1995-96.]

**[RUSSL 622 Eighteenth-Century Russian Literature]**  
Spring. 4 credits. Not offered 1995-96.]

**[RUSSL 623 Early Nineteenth-Century Literature]**  
Not offered 1995-96.]

**RUSSL 624 Russian Romanticism**  
Spring. 4 credits.

**[RUSSL 625 Russian Realism]**  
Fall. 4 credits. Also open to advanced undergraduates with permission of instructor. Not offered 1995-96.]

**[RUSSL 626 The Tradition of Russian Poetry]**  
Spring. 4 credits. Not offered 1995-96.]

**RUSSL 630 Gogol**  
4 credits. Taught in Russian.

**[RUSSL 632 Russian Drama and Literature (also Theatre Arts 622)]**  
Fall. 4 credits. Not offered 1995-96.]

**RUSSA 633-634 Russian for Russian Specialists**  
633, fall; 634, spring. 4 credits each term.

**[RUSSL 635 Modern Russian Literary Criticism]**  
Spring. 4 credits. Not offered 1995-96.]

**[RUSSL 650 Russian Intellectual History]**  
4 credits. Not offered 1995-96.]

**RUSSA 651-652 Comparative Slavic Linguistics**  
651, fall; 652, spring. 4 credits each term.

**[RUSSL 669 Seminar: Dostoevsky]**  
Fall. 4 credits. Not offered 1995-96.]

**RUSSL 671 Seminar in Nineteenth-Century Russian Literature**  
Spring. 4 credits.

**[RUSSL 672 Seminar in Twentieth-Century Russian Literature]**  
Fall. 4 credits. Not offered 1995-96.]

**[RUSSL 673 The Russian Nabokov]**  
Fall. 4 credits. Not offered 1995-96. Also open to advanced undergraduates.]

**[RUSSL 674 Solzhenitsyn and Literature of the Gulag]**  
Fall. 4 credits. Not offered 1995-96.]

**RUSSL 675 Russian Literature, 1917-1945**  
Fall. 4 credits.

**[RUSSL 676 Russian Literature, 1945-Present]**  
Spring. 4 credits. Not offered 1995-96.]

**[RUSSL 698 Russian Symbolism]**  
4 credits. Not offered 1995-96.]

**[RUSSL 699 Russian Modernism]**  
4 credits. Not offered 1995-96.]

**[SEBCR 131-132 Elementary Serbo-Croatian]**  
131, fall; 132, spring. 3 credits each term.  
Not offered 1995-96.]

**SEBCR 133-134 Continuing Serbo-Croatian**  
133, fall; 134, spring. 3 credits each term.

**[SOC 360 State and Society in Comparative Perspective]**  
3 credits. Not offered 1995-96.]

**[SOC 365 Comparative Perspectives on Socialist Societies and Economics]**  
4 credits. Not offered 1995-96.]

**[SOC 366 Transitions From State Socialism]**  
Spring. 4 credits. Not offered 1995-96.]

**SOC 510 Comparative Societal Analysis**  
Fall. 4 credits.

**SOC 583 Transitions to Market Economies in Eastern Europe (also Management NBA 583)**  
Spring. 4 credits.

**[THETR 322 Russian Drama and Theatre (also Russian Literature 332)]**  
4 credits. Not offered 1995-96.]

**[THETR 335 Modern and Contemporary Theatre (also Comparative Literature 337)]**  
Spring. 4 credits. Not offered 1995-96.]

**THETR 378 Russian Films of the 1920s and French Films of the 1960s**  
Spring. 4 credits.

**[THETR 662 Russian Drama and Theatre (also Russian Literature 632)]**  
4 credits. Not offered 1995-96.]

**[UKRAN 131-132 Elementary Ukrainian]**  
131, fall; 132, spring. 3 credits each term.  
Not offered 1995-96.]

### Society for the Humanities

Dominick LaCapra, Director

Fellows for 1995/96

Alain Boureau (EHESS)

Joan Karen Copjec (SUNY Buffalo)

Jane Fajans (Cornell University)

Karen Jones (Cornell University)

Thomas Lamarre (McGill University)

Kathleen Perry Long (Cornell University)

Harold E. Mah (Queen's University)

Christopher Pye (Williams College)

Laura E. Quinney (Princeton)

David Norman Rodowick (University of Rochester)

Neil Saccamano (Cornell University)

Sandra Siegel (Cornell University)

Anna Marie Smith (Cornell University)

Jennifer E. Whiting (University of Pittsburgh)

Nancy Wood (University of Sussex)

The Society annually awards fellowships for research in the humanities. The Fellows offer, in line with their research, informal seminars intended to be exploratory or interdisciplinary. These seminars are open to graduate students, suitably qualified undergraduates, and interested auditors. Students who want credit for a seminar should formally register in their own college. Persons other than those officially enrolled may attend as visitors with permission of the Fellow. The theme for 1995/96 is Self, Subject, Agent

**S Hum 402 Medieval Political Individualism (also History 422)**  
Fall. 3 credits. Limited to 17 students.  
A. Boureau.

The seminar deals with the religious genealogy of political individualism during the Late Middle Ages. After questioning the notions of individual, self, agent within history, the seminar will explore the rise of the notion of person, the debates about equality and privileges (as expressed through the discussions about the Immaculate Conception of Mary) and the first elaborations of the social covenant in Franciscan circles.

**S Hum 403 The Cultural Production of the Person (also Anthropology 616)**  
Fall. 4 credits. Limited to 17 students.  
J. Fajans.

The nature of the subject, self, or person in relation to culture or society is a concern that links the humanities and the social sciences. In recent years the notion that subjectivity is a "cultural construction," even an ideological delusion, has commanded the attention of literary critics, political theorists, and philosophers. The course addresses interdisciplinary debates and discussions in this regard from the comparative perspective of cultural anthropology. The aim of the seminar is to develop a conceptual apparatus adequate to the task of defining the actual processes and activities by means of which both cultural subjects and culture/society are produced.

**S Hum 404 Topics in Moral Psychology (also Philosophy 442)**  
Fall. 4 credits. Limited to 17 students.  
K. Jones.

"Reasons" explanations are explanations of a special sort: they explain why an agent did something by showing how, given her beliefs and desires at the time, it would have been a reasonable thing for her to do. The first part of this course sets out to understand just what sort of explanation a "reasons" explanation is. Next we examine the problem of incontinence, or weakness of will. Standard discussions of incontinence locate it as a problem that occurs in the space between decision and action. An agent decides where the all-things-considered best reasons lie, but then acts contrary to her decision. We will explore this and other forms of incontinence. Finally, we will examine accounts of autonomy and how well or badly they accommodate the fact that moral knowledge, like all knowledge, is social.

**S Hum 405 Perception and Cognition: Japanese Poetics, Painting, and Writing**  
Fall. 3 credits. Limited to 17 students.  
T. Lamarre.

This seminar will examine contemporary theoretical approaches to vision, speech, knowledge and representation, drawing on calligraphy, poetry, narrative scrolls, and iconography, primarily from traditional Japanese sources. The goal will be to develop

a format for discussing the organization of perception and cognition, with an account of the phenomenological legacy of interpretation, and with an emphasis on subjectivity and productivity in different contexts.

**S Hum 406 The Politics of Demonization and Erasure (also Government 465)**

Fall. 4 credits. Limited to 17 students.

A. M. Smith.

If, following Nietzsche, Deleuze, and Foucault, we accept the basic argument that power can both reduce difference and multiply difference, what are the implications of their approach to power as a productive force for contemporary research on racial and sexual positionings? How are various hegemonized subject-positions "massified," such that they lose their individuality, "demonized," such that they become excessive monster figures, or "erased," such that their discourses are rendered invisible or incoherent? What are the linkages between this complex operation of authoritarian forces and the emergence of what has been called the "new racism," and what could be called the "new homophobia"? To what extent does the analysis of these new authoritarian formations shed light on contemporary resistance strategies? The seminar reading list will combine theoretical readings (Nietzsche, Deleuze, Foucault) with empirical material dealing with hegemonic representations of race and sexuality (Fanon, Said, Baldwin, Spillers, (Angela) Davis, Jordan, hooks, Crenshaw, Williams, Higginbotham, Weeks, Robson, and Sedgwick).

**S Hum 408 The Subject Possessed (also English 406 and 606)**

Fall. 3 credits. Limited to 17 students.

C. Pye.

Aside from its own thoroughly lurid appeal, demonic possession is compelling for the specificity with which it crystallizes the problem of subject-formation: few phenomena so vividly suggest the performative dimensions of the subject, few so directly expose the mechanics of symbolic "interpellation," the process by which a subject is inscribed within a cultural field, and few phenomena so resonantly engage the relationship between the unconscious and history. The course will range between particular instances of possession (from Shakespeare to Eve and her three faces) and the largest speculative questions about the very enterprise of articulating a "history of the subject."

**S Hum 409 Disillusion and Disappointment (also Comparative Literature 409 and English 409 and 609)**

Fall. 3 credits. Limited to 17 students.

L. Quinney.

This course will study the representation of frustrated ideals, balked hopes and bitter disenchantment. It will explore the ways in which various kinds of literature represent disappointment with ideals in love, work, and self-conception, considering especially how the experience of disappointment is evaluated—whether as an impetus to psychological growth and intellectual development, or as a source of paralysis and despair. Both literary descriptions and analytical studies of disappointment will be covered, as well as efforts to criticize or repudiate the power of disillusion. Readings may include: poems by Blake, Shelley, Ashbery, and Bishop; Johnson, Rasselas; Flaubert, *Sentimental Education*; Proust, *Swann in Love*; Fitzgerald, *Tender Is*

*the Night*; McCarthy, *Birds of America*; essays by Emerson, Kierkegaard, and Nietzsche; psychoanalytic literature of melancholia (Freud, Abraham, Klein, Kristeva).

**S Hum 470 The Marcham Seminar: Violence, Nation, Myth: The Americas (1770-1940) (also History 470 and English 464)**

Fall. 4 credit. Limited to 15 students.

Samuels and Roldan.

This course considers the concept of violence in two different cultural contexts (the United States and Latin America) and from a range of perspectives: historical, literary, theoretical, and political. A central assumption is that violence has played a critical role in shaping discourses about the nation, everyday life, individual identity, and citizenship in the Americas. To explore how violence has been deployed as a cultural, political, and literary strategy we will focus on a variety of historical moments and dramas. For instance, we will examine the intersection of domestic and national violence, the relationship between violence and myth, and the significance of frontiers, borders, and marginality as these are contested in struggles over such issues as slavery, family violence, transnational migration, and sexual, racial, or ethnic identity. The course's temporal focus encompasses the period between the Wars of Independence and the early twentieth century. Readings may include Sarmiento, Jose Eustagio Rivera, James Fennimore Cooper, Lippard.

**S HUM 410 Introduction to Performance Studies (also Theatre Arts 338)**

Fall. 4 credits. D. Wilcox.

An introductory survey of the development of the discipline. Performance Studies embraces a range of theatrical and para-theatrical activity explored through a range of methodologies, including anthropology, history, and cultural studies.

**S Hum 407 The Construction and Critique of the Enlightenment Subject (also Comparative Literature 407, History 407 and French Literature 407)**

Spring. 3 credits. Limited to 17 students.

H. Mah.

This seminar examines the construction and criticism of Enlightenment subjectivity in both the eighteenth century and recent social theory and philosophy. We first consider how Enlightenment writers sought to fashion a self defined by a transparent and socially unsituated rationality. We then examine how that identity proved to be problematical for both Enlightenment writers and more recent theorists. Readings include Enlightenment texts, secondary historical literature, and critical analyses by Horkheimer and Adorno, Alasdair MacIntyre, Derrida, Foucault, and Habermas.

**S Hum 414 Ethics, Evil, Sexual Difference (also French Literature 434 and Comparative Literature 414)**

Spring. 3 credits. Limited to 17 students

J. Copjec.

The symbolic mutation that began in the 19th century to topple old regimes of power brought with it a mutation of the ethical field. The Good, which had formerly guided ethical action, dropped from our practical horizons; henceforth no deed could be sanctioned in advance, externally, by any guarantee of its goodness. Many theorists have been cowed

by this state of affairs into adopting a relativist stance on ethical questions. We will try to show why this position is not only insufficient, but unethical, how it remains blind to the real issue of evil whose insinuating rise over the last two centuries has been evidenced by modern racism. Focusing on a reading of Jacques Lacan's *The Ethics of Psychoanalysis* supplemented by philosophical and political texts (by Kant, Lefort, Laclau, Zizek, and others), we will attempt to show not simply what psychoanalysis might add to ethical thought but why modern ethics is unthinkable outside psychoanalysis. We will also try to determine why Lacan makes a woman, Antigone, the exemplar of ethical action and to suggest what might constitute an ethical feminism. Several films, screened outside seminar hours, will serve as reference points for some of our discussions.

**S HUM 415 Praxis and Culture**

Spring. 4 credits. Limited to 17 students.

J. Fajans.

This seminar will explore the relations between social and cultural systems and the actors in those systems considered as cultural subjects. The focus will be on the activities and practices that produce both the actor and the context for action. Starting from Marx's concept of praxis, which he defines as material processes of action, the readings will consider both micro level constructs of cultural forms (such as linguistic forms, schemas, forms of activity, and habitus) and macro constructs (such as myth, cosmology, ritual, and social structures, etc.). The course will move between theoretical approaches in anthropology, psychology, sociology, and philosophy.

**S HUM 416 Emotion and the Self (also Philosophy 441)**

Spring. 4 credits. Limited to 17 students.

K. Jones.

Emotions tell us how the world seems to agents and reveal what matters to them. Emotional responses can thus inform us both about agents' values and about their self-conceptions. In order to address the connection between the self and emotion, we must first understand what emotions are. Equipped with a suitable theory of the emotions, we next explore whether emotions are socially constructed. If they are socially constructed to any significant degree, then they can be used as a window onto possible cross-cultural variation in conceptions of the self. Several theorists (e.g., Charles Taylor and Naomi Scheman) have thought that, even within a single social context, emotions have a role to play in self-constitution, so we turn next to their thesis. The final section of the course will be a detailed examination of those emotions that most centrally touch on agency, including shame, pride, agent-regret, guilt, and remorse. Most of our readings will be by analytic philosophers, but these will be supplemented with readings from anthropology and psychology.

**S Hum 417 Digital Culture (also Theatre Arts 417)**

Spring. 3 credits. Limited to 17 students.

D. Rodowick.

This seminar will examine how digital technologies are transforming contemporary life. Topics for reading and discussion will include the transformation of discourse by hypermedia, simulation and virtual worlds, transformations of identity in on-line communities, the political economy of

information and telecommunications, ethical issues of surveillance and data security, and new forms of political organization and cultural resistance. There will be weekly online discussions in addition to the regular seminar meetings. Our emphasis will be cultural analysis and criticism from a humanities perspective; extensive computer literacy is not a prerequisite.

**S HUM 418 Print and 18th-Century Literary Culture (also English 414 and 616)**

Spring. 4 credits. Limited to 17 students. N. Saccamano.

This course will investigate the relationship between literature and the historical conditions of its production by examining the effects of print technology and a commercial reading public on literary theory and practice in 18th-century England. Topics will include: copyright, genius, and the modern author as legal subject; authenticity, anonymity, forgery, and the self in print; the novel and narrative authority; consumption and aesthetic value. Works by Dryden, Swift, Pope, Defoe, Johnson, and some recent history and theory.

**S HUM 419 Suppressing Laughter in London and Dublin, c. 1680-1900 (also English 419 and 617)**

Spring. 4 credits. Limited to 17 students. N. Siegel.

This seminar seeks to explain the intermittent efforts in London and in Dublin, c. 1680-1900, to forbid the performance of Comedy; to threaten "punsters" with catastrophe; to denigrate Farce; and, to restore to the popular imagination the forgotten apothegm: "Jesus never laughed."

**S Hum 420 Alchemy and Abjection in Early Modern Europe (also Comparative Literature 401 and Romance Studies 406)**

Spring. 4 credits. Limited to 17 students. K. P. Long.

Using the psychoanalytic works of Jung (*The Psychology of Alchemy*) and Kristeva's *Powers of Horror* as guides, this course will focus on the development of a divided subject in early modern alchemical treatises such as *Concerning the Nature of Things* of Paracelsus, the *Aureum vellus* (*The Golden Fleece*) of Salomon Trismosin, the *Atlanta fugiens* (*Fleeing Atalanta*) of Michael Maier, *The Chymical Wedding* of Christian Rosencreutz, among others. This course will provide an introduction to hermetic (alchemical) thought and explore the problem of gender distinction and its relationship to the gnostic divisions of spiritual/material, active/passive, and mind/body. We shall explore how these dualisms are played out and played with in the alchemical texts and how they carry over into modern notions of subjectivity, based as they are on the subject/object distinction, which privileges the subject as agent. We shall also see how the alchemical emblem books in particular problematize these dualisms by "marrying" visual elements to their texts, in an attempt to embody abstract concepts. These works thus destabilize easy divisions between material and spiritual realms, and between subject and object as well. They persist as a subversive undercurrent in early modern culture, offering an alternative to the institutionalized divisions between gender and class. All texts will be in English translation.

**S HUM 421 Morality, Self, and Psychopathology (also Philosophy 446)**

Spring. 3 credits. Limited to 17 students. J. Whiting.

Self-conceptions play important (perhaps "self-fulfilling") roles in self-constitution, so that selves may differ (in ways that abstract philosophical theories tend to ignore) not only from one socio-historical context to another but even within particular socio-historical contexts (given the roles played in self-constitution by variables like gender, psychopathology, and even one's philosophical views). We will examine self-constitution, paying special attention not only to moral ideals (e.g., the Buddhist dissolution of self) but also to psychopathology (e.g., autism, multiple-personality, and eating disorders). Philosophical readings from ancient and modern sources (including Charles Taylor, Iris Murdoch, Ian Hacking, and Susan Bordo) will be supplemented by readings from other fields, including anthropology and psychology (e.g., from Clifford Geertz, Richard Shweder, Daniel Stern, and Louis Sass).

**S HUM 422 Crimes of the Nation and Cinematic Memories (also French Literature 421 and Theatre Arts 422)**

Spring. 3 credits. Limited to 17 students. N. Wood.

This seminar will consider a range of films about Vichy and France's colonial past in the larger context of theoretical work which addresses memories of crimes committed in the name of the French Nation. Drawing upon recent historiography and theories of film spectatorship and of the performative dimension of commemorative practices, the seminar will analyze how such films enact the current crisis of national republican identity.

**S HUM 423 Visual Perception in the Art of the Theatre (also Theatre 440 and 640)**

Spring. 4 credits. Prerequisite: Permission of the instructor. D. Wilcox.

Using a broad range of material including semiotics, philosophy, cognitive psychology, art criticism, and phenomenology this course is designed to examine the process of *seeing* theatre as it relates to language, images, memory, and perception.

**South Asia Program**

S. Feldman, director; K. Basu, R. Barker, D. Bor, R. Colle, E. Erickson, C. Fairbanks, S. Feldman, J. Gair, D. Gold, D. Henderson, R. Herring, D. Holmberg, J. Jasanoff, S. Jasanoff, M. Katzenstein, V. Kayastha, K. A. R. Kennedy, S. Kuruvilla, B. Lust, B. G. MacDougall, M. Majumdar, K. March, J. McRae, C. Minkowski, S. Mohanty, A. Nussbaum, S. O'Connor, S. Oja, P. Olpadwala, V. Prashad, B. Perlus, T. Poleman, M. Rodrigo, S. Subramanian, D. Sudan, N. Uphoff, M. Walter, S. White

The South Asia Program coordinates research, teaching, and special campus events relating to Bangladesh, India, Pakistan, Nepal, and Sri Lanka. The program faculty includes members from a variety of disciplines, including agricultural economics, agricultural engineering, anthropology, architecture, art, city and regional planning, communication, comparative religion, ecology and systematics, economics, English, government, history, history of art, human ecology, industrial and labor relations, international agriculture, linguistics, literature, rural sociology, and

science, technology, and society. Undergraduates with a special interest in the region may major in Asian studies with a South Asia concentration, or complete a South Asia concentration with any other major. Graduate students may pursue the M.A. degree in Asian Studies with a concentration in South Asia. Languages offered are Bengali, Hindi, Nepali, Sinhala, Tamil, Urdu, Sanskrit, and Pali. Cornell is a class A member of the American Institute of Indian Studies (AIIS), and undergraduates as well as graduate students are eligible for AIIS intensive language program fellowships in India. For courses available in South Asian studies and details on the major, see the Department of Asian Studies listing in this volume.

Students who want further information on courses and research opportunities should direct questions to the program office, 170 Uris Hall.

**Southeast Asia Program**

J. U. Wolff, director; B. R. Anderson, W. B. Bailey, R. Barker, T. Chaloemtiorana, A. C. Cohn, G. Diffloth, M. F. Hatch, N. Jagacinski, A. T. Kirsch, S. J. O'Connor, T. Shiraishi, J. T. Siegel, K. W. Taylor, E. Thorbecke, J. K. Wheatley, D. K. Wyatt

Southeast Asia studies at Cornell is included within the framework of the Department of Asian Studies. Seventeen full-time core faculty members in the colleges of Arts and Sciences, Business and Public Administration, and Agriculture and Life Sciences participate in an interdisciplinary program of teaching and research on the history, culture, and societies of the region stretching from Burma through the Philippines. An additional 18 lecturers and other faculty provide language and area instruction on Southeast Asia. Courses are offered in such fields as agricultural economics, anthropology, Asian studies, economics, finance, government, history, history of art, linguistics, music, and rural sociology.

Instruction is also offered in a wide variety of Southeast Asian languages: Burmese, Cambodian, Cebuano (Bisayan), Indonesian, Javanese, Tagalog, Thai, and Vietnamese, for which Foreign Language Area Studies Fellowships are available to U.S. citizens.

Intensive instruction in Indonesian is offered in the Full-Year Asian Language Concentration (FALCON) which covers the beginning and intermediate levels. An intensive advanced Indonesian language program is held from June through August in Indonesia each summer. The formal program of study at Cornell is enriched by a diverse range of extracurricular activities, including an informal weekly brown bag seminar, the concerts of the Gamelan Ensemble, and a weekly Southeast Asia film series. The George McT. Kahin Center for Advanced Research on Southeast Asia is also the site for public lectures and other activities related to this area. The John M. Echols Collection on Southeast Asia, in Kroch Library, is the most comprehensive collection on this subject in America.

Undergraduates may major in Asian studies with a focus on Southeast Asia and its languages, or they may elect to take a concentration in Southeast Asia studies by completing 15 credits of course work. Students interested in exploring these opportunities should consult the director, Southeast Asia Program, 180 Uris Hall.

## Statistics Center

The Cornell Statistics Center coordinates a university-wide program in statistics and probability. Students interested in graduate study in probability and statistics should apply to the Field of Statistics or to one of the other graduate fields of study that offer related course work. A list of courses in probability and statistics recommended for graduate students in the Field of Statistics can be found in the description of the Cornell Center for Statistics in the section "Interdisciplinary Centers, Programs, and Studies." Further information can be obtained from the director of the Statistics Center in Caldwell Hall.

## Women's Studies Program

S. McConnell-Ginet, director; L. Abel, K. Abrams, A. Adams, J. Allen, N. Assié-Lumumba, K.-e. Barzman, D. Bathrick, S. Bern, L. Beneria, A. Berger, J. Bernstock, L. Bogel, L. Brown, J. Brumberg, D. Castillo, B. Correll, I. DeVault, J. Farley, C. Farnum, S. Feldman, F. Firebaugh, J. Fortune, D. Fried, N. Furman, J. E. Gainor, J. Ginsburg, S. Greene, N. Hirschmann, D. Holmberg, I. Hull, B. J. Isbell, M. Jacobus, J. Jennings, K. Jones, M. Katzenstein, J. Locey, K. March, C. A. Martin, H. Mullen, M. B. Norton, L. Peirce, C. Raver, S. Samuels, A. M. Smith, R. Weil, S. Wong

### Introduction to the Program

Women's Studies is an interdisciplinary program that seeks to inscribe women's lives, culture, and history, in all their complex multiplicities. Transformative as well as additive, women's studies challenges us to re-examine much of what we think we already know by providing an intellectual—and critical—feminist framework through which to view the many interconnections between gender, knowledge, and power. Thus, central to the curriculum in women's studies are such overarching notions as these:

- (a) that definitions of gender—including those that privilege exclusive heterosexuality—are not natural or universal but are instead social constructions that vary across time and place, serve political ends, and have ideological underpinnings;
- (b) that systems of gender inequality interact with other social inequalities, including those of class, race, ethnicity, sexual preference, and Western vs. non-Western cultures; and
- (c) that even the most current knowledge derived from the humanities, social sciences, and natural sciences is not as impartial, objective, or neutral as has traditionally been thought but instead emerges out of particular historical and political contexts.

### Program Offerings

The Women's Studies Program offers an undergraduate major, an undergraduate concentration, and a graduate minor. Undergraduate students in the College of Arts and Sciences who want to major in women's studies can apply directly to the program. Undergraduate students in other colleges at Cornell will need to work out special arrangements and should speak to the Director of Undergraduate Studies (DUS) in Women's Studies.

### The Undergraduate Major

The questions posed by feminist inquiry cannot be answered from within any single discipline or even from a simple combination of two or more disciplines. For that reason, the women's studies major provides students with a basic groundwork in the interdisciplinary field of women's studies and then requires each student to construct an advanced and individually tailored program of study on a topic, in a discipline, or in a combination of disciplines of special interest to the student alone.

Rather than specifying a particular sequence of required courses for each and every student, the women's studies major gives students a starting point in women's studies, an active advisory structure to help them shape a curriculum, and an ongoing impetus to reflection about their entire program of undergraduate study.

In designing their major, students should keep in mind that there are not many graduate programs offering a degree in women's studies itself. Accordingly, undergraduates wishing to major in women's studies should talk at length with a faculty member about how to design a program of study that will best qualify them for entry into either a job or a postgraduate degree program when they leave Cornell. To give one example of what needs to be considered in designing a major: Undergraduates who might want to do graduate study within a discipline will need to develop a certain level of disciplinary specialization at the undergraduate level. This can be done either by supplementing the women's studies major with a carefully selected cluster of courses in that discipline or by pursuing a double major.

### Requirements for a Women's Studies Major

1. Prerequisite courses: Before applying to the major, the student must complete any two Women's Studies courses with a grade of B- or better. Some suggested entry-level courses include Women's Studies 210, 218, 244, 251, 269, 273, and 277. These courses would count both as prerequisites and as part of the women's studies major. Freshman writing seminars, in contrast, would count as prerequisite courses but not as part of the major.
2. Required course work:
  - a. A minimum of 36 credits in women's studies is required for the major. No course in which the student has earned less than a C- can count toward these 36 credits. Although there is no single women's studies course that is required of all students, every major must complete a program of study that is both graduated in difficulty and interdisciplinary in scope—a program, in other words, that reflects both the breadth and the depth of women's studies scholarship. This program of study must be developed in consultation with the student's adviser in women's studies and must include advanced seminars at the 300 level or above.
  - b. Students may count up to three courses outside women's studies toward the major if those courses are approved by the student's women's studies adviser as constituting a meaningful compo-

ment of the student's women's studies curriculum. To facilitate the coordination of a women's studies major with other majors in the college, students may also count toward the major up to three women's studies courses that are simultaneously being counted toward a second major.

3. The Honors Program: To graduate with honors, the major in women's studies must complete a senior thesis under the supervision of a women's studies faculty member and defend that thesis orally before an honors committee. To be eligible for honors, students must have at least a cumulative grade point average of 3.0 in all coursework and a 3.3 average in all courses applying to their women's studies major. Students interested in the Honors Program should consult the Director of Undergraduate Studies (DUS) late in the spring semester of their junior year or very early in the fall semester of their senior year. For more information about the Honors Program, see WOMNS 400 and the "Guidelines For a Senior Honors Thesis" available in the Women's Studies Program office.

### The Concentration

Undergraduate students in any college at Cornell can concentrate in Women's Studies in conjunction with a major defined elsewhere in the university. The concentration consists of four courses in Women's Studies, no more than two of which can come from a single discipline. Freshman writing seminars cannot be included within the four required courses. Students wishing to concentrate in Women's Studies should see the DUS.

### I. Freshman Writing Seminars

#### **WOMNS 105 Feminine and Masculine Ideals in Japanese Culture (also Asian Studies 105)**

Spring. 3 credits.

In its long history, Japanese culture has developed a large number of role models—the aristocrat, poet-priest, warrior, entertainer, "salary man," and "education mama"—and idealized them in its literature and art. Using these ideals as its subject matter, the seminar will give students practice in reading texts closely, analyzing ideas, and writing various types of papers. Through studying Japanese concepts of femininity and masculinity, the students will not only explore a new culture but will also gain new perspectives on their own cultures.

#### **WOMNS 106 FWS: Women and Writing (also English 105)**

Fall and spring. 3 credits.

What is a woman? How does she confront her personal experience? Does she play a special role in history, in our definition of society, or in our understanding of language and literature? This course will explore the relationship between women and writing. We will discuss writings by and about women, debate our attitudes toward feminism, and analyze the relevance of these questions to our own written work. Individual sections will emphasize different aspects of the relation between women and writing. Which section to choose would depend on your own interest in exploring how women appear in private or autobiographical writings, historical contexts, and/or literary works. Further information on specific sections is available in the freshman

writing seminar office. Textual overlap is kept to a minimum so that students can take more than one Women and Writing seminar during their time at Cornell.

**WOMNS 113 Nudity/Nakedness: The Sexed Body in Western Art (also History of Art 112.03)**

Spring. 3 credits.

While the story of the fall frames "nakedness" with notions of guilt and shame, "nudity" is a term that lends legitimacy to the display of naked bodies in Western culture. Yet competing forces object to such display on grounds from obscenity to the exploitation of women. Today "the nude" is virtually synonymous with the female form signaling availability—a body fetishized, fragmented, commodified, consumed. How is the nude instated in the semiotic order in the West? Are there representations of naked women that categorically resist dominant associations of female nudity? What of the bodies of men? Is "pornography" in "the eye of the beholder" or are there representational practices that clearly divide "the pornographic" from "legitimate art"? Participants will base discussions and writing assignments on visual materials and critical texts.

**[WOMNS 121 Language and Gender (also Linguistics 121)]**

3 credits. Not offered 1995-96.

What does it mean to speak "like a woman" or "like a man," or "like a girl," or "like a boy?" Even ten-year-olds in our culture approach similar communicative tasks in gender-differentiated ways: girls often get others to do things by saying things like "let's get some coat-hangers" whereas their male peers are more likely to say something like "get me a coat hanger." How do race, social class, age, setting, and aims interact with gender in affecting communicative style? How do our ways of writing and talking reflect and perpetuate gender stereotypes or biases? What is the role of sex and gender in language change? Readings, discussion, and writing assignments will explore connections between our uses of language and the cultural construction of femaleness, maleness, and sexuality.]

**WOMNS 145 FWS: Witchcrafts (also Anthropology 145)**

Fall. 3 credits.

This seminar will examine witchcraft with special attention to gender. Among other questions, we will ask why women were accused more often than men of witchcraft in America and in many European societies. We will also contrast cases drawn from the history of America and Europe with detailed analysis of witchcraft practices in contemporary non-western societies where both similar and very different patterns of "witchcraft" accusations take place. Further, we will investigate contemporary resurgences of "wicca" as a positive form of ritual practice especially by some women. Finally, we will compare more contemporary panics about communism, devil worship cults, and the like to witchcraft. Overall, the seminar addresses the relation of belief to social practice.

**[WOMNS 168.01 Black Women Writers: The Uses of Madness and Silence (also English 168)]**

3 credits. Disc/sem. Not offered 1995-96.

How are silence and madness used in texts by black women writers to explore their relationship to language, writing, and power?

Why is madness a compelling metaphor for the complexities of race, class, gender, and cultural conflict? How does one interpret the silences in a text? How is silence itself foregrounded in a literary text? This seminar will focus on these and other questions raised by the novels, short stories, poetry, and drama of black women writers from Africa, the United States, and the Caribbean including Bessie Head, Toni Morrison, Adrienne Kennedy, Opal Palmer Adisa, Tsitsi Dangarembga, Marlene Philip, and Jamaica Kincaid.]

## II. Courses

**WOMNS 206 Gender and Society (also Rural Sociology 206)**

Spring. 3 credits.

This course analyzes the evolution and diversity of socially constructed gender hierarchies, in the United States and Internationally. The maintenance of gender inequalities in societal institutions, such as the family, the economy, politics, and religion, will be explored. A range of sociological theories and disciplinary perspectives are considered, including biological, psychological and psychoanalytic perspectives. Course objectives will be achieved through lectures, readings, films, class discussions, and personal experiences.

**[WOMNS 210 Introduction to Feminist Theory]**

4 credits. Not offered 1995-96.

This course introduces students to critical approaches in feminist scholarship to the cultural, socioeconomic, and political situation(s) of women. Particular attention will be paid to the conceptual challenges and dangers posed by attempts to study women without taking account of relations between race, class, and gender in ideological and social formations. Readings will draw on work in various disciplines and will include literary texts and visual images.]

**[WOMNS 214 Biological Basis of Sex Differences (also Biological Sciences 214 and Biology and Society 214)]**

3 credits. Prerequisite: One year introductory biology. Limited to non-biology majors and freshman & sophomore biology majors. Offered alternate years. Next offered Fall 1996.

The structural and functional differences between the sexes are examined. Emphasis is placed on mechanisms of mammalian reproduction; where possible, special attention is given to studies of humans. Current evidence on the effects of gender on non-reproductive aspects of life (behavior, physical, and mental capabilities) is discussed. The course is intended to provide students with a basic knowledge of reproductive endocrinology and with a basis for objective evaluation of sex differences in relation to contemporary life.]

**[WOMNS 218 The Economics of Gender (also City and Regional Planning 218)]**

Spring. 3 credits. Not offered 1995-96.

The emphasis in this course will be on the economic aspects of women and work: What are the consequences of women's concentration in reproductive work? What economic role does domestic work play within the larger economy? What are the consequences of occupational segregation by gender? Why

is the wage gap between men and women not disappearing? What is the role of discrimination? What is the condition of women in other countries? Throughout the course we will examine different analytical frameworks and distinguish between different feminist perspectives dealing with those questions.]

**WOMNS 220 Women of Africa and of the Diaspora in Liberation Movements (also Africana 220)**

Spring. 3 credits.

This seminar deals with women of Africa and of the African Diaspora in liberation movements. Our studies will include the antislavery struggles in the Americas and the Caribbean, anticolonization and decolonization and decolonization movements, as well as the anti-apartheid struggles in Africa. These movements, and the women who led them, will be discussed in terms of the broader historical, socioeconomic, political, and cultural contexts.

**WOMNS 227 Modern American Sex Roles in Historical Perspective (also History 227)**

Fall. 4 credits. Limited to 20 students.

Permission required. Intended primarily for sophomores.

A reading and discussion course. The class will begin by examining sex roles in the United States in the 1990s, looking at a variety of sources like popular magazines and contemporary commentaries. We will then move backwards in time in an attempt to uncover the roots of current attitudes. The students will help to determine which topics the class will investigate in detail.

**[WOMNS 238 The Historical Development of Women as Professionals, 1800-Present (also Human Development and Family Studies 258, American Studies 258, and History 238)]**

3 credits. Limited to 180 students. Not offered 1995-96.

The historical evolution of the female professions in America (midwifery, nursing, teaching, librarianship, home economics, and social work) as well as women's struggles to gain access to medicine, law, the clergy, and the academy. Lectures, reading, films, and discussion are geared to identifying the cultural patterns that fostered the conception of gender-specific work and the particular historical circumstances that created these different work opportunities. The evolution of professionalism and the consequences of professionalism for women, family structure, and American society are also discussed.]

**WOMNS 244 Language Use and Gender Relations (also Linguistics 244)**

Spring. 4 credits.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following. How do sex and gender affect the ways we speak, the ways we interpret and evaluate speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.

**[WOMNS 251 Twentieth-Century Women Novelists (also English 251)]**

4 credits. Not offered 1995-96.

This course will be particularly concerned with how women write fiction and with some of the questions about women's experience, perspective, and language raised by recent feminist criticism. We will read works by Virginia Woolf, Edith Wharton, Toni Morrison, Louise Erdrich, Maxine Hong Kingston, and others.]

**[WOMNS 262 Politics of Sexuality (also Government 362)]**

4 credits. Not offered 1995-96.

This course will serve as an introduction to lesbian, bisexual, and gay studies from a political theory perspective. In the first part of the course, we will examine Michel Foucault's conception of sexuality as a social construction that emerges as a sociopolitical problem only within specific historical conditions. We will turn to the historical research on sexual sub-cultures and the official regulation of sexuality which Foucault's work has inspired in the United States and Britain. In the final part of the course, we will discuss the current debates around activism and identity politics, with a specific emphasis on the links between sexuality and race.]

**[WOMNS 263 Interpreting Melodrama and the Woman's Film (also English 263)]**

Spring. 4 credits. Students must be free to attend regular screenings of films and videos. Lab fee \$25.00. Enrollment reserved for Women's Studies and English majors. Limited to 20 students.

With some attention to melodrama's roots in nineteenth-century fiction and theatre and in twentieth-century women's fiction and popular Freudianism, we will work to define Hollywood's melodrama as both a genre and a way of viewing the world. Psychoanalytic and feminist analyses of melodrama will help us pose larger questions about gender and culture, about gendered spectatorship, about the relation of these films to American culture, about Hollywood's changing constructions of "woman," the "maternal," and the "feminine," and questions about desire, pleasure, fantasy, and ideology in relation to the melodramatic heroine. Required weekly, evening screenings of such films as *Stella Dallas*, *Now, Voyager*, *Rebecca*, *Mildred Pierce*, *The Women*, *Imitation of Life*, *Secret Beyond the Door*, *All This and Heaven, Too*, *So Big*, and *Gaslight*. Regular critical readings, frequent viewing questions, two longer essays, no exam.

**[WOMNS 264 Ethnic Literature: Bridges and Boundaries (also English 264)]**

3 credits. Not offered 1995-96.

The American language that came, as William Carlos Williams noted, "from the mouths of Polish mothers," has also been shaped by the oral and written traditions of Native Americans, African Americans, Hispanic Americans, and Asian Americans whose literary production will be examined in this course. Works by writers in these traditions will be studied as sites marking the emergence of a contemporary American language and literature capable of representing the diverse and particular realities of a multicultural nation. This course will focus especially on how each ethnic tradition uses the contested territories of geography, language, gender and sexuality in texts that both refer to and imaginatively construct communities and traditions based on collective experience. Discussion will focus on how each text makes connections and

distinctions between individuals as well as within and among communities bound together by shared linguistic, geographical, spiritual, and cultural traditions, and the territorialization of bodies, especially women's bodies, as boundaries or bridges between races/ethnicities, in discursive constructions of ethnicity.]

**[WOMNS 269 Introduction to Feminist Political Thought (also Government 269)]**

4 credits. Not offered 1995-96.

This course will provide a general introduction to feminist political thought, surveying various current issues and methodologies. The course will combine analysis of women in western political thought and the relationship of feminism to the discipline of political science; readings by contemporary feminist theorists; and consideration of what theory can contribute to practical issues such as battering, pornography, prostitution, racism, sexuality, and sexual harassment.)

**[WOMNS 273 Women in American Society, Past and Present (also History 273)]**

4 credits. Next offered spring 1997.

A survey of women's experiences in America from the seventeenth-century to the present. Among the topics to be discussed are women's familial roles, the changing nature of household work, the women's rights movement, employment of women outside the home, racial and ethnic differences in women's experiences, and contemporary feminism.]

**[WOMNS 275 Women in the Work Force (also Sociology 275)]**

3 credits. Not offered 1995-96.

Women have always contributed their labor to production and reproduction. However, with industrial development and the movement of market production out of the home and into the public sphere, women's work was relegated to the private sphere of the family. Recently this has changed as women seek employment outside the home. In this course we will examine women's positions and the role women play in the labor force, with a focus on more developed societies. Specific topics will include sex differences in pay and sex segregation in the labor force, theoretical explanations from rational choice to Marxist feminism, the relationship between women's paid and unpaid labor, and the role of the state and government policy.]

**[WOMNS 277 Social Construction of Gender (also Psychology 277)]**

Fall, 1995. 3 credits. Limited to 400 students.

This course addresses the very broad question of how an individual's gender and sexuality are constructed. Although some attention is given to biological perspectives, the course emphasizes the social-psychological processes by which the culture transforms male and female newborns into "masculine" and "feminine" adults. In addition to being quite interdisciplinary, the course is also oriented to questioning the "naturalness" of not only masculinity and femininity themselves, but exclusive heterosexuality as well. Among some of the specialized topics discussed are psychological androgyny, equalitarian relationships, gender-liberated child-rearing, the male-centeredness of the work world, female sexuality, sexual harassment, and homophobia.

**[WOMNS 279 Lesbian Personae (also English 279)]**

Fall. 3 credits.

This course will offer a survey of literature and films by or about lesbians. We will examine how lesbian desire and identity are historically constructed through narrative. What does it mean to read as a lesbian? What are the various tropes and personae through which lesbian desire has been articulated? What has been the relationship of lesbianism to feminism? How is lesbian identity inflected by homophobia, sexism and racism? We will begin with a look at early paradigms for lesbian desire such as romantic friendship and sexual inversion, then move on to an extensive examination of lesbian feminism, and close with a discussion of desire and performativity. We will read fiction by Gertrude Stein, Radclyffe Hall, Havelock Ellis, Sigmund Freud, Nella Larsen, Adrienne Rich, Monique Wittig, Alice Walker, Cherrie Moraga, Jeanette Winterson, and Jewelle Gomez, as well as films by Leontine Sagan, Sheila McLaughlin, Monica Truet, Ingmar Bergman, and Rainer Werner Fassbinder. Students will be expected to attend a weekly film screening in addition to seminars.

**[WOMNS 281 Gender and Society in the Muslim Middle East (also Near Eastern Studies 281 and Religious Studies 281)]**

Spring. 3 credits. Limited to 20 students. This course examines conceptions of gender in traditional Muslim society and the ways in which they have affected the experiences of Muslim women and men. Topics to be covered include the position of women in the religious law of Islam, female seclusion and the harem, sexuality, social hierarchies and family structure. Although attention will be given to gender issues in the contemporary Middle East, the course focuses on the historical roots of present-day social configurations.

**[WOMNS 284 Gender and Communication (also Communications 284)]**

Spring. 3 credits. Not open to freshmen. This course explores the construction of gender and personal, social, and economic implications of gender categories. Topics considered include history, social structures, personal relationships, nonverbal and mass communication. Distinctions among ways that the arts, mass media, social and historical forces, and intra- and interpersonal relationships communicate gender will be considered.

**[WOMNS 294 Feminist Literary Criticism (also English 294)]**

3 credits. Not offered 1995-96.

In this course we will explore the history and contemporary inflections of feminist literary criticism and theory, with an emphasis on close readings of major or classic articles, essays, books, and controversies. We will start by reading Virginia Woolf's *A Room of One's Own* and look at feminist re-readings of Woolf. We will explore notions of a female literary tradition and questions of canonicity, along with tensions between feminist materialist and psychoanalytic readings. We will look at theories about the role of the body and desire in women's writing drawn from French feminist theory, and psychoanalytic feminist criticism. We will also consider questions involving ethnicity, including recent African-American feminist criticism, and recent gay and lesbian feminist criticism. Texts will include (among others) essays by Judith

Butler, Donna Haraway, Julia Kristeva, Shoshana Felman, and Alice Walker, and novels by Maxine Hong Kingston (*Woman Warrior*), Radcliffe Hall (*The Well of Loneliness*), Nella Larsen (*Quicksand*), and Virginia Woolf (*Mrs. Dalloway*). The emphasis will be on relating the insights of feminist criticism and theory to literary texts so that students can develop their own feminist critical practice. Oral reports, short essays, two longer papers.]

**[WOMNS 305 Emotion, Gender, and Culture (also Anthropology 305) @**

Fall. 4 credits.

This course introduces students to the current anthropological perspective on the following topics: (1) cultural shaping of emotion and (2) acquisition and production of gender and sexuality. It is appropriate for students majoring in anthropology, psychology, cognitive studies, human development and family studies, and women's studies.

**[WOMNS 307 African-American Women in Slavery and Freedom (also History 303 and Africana Studies 307)**

4 credits. Next offered spring 1997.

This course thematically explores the history of African-American women from a sociopolitical perspective. Topics include the images and depictions of Black women, how Black women have engaged in political struggle, race progress vs. feminism, the relationship between racism and sexism, and Black women in family life.]

**[WOMNS 321 Sex and Gender in Cross-Cultural Perspective (also Anthropology 321) @**

Fall. 4 credits.

An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines the relative positioning of the sexes in social, political, economic, ideological, cultural, and biological aspects of culture; we emphasize the diversity in gender and prospects for change around the world. In addition to lectures and films or videos, participants will work in small discussion sections (maximum enrollment of eight) to prepare several practical field exercises, short papers and critical assessments of other course materials.

**[WOMNS 341 Ethical Theory (also Philosophy 341)**

4 credits. Next offered spring 1997.

Like much of contemporary feminist theory, feminist ethics began with the assumption that ethical theory was fully adequate to address feminist concerns. All that needed to be done was to take the resources of ethical theory and apply them to hitherto overlooked questions, such as abortion, affirmative action, justice in the family, and pornography. This project assumes, however, that the theories themselves are not gender biased. This claim has been challenged. In particular, it has been argued that traditional ethical theory overlooks the situatedness of agents and devalues emotions and relations to particular others. We will critically examine these claims and their challenge to ethical theories that take the principal moral concept to be the concept of "duty". In addition, we will examine the view, argued for by Carol Gilligan, that women speak with a distinctive ethical voice—a voice of care, rather than justice. Gilligan's work raises the problem of what feminist ethics is: any move from

"feminine" to "feminist" must be treated with great suspicion. It turns out that a wide variety of projects are currently being pursued under the general heading of feminist ethics and we will attempt to enlarge our understanding of what feminist ethics is and might become.]

**[WOMNS 345 Gender Inequality (also Sociology 345)**

4 credits. Next offered 1998.

This course is an introduction to the systematic study of gender inequality in contemporary society. While the issues we will examine are specific to the study of gender inequality, they are representative of more general concerns in the field of sociology, e.g., stratification, power, and conflict.]

**[WOMNS 348 The Female Literary Tradition: Wollstonecraft to Woolf (also English 348) #**

Fall. 4 credits.

A course designed to survey and investigate the notion of a "female literary tradition" in Britain and America from the late eighteenth century to the twentieth century. Among other things, we will ask what it means to consider women's writing—in other words, we will question the premises of the course as we work out ways of reading and interpreting works written by women out of very different historical and political circumstances. Authors may include Mary Wollstonecraft, Hanna Foster, Aphra Behn, Jane Austen, Mary Shelley, Charlotte Brontë, Harriet Beecher Stowe, George Eliot, Willa Cather, Edith Wharton, Virginia Woolf, Jean Rhys, Louise Erdrich, and Toni Morrison.

**[WOMNS 353 Feminism: State and Public Policy (also Government 353)**

Spring. 4 credits.

The course examines the aims and strategies of the feminist movement in the United States and the response of both society and the state to feminist claims. It is, thus, a course about political protest and the capacity of American political institutions to promote and shape, as well as to counter social change. In examining the law and public policy on such issues as job discrimination, wife battery, rape, abortion, etc., the course explores the contradictions between, and the congruence of, the dual ideals of individual choice and group equality.

**[WOMNS 355 Decadence (also English 355)**

Spring. 4 credits.

"My existence is a scandal," Oscar Wilde once wrote, summing up in an epigram the effect of his carefully cultivated style of perversity and paradox. Through their valorization of aestheticism and all that was considered artificial, unnatural, or morbid, the so-called "decadent" writers of the late-nineteenth century sought to free the pleasures of beauty and sexual desire from their more conventional ethical moorings. Although we will focus on Oscar Wilde, we will also read works by Charles Baudelaire, Paul Verlaine, J.-K. Huysmans, Renée Vivien, Leopold von Sacher-Masoch, Walter Pater, A.C. Swinburne, and Lionel Johnson, as well as a few later writers such as Ronald Firbank and Djuna Barnes. We will also consider historical, theoretical, and early medical texts on sexuality. Because this is a course in lesbian and gay studies, we will focus primarily on the various ways that decadence became a powerful trope for the articulation

of homosexuality and other proscribed sexual pleasures. Topics for discussion will include homophobia and sexual encoding, androgyny and sexual inversion, sodomy and satanism, lesbianism and vampirism, cultural and linguistic degeneration, hysteria and paranoia, masochism and mysticism, chastity and sublimation, Catholicism and Hellenism, and dandyism and camp.

**[WOMNS 357 American Families in Historical Perspective (also History 359, American Studies 359 and Human Development and Family Studies 359)**

3 credits. Prerequisite: Human Development and Family Studies 150 or one 200-level social science or history course. Students in endowed units must register for Women's Studies 357 or History 359 or American Studies 359. Not offered 1995-96.

An introduction to, and overview of, problems and issues in the historical literature on American families and the family life cycle. Reading and lectures will demonstrate the pattern of American family experience in past time, focusing on class, ethnicity, sex, and region as important variables. Analysis of the private world of the family in past time will deal with changing cultural conceptions of sexuality, sex roles, generational relationships, stages of life, and life events. Students will be required to do a major research paper on the history of their family, covering at least two generations and demonstrating their ability to integrate life-course development theory, data drawn from the social sciences, and historical circumstances.]

**[WOMNS 358 20th-Century Experimental Fiction by Women (also English 358)**

4 credits. Not offered 1995-96.

With only a few exceptions, the works of fiction that we associate with the two great avant-garde movements of the twentieth-century, modernism and postmodernism, were written by men. Does this mean that women writers prefer traditional modes of narration or are uneasy with innovation or have some sort of innate or acculturated affinity with realism or naturalism? This seminar will examine the cultural contexts that may bias readers against seeing what is genuinely new and exciting in works by female authors, as well as ways that the works themselves may or may not resemble works by acknowledged experimental writers who are men—the difference that sexual differences may make. Writers include Virginia Woolf, H.D. (Hilda Doolittle), Djuna Barnes, Doris Lessing, Alice Walker, and Margaret Atwood.]

**[WOMNS 362 Global Perspectives on Gender**

4 credits. Not offered 1995-96.

The course will examine how forms of gender inequality have been shaped by international forces and structured by differences in national histories. The class will be taught by a rotating set of two faculty members from different departments. Contingent on the particular faculty directing the course, the class will consider such issues as cross-cultural perspectives on gender; the history of work and family life in different societies; the gendered division of labor in local, national, and international economies; the impact of colonialism; the organized efforts of women to define gender relations; the role of the state in constructing an engendered economy and polity.]

**WOMNS 363 Representations of Women in Ancient Greece and Rome (also Classics 363 and History 367) #**

Spring. 4 credits.

The task of this course is to analyze ancient Greek and Roman representations of women—some famous, some infamous, some nameless—within their historical and cultural contexts and the assumptions that underlie these representations. Using literary, historical, legal, and artistic sources (in translation) and examining the historiographical and methodological problems the use of such evidence poses, the class will assess the changing social conditions that relate to the roles, status, and images of women in antiquity. Among the topics considered are: myth and ideology; women's role in the family and society; views of the female body and female sexuality; the place of women in creative art.

**WOMNS 365 Directions in Feminist Theory (also Government 362)**

Spring. 4 credits.

This course is designed to explore critical debates in contemporary feminist theory with particular attention to the status of gender as an analytic and political category. We will investigate how different theoretical traditions and perspectives relate gender to structures of race, sexuality, and class.

**WOMNS 368 Marriage and Sexuality in the Middle Ages (also History 368) #**

Spring. 4 credits.

Few topics generate heat so readily as gender relations and sexuality. Behind the current controversies lie decisions made in the first Christian centuries, and firmed up in the course of the Middle Ages; these still affect all of us, believers and unbelievers alike. This course studies Western attempts to deal with the problem of sexuality up to about 1500. The class will first clarify the church's normative rules of law and theology. Armed with this framework, it will then turn to more specific topics, including homosexuality, prostitution, rape/abduction and sexuality in medieval literature. The goal is to be able to compare the ideal model with the reality, and thus to assess the product the medieval church passed on to Western culture and ourselves. No formal prerequisite, though some prior knowledge of medieval European history is desirable.

**WOMNS 374 Nineteenth-Century American Women Writers (also English 374 and American Studies 374) #**

Fall. 4 credits.

In this cross-cultural examination of nineteenth-century American women writers, we will contrast a variety of nineteenth-century works of fiction, political/feminist manifestos and slave narratives. We will investigate the ways in which these writers used their texts to construct culturally valuable and authentic selves. We will also consider tensions between "sentimental" idealism and political pragmatism, passionless femininity, and autonomy. Readings will include Louisa May Alcott's *Behind a Mask*, Anna Julia Cooper's *A Voice from the South*, Frances Harper's *Iola LeRoy*, Harriet Beecher Stowe's *The Minister's Wooing*, and Harriet Wilson's *Our Nig*.

**[WOMNS 377 Gender in Early Modern Europe (also History 377) #**

4 credits. Enrollment is limited to 30. Not offered 1995-96.

An inquiry into how masculinity and femininity were defined in early modern Europe. Questions to be explored include: What purpose did gender distinctions serve in the particular society? To what extent were men and women able to shape and redefine the meaning of their gender? How was their ability to do so affected by such events as the Reformation and the French Revolution? Readings include both primary and secondary sources.]

**WOMNS 380 Gender, Ideology, and Culture (also Sociology 380)**

Spring. 4 credits.

This course will explore representations of women in popular culture, including images, narratives, and religious practices. We will examine the relationship between popular culture and ideology, and look at how women "read" popular culture. The aim of the course is to enable students to think critically and analyze the effects of ideological representations of difference on personal identity construction, status, and power relationships. Readings are drawn mostly from sociology of culture and cultural studies; most texts deal with popular culture and gender in the 19th and 20th century United States.

**[WOMNS 381 19th Century French Women Writers (also French Literature 381) #**

4 credits. Course conducted in French. Not offered 1995-96.

While situating the works read within their specific historical and literary context, this course will attempt to address two sets of questions: 1) How does the inscription of literature as a Public Institution within a phallocentric cultural order affect women authors' status and writing strategies? 2) To what extent and at what levels does being a woman inform or shape the text produced? In what ways is literary writing concerned with sexual difference? Writers will include Mme de Staél, George Sand, M. Desbordes-Valmore, Flora Tristan, and Rachilde.]

**WOMNS 384 Women and Unions (also Industrial & Labor Relations 384)**

Spring. 4 credits.

This course will explore women's participation in the U.S. labor movement in the nineteenth and twentieth centuries. The class will cover issues such as women workers' relations with male-dominated union movements, the role of cross-class alliances of women in organizing women workers, interactions with radical parties and organizations, problems faced by women union leaders and activists, racial and ethnic differences in organizing, and the impact of societal stereotypes and expectations.

**WOMNS 400 Senior Honors Thesis**

Fall and spring. 2-4 credits. For Women's Studies seniors only. Permission of Women's Studies faculty member required. Student must carry a GPA of 3.0 in all subjects and a 3.3 in Women's Studies.

Both the form of theses, and the nature and extent of contact between student and adviser, will depend on mutual agreement between the two. In one common scenario, the student will write an essay of approximately 50 pages in length, drafted and revised in a series of carefully planned stages over the

course of two semesters, with an outline expected on approximately Sept. 15th and a draft of the first chapter on approximately November 15th. An "R" grade will be assigned at the end of the fall semester and a letter grade on completion of the project at the end of the spring semester.

**[WOMNS 404 Women Artists (also History of Art 466)**

4 credits. Prerequisite: Permission of instructor. Auditing not permitted. Next offered fall 1996.

This seminar will be devoted to a study of the work of women artists from antiquity to the present. The works of the most important women artists from each period will be studied in relation to the changing roles of women in society.]

**WOMNS 406 The Culture of Lives (also Anthropology 406) @**

Spring. 4 credits.

This seminar examines the insights provided by diverse personal narratives into both the particularities of individual lives and into the wider social and cultural forms within which those lives unfold. We look at the place of life histories in the historical development of anthropology as a discipline, in terms of both the theoretical and methodological concerns they raise. We focus upon the contemporary resurgence of interest in personal narratives as windows onto both the social or cultural construction of the person as well as heavily upon women's lives and their representations to contrast men's and women's accounts and to underscore the special significance of women's narratives in anthropology.

**[WOMNS 408 Gender Symbolism (also Anthropology 408) @**

4 credits. Not offered 1995-96.

This seminar looks at how cultural meaning is constructed about biological sex differences. We begin from the presumption that sex difference and gender are culturally defined as a system of categories and meanings interacting with people's cognitive, intellectual, and affective experience of their worlds. The seminar has two primary conceptual objectives: (1) to analyze the relations among gender symbols and (2) to explore the relations between these symbols and the social worlds of the people who believe in them.]

**[WOMNS 413 Women Around Freud (also German Studies 413 and Comp Lit 412) @**

Spring. 4 credits. Not offered 1995-96.

This course is designed: 1) to expose students to the lives and work of women intellectuals in turn-of-the-century and early twentieth-century Austria and Germany who influenced and were influenced by Freud and psychoanalysis; 2) to consider the work of women intellectuals whose interests converged with theories diverged from psychoanalytic thinking; 3) to explore definitions of "intellectuals" and the status of women as intellectuals both at the beginning of Lou Andreas-Salomé, Anna Freud, Helene Deutsch, Karen Horney, Sabina Spielrein, Joan Riviere, Melanie Klein, Rosa Mayreder, Grete Meisel-Hess, Hedwig Dohm, and Ellen Key.]

**[WOMNS 416 Person, Gender, and Song (also Anthropology 417) @**

4 credits. Not offered 1995-96.

At stake in the anthropological endeavor to represent others' worlds cannot be our capacity for communion, but rather an

epistemological puzzle: how do we come to (systemize) knowledge of other realities? On the premises that we come not to know persons (directly), but among other things (through) their words, that words are contextually produced, that some contexts are more highly stylized into recognized cultural genres than others, and that a common and powerful genre is song, this seminar will look at several cases of traditional song and its relation to personal realities, with specific attention to the imaging, communicating, evaluating, and remembering of gender identities.]

**[WOMNS 425 Gender Relations, Gender Ideologies, and Social Change (also Rural Sociology 425)]**

3 credits Not offered 1995-96.

This course offers a comparative analysis of rural women's work in agriculture, domestic and household production, and forms of wage work and self-employment in both Third World and industrialized countries. Drawing on feminist and sociological theory and methods, the course examines gender ideologies, work-family linkages, responses to technological innovation, the transformation of the labor process, and the international division of labor as processes that restructure gender relations and challenge existing proscriptions of women's behavior.]

**[WOMNS 426 Undergraduate Seminar in Early American History (also History 426)] #**

Spring. 4 credits. Permission of instructor required. Preference given to history and women's studies majors.

Topic for 1996: Witchcraft in Early America.

**[WOMNS 431 Scenes of Female Enlightenment (also English 431)]**

4 credits. Not offered 1995-96.

In this course we will explore the ways in which Enlightenment thinking about women and women's own concern with their rights and education during the late 18th Century intersects with an inquiry into femininity itself. How did the focus on sentimentality limit, shape, or enable, emancipatory feminist discourse? Starting with Rousseau's *Nouvelle Eloise* and *Emile*, we will trace the influence of Rousseau on a variety of 18th century sentimental and educational writers, including Saint-Pierre (*Paul and Virginia*), Edgeworth (*Belinda*), and Wollstonecraft (*Vindication of the Rights of Women*). If available, we will also read selections from women educationists of the period, such as Mrs. Macaulay and Hannah More. Alongside novels of feminist protest by Wollstonecraft (*The Wrongs of Woman*) and Mary Hays (*Memoirs of Emma Courtenay*), we will explore other mother-daughter novels of the 1790's by Inchbald (*A Simple Story*) and Opie (*Adeline Mowbray*). As well as reading Diderot's *The Nun* and de Sade's *Justine*—works of the French Enlightenment and libertine Revolution, respectively—we will read Radcliffe's *Romance of the Forest* and *Mysteries of Udolpho* as the site of the gothic construction of female "enlightenment." Selected novels by Austen (*Persuasion* and *Mansfield Park*), and Burney (*The Wanderer*) will extend the course into the early 19th century novel for a retrospective view of the feminist "Enlightenment" of the Revolutionary period.]

**[WOMNS 433 The Female Dramatic Tradition (also Theatre Arts 433)]**

Spring. 4 credits.

Is there a "female dramaturgy?" What is the female tradition in the theatre? The course will explore these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.

**[WOMNS 435 The Sociology of Reproduction (also Sociology 434)]**

4 credits. Next offered 1997.

Women's biological potential to bear children and their childbearing experiences are socially constructed. The social context of women's reproductive capacity is one area in which women themselves are socially defined, and therefore within this realm exists the potential to control women through the control of reproduction and childbirth. We will examine the social construction and control of reproduction using both empirical findings and theoretical arguments. Specific topics include: historical trends in fertility; the medicalization and medical control of conception and childbirth; biological versus social definitions of women as mothers; the role of state policy; and theoretical explanations of reproduction and gender stratification.]

**[WOMNS 438 Female Adolescence in Historical Perspective, 1815-1960 (also Human Development and Family Studies 417 and History 458)] #**

Spring. 3 credits. Limited to 50 students.

Permission of instructor required.

The changing nature of female adolescence in the United States is explored using nineteenth-century primary sources available in the Department of Manuscripts and University Archives. Olin Library multidisciplinary readings and discussions are designed to uncover the nature of women's childhood, patterns of authority within the family, cultural attitudes toward sexuality, female friendships, courtship patterns, and rites of passage into adulthood.

**[WOMNS 444 Historical Issues of Gender and Science (also Science and Technology Studies 444)]**

4 credits. Next offered 1997.

This course is a one-semester survey of women's role in science and engineering from antiquity to the 1990's with special emphasis on the United States in the 20th century. Readings will include biographies and autobiographies of prominent women scientists, educational writings, and other primary sources as well as recent historical and sociological studies. By the end of the semester we should have attained a broad view of the problems that have faced women entering science and engineering in the past and those that still remain. There are no formal prerequisites for the course, although some knowledge of women's history and the history of science would be helpful. The course welcomes the participation of students from scientific and non-scientific backgrounds alike.]

**[WOMNS 445 Nineteenth-Century Women Novelists (also English 445)] #**

Fall. 4 credits.

Works by Jane Austen, Elizabeth Gaskell, and Charlotte Brontë will be studied with particular attention to the development of a

women's tradition in fiction, women writers' conceptions of themselves and their work, and their social and cultural situation. We will look at letters, diaries, and biographies (including Gaskell's *Life of Charlotte Brontë*) as well as several novels.

**[WOMNS 450/650 The Lenses of Gender (also Psychology 450/650)]**

4 credits. Permission of instructor required. Limited to 18 seniors and graduate students. No preregistration; interested students should attend the first class. Graduate students sign up for Women's Studies/Psychology 650. Not offered 1995-96.

This seminar analyzes the ideological, institutional, and psychological mechanisms that are responsible for the social reproduction of male power in Western—and especially American—culture. It is interdisciplinary, covering material from biology, history, anthropology, law, sociology, psychology, psychiatry, philosophy, and feminist theory. Part one analyzes three important organizing principles or "cultural lenses" that have come to be embedded in the social institutions and the cultural discourses of Western culture: (a) biological essentialism; (b) androcentrism; (c) gender polarization (including the stigmatizing of homosexuality). Part two analyzes how the individuals living within the context of these lenses are transformed from being male to female newborns to being "masculine" and "feminine" adults—how, in other words, the culture's gender lenses are subtly transferred from the practices of the culture to the psyche of the individual. Part three considers possibilities for social and personal change.]

**[WOMNS 451 Women in Italian Renaissance Art (also Art History 450)] #**

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

This seminar examines representations of the Madonna and Child from the fourteenth and fifteenth centuries, the narrative scenes painted on marriage chests and other domestic furniture, biblical and historical heroines such as Judith and Lucretia, portraits of patrician women and courtesans, and violence to women in a political context. It will investigate the contemporary ideas about motherhood, beauty, sexuality, social presentation, and gender roles in society that inform these representations. We will discuss the existing critical frameworks for interpreting them in feminist art history and theory (particularly in Renaissance studies). We will be concerned especially with how visual images are encoded with meaning, what kind of relationship can be established with their historical context, and how they convey social constructs and ideology.]

**[WOMNS 455/655 Sexuality, Society, and the State in the Near East (also History 437/657 and Near Eastern Studies 456/657)] @**

4 credits. Permission of instructor required. Limited to 15 students. Not offered 1995-96.

A seminar focusing on the ways in which social practice and the needs of the state have interacted to shape norms of sexual behavior and categories of gender and sexual identity. Topics we will examine include sexuality and gender as components in Islamic monarchy; the ways in which society has resisted the state's attempts to define and control sexuality;

and the role of sexuality and gender roles in current political and social debates in the Near East. Special attention will be paid to the role of the legal process in mediating the contending forces of the state and society.]

**[WOMNS 459 Education in Africa and the Diaspora (also Africana 459) #**

Fall. 4 credits.

This course deals with theories and concepts of planned change for social development and their application to educational innovations geared to promoting equal opportunity based on gender, race, and class in Africa and the African Diaspora. The first part of the course will be concerned with the stages of innovations from their inception to their implementation, resistance, diffusion and impact of different social categories. The second part of the course will deal with concrete cases of educational innovations such as the creation of educational institutions and change in curriculum development and medium of instruction. Historical and contemporary cases of educational innovations will be presented and analyzed. The case studies include the development of Africana Studies as a discipline, the creation and expansion of historically black institutions such as Lincoln University in Pennsylvania, Tuskegee Institute in Alabama, Spelman College in Georgia, and the Westside Preparatory School in Chicago. The African Cases to be studied include education for self-reliance in Tanzania, African languages as a medium of instruction in Nigeria and Mali, and television as a medium of instruction in Côte d'Ivoire. Gender will be a main focus in the analysis of the agents and beneficiaries of the innovations.

**[WOMNS 463 The Politics of Contemporary Feminist Theory (also Government 463)**

4 credits. Prerequisite: GOVT 369/ WOMNS 269 or permission of instructor.

Next offered spring 1997.

For years the women's movement based its claim to equality on the assertion that men and women are the same. Recently, however, feminist theorists have argued that there are deep, fundamental differences between the sexes: for instances, do women and men view morality differently? What effect does reproduction have on female consciousness? Does women's work produce a particular epistemology, or "way of knowing"? How do gender, race, class, sexual orientation, etc., influence each other? Drawing on works from political science, psychology, sociology, literary criticism, and philosophy, we will examine a variety of contemporary methods and approaches to feminism, paying particular attention to the issue of "difference" and how claims of difference affect women's claims to equality. In the process, we will examine the "politics" of feminist theory, and what feminism has to offer political science as a discipline.]

**[WOMNS 464 Gender and Politics in the Roman World (also Classics 463 and History 463) #**

4 credits. Not offered 1995-96.

An undergraduate seminar examining the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions this course will address are: was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms that political activity in ancient Rome might take

allow a place for women in Roman political life? what role does gender have in Roman political discourse and ideology? why do issues such as family, marriage and sexuality become subjects of political debate and legislation?]

**[WOMNS 466 Feminism and Gender Discrimination (also Government 466 and Law 648)**

4 credits. Next offered in fall '96 or spring '97.

This course will introduce students to the major schools of feminist legal theory, including equality theory, difference theory, dominance theory, and anti-essentialism. It will then use these theories as a framework for examining several areas in which the law has attempted to address gender-specific injuries. These will include the workplace (sexual harassment, regulation of fertility, work/family conflict), the family (abortion, surrogacy), and violence against women (rape, spousal abuse, pornography). The course will emphasize analysis and critique of present political and legal responses and formulation of alternative responses. Some previous exposure to legal materials (case law, statutes) is useful but not required.]

**[WOMNS 470 Studies in the Novel: Virginia Woolf (also English 470)**

Spring. 4 credits. Limited to 15 students, juniors and seniors only. Not offered 1995-96.

This seminar will consider six major novels—Mrs. Dalloway, To the Lighthouse, Orlando, The Waves, The Years (along with Woolf's unfinished novel/essay *The Pargiters*), and Between the Acts,—as well as A Room of One's Own, Three Guineas, and a selection of the shorter essays. We will also look at relevant materials from the diaries and occasionally from the letters. Class members will give at least two presentations over the course of the semester and will be expected to participate regularly in discussions. Regular short writing assignments, two major papers (10-15 pages).]

**[WOMNS 471 American Indian Women's Literature (also English 471)**

Spring. 4 credits. Not offered 1995-96.

From Pocahontas to Shakes a Fist in Dances With Wolves, depictions of American Indian women rarely present their points of view. Through a variety of genres—short fiction, autobiographies, poetry, and oral histories—we will listen to the voices of American Indian women; we will listen for their aesthetic and cultural values, as those values reflect Indian history in general, tribal histories and values, and their life stories. We will begin with works from or about nineteenth century life and proceed to an examination of works by such well-known Indian women writers as Beth Brant, Louise Erdrich, Leslie Silko, and Joy Harjo. We will explore questions such as: How does the image of Pocahontas affect the representation of other Indian women? Who are American Indian women activists, and have they written of their lives? What is the relationship between the woman in myths and legends and women in the real world? The student's grade will be based on two formal papers and a number of informal writing assignments and reports.]

**[WOMNS 474 Black Women Writers: Theory in the Flesh (also English 464)**

4 credits. Not offered 1995-96.

Black women, while challenging feminism to acknowledge and explore difference among women, have also created a literature in which differences among black women, particularly differences of color and class, are meticulously observed and critically articulated. As collaborators in the creation of Afro-American culture, black women have also written perceptively about the precise inflections of gender that make differences in the experience of black women and black men. This course will focus on textual representations of color, class, and cultural differences within Afro-American communities, especially as these differences influence constructions of female identity in the texts of black women writers, including Nella Larsen, Gwendolyn Brooks, Toni Morrison, Alice Walker, Toni Cade Bambara, Paule Marshall, Adrienne Kennedy, Gayl Jones, Terry McMillan, and Andrea Lee.]

**[WOMNS 475 Studies in the Twentieth Century (also English 475)**

Fall. 4 credits. Topic for Fall 1995:

Gender and War in the Twentieth Century In the twentieth century, justifications of or oppositions to war are often represented in highly gendered language, with whole nations coded as masculine or feminine (or some indeterminate region between the two poles) depending on their attitude toward aggression. In addition, the situation of war can sharpen or fuzz existing gender boundaries applied to individuals, for instance requiring revised definitions of femininity when women enter the workplace in large numbers or creating new distinctions between "real" and "effeminate" men based on willingness to fight.

This seminar will examine diplomatic, journalistic, theoretical and imaginative writing, as well as political cartoons and films, dealing with three major wars in the twentieth century: World War I, World War II and the Vietnam War—the last in its encircling Cold War context. Students will lead one class discussion and write two 10-12 page papers.

**[WOMNS 477 Gender in the Social History of Africa: Theory and Praxis (also Africana 477)**

4 credits. Not offered 1995-96.

This course will examine both the theoretical literatures and case studies on the history of gender relations in Africa during the precolonial and early colonial period. The course will be divided into two parts. In the first section, we will explore gender relations before the advent of colonialism; in the second we will focus on the early colonial period. In both sections students will read and analyze a number of theoretical perspectives and case studies in order to participate in the debates that are of current concern to historians. Among the questions to be explored are: what was the nature of gender relations in precolonial Africa, what structural features affected the way in which gender relations were constructed within particular societies; how were these relations affected by the entrance of Islam, the slave trade and the changes that took place before the late 19th century in the political, religious and social structures of particular societies, how did colonialism affect gender relations in particular African societies; what factors influenced the nature and extent of that impact.]

**WOMNS 478 Family and Society in Africa  
(also Africana 478)**

Fall. 4 credits. The family as a social institution is structured according to socioeconomic, historical, political, and cultural specificities. In this course, the topics to be discussed will include the concepts of nuclear and extended family, the place and role of different age-groups and generations in the family, marriage and related issues, such as dowry, divorce, parenthood, childrearing, sex roles, and class differences. The course will also deal with the impact of industrialization and of westernization on the structure of the family in Third World countries. Examples will be drawn from urban and rural communities in industrial/western and agrarian/non-western societies.

**WOMNS 479 Women and Gender Issues in Africa (also Africana 479)**

Spring. 4 credits. Limited to 20 students. There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view, women have a favorable social position in Africa: indigenous ideologies consider women to be the foundation of society, they are economically active and independent and they have an identity independent of men. In this seminar, we will discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics to be covered are: women in non-westernized/precolonial societies; the impact of colonial policies on the status of women; gender and access to schooling; women's participation in the economy and politics; the attitudes of African women towards feminism; and the NGO and United Nations Nairobi Conferences on women.

**[WOMNS 481 Latin American Women Writers (also Spanish 492 and Comparative Literature 482) @**

4 credits. Taught in English. Next offered fall 1996.

This course will provide a sampler of novels and short stories by and about Latin American women. We will look at the question of self-construction and issues such as the social and political concerns involved in a specifically Latin American feminine identity. All works will be read in translation (Romance Studies students should read originals of the two works from the Spanish). Authors may include writers like Luisa Valenzuela (Argentina) and Rigoberta Menchú (Guatemala), Helena Parente Cunha and Clarice Lispector (Brazil), Helena María Viramontes and Gloria Anzaldúa (U.S.A.), and Simone Schwarz-Bart (Guadalupe).]

**[WOMNS 490 English Honors Seminar: Mary Wollstonecraft and Mary Shelley (also English 491)**

4 credits. Prerequisite: Permission of instructor. This is an English Honors Seminar for English and Women's Studies Majors. Not offered 1995-96.

In this seminar we will focus on the writings and the autobiographical constructions of two famous women who were mother and daughter. We will read Mary Wollstonecraft's major writings of the 1780 and 1790s, beginning with her novel, *Mary*, and *Thoughts on the Education of Daughters*, before taking on her first *Vindication* (of the Rights of Men) and the feminist *Vindication of the Rights of Woman*. We will also read her political writings about the French Revolution,

her travel book, Letters written during a short residence in Sweden, Norway, and Denmark, and her unfinished novel, *The Wrongs of Woman*, as well as selections from her letters and Godwin's Memoir of the Author of the Rights of Woman. In the second part of the course, we will read Mary Shelley's writings, starting with her early History of a Six Weeks' Tour and Frankenstein; or the Modern Prometheus. We will also read some of her later novels, including Valperga, The Last Man, and Perkin Warbeck, as well as her incest novel, Mathilda, along with selections from her letters and Journals. Alongside the primary texts, the seminar will include readings that situate both Mary Wollstonecraft and Mary Shelley in relation to feminist theory and criticism as well as the Romantic movement. You will be expected to contribute an oral report, short papers, and final longer paper.]

**WOMNS 491 Women's Studies Seminar (also English 491)**

Fall. 4 credits. Seminar limited to 17 people. Topic for 1995: Wharton, Jewett, and Cather

An examination of the major novels and stories of Edith Wharton, Sarah Orne Jewett, and Willa Cather. Focus will be on close analysis of works such as *The House of Mirth*, *The Custom of the Country*, and *The Age of Innocence* (Wharton), *Deephaven* and *The Country of the Pointed Firs* (Jewett), and *The Song of the Lark*, *My Antonia*, *A Lost Lady*, and *The Professor's House* (Cather). Topics may include: "regionalism" and realism; women and literary professionalism in America 1870-1930; representations of speech communities; gender and sexuality; styles of tale-telling; ghost stories and the haunting of a vanished past; the changing reputation of these writers and the reasons for their current high standing; literary interpretation and film adaptation. Some attention will be given to a range of critical approaches (including feminist, deconstructive, linguistic, and biographical), and to methods of research, uses of evidence, and preparation for the writing of an honors essay.

**[WOMNS 492 George Eliot (also English 491)**

Fall. 4 credits. Not offered 1995-96. We will read several of Eliot's major novels, from Adam Bede to Daniel Deronda, along with essays and letters, and try to gain as full a sense as possible of the works, the career, and the literary, intellectual, social, and cultural situation of the foremost Victorian woman novelist.]

**[WOMNS 493 French Feminisms (also French 493)**

Fall. 4 credits. Not offered 1995-96. This course will examine the political, theoretical, and literary concerns of contemporary French writers who have addressed "la question de la femme/la question du féminin." Readings will include representative texts by Simone de Beauvoir, Monique Wittig, Julia Kristeva, Jacques Lacan, Luce Irigaray, Jacques Derrida, and Hélène Cixous. Taught in English.]

**WOMNS 499 Directed Study**

Fall or spring. Variable credit. Prerequisites: one course in women's studies and permission of a faculty member of the Women's Studies Program Board.

**[WOMNS 530 Womanist Writing in Africa and the Caribbean (also Africana 530)**

Fall. 4 credits. Not offered 1995-96. Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers will complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad, will be examined in texts by such writers as Sistren, Conde, Dangarembga, Aidoo, Warner-Vieyra, Ba, Emecheta, Kincaid, and W. Mandella. (Francophone works may be read in the original by individuals who so desire.)

**WOMNS 594 Feminist Theory and the History of Art (also History of Art 594)**

Spring. 4 credits. Permission of instructor required.

Seminar participants will examine the impact of feminist theory on art historical practice. Based on critical analysis of texts from the early 1970s to the present, we will consider the range of methods employed by feminists in the field; the political practices and discursive traditions to which the methods belong (liberal feminist, radical feminist, Marxist, semiotic, psychoanalytic, traditional art histories); and the interpretive problems they present in light of social theory and the politics of gender in the mid '90s.

**WOMNS 600 Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in Women's Studies (also French Literature 600)**

Fall. 4 credits. This course is open to graduate students and undergraduate seniors who have obtained permission of instructor.

The purpose of this course is to expose graduate students to interdisciplinary approaches in Women's Studies and feminist theory to a variety of topics or questions. While many of our graduate courses train students in highly specialized areas of feminist theory, this course aims to teach students how to find common intellectual ground around a single topic from interdisciplinary perspectives without sacrificing the complexity of any disciplinary approach. The course is designed for graduate minors in Women's Studies and students with a specialized interest in feminist theory. Although it is not required, the course is strongly recommended for students obtaining a graduate minor in Women's Studies.

**[WOMNS 608 African-American Women (also History 608)**

4 credits. Not offered 1995-96. This seminar focuses on nineteenth-century African-American women in the United States and the Caribbean. Emphasis will be on interpretive examination of black women within a gender network, in the black community, and in the larger society. The course format is topical and includes abolition, women's rights, slavery, sexuality, education, and race uplift. Course requirements are (1) attendance and active participation and (2) completion of a 25-30 page paper based on primary research on some aspect of the history of nineteenth-century African-American women.]

**[WOMNS 613 The Political Economy of Gender and Work (also City and Regional Planning 613)]**

3 credits. Not offered 1995-96.

This course focuses on different approaches to the analysis of gender and work combining economic and feminist theory. Topics include: the significance of economic rationality and the rhetoric of economics from a feminist perspective, household theory, gender and the labor market, wage differentials, discrimination, labor market policies, gender and technology, economic restructuring and women's work, family and reproductive policies. The empirical material in the course concentrates mostly, but not exclusively, on the United States.]

**[WOMNS 614 Gender and International Development (also City and Regional Planning 614)]**

Fall. 3 credits.

This course has four main objectives. First, to provide an analysis of the location of women in processes of development and to understand the centrality of gender in each case. Second, to examine theoretical and conceptual frameworks for the analysis, including an understanding of gender divisions and their interaction with other forms of inequality such as class, race, and ethnicity. Third, to reflect upon the linkages between the global economy and the gendered macro and micro processes of development. Fourth, to provide a basis for research, practical action, and policy formulation and for evaluating directions and strategies for social change.

**[WOMNS 618 Feminist Jurisprudence (also Government 618 and Law 618)]**

Spring. 4 credits.

This course will look at feminist (legal)theory through the lens of a current controversy: that between dominance feminists and feminist critics who believe that dominance theory diserves women by misrepresenting their sexuality or their agency. After a close reading of works by Mc-Kinnon and Dworkin, we will study the "sex radical" critique from the sex wars period of the early eighties. We will then look at several strands of an emerging agency critique , including those influenced by post structuralism, Black feminism, and the study of women's narratives. We will conclude by asking what those critiques mean for legal initiatives in areas such as rape, surrogacy, spousal abuse, sexual harassment, and pornography.

**[WOMNS 621 Lesbian, Gay, and Bi-sexual Studies]**

Fall. 4 credits. Not offered 1995-96.

The purpose of this seminar is twofold: (1) to explore recent work in the field of lesbian and gay studies with particular emphasis on cultural theory; and (2) to provide graduate students with the opportunity to pursue their individual research projects in a collaborative setting. The first part of the semester will be devoted to a discussion of critical debates and texts in this emerging field, and the second half to students' presentations of their work.]

**[WOMNS 626 Graduate Seminar in the History of American Women (also History 626)]**

4 credits. Limited to graduate students. Not offered 1995-96.

A reading and research seminar intended for graduate students. Major works in American women's history will be carefully scrutinized, and each student will prepare a lengthy research paper.]

**[WOMNS 631 Gender and Culture (also Anthropology 621)]**

Fall. 4 credits. Open to graduate students only.

Extended consideration of the anthropological issues surrounding sex and gender introduced in ANTHRO/WOMNS 321. The discussion seminar portion of this course will emphasize contemporary theories of gender within anthropology and build specifically toward the formulation of important research problems in the field.

**[WOMNS 633 Women Writers in the Middle Ages (also English 633)]**

4 credits. Next offered fall 1997.

This course will study women writers of the Middle Ages, while examining some of the methodologies—medieval and modern—for assessing these women's works and lives. The first weeks will be spent reading Marie de France, a selection of poems "praising" and "blaming" women and marriage, surveying medieval "theories about femininity"—including misogyny of the more obvious and perennial varieties—and putting beside these selected modern essays. The balance of the course will concentrate on the works and contexts of women writers in the later Middle Ages, especially Margery Kempe, Julian of Norwich, Catherine of Siena, and Christine of Pisan, interlacing study of these with some excerpts from male writers in the same general traditions. Study of the later writers will include emphasizing the ways that the women writers interacted with their male intellectual peers and with their literary, religious, and philosophical traditions; we will seek to define within these living and intellectual contexts the kinds of authority and vision these women developed. Time permitting, some women writers of the sixteenth century may be included.]

**[WOMNS 636 Comparative History of Women and Work (also Industrial and Labor Relations 636)]**

Fall. 4 credits. Disc/sem.

This seminar will explore the similarities and differences among different cultures' assumptions about the work of women as well as women's experiences in varying work circumstances throughout history. Comparative examples will be taken from the United States, Europe, and the Third World.

**[WOMNS 639 The Feminine Symbolic (also Anthropology 639)]**

Spring. 4 credits.

A number of French and British feminists have constructed challenges to Lacan's reading of Freud in regard to the Feminine Symbolic as the 'symbolism of lacking a Phallus.' This seminar will address this literature from an anthropological perspective by comparing the Feminine Symbolic in diverse cultural constructions of sexual difference, desire, the body, identity, power and the subject.

**[WOMNS 654 Queer Theory (also English 654)]**

Spring. 4 credits.

The only thing better than having sex is theorizing about it. In an effort to provide us with a more sophisticated language with which to examine lesbian and gay issues in literature and culture, this course will offer an introduction to the most influential trends in queer theory. The first few weeks of the course will focus on the psychoanalytic discourse of homosexuality, as it was conceived by Freud and revised and

redeployed by lesbian and gay theorists. The second part of the course will concentrate on Foucault and various applications of social constructionism to lesbian and gay theory and feminism. In the final few weeks, we will discuss recent debates about sexuality and identity politics. We will discuss books and essays by Bersani, Butler, Crimp, de Lauretis, Deleuze, Freud, Foucault, Fuss, Halperin, Hocquenghem, Kincaid, Moraga, Rubin, Sedgwick, Watney, and Wittig, among others.

**[WOMNS 660 Gender in Nineteenth-Century America (also English 661)]**

4 credits. Not offered 1995-96.

A study of the relation between historical experience and literary texts. We will examine from the perspectives of both historical and literary analysis the rise of women writers, the novel's preoccupation with conflicts between men and women, the cultural uses of feminism and antifeminism, and the impact of the new woman. Bringing traditional literary texts—novels and poetry—into dialogue with "nonliterary" writings like journalism, political treatise, social reform manifestos, and etiquette books, we will draw on the methods and theories of cultural history and literary criticism to ask how gender relations and the history of women bear on the plots, discourses, and images of literary texts. A tentative reading list would include Susannah Rowson's *Charlotte Temple*, Lydia Maria Child's *The Mother's Book*, Catherine Beecher's *A Treatise on Domesticity*, Nathaniel Hawthorne's *The Blithedale Romance*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Herman Melville's *Pierre*, poems by Emily Dickinson and Walt Whitman.]

**[WOMNS 670 Feminist Political Theory (Graduate Seminar) (also Government 671)]**

Spring. 4 credits. Open to undergraduates who have taken GOV/WS 463 or other courses in feminist theory and who have the permission of the instructor. Next offered Fall 1996.

This graduate seminar will examine contemporary feminist theory from the perspective of political theory. We will study the work of feminist theorists who work specifically within the discipline of political science, as well as the specifically political dimensions of work not generally considered political theory. Though particular readings and topics will change from year to year in response to the most recent literature, in general the course will focus on questions of epistemology and methodology as a way to explore a variety of issues of relevance to feminism as an academic, intellectual, and political enterprise.]

**[WOMNS 671 Feminist Methods (also Rural Sociology 771)]**

Spring. 4 credits. Not offered 1995-96. Employing a sociology of knowledge perspective and comparative approach within the social science, this course will review and analyze contemporary themes in the feminist epistemological critique of sociological methods. The course will begin by identifying what constitutes mainstream explanations within the social sciences, introduce early feminist challenges to androcentric paradigms, move to examine the philosophical and postmodern challenge, and then outline issues critical to "doing fieldwork." In the latter section, we will examine studies that address issues of class, race, ethnicity, and constructions of otherness.]

**[WOMNS 672 The Theory and Policy of Feminist Issues (also Government 672)]**

4 credits. Limited to 20 students. Not offered 1995-96.

This course will explore the intersections of theory and policy in feminist scholarship through the lenses of several issues of key importance in contemporary feminist politics. The course takes as its foundation the premise that most feminist issues need to be approached from a multidisciplinary perspective in order to be understood fully, and that feminist theory and policy are integrally related to one another. In 1994, focusing on such issues as domestic violence, pornography, welfare, and the military, we will approach each of these issues from a variety of theoretical and empirical perspectives in order to understand both the political and theoretical underpinnings of existing policy as well as the political and theoretical implications of various feminist prescriptions suggestions for policy change.]

**[WOMNS 680 Twentieth-Century Women's Poetry (also English 680)]**

Spring. 4 credits. Not offered 1995-96. This will be a reading and discussion seminar on poets of the twentieth century who are women, in order to explore not only the poetry but the stance of the poet in regard to gender. For example: Elizabeth Bishop did not wish to be regarded as a "Woman Poet." What are some of the particular problems encountered by women poets of this century? We will consider, by means of essays, biographic, and critical works, the processes—mental, emotional, social, and intellectual—by which these women attempted to shape a poetic esthetic. Students will be required to select two texts from the syllabus and to lead seminar discussions of these works; in addition, they will write a final paper in which at least one of the readings is related either to aspects of technique or esthetic philosophy. Suggested readings for the course include selections from the writings of such poets as Millay, H.D., Bogan, Brooks, Moore, Rich, Plath, Levertov, or others to be decided on among seminar participants.]

**[WOMNS 690 Feminist Criticism (also German Studies 690)]**

4 credits. Open to qualified undergraduates with permission of instructor. Reading knowledge of German recommended but not required. Not offered 1995-96.

This course is designed to explore developments in feminist literary theory with particular attention to the field of German literature. We will consider competing critical strategies and their political implications by working through different readings of specific literary texts and by raising questions about the implications for feminism of competing critical strategies in the general field of literary theory; the relations between feminism and established critical schools; the tension in feminist Germanistik between critical attention to the "male canon" and the construction of a female literary tradition; the impact on German feminism(s) of their translations of French and American work; the impact and treatment of the Nazi period; the effects of the East-West divide on development in Germany; the impact on feminist literature and criticism of Third World women in Germany; and approaches in Germany to imperialism and racism.]

**[WOMNS 692 Hispanic Feminisms (also Romance Studies 690)]**

4 credits. Taught in Spanish. Not offered 1995-96.

This seminar is designed to explore the interrelationship of feminist literary theory and the narrative production of the Hispanic world. In this inquiry, we will be developing feminist critical methodologies (based on readings of essays by thinkers such as Castellanos, and Glantz) and defining strategies or possibilities for feminist criticism(s). Finally, we will study the ways in which feminist analyses of literature alter our readings of texts by men (Isaacs, Cortázar, Onetti, García Lorca) as well as by women (Pardo Bazán, Tusquets, Valenzuela, Garro), and how they change our conception of criticism and the task of the critic.]

**[WOMNS 699 Topics in Women's Studies]**

Fall or Spring. Variable credits.

Independent reading course for graduate students on topics not covered in regularly scheduled courses. Students develop a course of readings in consultation with a faculty member in the field of Women's Studies who has agreed to supervise the course work.

**[WOMNS 705 Feminist Literary Theory (also English 705)]**

4 credits. Not offered 1995-96.]

**[WOMNS 733 Literary Anti-Feminism (also English 733)]**

4 credits. Not offered 1995-96.]

**Writing Program**

See "John S. Knight Writing Program."

**FACULTY ROSTER**

- Abrams, Kathryn, J. D., Yale Law. Assoc. Prof., Ethics and Public Life  
 Abrams, Meyer H., Ph.D., Harvard U. Class of 1916 Professor of English Emeritus, English  
 Abrúñia, Hector D., Ph.D., U. of North Carolina at Chapel Hill. Emile M. Chamot Professor of Chemistry, Chemistry  
 Adams, Anne, Ph.D., U. of Michigan. Assoc. Prof., Africana Studies and Research Center  
 Adams, Barry B., Ph.D., U. of North Carolina. Prof., English  
 Ahl, Frederick M., Ph.D., U. of Texas at Austin. Prof., Classics  
 Albrecht, Andreas C., Ph.D., U. of Washington. Prof., Chemistry  
 Alexander, James P., Ph.D., U. of Chicago. Assoc. Prof., Physics/LNS  
 Allmendinger, Richard W., Ph.D., Stanford U. Assoc. Prof., Geological Sciences/INSTOC#  
 Altschuler, Glenn C., Ph.D., Cornell U. Prof., American Studies  
 Ambegaokar, Vinay, Ph.D., Carnegie Inst. of Technology. Prof., Physics/LASSP  
 Ammons, Archie R., B.S., Wake Forest Coll. Goldwin Smith Professor of Poetry, English  
 Anderson, Benedict R., Ph.D., Cornell U. Aaron L. Binenkorb Professor of International Studies, Government  
 Archer, Richard J., M.A., U. of Missouri at Kansas City. Asst. Prof., Theatre Arts  
 Arroyo, Ciriaco M., Ph.D., U. of Munich (Germany). Emerson Hinckle Professor of Spanish Literature, Romance Studies/Comparative Literature  
 Ascher, Robert, Ph.D., U. of California at Los Angeles. Prof., Anthropology
- Ashcroft, Neil W., Ph.D., Cambridge U. (England). Horace White Professor of Physics, Physics/LASSP\*  
 Assie-Lumumba, N'dri, Ph.D., U. of Chicago. Asst. Prof., Africana Studies/Women's Studies  
 Attoh, Kodjopa, Ph.D., Northwestern U. Assoc. Prof., Geological Sciences  
 Austin, William W., Ph.D., Harvard U. Given Foundation Professor of Musicology Emeritus, Music  
 Bacharach, Samuel B., Ph.D., U. of Wisconsin. Assoc. Prof. Industrial and Labor Relations/Sociology  
 Baird, Barbara, Ph.D., Cornell U. Prof., Chemistry  
 Ballaro, Beverly, Ph.D., Yale U. Asst. Prof., Romance Studies  
 Barazangi, Muawia, Ph.D., Columbia U. Senior Scientist, Geological Sciences/INSTOC#  
 Barbasch, Dan, Ph.D., U. of Illinois. Prof., Mathematics  
 Barzman, Karen-Edis, Ph.D., Johns Hopkins U. Asst. Prof., History of Art  
 Bassett, William A., Ph.D., Columbia U. Prof., Geological Sciences  
 Basu, Kaushik, Ph.D., London School of Economics (England). Prof., Economics  
 Bathrick, David, Ph.D., U. of Chicago. Prof., German Literature and Theatre Arts  
 Bauer, Simon H., Ph.D., U. of Chicago. Prof. Emeritus, Chemistry  
 Baugh, Daniel A., Ph.D., Cambridge U. (England). Prof., History  
 Becker, Penny E., Ph.D., U. of Chicago. Asst. Prof., Sociology  
 Begley, Tadhg P., Ph.D., California Inst. of Technology. Assoc. Prof., Chemistry  
 Bell, Eleanor O., Ph.D., U. of California at Berkeley. Asst. Prof., Sociology  
 Bem, Daryl J., Ph.D., U. of Michigan. Prof., Psychology  
 Bem, Sandra L., Ph.D., U. of Michigan. Prof., Psychology/Women's Studies  
 Beneria, Lourdes, Ph.D., Columbia U. Prof., City and Regional Planning/Women's Studies  
 Bensel, Richard, Ph.D., Cornell U. Prof., Government  
 Bereaud, Jacques, Doctorat d'Univ., U. of Lille (France). Prof., Romance Studies  
 Berger, Anne, Ph.D., Paris VII (France). Assoc. Prof., Romance Studies  
 Berkelman, Karl, Ph.D., Cornell U. Prof., Physics/LNS  
 Bernal, Martin G., Ph.D., Cambridge U. (England). Prof., Government/Near Eastern Studies  
 Bernstock, Judith, Ph.D., Columbia U. Assoc. Prof., History of Art  
 Bestor, Theodore C., Ph.D., Stanford U. Assoc. Prof., Anthropology  
 Bethe, Hans, Ph.D., U. of Munich (Germany). John Wendell Anderson Professor of Physics Emeritus, Physics  
 Biggerstaff, Knight, Ph.D., Harvard U. Prof. Emeritus, History  
 Billera Louis J., Ph.D., City U. of New York. Prof., Mathematics/Operations Research and Industrial Engineering  
 Bilson, Malcolm, D.M.A., U. of Illinois. Frederic J. Whiton Professor of Music, Music  
 Bird, John M., Ph.D., Rensselaer Polytechnic Inst. Prof., Geological Sciences  
 Birman, Kenneth P., Ph.D., U. of California at Berkeley. Prof., Computer Science  
 Bishop, Jonathan P., Ph.D., Harvard U. Prof., English

- Blackall, Jean F., Ph.D., Harvard U. Prof. Emerita, English
- Blass, Elliott M., Ph.D., U. of Virginia. Prof., Psychology/Nutritional Sciences
- Bloom, Arthur L., Ph.D., Yale U. Prof., Geological Sciences/INSTOC#
- Bloom, Bard, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Computer Science
- Blume, Lawrence E., Ph.D., U. of California at Berkeley. Prof., Economics
- Blumin, Stuart M., Ph.D., U. of Pennsylvania. Prof., History
- Bodenschatz, Eberhard, Ph.D., U. of Bayreuth (Germany). Asst. Prof., Physics/LASSP\*
- Bodman, Nicholas C., Ph.D., Yale U. Prof. Emeritus, Modern Languages and Linguistics
- Bogel, Fredric V., Ph.D., Yale U. Prof., English
- Borneman, John W., Ph.D., Harvard U. Asst. Prof., Anthropology
- Borstelmann, Thomas, Ph.D., Duke U. Asst. Prof., History
- Bowers, John S., Ph.D., Massachusetts Inst. of Technology. Prof., Modern Languages and Linguistics
- Boyd, Richard N., Ph.D., Massachusetts Inst. of Technology. Prof., Philosophy/Science and Technology Studies
- Bramble, James H., Ph.D., U. of Maryland. Prof. Emeritus, Mathematics
- Braun, Ross, Ph.D., New York U. Prof., Judeo-Arabic Studies, Near Eastern Studies
- Brazell, Karen W., Ph.D., Columbia U. Prof., Japanese Literature (Asian Studies)
- Breiger, Ronald L., Ph.D., Harvard U. Prof., Sociology
- Bronfenbrenner, Uri, Ph.D., U. of Michigan, Jacob Gould Schurman Professor Emeritus, Human Ecology/Psychology
- Brown, Kenneth S., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Brown, Larry D., Ph.D., Cornell U. Prof., Geological Sciences/INSTOC#
- Brown, Laura, Ph.D., U. of California at Berkeley. Prof., English
- Brown, Lawrence D., Ph.D., Cornell U. Prof., Mathematics
- Brown, Lois, Ph.D., Boston College. Asst. Prof., English
- Brown, Stuart M., Jr., Ph.D., Cornell U. Prof. Emeritus, Philosophy/Science and Technology Studies
- Brown, Theodore M., Ph.D., U. of Utrecht (Netherlands). Prof. Emeritus, History of Art
- Browne, E. Wayles III, Ph.D., U. of Zagreb (Yugoslavia). Assoc. Prof., Modern Languages and Linguistics
- Brumberg, Joan Jacobs, Ph.D., U. of Virginia. Assoc. Prof., Human Development and Family Studies/Women's Studies
- Buck-Morss, Susan F., Ph.D., Georgetown U. Prof., Government
- Bullock, Robert, Ph.D., U. of California at Berkeley. Asst. Prof., Government
- Bunce, Valerie, Ph.D., U. of Michigan. Prof., Government
- Burlitch, James M., Ph.D., Massachusetts Inst. of Technology. Prof., Chemistry
- Burns, Joseph A., Ph.D., Cornell U. Irving Porter Church Professor of Engineering, Astronomy/Theoretical and Applied Mechanics/CRSR
- Caldwell, Steven B., Ph.D., Cornell U. Assoc. Prof., Sociology
- Calkins, Robert G., Ph.D., Harvard U. Prof., History of Art
- Campbell, Donald B., Ph.D., Cornell U. Prof., Astronomy/NAIC†
- Cao, Jianguo, Ph.D., U. of Pennsylvania. Asst. Prof., Mathematics
- Caputi, Anthony F., Ph.D., Cornell U. Prof., Emeritus, English/Comparative Literature
- Carden, Patricia J., Ph.D., Columbia U. Prof., Russian Literature
- Cardie, Clare, Ph.D., U. Mass. Asst. Prof., Computer Science
- Carmichael, Calum M., B. Litt., Oxford U. (England). Prof., Comparative Literature/Biblical Studies
- Carpenter, Barry K., Ph.D., U. College, London (England). Prof., Chemistry
- Carroll, Noel, Ph.D., U. of Illinois. Assoc. Prof., Theatre Arts/Philosophy
- Carstens, Vicki, Ph.D., U. of California at Los Angeles. Asst. Prof., Modern Languages and Linguistics/Adjunct Asst. Prof., Africana Studies
- Cassel, David G., Ph.D., Princeton U. Prof., Physics/LNSP
- Castillo, Debra, Ph.D., U. of Wisconsin at Milwaukee. Prof., Romance Studies/Comparative Literature
- Cathles, Lawrence M. III, Ph.D., Princeton U. Prof., Geological Sciences
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